

СУЧАСНА ПЕДАГОГІЧНА ОСВІТА: ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ

УДК 372.881

LEARNING ENGLISH PHONETICS USING AUTHENTIC VIDEO MATERIALS

Iryna Barantsova

Bohdan Khmelnytsky Melitopol State Pedagogical University

Resume:

This article is devoted to the problem of using video materials when teaching students of the universities the phonetics of the English language. The main attention is paid to the language of the video (phonetic, lexical, grammatical means); the compositional and semantic structure of the video, the method of presentation and the subject of speech; forms of speech (monologic, dialogical); the conditions in which phonetics is taught. There are three levels of teaching phonetics: motivational-stimulating, analytic-synthetic, higher (understanding the statement). The criteria for the selection of videos for teaching the phonetics of the English language are determined: informative, structural-compositional, sociocultural, criteria for the form and functional-semantic type of video, the volume and duration of the message. Teaching phonetics based on the use of video materials should include pre-demonstration, demonstration, post-demonstration stages.

Key words:

teaching phonetics; video film; phonetic skills; video selection criteria; English.

Анотація:

Баранцова Ірина. Навчання фонетиці англійської мови за допомогою автентичних відеоматеріалів.

Статтю присвячено проблемі використання відеоматеріалів під час навчання студентів фонетики англійської мови. Основну увагу приділено мові відео (фонетичні, лексичні, граматичні засоби); композиційно-смісловій структурі відеоролика, способу викладу та предмету мовлення; формі мовлення (монологічне, діалогічне); умовам, у яких викладають фонетику. Визначено три рівні навчання фонетики: мотиваційно-спонукальний, аналітико-синтетичний, вищий (розуміння висловлювання). Виокремлено критерії відбору відеоматеріалів для навчання фонетики англійської мови: інформаційний, структурно-композиційний, соціокультурний, критерії форми й функціонально-семантичного типу відеоролика, обсягу і тривалості повідомлення. З'ясовано, що навчання фонетики на основі використання відеоматеріалів повинно містити переддемонстраційний, демонстраційний та післядемонстраційний етапи.

Ключові слова:

навчання фонетики; відеофільм; фонетичні навички; критерії відбору відео; англійська мова.

Setting of the problem. Currently, video films are the main means of teaching a foreign language at any level of its proficiency. It is advisable to use video clips from feature films and documentaries, television news, interviews, cartoons, video tours of museums and exhibition halls, etc. in foreign language classes.

The didactic potential of video films "is in the possibility of visualizing theoretical material, concretizing the role model due to the authenticity of the video resource, conducting interactive classes, increasing motivation to study the theoretical component of teaching the subject and organizing productive independent activities of students to form stable oral pronunciation skills and oral-speech skills" (Baker, 2006, p. 178).

The video film is a unique opportunity to immerse yourself in the live speech of native speakers of a foreign language and get acquainted with the cultural characteristics of the country of the language being studied, its history and way of life. Through the use of authentic video clips, the language situation (language environment) is modeled, foreign language communicative, sociocultural and sociolinguistic competencies are formed, a harmoniously developed personality of a student in a multicultural space develops (Vozna, 2004, p. 18).

We note that all this is possible with the interaction of organizational forms of teaching

English, independent work, as well as the special role of an English teacher acting as a facilitator, mentor, assistant.

Selected authentic video clips contribute to the visual presentation of new educational material, allow you to acquire phonetic knowledge, develop phonetic skills and form phonetic skills. At the same time, a conscious imitative complex is actively involved, students reproduce the speech of native speakers, imitating them.

The advantage of a video film/video fragment is the power of impression and emotional impact on students. Students learn to describe not only the events of the watched video material, but also the feelings, mood of the characters, their own impressions of what they saw.

That is why the main attention is paid to such principles of selection of video material as the correspondence of the problems of the viewed video material to the age, interests of students, their level of foreign language proficiency, as well as compliance with educational goals. Authentic video material is selected in accordance with the criteria of the necessity and sufficiency of the material, professional conditionality, accessibility, authenticity and genre diversity. Authentic video material as a product of another culture is extremely informative from the point of view of the language system and worldview

of its speakers. It should be an additional source of information, carry educational and developmental potential, create motivation for learning a foreign language, take into account the needs, capabilities, skill level and individual characteristics of students.

Viewing authentic video material contributes to the achievement of interdisciplinary and meta-disciplinary learning outcomes. Students develop logical thinking, that is, the ability to compare, contrast, analyze and synthesize facts and phenomena, comprehend new material, generalize new knowledge (Komarova, 2001).

Teaching phonetics in a non-linguistic university takes place in the absence of a natural

language environment and minimum learning time, so talking about authentic pronunciation hardly makes sense. Complete mastery of the pronunciation side of foreign speech is feasible, as a rule, only when teaching philologists, and here it is achieved in rare cases, and if acquired, then in the conditions of later life or work in the language environment.

At present, a realistic principle has been established in the field of mastering a foreign pronunciation, which is based on the idea of approximation – approximation to the normative pronunciation. There are no questions that teaching pronunciation as a whole is subordinated to the development of speech activity. But it was not always clear to methodists whether to concentrate work on pronunciation at the initial stage or gradually improve skills throughout the entire period of study. At a certain stage, it was believed that the first option was the most acceptable. However, at later stages of training, work on pronunciation was stopped, since it was believed that the skills were formed at the initial stage, although it is this type of skills that can be considered the most susceptible to deautomatization. Currently, methodologists believe that work on improving pronunciation should be carried out at all stages of teaching a foreign language, although the role of this work and its nature change at different stages.

We should talk about two varieties of pronunciation skills – auditory pronunciation and rhythmic-intonation. Under Speech Listening Skills the skills of phonemically correct pronunciation of all studied sounds in the stream are understood – speech and understanding of all sounds when listening.

Since a foreign sound form is studied on the basis of the speech habits of the native language, various difficulties arise depending on the degree of coincidence or difference in phenomena of foreign and native languages. Pronunciation features led to the emergence of a methodological typology of phonetic material, which is understood as a grouping of phonemes in accordance with the possible difficulties of their assimilation in speech. Based on studies of the phonetic structure of a foreign language and the peculiarities of its assimilation by students,

scientists conditionally divided all the sounds of a foreign language into three groups:

1) phonemes close to the phonemes of the native language (NL) in articulation and acoustic properties;

2) phonemes that, due to the presence of common properties, seem to be the same with phonemes, but differing from them in essential features;

3) phonemes that do not have articulatory and acoustic analogues in the native language.

Until recently, it was believed that the third group was the most difficult to master, since when working on the sounds of this group, it is necessary to create a new articulation base. In addition, these sounds are also heterogeneous in difficulty – the easier ones include those whose articulation can be shown [s], [m], [z]; more difficult are those where it is practically impossible to do this [r], [ŋ], [j]. But the practice of the work has shown that it is especially difficult for students to assimilate the sounds of the second group, where the interfering influence of the students' native language is too strong.

Rhythmic-intonational skills are understood as the skills of intonationally and rhythmically correct shaping of speech. The rhythmic-intonation design of the English language is noticeably different from Ukrainian. It must be remembered that mastering these skills outside the language environment is one of the most difficult aspects of working with a language.

The rhythm of English speech is characterized by the uniform following of stressed syllables. Therefore, the speed of pronouncing unstressed syllables between two stressed syllables depends on the number.

The number of unstressed syllables: the more unstressed syllables, the faster they will be pronounced. Rhythm is least expressed in spontaneous, everyday speech, most – in poetic texts. It is better to start working on rhythm with poetic texts. A detailed analysis of the rhythmic organization of the poem is required in order to show the systemic nature of rhythm. On the example of a poetic work, one can see a clear rhythmic structure that permeates all phonetic levels. A poetic work is good material for developing the skills of rhythmic English speech.

Through them it is easier to assimilate the periodicity of the basic unit (rhythmic group). Work on the rhythm of English speech can be carried out on the material of limericks. Limericks are an integral part of the language culture for the English-speaking peoples of the world. With a great humorous "charge", limericks are easy to remember due to their simplicity, grace, lightness of sound, and also due to their characteristic rhythm. Limericks not only acquaint learners of English with magnificent poetic examples of typical English "absurd" humor, but they are also excellent material for developing the correct phonetic organization of English speech and especially its rhythm. After that, you can proceed to the analysis of the rhythmic organization of

the prose text. It seems appropriate to choose for this a descriptive type of text, which is widespread in the practice of teaching foreign languages. It should be remembered that controlling the voice (while maintaining the correctness of individual sounds) is a very difficult task for many students, and the quality of the reproduced samples largely depends on how they hear them. For this purpose, it is also recommended to use the available means of visualization – by moving the hand to show the direction of tone, tap out the rhythm, etc. To visualize intonation changes, you can also use the graphic method. Words in a sentence are indicated by conventional symbols, and the direction and intensity of tonal changes are indicated by straight or arcuate arrows. Phrases that do not differ by linguistic means are suitable for such an analysis. The teacher's explanations can be built both deductively and inductively.

The inductive way is more effective (although more time consuming) because it forces the students themselves to come up with the necessary generalization and provides a better imprint of the heard patterns and develops the ear.

In connection with the task of forming and maintaining the phonetic skills of students at the proper level, high demands are placed on the speech of the teacher in general and on its phonetic level in particular. The speech of the teacher in this sense should be exemplary.

A common mistake made by many students learning a second foreign language is not paying enough attention to pronunciation. The underestimation of the importance of pronunciation is generally due to the fact that students tend to mistakenly think that pronunciation is less important in comparison with other aspects of English such as grammar, reading, writing. However, it is well known that a student with excellent grammar who lacks good pronunciation will have serious difficulties communicating in English with native speakers. Communicating information without correct pronunciation is possible, but understanding can be distorted, for example, if key words are mispronounced.

Students should give equal importance to all aspects of the English language, only in this case it is possible to talk about the effectiveness of learning a foreign language. The phonetic aspect should be considered one of the priorities when learning a foreign language.

There is a connection between pronunciation and listening. Because listeners expect the speech of the interlocutor/speaker to follow certain rhythms of the listener's native language. But rhythm and intonation in Ukrainian and English are completely different. For this reason

listeners simply cannot understand the meaning. Likewise, listeners need to know how language is organized and what intonation patterns mean in order to accurately interpret the language. Thus, studying

pronunciation develops students' ability to understand spoken English.

English pronunciation has various components, such as sounds, stress and pitch, and the learner must understand their function. Once students realize that English words have a stress structure, that words can be pronounced slightly differently, that pitch can be used to convey meaning, then their pronunciation will be much better.

Correct English pronunciation is very important for communication in order to be understood correctly and to avoid misunderstandings. Incorrect pronunciation of sounds in words, as well as stress on a certain syllable, often dramatically changes the meaning of and the context of the word, thereby irreversibly changing the meaning of the sentence being conveyed.

It is a very common belief that pronunciation skills are related to musical skills. However, there is no correlation between musical ability and pronunciation. Learning pronunciation is more of a cognitive skill for which some people may have more ability and/or interest and motivation than others.

A general observation shows that it is those who start learning English after the school years who are most likely to experience serious difficulties in acquiring intelligible pronunciation, and the degree of difficulty increases markedly with age.

This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary.

As a person matures, the vocal chords harden as students become accustomed to using the sounds of their native language, which are definitely different from English. And in the case of an attempt to reproduce the English language, they mix the sounds of the English language with the sounds of the native language. However, research shows that environment and motivation may be more important factors in the development of pronunciation than age and accent. Absolutely every student can succeed if they put their mind to it to study consciously and professionally.

The next factor that affects pronunciation is that in non-language schools, not enough time and attention is devoted to the study of phonetic skills of the English language. In the case of admission to a language university, students have to learn phonetics, one might say, all over again. They already come in with a fairly good vocabulary, but some words may be memorized with the wrong pronunciation. At this stage, a difficult task for them is to relearn.

Students do not understand why this aspect is needed, and sometimes they find it boring and unnecessary. It should be noted that graduates of non-language schools need special psychological support in case of admission to a language higher education institution. Some students feel confused when they start practicing vowel sounds.

A group of students is usually at about the same level, but sometimes some students can be quite different in level. This leads to some difficulties in teaching, requires patience and flexibility on the part of teachers.

There are also factors that lead to a decrease in motivation, students lack the skills to work independently on pronunciation. It can be noted that students lack listening skills and interest in learning English. A common mistake in classes is that students are not responsible for improving their own pronunciation. In this case, the student's motivation should be seen as a central link to successful learning. The student plays the main role in improving his own pronunciation. Teachers act as pronunciation coaches, and students must be active learners who take the initiative in learning.

It is impossible to learn to speak correctly just by listening to theory. Maximum time is devoted to practice and independent work on improving pronunciation. At this time, a sample of English pronunciation is not only the language of the teacher, but also various Internet resources devoted to the study of phonetics.

They will be useful both for the teacher, allowing to make phonetics classes more effective, and for the student, working independently on pronunciation. Teaching pronunciation cannot be reduced to a set of rules, but instead must be part of the overall system of communication.

The educational process should be organized with a creative one approach, exercises should be simple, accessible, interesting and combine practice and theory.

Below are methods that can be used to teach pronunciation.

The class begins with a diagnostic analysis of each student's spoken English and selects an individual program and teaching methods for a specific group of students. A report on the results of the student's analysis is provided individually.

Next, the teacher introduces the students to the organs of speech and how to work with them for high-quality reproduction of English sounds. Comparison with the native language can help some students feel the difference with the language being studied for more successful pronunciation.

Special attention is paid to sounds, emphasis, rhythm and intonation. Intonation is an important feature in the English language.

Equally important is the use of various games, tests and quizzes in classes, which makes classes interesting and exciting. Yu.O. Komarova believes that classes built in the form of games significantly increase the interest and motivation of students (Komarova, 2001).

Nowadays, many educational aids with audio and video material are offered, which is very relevant in phonetic classes. The audio material offers students a clear model for listening, repeating and practicing their

own pronunciation. Students will be able to practice independently with help of simple listen and repeat exercises with a British English accent.

For example, Ann Baker in *Sheep or Ship* (an Intermediate Pronunciation Course) offers a series of exercises called Minimal pairs. These are pairs of words or sentences that differ only with one sound, for example *Bill bought a sheep. Bill bought a ship.* The teacher turns on the audio recording and students should listen and repeat, paying attention to the difference in the pronunciation of certain sounds. The game "Fingers" is also offered. The teacher quickly repeats words with different vowel sounds, for example, *sheep sheep sheep ship ship sheep ship.* Students point with one finger if they hear a short vowel sound or two if they hear a long one. Also, students can practice in pairs to consolidate the learned material (Baker, 2006).

Michael Vaughan-Rees in the textbook "Test your pronunciation" offers a number of interesting self-diagnostic tests that help students identify existing problems with pronunciation and focus on them. And also useful tips that will help students to understand more complex areas of English pronunciation (Vaughan-Rees, 2002).

"English Pronunciation in Use" by Mark Hancock includes many practical exercises to practice sounds, stress in words, rhythm and intonation (Hancock, 2015).

Many students, while listening to the English language, pay the main attention to understanding the context, vocabulary and grammar. As a rule, it is difficult for students to recognize the change in pitch because they cannot hear it and interpret it accordingly. Therefore, when it comes to communication, it is not surprising that English sounds monotonous to many students.

Analyzing the process of teaching the phonetics of the English language based on the use of authentic video materials, we noted that the goal of this process is to develop the ability to extract information with such a level of understanding and accuracy that is necessary to solve a specific learning task. As a result of training, a free, developed and educated personality is formed, possessing deep knowledge of the sociocultural orientation, able to adequately interpret phenomena and facts and choose an adequate style of speech and non-speech behavior in various types of cultures, and is ready to use this knowledge, skills and abilities for effective interaction. - interactions with representatives of other cultures and societies.

Teaching the phonetics of the English language is greatly influenced by the language design of the video material, its compositional and semantic structure, monologue/dialogic forms of speech; the conditions in which phonetics is taught (the number of presentations and the quality of sound, the individual characteristics of the speaker's voice, the pace of speech, the variety of

intonational shades, the irreversibility of the auditory reaction, different sources of information, specific linguocultural units of information).

There is an opinion that the process of teaching phonetics based on the use of video materials should be carried out at the following levels: "motivational-stimulating (readiness of the recipient to comprehend the speech statement); analytical-synthetic (reception and decoding of video film information); higher (understanding of the statement)" (Galskova, 2004 p. 8). Understanding can be considered as the ability of the recipient to adequately decipher the received information and translate the perceived thought into the reflexive zone without significant loss of the meaning inherent in the statement by the speaker. In our study, teaching phonetics based on the use of video materials should include pre-demonstration, demonstration, and post-demonstration stages.

At the first, pre-demonstration stage, new words and colloquial expressions are introduced and consolidated. Students need to be taught to extract information based on the disclosure of the meaning of linguistic and cultural units (sociocultural realities). As a rule, at this stage, the teacher offers tasks for working with the title of the video material, keywords on the problem that is touched upon in the plot, and determining the genre of the material viewed. The main attention should be paid to the acquisition of phonetic knowledge, the development of phonetic skills and the formation of phonetic skills.

At the second, demonstration stage, the demonstration of video material is accompanied by

active learning activities of students. Work continues on the acquisition of phonetic knowledge, the development of phonetic skills and the formation of phonetic skills.

At the third, post-demonstration stage, question and answer work (frontal survey), role-playing of dialogues and polylogues (work in microgroups), expansion and addition of communication situations shown in the video material, transfer of the situation to the everyday life of students (use of acquired phonetic knowledge in practical professional activity).

Conclusions. Summing up, it can be argued that the use of video materials optimizes the teaching of English phonetics. Video materials, representing models of authentic language communication, create an atmosphere of real language communication, make the process of assimilation of foreign language material interesting, problematic and emotional. Video clips containing socio-cultural and linguocultural information help both to reveal the cultural features, history, customs and traditions of the country of the language being studied, and to compare them with their native culture; and also contribute to the assimilation of background knowledge in a volume close to the background knowledge of a native speaker of the language and culture being studied. The use of authentic video materials opens up great opportunities for active work in the process of developing phonetic skills and the formation of students' phonetic skills, helps to increase the level of motivation, and creates conditions for students to work independently.

References

- Vozna M. O. (2004). English for translators and philologists. "New Book". [in Ukrainian]
- Galskova N. D. (2004). Modern method of teaching foreign languages. Teacher's guide. 3rd ed., revision. and additional K. [in Ukrainian]
- Yu. O. Komarova (2001). The use of educational games in the process of learning foreign languages. Kyiv. [in Ukrainian]
- Ann Baker. (2006). Sheep or Ship, an Intermediate Pronunciation Course. "Cambridge University Press". [in English]
- Michael Voughan-Rees. (2002). Test your pronunciation. "Penguin". [in English]
- Hancock Mark. (2015). English Pronunciation in Use Second Edition. "Cambridge University Press". [in English]

Information about the author: Barantsova Iryna Oleksandrivna

irinabarantsova25@gmail.com
Bohdan Khmelnytsky Melitopol State
Pedagogical University
Scientific Town, Street 59, Zaporizhzhia,
Zaporizhzhia region, 69000, Ukraine

doi: 10.33842/22195203-2023-30-100-104

Received at the editorial office 02. 06. 2023.
Accepted for publishing 20. 06. 2023.

Список використаних джерел

- Возна, М. О. (2004). Англійська мова для перекладачів і філологів. Вінниця: «Нова Книга». 480 с.
- Гальськова, Н. Д. (2004). *Сучасна методика навчання іноземних мов*. Посібник для вчителя. Київ.
- Комарова, Ю. О. (2001). *Використання навчальних ігор у процесі навчання іноземних мов*. Київ.
- Ann Baker. (2006). Sheep or Ship, an Intermediate Pronunciation Course. "Cambridge University Press".
- Michael Voughan-Rees. (2002). Test your pronunciation. "Penguin".
- Hancock Mark. (2015). English Pronunciation in Use Second Edition. "Cambridge University Press".

Відомості про автора:

Баранцова Ірина Олександрівна
irinabarantsova25@gmail.com
Мелітопольський державний педагогічний
університет імені Богдана Хмельницького
Наукове містечко, вулиця 59, Запоріжжя,
Запорізька обл. 69000, Україна

doi: 10.33842/22195203-2023-30-100-104

Матеріал надійшов до редакції 02. 06. 2023 р.
Прийнято до друку 20. 06. 2023 р.