THE MAIN WAYS OF TEACHING SECONDARY PRONUNCIATION OF ENGLISH SOUNDS AVOIDING MISTAKES IN CLASS

BALAGOZYAN ANIK
GSU Lecturer, Assistant

The article is covering the main ways to teach the difference between primary and secondary pronunciation and single out methods to avoid main mistakes while pronouncing English secondary sounds in class. Therefore, general approach of subsidiary variant of English vowel and consonant sounds will be demonstrated in order to avoid main mistakes in class, some techniques are suggested in order to provide intelligible pronunciation in class.

The actual speech sounds are allophones or variants of the phoneme. Allophones of one and the same phoneme are phonetically similar. They do not contrast with one another. Subsidiary allophones presuppose quite predictable changes in the articulation of allophones that occur under the influence of the neighboring sounds in different phonetic situations.

The principal variant of a phoneme is the most representative of its sounds, that is to say, it preserves fully all of its characteristic features, which are included in the formal phonetic definition and description of the phoneme.

For example, the English consonant sound [k] in the word calm [ka:m] has all characteristic features included in the phonetic definition and description of the phoneme [k]-it is back lingual, plosive, aspirated and voiceless. Therefore, this is principal variant of phoneme [k]. However, in the fact [fækt], the consonant sound [k] lacks two characteristic features of the principal variant. It has no plosion and consequently no aspiration. Therefore, it is a plosionless subsidiary variant of the English phoneme [k].

A phoneme has different subsidiary variants because of several factors:

- The influence of a neighboring speech sound.
- The specific way in which the phoneme is joined to the following speech sound.
- The specific way in which the phoneme is pronounced in different position, that is to say, depending on whether the phoneme occurs at the beginning in the middle or at the end of a syllable, a word, a sense group or a sentence before a vowel or a consonant, before or after a vowel or between vowels, in a stressed or an unstressed syllable, before or after a pause.

The variants of the same phoneme are mutually exclusive in speech that is to say, none of, them occur in the same phonetic context as any other. For example, an alveolar variant of the English phoneme [t] cannot occur immediately before the sounds [θ] and [ð] of the same word eight [eɪtθ] or write this [raɪt ðɪs] unless the two words are separated by a pause. In addition, vice versa, a dental subsidiary variant of English phoneme [t] can never occur in initial position.
e.g. table [teɪbl], twice [twaɪs.]

The use of the wrong variant or allophone of a phoneme is an allophonic mistakes, which are one of the causes of a foreign accent in the pronunciation of the language learner and makes his speech or reading hard to understand.
 Subsidiary variants of English vowels phonemes:
1. Variants due to the adaptation of vowels to consonants.
The following are the most noticeable of the subsidiary variants of some English vowel phonemes due to this adaptation of vowels to consonants.
• An advanced or fronted variant of English phoneme [uː] is used before the midlingual sonant [j] because the back part of the tongue moves forward closer to the position for the midlingual consonant [j].

        Back variant   Back-advanced variant
        moon [muːn]   music [mjuːzɪk]
        doom [duːm]   duty [djuːtɪ]

• Under the influence of back-lingual consonant [k, g] the English neutral vowel phoneme [ə] has a retracted and at the same time raised variant.

        Principal variant   Retracted variant
        apart [əpa:t]   again [əgeɪn]
        phonetic [fəunetɪk]   back again [bæk əgeɪn]

2. Variants due to the specific way in which English vowel phonemes are pronounced in different position.
• A slightly more open or lowered variant of English phoneme [ɪ] resembling a weak [e] sound, is used in an unstressed open syllable at the end of a word compare the first ant the last [ɪ] sounds or the words e.g. busy [bɪzɪ], city [sɪtɪ], lily [lɪlɪ].
• The English neutral vowel phoneme [ə] has a reatracted variant, which resembles the vowel [ʌ]. This variant occurs in word final position before a pause.
     Principal variant   Retracted variant
     sentence [sentəns]   center [sɛntə]
     cinemas [sɪnɪməs]   cinema [sɪnɪmə]
 Subsidiary variants of English consonant phonemes

1. Variants due to partial assimilation affecting an articulation or a point of articulation.

• A labio-dental variant of the phoneme [m] was used by many native speakers of English immediately before the consonant [f v] of the same or the following word.

Bilabial variant	Labio-dental variant
come [kʌm]	comfortable [kʌmfətəbl]
am [æm]	I am very glad [aim very glæd]

• Dental and not alveolar variants of the English phonemes [t, d, n, l] are used immediately before [ð] and [θ] of the same or the following word

Alveolar variant	Dental variant
that evening [ðæt ɪ:vnɪŋ]	write this [raɪt ðɪs]
ten [ten]	tenth [tenθ]

• Post alveolar and not alveolar variants of any one of the English phonemes [t, d, n, l] are used before [r].

Alveolar variants	Post-alveolar variants
tie [tʌɪ]	try [trʌɪ]
die [dʌɪ]	dry [drʌɪ]
all [ɔːl]	already [ɔːlredɪ]

• Advanced back lingual and not fully back lingual variants of English phonemes [k, g] are used before the midlingual sonant [j].

Fully back lingual variant	Advanced back lingual variant
coop [kuːp]	cube [kjuːb]
goose [guːs]	argues [aːgjuːz]

• Labialized variants of consonant phonemes occur immediately before phoneme [w] of the same word.

Non-labialized variant	Labialized variant
dell [dɛl]	dwell [dwɛl]
luggage [lʌgɪdʒ]	language [læŋgwɪdʒ]

1. Variants due to partial assimilation affecting the work of the vocal cords.

• Devoicing is most noticeable in the English constrictive sonants [w, l, r, j]. When they are preceded by a syllable initial plosive consonant and followed by a stressed vowel, that is in the clusters [pl] [pr] [pw] [ts] [kw] [kl] [kr] + a stressed vowel.

Fully advanced variant	Partly devoiced variant
wise [wʌɪz]	twice [twʌɪs]
dry [drʌɪ]	price [prʌis]
ally [əlaɪ]	try [traɪ]
green [grɪ:n]	cream [krɪ:m]

• Devoicing is less noticeable in the English sonants when they occur in all the other clusters listed above.

Fully voiced variant	Partly devoiced variant
beauty [bjuːtɪ]	pupil [pjuːpl]
view [vjuː]	friend [frend]
way [weɪ]	few [fjuː]
you [juː]	queue [kjuː]

2.Variants due to adaptation of consonants to vowels.

• Advanced back lingual and not fully back lingual variants of the English front vowel.

Fully back lingual	Advanced back lingual
coop [kuːp]	keep [kɪːp]
goose [guːs]	geese [gɪːs]

• Labialized variants of English consonant phonemes are used before the English rounded vowels. This labialization is because the lips are already rounded during the retention stage of the consonants in articulation of a following vowel.

Non-labialized variant	Labialized variant
peal [pɪːl]	pool [puːl]
beat [bɪːt]	boot [buːt]
tea [tɪː]	too [tuː]
geese [gɪːs]	goose [guːs]

3. Variants due to the specific way in which English consonants are joined together.

• Nasally exploded variants of the English stop consonant phonemes [p, b, t, d, k, g] are used before the nasal sonants [m, n].

Orally exploded variant	Nasally exploded variant
help us [help əs]	help me [help mɪː]
don't ask [dount aːsk]	don't know [dount nəʊ]
ask us [ask əs]	ask me [ask mɪː]

• Laterally exploded variants of English phonemes [t, d] are used before phoneme [t].

Orally exploded variant	Laterally exploded variant
time [taɪm]	little [lɪtl]
day [deɪ]	middle [mɪdl]

Thus, we see that a phoneme has different variants of subsidiary pronunciations because of the influence of the neighboring sound the specific way of joining the neighboring sound and way of pronunciation in different positions, depending on

it is at the beginning in the middle or at the end of the word. The use of wrong variant of phoneme is an allophonic mistake, which will make the speech hard to understand.

The Main Mistakes Made in Secondary Pronunciation of English Vowel and Consonant Sounds

This article deals with the importance of teaching pronunciation of the English language to Armenian speakers. As the global character of English language is strengthened every day, the only knowledge of English grammar and vocabulary is not sufficient as the importance of being able to lead an intelligible and effective communication plays a great role as well. Therefore, this article aims at finding out some of the ways, which can make an improvement in terms of teaching pronunciation in English lessons. As the significance of the English language grows and its status of a global language is strengthened every day, many people start realizing that the only knowledge of English grammar and vocabulary is becoming not to be sufficient. In today's increasingly international world, it is not only necessary to understand what other English speakers say but it is also essential to make your own speech intelligible for the others. However, even though the global character of English language makes many English learners and teachers realize the necessity of improving the pronunciation skills, many Armenian students still cope with mispronouncing sounds, misplacing stress in sentences and misusing intonation patterns.

Our native tongue strongly incorporated into our language patterns. The ability to imitate the language perfectly weakens with the age, as children of ten years or less are able to gain excellent knowledge of any language they are exposed to, but children who are older than ten are more likely to struggle with a difficulty in mastering the pronunciation.

The question is how to overcome the native language predispositions that prevent English learners from acquiring the English sounds properly. The point is to expose English learners to as many pronunciation activities as possible in order to make them realize what their English pronunciation is like in comparison with the pronunciation of native English speakers. English speech habits require a diligent practice. The assimilation of sounds that do not exist in speaker's native language is a long-term process.

The fact that some students are able to acquire a reasonable knowledge of English in few months and the others are not able to reach the same level within some few years leads this paper to the topic of factors, which influence attaining English

pronunciation. Generally, we can distinguish two main groups of the factors, internal and external.

Internal Factors: These are the factors, which are incorporated into student's individual language.

Age: It is proved that children are the most talented ones in terms of acquiring English as a foreign language (EFL). However, adults can achieve a reasonable progress in obtaining pronunciation skills successfully if they are well motivated and determined.

Personality: Students who are of introvert character are usually afraid of expressing themselves orally; they do not rather look for any opportunities to speak. On the other hand, students who are of extrovert character are usually seeking for taking part in every conversation possible, ignoring their mistakes.

Motivation: It is important to distinguish between intrinsic and extrinsic motivation. Students, who are intrinsically motivated, exhibit greater interest and enjoyment in their English language development. Students who need to study English in order to take a better job or to communicate with relatives who live in an English speaking country (so they are extrinsically motivated) are also likely to achieve better results.

Experiences: Students who have already been exposed to some foreign language have greater chances to acquire a new language easier than students who have never encountered one.

Cognition: It is believed by some linguists that the cognitive abilities that are stronger with some students than with some others can lead to faster language progress believe it.

Native language: Students who try to acquire a foreign language, which belongs to the same language family as their native language, have greater chance than those students who try to master a language from a family group that is different from their native tongue.

External Factors: These factors characterize the particular language-learning situation.

Curriculum: It is important to expose students of ESL to such a workload, which is appropriate for their studying needs.

Instruction: It depends also on teacher's teaching skills and abilities how successful students are in terms of their language development. In addition to this, students who are exposed to some ELT (English language teaching) also in other subjects reach greater progress.

Culture and Status: It has been noticed that students whose culture possesses a lower status than the culture whose language they are exposed to achieve the language skills slower.

Motivation: It is proved that students who are continually supported to better their language skills by their families or teachers reach a greater success.

Access to native speakers: Students who have the possibility to meet with native speakers lose the fears to communicate. Native speakers provide a linguistic model and an appropriate feedback for students.

Thus, in this subchapter we see that two main group of factors internal and external are the crucial options incorporated with students English pronunciation. These factors characterize the particular language-learning situation.

The Main Mistakes Made In Secondary Pronunciation of Vowel Sounds
Taking into account all the factors such as age, personality, motivation, experiences, cognition, native language, curriculum, instruction, culture and status, access to native speakers we have separated the main mistakes in secondary pronunciation of English vowels and consonants made by Armenian students and tried to suggest the ways and exercises which help them to avoid the wrong pronunciation.

To start with, let us recall what we know about vowels: They are all voiced; moreover, since their articulation involves no obstruction, they are pure voice, without noise: they are the most sonorous sonorants. Since there is no obstruction, they are, of course, continuants. Any typically consonantal property (i.e., manner or place of obstruction) is absent in them. The most difficult thing about describing vowels is that they have no readily identifiable place of articulation precisely because there is no obstruction during their production. Nevertheless, they can be described using three parameters.

First, as far as the oral-nasal process is concerned, vowels – just like consonants - can be pronounced with a lowered or a raised velum. Vowels produced with a raised velum are called, of course, oral ones: the raised velum shuts off the passage of the air through the nose, so all air leaves through the oral cavity. Lowered velum equals free passage through the nasal cavity; in such cases, the airflow passes through the nasal and the oral cavity at the same time. Such vowels are called nasal.

Second, vowels can be articulated with rounded or spread lips. If you compare the vowel of too with the one in you can easily notice that the former is rounded, the latter is unrounded. The world's languages all have rounded as well as unrounded vowels.

The third difference between vowels is in the position of the tongue. The tongue can move both vertically and horizontally in the mouth away from its neutral position. The neutral position of the tongue means its resting position, occupied by it when the mouth is closed. When in this position, the tongue is slightly raised above the floor of the mouth (vertically speaking), neither pushed forward or backward (horizontally speaking). From this neutral (resting) position, the tongue can be moved both horizontally and vertically: forward/backward as well as upward/downward. If the tongue is raised, it has more space to move forward or backward than when it is lowered towards the floor of the mouth. Space within the mouth, show the possible positions of the tongue that can be occupied during vowel production; for this reason, it is called the vowel space. We have to bear in mind that we are dealing with vowel articulations; if the tongue approaches the palate too closely, it will result in an obstruction narrow enough to produce a consonant.

As it has already been mentioned, before incorporating any of the pronunciation activities into the class, it is always advisable to identify the pronunciation problems in the concrete study group in class. In this subchapter, some of the most common pronunciation mistakes of Armenian speakers are going to be presented with the aim to provide an overview of the key problems that should be eliminated during English lessons. There is a direct link between spelling and pronunciation in every language, non-native speakers may have problems with English sounds. There are languages in which (e.g. Armenian, Check) syllables are equally long, which is not the case in English language.

It is clear that pronunciation is so difficult to learn. The first language of most students affect on learning the second language.

Therefore, Armenian speakers mostly struggle with pronouncing the schwa sound [ə], and the following sounds [æ], [ʌ], [ɪ], [ʊ], [ɜː]: such in words like bad/bed, cap/cup.
Now let us cover them separately.
[æ] is a low – broad, front, unrounded, short, lax, checked, monophthong.
   1. The front of the tongue is slightly raised towards the hard palate.
   2. The mouth is nearly wide open.
   3. The lips are slightly spread.
[æ]- e.g. cat, bat, shadow, jam, badge, land it is often mispronounced [e]. It is because in Armenian language the vowel sound [æ] does not exist.

Correct pronunciation	Incorrect pronunciation
cat [kæt], bat [bæt]	[ket], [bet]
shadow [ʃædəʊ], jam [ʤæm]	[ʃedou], [ʤem]

badge [bæʤ]   land [lænd]   [beʤ], [lend]
The vowel [ʌ] is a low narrow, central, unrounded, short, checked, lax monophthong.
1. The center of the tongue is raised halfway toward the center of the palate.
2. The mouth is half-open.
3. The lips are spread.

[ʌ] as in the words bus, stop, dozen, front, enough, blood . Although in Armenian this vowel exists, still it is often confused with [ɑ:] as in the word heart. [hɑ:t]

       Correct pronunciation   Incorrect pronunciation
        bus [bʌs], stop [stʌp]   [bɑ:s], [stɑ:p]
       dozen [dʌzn], front [frʌnt]   [dɑ:zn], [frɑ:nt]
        enough [ɪnʌf], blood [blʌd]   [ɪnɑ:f], [bla:d]

This becomes important as a way to keep the same vowel sound when adding –ed to put a verb into the past tense. We often double an ending consonant to keep a short vowel short. For example, the past tense of 'stop' is 'stopped.' Otherwise the silent 'e' rule would give it a long 'o' sound – stop [stʌp] but stopped [sta:pt].

Silent /e/ Rule: When a vowel and consonant are followed by an e, the e is usually silent, but it causes the preceding vowel to be long.

       For examples:

ate [eɪt], plane [pleɪn], nine [naɪn].

Besides these a pronounced [eɪ] which considers long a.

For example:

ate [eɪt], mate [meɪt], plane [pleɪn]

       The vowel [ɪ] is a high-broad, front-retracted, unrounded, short, lax, checked, monophthong.
1. The front of the tongue is raised towards the hard palate.
2. The tongue is slightly retracted.
3. The mouth is nearly closed.
4. The lips are slightly spread.

[ɪ] as in the word ship. This short vowel does occur in Armenian language, but it is frequently mixed with long vowel [i:] as in the word sheep [shi:p].

Correct pronunciation   Incorrect pronunciation
  ship [ʃɪp],   [ʃi:p],

The vowel [i:] is a high-narrow, front, unrounded, long, tense, free, diphthongoid.
1. The front of the tongue is raised high towards the hard palate.
2. The lips are somewhat spread.

3. The mouth is nearly closed.
4. The tongue is raised further towards the palate and the jaw is raised slightly resulting in a change of the sound.

e.g. the word beach- it has the long vowel sound in this word [i:] [biːtʃ]. If the students mispronounce this long vowel sound and use the short [ɪ] sound, they'll say [bɪtʃ]. [ɪ] pronounced [aɪ] as in mite [maɪt] or might [maɪt]. But students sometimes pronounce these words like mite [mɪt], might [miɪt] or [mɪgt]. The vowel [ʊ] is a high-broad, back advanced, slightly rounded, short, lax, checked monophthong.
1. The back of the tongue is raised high in the back of the mouth towards front part of the soft palate.
2. The mouth is slightly open.
3. The lips are slightly rounded.

[ʊ] as in the words bull, look, pull, push. Although the short vowel is used in Armenian language, it is often pronounced as long vowel [u:] as in the word boot [buːt]

        Correct pronunciation   Incorrect pronunciation
        bull [bʊl], look [lʊk]   [buːl], [luːk],
        pull [pʊl], push [pʊʃ],   [puːl], [puːʃ]

Students sometimes mispronounce [juː] not knowing that an advanced or fronted variant of English [uː] phoneme is used before the midlingual sonanat [j] because the back part of the tongue moves forward closer to the position for the midlingual consonant [j] [6].

        Back variant   Back-advanced variant
        Moon [muːn]   Music [mjuːzɪk]
        Doom [duːm]   Duty [djuːtɪ]
        Correct pronunciation   Incorrect pronunciation
        music [mjuːzɪk],   [muːzɪk]
        duty [djuːtɪ]   [duːtɪ]

The vowel [ɜː] is a central, mid-narrow, unrounded, long, tense, free monophthong.
1. The tongue is more or less flat.
2. The tongue is almost as high as for [e].
3. The lips are slightly spread.
4. The opening between the jaws is narrow.

[ɜ:] as in the words bird, fern, journey. This vowel happens frequently in many languages, therefore it is mispronounced [ʌ] as in the word cup [kʌp] or [ɑ:] as in the word heart [hɑ:t].

Correct pronunciation	Incorrect pronunciation

Correct pronunciation   Incorrect pronunciation

     bird [bɜ:d], fern [fɜ:n]   [ba:d], [fa:n]

      journey [ʤɜ:nɪ]   [ʤa:nɪ]

The vowel [ə] is a mid-broad, central, unrounded, short, lax, free, monophthong.

1. The central part of the tongue is raised half towards the hard palate.
2. The mouth is half-open.
3. The lips are spread.

[ə] as in the words camera, cinema, perhaps. This sound (schwa) is presented only in English and it is usually pronounced as the spelling of the word [35].

       Correct pronunciation   Incorrect pronunciation

      camera   [kæmerə]   [kæmera]

      cinema   [sɪnɪmə]   [sɪnɪma]

      perhaps [pə:hæps]   [pe:hæps]

Any vowel in an unaccented syllable has a neutral or "schwa" /ə/ sound.

For example:

/a/ in above [əbʌv],   /e/ in accident [æksɪdənt]

/i/ in family [fæməlɪ]   /o/ freedom [fri:dəm]

/u/ in succeed [səksi:d]

Under the influence of back-lingual consonant [k, g] the English neutral vowel phoneme   [ə] has a retracted and at the same time raised variant.

       Principal variant   Retracted variant

       apart [əpa:t]   again [əgeɪn]

     phonetic [fəunetɪk]   back again [bæk əgeɪn]

       Thus, we see that avoiding main mistakes in secondary pronunciation of English vowel sounds, it is crucial to describe vowel sounds and emphasize that they have no readily identifiable place of obstruction, therefore, they are usually articulated with a raised velum rounded or spread lips as well as neutral position of the tongue.

      Key words: *vowels, consonants, linking sounds, content words, neutral, secondary pronunciation, retracted, rounded vowels, unrounded vowels, front variants of the consonants, back variants of the consonants, spelling, stress, function.*

ՀՆՉՅՈՒՆՆԵՐԻ ԵՐԿՐՈՐԴԱՅԻՆ ԱՐՏԱՍԱՆՈՒԹՅԱՆ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ ԱՆԳԼԵՐԵՆՈՒՄ

ԲԱԼԱԳՈՁՅԱՆ ԱՆԻԿ
ԳՊՀ դասախոս

Անգլերենում հնչյունների երկրորդային արտասանությունը կախված է մի շարք գործոններից՝ հարևան հնչյունների ազդեցությունից, դիրքից, շեշտված կամ անշեշտ վանկից, դադարից առաջ, թե հետո գտնվելուց: Հնչյունի սխալ արտասանությունը հանգեցնում է ոտար հնչեղության:

Key words: *vowels, consonants, linking sounds, content words, neutral, secondary pronunciation, retracted, rounded vowels, unrounded vowels, front variants of the consonants, back variants of the consonants, spelling, stress, function.*

ОСОБЕННОСТИ ВАРИАТИВНОГО ПРОИЗНОШЕНИЯ ЗВУКОВ В АНГЛИЙСКОМ ВО ИЗБЕЖАНИЕ ОШИБОК ПРОИЗНОШЕНИЯ

БАЛАГОЗЯН АНИК
Преподаватель ГГУ

Вариативное произношение звуков в английском языке зависит от ряда таких факторов, как, влияние артикуляции соседних звуков, расположение, ударный и безударный слог, положение перед или после паузы. Неправильное произношение звука приводит к иной артикуляции.

Ключевые слова: *гласные, согласные, связывание звуков, знаменательные слова, нейтральное, вариативное произношение, оттянутые, лабиализованные гласные, нелабиализованные гласные, переднеязычные согласные, заднеязычные согласные, правописание, ударение, функция.*