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Introduction

The actuality of the investigation is explained that on one hand by the profound interest to the role of a variety of factors in the developing pronunciation of learners, and on the other hand the effective ways of teaching Phonetics. This model reflects in part the influence of communication-based theories of language acquisition. And in large part it reflects the influence of different pragmatist and progressive education theorists. As well as traditional approaches there are new methods that stress the importance of learner autonomy and responsibility for the learning process that attributes greater value to the learner's experience and knowledge.

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication.

Knowing a lot of vocabularies is meaningless if one cannot pronounce those words correctly and no one can understand the words that one is trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding.

Many people believe that they can communicate in English because they can communicate with their teachers and their group-mates. However, it is not true. The teachers have been listening to poor English pronunciations for years so they can understand their students' pronunciation. And the mates who are from the same country speak English with the same accents so that they can be understood easier.

A common mistakes made by many none-native students studying English as a second language is not paying adequate attention to the English pronouncing skills. This underestimation of the importance of pronunciation is mainly because students tend to think mistakenly that pronunciation is less

important compared to other aspects of the English language such as grammar, lexicology and vocabulary.

Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will more often than not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated.

The proper use of English pronunciation inclines to highlight and add value to an individual speaking English.

Consider the following: in a situation where a student's grammar and vocabulary is exceptionally good, the student may be able to write good English. But, if that same student lacks a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, etc. student's communication in English will be severely impeded. It means that students are able to write in English, but are not able to construct a meaningful sentence when speaking and thus fail at communicating a message.

At the very least, students studying English as a second language, should be given all the aspects of the English as an equal importance. At best, however, those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority.

Mispronunciation is a major cause of misunderstanding especially when one is speaking in a foreign language and mother tongue interference is one of the greatest, if not the greatest, that causes mispronunciation in foreign speech. Context, hand gestures and efforts from the person we are talking to, sometimes comes to the aid in speech. In this scenario, the worst that could happen is that ones embarrass themselves or sound pretty hilarious. However, mispronunciation could lead to catastrophic results especially when not face to face in speech. This could occur on phone, for example. Whereas

misunderstanding in written language mainly occurs due to poor choice of vocabulary or shallow understanding of the foreign language grammar, pronunciation shortcomings may be due to the absence of some sounds in the native language.

For instance, let us think of challenges faced by speakers of Karakalpak language when pronouncing the [a] sound in English, though with a wide range of variants: [æ], [ʌ], [a:] or even [ə].

Another example could be the absence of the [f] – [v]; [θ] – [ð]; and [tʃ] – [dʒ] sounds in Karakalpak which leads some speakers of this language to having trouble with the sound and pronouncing it as if [f] is [p]; [v] is [b]; [θ] is [s]; [ð] is [z]; [tʃ] is [ʃ]; [dʒ] is [ʒ] in English texts:

English pronunciation		Karakalpak pronunciation	
football	[futbol]	Football	[putbol]
very	[veri]	Very	[beri]
thin	[θin]	Thin	[sən]
this	[ðis]	This	[zəs]
much	[mʌtʃ]	Much	[maʃ]
June	[dʒu:n]	June	[ʒun]

Considering that language is the connection between the thoughts and the sounds person makes to put them across, i.e. the phonic expression of the thoughts, there is a communication breakdown whenever person fails to translate the thoughts into appropriate sounds that are unambiguously discernible by the recipient of the message. Polishing the pronunciation to overcome mother tongue Interference, when speaking a foreign language is as important as any other aspects of foreign language learning. At academic level, educational institutions tend to often give priority to grammar. However, even though grammar is the foundation on which language-learning is built, pronunciation is crucial to oral proficiency for an efficient and unambiguous communication.

The Resolution of the President of Uzbekistan ‘*On measures to further improvement system of foreign languages teaching*’ dated from December 10 introduces new opportunities in teaching foreign languages. [6]

Lots of projects highly developed, since that time. Mainly should be marked: teaching methods using modern and informational technologies in education of new generation to foreign languages; fundamental movement of the system of training of specialists who are confident in these languages; creation of conditions and opportunities for wide use of informational resources by students are carried out.

The new Education system aims at qualifying people; people armed with new resources of knowledge. The English language takes an important role to show the intellectual skills and ability to the world. Objectives of the Reforms in the field of economic policy are the individual. Therefore the task of Modern Education, the task of rising up a new generation, capable of national renaissance remain the prerogative of the state constitute a priority. [6]

Pronunciation is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Therefore the study of Phonetics is at the center while learning a new language. English being a second language or foreign language, one needs to learn Phonetics in the systematic way.

The present research work is an attempt to improve practical issues of Phonetics of the students at the intermediate level. After analyzing the students’ errors, they were given special training by using new techniques. The analysis proved that the students are largely benefited from this innovative model of teaching practical Phonetics. It also makes an in-depth analysis of the traditional methods, techniques and approaches adopted by the teachers and suggest innovative techniques of teaching phonetics.

This research work deals with a contemporary issue of importance – that of new approaches in teaching Phonetics. Perhaps a little neglected in the past, pronunciation teaching is today a hot topic for many teachers.

The object of the investigation is the errors in the pronunciation of Karakalpak students in mastering English language.

The subject of the research work is developing learners' Phonetic Skills on the material of a variety of methods.

The aim of the research work is to define the role of stages in the procedure and process of new approaches in teaching practical Phonetics, in reducing Interference and organizing the phonetic structure in that way that students learn the knowledge embodied in language actively, even autonomously, is not denied in teaching Phonetics.

According to this general aim the following particular tasks are put forward:

- To study, analyze, and sum up the modern methods of teaching Pronunciation;
- to prove the idea of importance of improving students' Pronunciation
- to reveal ways of developing pronunciation;
- to reveal specific peculiarities in selecting the material of phonetic teaching;
- to analyze the major results achieved in the studied field;
- imply learner-centered education methods and techniques for a new approaches to Phonetics learning;
- to give some points about historical overview of Pronunciation teaching methodologies
- to analyze student's errors and work out methods for improving students' Pronunciation.

The novelty of the research work is defined by concrete results of the investigation. The research work attempts to reveal the cases of Interference in mastering a foreign language and to suggest possible modern methods of preventing this linguistic phenomenon. While learning a foreign language various kinds of challenges which appear in this process should be taken into consideration. The phenomena of Interference on different levels of language most frequently occur in conditions of artificial bilingualism. Modern

methodology suggests a number of beneficial ways of effective language teaching and learning. The so-called 'Mobile learning', as an innovative way of teaching English, is suggested in the research work for effective language learning to prevent the phenomena of Interference.

Theoretical value of our scientific research work is detailed and structural studying of Interference issues and peculiarities and methods in teaching phonetics through a big variety of techniques.

Practical value of this research work is that materials can be used in teaching language in academic lyceums, colleges and higher institutions. This research work provides information that can help teachers and learners to teach and to improve their listening abilities and pronunciation. The material and the results of the given scientific research work can serve as the material for the theoretical and practical courses of the methodology of teaching English as well as it can be used for practical lessons in Theory of Phonology and Phonological system of English language.

The methods of investigation used in this research work are as follows: theoretical and practical. The main methods for compiling the work are the method of analysis and the method of research. All the different methods, however, have been developed in the belief that changes and improvements in teaching methodology bring about improvements in language teaching and learning.

Methodological basis of research is Decrees of the President of the Republic of Uzbekistan about development of languages, education and sciences, the national programme on a professional training, and also basic scholars and researches in the field of developing pronunciation. In the research we used the ideas of English, Russian and foreign methodologies who worked in the sphere of foreign language teaching methodology and language learning. We addressed to works of, U. Weinreich, L. V. Sherba, L. R. Zinder, V. B. Kasevich, L. V. Bondarko, A. Gimson, J. Flege and others for theoretical part of this work.

The material of investigation is developing pronunciation skills as a material of analyses, which consist of works of different scholars and internet resources.

Structure of the research work: Our scientific research thesis consists of introduction, three parts, conclusion, bibliography and appendixes.

Introduction includes the brief content of the research work, also actuality and novelty of the theme, the aims and tasks of the research work and its theoretical and practical value.

The main part of the research work consists of three parts:

- Chapter One, theoretical part, is devoted to the general information about phonetics, ways of developing and improving it. The terms pronunciation and accent are defined, the importance of teaching pronunciation is accentuated and methods with approaches of teaching pronunciation are described.
- Chapter Two is the theoretical part which deals with the points on phonetic interference, phonetic problems on the way of students and phonetic study of bilingualism.
- Chapter Three, practical part, introduces the method and the results of the research carried out during the period from November 2017 to March 2018. The results of listening to dictations and students' critical listening tests were the means for collecting the necessary data. The research yielded relevant data presented and analyzed herein.

Conclusion is the summary of the all given information , exactly saying in our research work we have successfully achieved our set aims : studied phonetic techniques and scholars' points; investigated the problems on the way of students; data analysis were conducted. And also we discuss the results of our research investigation and give some recommendations and useful tips for English teachers and learners of foreign languages as well.

Chapter I

THE MAIN FEATURES OF PRONUNCIATION

1.1 The importance of pronunciation

The role of the English language in the contemporary world has significantly changed over the last decades. In the new millennium it has become one of the most important means of international communication. The English language has become not only the language of the world community, which means that all nations can communicate with each other by means of English but also the means of scientific progress, which is extremely vital. English has become a lingua franca of the contemporary world. This means a growing number of exchanges between native speakers and foreign users as well as between non-natives with different first language backgrounds. These users have various degrees of competence resulting from their different goals and aspirations.

As regards the phonetic level of the language some strive to sound like native speakers for professional reasons. Others have a strictly practical goal, treating Pronunciation merely as a vehicle for getting their message across without hindrance [28].

Below, more authors in whose works the ideas of importance of teaching Pronunciation are cultivated are mentioned. It will be seen from the discussion below that they explain why to teach pronunciation is challenging and claim that a lot of teachers neglect pronunciation in their teaching practices.

Also, the question what aspects of pronunciation should be taught arises and when A. Brown opens his important anthology on pronunciation teaching as follows:

‘Pronunciation has sometimes been referred to as the “poor relation” of the English language teaching (ELT) world. It is an aspect of language which is often given little attention, if not completely ignored, by the teacher in the classroom’ [11:1; 73: 7].

Pronunciation is important because it does not matter how good learners' vocabulary or grammar is if no one can understand them when they speak. And to be understood, learners need a practical mastery of the sounds, rhythms and cadences of English and how they fit together in connected speech. Learners with good pronunciation will be understood even if they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and perfect grammar. People are likely to assume that they do not know much English, and – even worse – they are incompetent. However, many learners find that Pronunciation is one of the most difficult aspects of English to master, and feel the benefit of explicit help right from the beginning of their language learning [93: 11]

Unfortunately, Pronunciation seems to be a perennial hot topic for language learners, and yet many teachers find that it is not given the attention it deserves in teacher training courses. There is often insufficient time to investigate the issues that learners face or to explore how to approach pronunciation in the classroom or how to make the best use of the variety of techniques and activities for focusing on pronunciation [93: 6].

V. Cook notes that in language teaching, Pronunciation has been seen as peripheral compared to central aspects such as vocabulary or grammar. The lack of emphasis on Pronunciation in language teaching has hampered not just the students' ability to pronounce words, but also their fundamental capacity to process and learn the language. V. Cook advises to take Pronunciation more seriously, not just for its own sake, but as the basis for speaking and comprehending. [19: 86]

But P. Ur has an opposite point of view and claims that

'Probably the deliberate teaching of pronunciation is less essential than the teaching of grammar or vocabulary'

Nevertheless, P. Ur adds that

‘... this does not mean it should not be done at all and recommends occasional short sessions directing learners’ attention to and giving practice in aspects of pronunciation that are clearly problematic for them, as well as casual correction in the course of other activities’ [86:55]

From A.C. Gimson’s point of view,

‘The teacher should deal systematically with the teaching of pronunciation, even though it may be forced to postpone the correction of some mistakes which occur in the early stages’ [39:299]

‘Consistent attention to pronunciation in regular lessons helps to reinforce the message that pronunciation is very important’ [93:21]

According to J. Harmer,

‘a teacher has to decide when to include pronunciation teaching into lesson sequence’ [48:186]

For example, sometimes students may listen to a longer tape, working on listening skills before moving to the pronunciation part of the sequence, sometimes students may work on aspects of vocabulary before going on word stress, sounds, and spelling. At other times students spend a few minutes on a particular aspect of intonation or on the contrast between two or more sounds. Many teachers get students to focus on pronunciation issues as an integral part of the lesson. When students listen to a tape, for example, one of the things which could be done is draw their attention to the pronunciation features on the tape, if necessary having students work on sounds that are especially prominent.

Of course, 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, for example, minimal pair work, often leads to discouraging results, and discouraged students and teachers end

up wanting to avoid pronunciation altogether. There are also psychological factors that affect the learning of pronunciation in ways that are not so true of studying grammar or vocabulary. For one thing, the most basic elements of speaking are deeply personal.

The students' sense of self and community are bound up in the speech-rhythms of the native language. These rhythms were learned in the first year of life and are deeply rooted in the minds of students. Therefore, it is common for students to feel uneasy when they hear themselves speak with the rhythm of foreign language. They find that they "*sound foreign*" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved intelligibility in the foreign language [38: 1]

Interestingly, D. Pardo in her article claims that '*many teachers remain skeptical about the teach ability of pronunciation and continue to consider explicit pronunciation instruction of relatively little importance in their practice*' [73:6].

Some course books present impractical stress and intonation rules, further burdening the teacher. Actually, the core prosodic structure of spoken English is quite simple and requires little technical terminology. If teachers become aware of the teaching pronunciation importance of discourse intonation as a simple foundation system, pronunciation becomes much more rewarding for both teachers and students [38: 42]

According to T. Derwing in recent years several researchers and practitioners have pointed out that pronunciation seems to be the orphan of second language research and teaching, and it tends to be neglected in the second language classroom. T. Derwing also claims that more people are likely to avoid dealing with pronunciation altogether and that the phenomenon noted by Otto Jespersen in 1904 that teachers are worried about not preparing for teaching pronunciation and incorporating some pronunciation activities into their regular language classrooms is still strong. T. Derwing gives an

example that teachers could concentrate more on conversational strategies while people are in their language courses. The focus right now is heavily weighed to grammar, reading and writing, but if people came out of those courses with stronger speaking skills, they would have a heightened willingness to communicate. In addition, T. Derwing suggests that pronunciation could be better incorporated into foreign language curriculum and better assessed. [26: 24]

According to J. Levis to a large extent, *'the importance of pronunciation has always been determined by ideology and intuition rather than research. Teachers have intuitively decided which features have the greatest effect on clarity and which are learnable in a classroom setting'* [60: 369]

T. M. Derwing and Munro E, according to J. Levis recognizing this tendency towards teachers' intuition in determining classroom priorities, make an appeal for a carefully formulated research agenda to define how particular features actually affect speaker intelligibility. That such an appeal is needed suggests, in T. Derwing's works, that instructional materials and practices of pronunciation

'are still heavily influenced by common sense intuitive notions and that such intuitions cannot resolve many of the critical questions that face classroom instructions' [60: 370]

J. Levis adds that pronunciation teachers have emphasized supra-segmentals rather than segmentals in promoting intelligibility [60]

Recent carefully designed studies have shown some support for the superiority of supra-segmental instruction in ESL contexts [26]

Wider availability of software that makes supra-segmentals' discourse functions more accessible to teachers and learners will encourage work with supra-segmentals. However, the importance of supra-segmentals for communication in English as an international language (EIL) is uncertain [50; 60].

J. Gordon considers that some studies suggest more attention to supra-segmentals or prosody, and not just segmental, i.e. vowels and consonants, in the instructions, as “*supra-segmentals seem to play a major role in what is perceived as clear and intelligible speech*” Correct pronunciation is often a later step in the process of teaching English as a foreign language L2. [40:56]

However, a focus on the correct articulation of vowels can significantly improve listening and comprehension skills as well as articulatory skills. Introducing the phonetic properties of vowels is relatively easy. Foreign language teachers can train students to listen to vowel distinctions and teach the articulatory properties of vowels, strengthening students’ listening and articulatory skills. The focus on vowel sounds also supports the instruction in the stress patterns of English, allowing students to more easily recognize individual words within sentences.

Moreover, both J. Harmer and M. Hewings state that pronunciation teaching is very important and this not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably.

‘Teachers should pay a lot of attention to those areas of pronunciation with which their students experience more problems, for example, there are many individual sounds which can cause difficulty to L2 learners’ [48:183]

In other words, they support the idea of being reasonable to start improving students’ pronunciation on the segmental level [48:183; 49: 10-11].

There is no simple answer to the question what aspects of pronunciation are most important. It is important for learners to attend to any aspect of their pronunciation that improves their intelligibility and helps them minimize miscommunication. What exactly a learner will find most difficult about English pronunciation will vary from learner to learner, and the influence of their foreign language plays an important role.

However, in general, it is essential that learners attend to both those aspects of pronunciation which relate to larger units of speech such as stress,

rhythm, intonation and voice quality – supra-segmental aspects, and to how the various sounds of English are pronounced – segmental aspects [92: 18].

N. Chesnokova, a Russian educator, considers that a language as a means of communication has appeared and existed first of all as a sound language and acquisition of pronunciation skills which form a compulsory condition for communication in any of language forms. [6]

Moreover, E. Tergujeff underlines that

‘each language has its own sound system consisting of sounds typical only of that language and continues that differences in sound systems cause problems in learning to perceive and produce a foreign language’ [83:151]

B. Birner emphasizes that

‘the speech of non-native English speakers may exhibit pronunciation characteristics that later result in the imperfection of the pronunciation of English sounds, either by transferring the phonological rules from their mother tongue into their English speech – interference, or creating false pronunciation of English sounds not found in the learner’s native language’ [8: 78]

As M. Hewings asserts,

‘in some situations the relative neglect to pronunciation might be justified, for example, if examination syllabus students are following emphasizes reading and writing’ [49:19]

The Common European Framework of References for Languages (CEFR) proficiency grids has a detailed description of competences in pronunciation.

Likewise, E. Muru and J. Õispuu warn that

‘if pronunciation is wrong, it is very difficult to retrain it later’ [67: 76]

That is why studying a foreign language it is essential to pay attention to pronunciation from the very beginning. In addition, teaching pronunciation is crucial since this is the main source of understanding; therefore, teaching pronunciation is essential for the students. A. Gilakjani adds that

'pronunciation work gives the students more knowledge of how the language works because after all, if the students know the language but cannot communicate in it, it is a great pity' [37: 77]

As individuals, we always learn to speak earlier than learning to read and write. Learning a language means to performance the sounds, utterances, and the words properly and correctly. One of the general goals in the L2 learning, maybe the most important one, is to speak the target language accurately and fluently like native speakers.

When we talk to other people in English, the first thing they notice, which can create good impression about the quality of our language ability, is our pronunciation. Poor and unintelligible pronunciation will make unpleasant and misunderstanding for both speakers and listeners. In addition, it is clear that limited Pronunciation Skills will make learners lose their self-confidence and result in negative influence for learners to estimate their credibility and abilities.

Good English pronunciation will make people understand you easily and be willing to listen to you. Contrarily, poor English pronunciation may confuse people and lead to an unpleasant talking and misunderstanding, even if you used advanced English grammar or vocabulary. Therefore, we can use simple words or grammar structures to make people understand you, but we cannot use simple pronunciation.

In addition, pronunciation is vocalized in communication and can be considered as a kind of culture. In the process of talking or speaking, the speaker's expression, describing or explaining can build up his/her individual cultural space *modus vivendi*, which the cultural space contains the system and hierarchy of values and the individual world view.

Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities. Teachers can

urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom.

Understandable pronunciation is an essential component of communicative competence. With this in mind, teachers should set obtainable goals that are applicable and suitable for the communication needs of learners. Pronunciation instruction has to aim at intelligible pronunciation and teachers can actively encourage their learners' actual production, build pronunciation awareness and practice. Pronunciation instruction is very important because it is the main source of understanding. If learners cannot utter the correct version of a word then they are not able to communicate correctly.

Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively. Some teachers and learners complain about difficulties in pronunciation since pronunciation is considered as one of the most complicated but significant features of second language (L2) teaching and learning. Good pronunciation can promote language learning whereas poor pronunciation can lead to a great hindrance in L2 learning.

Many learners who thought English as a foreign language (EFL) or a second language (ESL) seek to master native-like pronunciation, and want to speak English accurately and fluently. However, some L2 learners have lots of problems with pronunciation because of a wide range of affecting factors.

These affecting factors in pronunciation include more than just phonetic symbols and rules, and it also involves the articulation of individual sounds and the distinctive features of sounds like voice and aspiration, voice-setting features and stress, intonation, and rhythm.

Having a good pronunciation can help in the communication, particularly intelligibility. The better we pronounce the better people understand us. It is unquestionable that mother tongue factors have different influences in pronunciation. [26:205]

Some of these factors are unchangeable, for example, it is impossible for us to change phonetic ability of the learners. It is clear that the influence of mother tongue is undeniable in language learning process. However, some factors are changeable, such as, some educational factors.

For education factors, teachers play a crucial role for students' learning. Pronunciation is one of the significant aspects of foreign language teaching; also, it is a very serious task. It must be borne in mind that teachers are the models for their students. So, first of all, they should have good pronunciation; otherwise, they can mislead their students. Therefore the teacher should spend some time on teaching pronunciation.

In the process of pronunciation teaching, it is difficult to teach without practice, but students may be boring and depressing for drilling an individual sound for more than a few minutes one time. Therefore, it is important to combine practice pronunciation exercise with more meaningful exercises. Teachers should help students set up an appropriate goal of pronunciation and try to improve their learning motivation, and this will be an important part in language teaching.

English Pronunciation instruction is difficult for some reasons. Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instruction. There is no well-established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important and teachers are not very comfortable in teaching pronunciation in their classes. This research work reviews some of the important issues of English pronunciation instruction. The review of literature shows that if teachers want to teach pronunciation accurately they should be trained in pronunciation instruction.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. Understandable pronunciation is one of the basic requirements of learners'

competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning [37]

According to H. Fraser teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. [33]

A. Gilakjani stated that understandable pronunciation is a main objective of pronunciation instruction. It is a necessary component of communicative competence. [37]

A. Gilakjani emphasized that learners should develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies. [37]

The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching [37].

There are a lot of useful suggestions for EFL teachers to help learners improve their English pronunciation. EFL teachers should be accurately trained in pronunciation to improve their learners' English pronunciation. EFL teachers should speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable. This can help their learners improve their pronunciation by listening to them carefully.

Teachers should teach their learners that slow speech with correct pronunciation is much better than fast speech with wrong pronunciation. Learners should understand that understandability is more important than fast speech. EFL teachers should be aware of their learners' needs and problems in pronunciation. Based on their needs, teachers should present some appropriate materials to their learners to reduce their learners' pronunciation problems. Teachers should use computer technologies such as different kinds of computer software in their classes to help their learners improve their pronunciation by exposing them to authentic materials.

Teachers should familiarize their learners to both American and British English and learners should be able to understand both varieties of pronunciation. Teachers should incorporate pronunciation in other language activities because it will help learners to adapt themselves to the sound systems of a new language and overcome their affective problems related to the learning of English language.

Teachers should set obtainable goals that are appropriate for the communication needs of the learners. Teachers should act as the speech coach of pronunciation, give feedback to their learners, and encourage them to improve their pronunciation.

1.2. What is pronunciation and what is an accent

The terms pronunciation and accent stand together in numerous books, research works and articles devoted to phonetics and pronunciation. That is why it is important first to define these two terms. Also, it is essential to mention why it is possible or necessary to get rid of an accent and what model of the English pronunciation teachers are advised to use.

To begin with, pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language aspect of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, as supra-segmental aspects, and how the voice is projected in terms of voice quality.

Although authors often talk about them as if they were separate, they all work together in combination when we speak, so that difficulties in one area may affect another, and it is the combined result that makes someone's pronunciation easy or difficult to understand [93: 11]

Furthermore, V. Cook defines pronunciation as a set of habits of producing sounds and the habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced incorrectly. [19: 56]

Learning to pronounce a second language means building up new pronunciation habits and overcoming the interference of L1. A broad definition of pronunciation includes both supra-segmental and segmental features. Although these different aspects of pronunciation are treated in isolation in the present research, according to A. Gilakjani, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of the spoken language.[37: 79]

D. Abayasekara in the article 'Rope Lesson' also writes that pronunciation refers to the way people produce individual sounds and combinations of sounds. These sounds are produced by correctly moving the articulators: the mouth, the tongue, the lips and forming the right mouth cavity, which includes the palate and the teeth. If speakers are non-native English speakers, the way they tend to pronounce some consonants and vowels may be different from the way the Standard English sounds are pronounced. [1:4]

As far as the problem of an accent is concerned and whether it is possible to get rid of it, a senior lecturer from the University of Leeds A. Gupta explains it in the following way: "an accent is a way of pronouncing a language. It is therefore impossible to speak without an accent. Everyone has an accent. Your accent results from how, where, and when you learned the language you are speaking and it gives impressions about you to other people. People change their accents, often without noticing it. Accents are not fixed.

Our accents change over time as our needs change and as our sense of whom we are changing and developing. Usually this happens naturally, and often unconsciously. Accents can be expected to change until we are in our early twenties. To change your accent you have to want to. There is not a single correct accent of English. There is no neutral accent of English. All speakers of English need to cope with many different aspects and learn how to understand them. [48: 56]

E. Corrigan describes three major components that make up an accent:

1. sounds – consonants and vowels
2. rhythm – stressed and unstressed syllables
3. intonation – the rise and fall of pitch in a sentence

He advises firstly, to pay attention to the length of the vowel while they are trying to say something and, secondly, to draw their attention to the articulation of the vowel, because native speakers create impact and emotion through their vowel sounds. So it is necessary for the sake of proper articulation, but it is also a leveraging point for powerful speakers. [21:87]

An accent itself is not a problem. O. Mutt accentuates that *‘no two people use precisely the same sounds in speaking because each person has his own configuration of the vowel tract. Each set of speech organs is slightly different and gives a special quality to the sounds uttered’* [70:41]

We all speak with an accent of some kind, and usually this reflects the area of the world where we grew up, the other languages that we learned there, or how and where we were educated. It is only when our accent is particularly strong and unfamiliar to the people we talk to that it becomes an issue. The speech of adult language learners often bears very strong traces of their first, or sometimes the second or third, language, because they use instinctively what they know about these languages to make sense of learning and speaking a new foreign language.

It is more difficult for an adult to ‘hear’ exactly what English sounds are like and to speak using these sounds and rhythms for themselves. These traces affect their accent. It is possible that a strong accent may be perfectly intelligible and may not be an obstacle to understanding, particularly if we are familiar with such an accent. However, a strong accent may also mean that it is not understood what a speaker is saying, or that understanding what the speaker is saying takes a lot of effort, that is, the interlocutor’s load is high. This is when having an accent becomes an issue [4: 13]

David Crystal warns that the fact that people speak in different accents means that, from time to time, there may occur ambiguities. A word in one accent will be perceived as a quite different word in another. Usually, the context sorts things out – but not always. [22: 255]

A.C. Gimson in his turn mentions that, for example, the meaning can be resolved by the context in the case of a confusion of [æ] and [ʌ]. Some non-native English speakers think that in order to be better understood they need to lose their accent and adopt the accent of the native English speakers around them as they consider it to be a perfect accent, which is arduous and unnecessary as D. Abayasekara stresses in the article ‘*Rope Lesson*’. [39: 43; 1:5]

When it comes to teaching English as a foreign language, teachers should bear in mind the need for making sure that students can always be understood and say understandably what they want to say. Students need to master ‘*good pronunciation, not perfect accents*’. J. Harmer underlines that the students should not sound like native speakers, they need not be perfect that just by listening to them teachers would assume that they were British or American or Australian. Teachers should be happy if their students can at least make themselves understood. The students in turn should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, it is thought that there is a serious danger that they will fail to communicate effectively. [48: 184]

Abayasekara in his article '*Rope Lesson*' adds that '*clarity is more important than accent*' [1:5]

J. Gordon supports the opinions mentioned above and advises '*developing intelligible speech which is currently sought*' [40: 66] Teachers should lead their students in the direction of obtaining "*good pronunciation*" or "*acceptable pronunciation*", according to A. Gilakjani, when other people can understand what the speaker says and the speaker's English is pleasant to listen to, or to help students achieve, as J. Gilbert asserts, "*listener-friendly pronunciation*". [37: 76; 38: 1, 41]

Likewise, in order to help the students to obtain listener-friendly pronunciation the answer to the question what model of English teachers should use depends on what models the students want to use and what models teachers are able to provide as teachers. A.C. Gimson states that when it is a question of teaching English as a second language, there is clearly much greater adherence to one of the two main models. [39: 92]

In addition, students need to have an accent that is close to a regionally recognized standard, a heavy accent can result in negative judgments about speaker's personality and competence.

Furthermore M. Hewings accentuates that teachers making a decision on what model of English pronunciation to teach to their students, should consider a number of questions. [49: 12]

For example, in what context the students will be using English after the course or after finishing school. It should also be taken into account what variety of pronunciation predominates in teaching materials available for teachers.

Published course books and supplementary textbooks have accompanying recordings and these are used for listening activities and the speakers provide a model of pronunciation for students.

Learners do not need to aim at a particular accent, but they do need to develop their own accent which is close to a standard variety, because if

learners are close to the standard, they can always communicate, and their English will be pleasant. [38:88]

1.3. Methods and Approaches of Teaching Pronunciation

The history of teaching pronunciation in English is a study in extremes, according to J. Levis. He states that some approaches to teaching, such as the Reformed Method and Audio-lingualism, elevated pronunciation to a pinnacle of importance, while other approaches, such as the cognitive movement and early communicative language teaching, mostly ignored pronunciation. [15]

M. Celce-Murcia, D. Brinton, J. Goodwin describe the methods and approaches of teaching pronunciation as follows to start with, in the Direct Method foreign language instruction, which first gained popularity in the late 1800s and early 1900s, pronunciation was taught through intuition and imitation; according to the Naturalistic Methods learners had to learn solely by listening before any speaking was allowed the first linguistic or analytic contribution to teaching of pronunciation emerged in the 1890s as part of the Reform Movement in language teaching. [15:3-7]

This movement was influenced greatly by phoneticians such as Henry Sweet, Wilhelm Vötor, and Paul Passy, who developed the International Phonetic Alphabet (IPA). They advocated the notions and practices two of which suggested that learners should be given phonetic training to establish good speech habits the spoken form of a language was primary and should be taught first in the 1940s and 1950s in both Audio-lingual classroom and Oral approach classroom, pronunciation became very important and was taught explicitly from the start. Teachers used the IPA and charts that demonstrated the articulation of sounds. They also started using the minimal pair drill – drills that use words that differ by a single sound in the same position.

This technique, based on the concept of the phoneme as a minimally distinctive sound, was used for both listening practice and guided oral production furthermore, in the 1960s the Cognitive approach was introduced. Sound colour charts and Fidel words charts were used.

The Fidel is a set of rectangle charts organized along articulatory lines and presenting all the possible spelling patterns for each sound in the language using the colour code. Sounds appear in the same colour and in the same location on each rectangle. Colour word charts were also widely used, the words in which are grouped semantically in a way that allows a teacher to ‘*silently dictate*’ or tap out phrases, which are then practiced orally and written down as a dictation.

Moreover, rooted in the humanistic client-centered learning Community language learning is a method developed by Charles A. Curran according to which a key tool of the method is a tape recorder. The words, phrases given by the teacher are recorded; students’ pronunciation is compared to the teacher’s and then improved [16].

The Communicative Approach, which took hold in the 1980s and is currently dominant in language teaching, holds that since the primary purpose of language is communication, the use of language to communicate should be central in all classroom instruction [15]

According to J. Gilbert “*pronunciation has traditionally been taught with a goal of speaking like a native speaker, but this is not practical*” [38:56]

In fact, it is a recipe for discouragement of both teachers and students. M. Celce-Murcia, D. Brinton, J. Goodwin claim that nowadays people have to pronounce to be understood and a person should understand the words pronounced [15:66]

At present, the following techniques and practice materials are being used to teach pronunciation:

Listen and Repeat – a technique from the Direct Method, for example,

She sells sea shells on the sea shore

Phonetic Training – a technique from the Reform Movement, for example, using the correct IPA symbols when identifying the correct vowel

leg-[e] – lag-[æ]

Minimal Pair Drills – a technique introduced during Audio-lingual era, for example,

beg – bag – [e] – [æ]

ten – tan – [e] – [æ]

Recording of learners' production or critical listening. For example, H. Frazer supports the idea of critical listening. She explains that it is ideal if learners can listen to recordings of their own voices, and especially if they can be recorded saying similar things several times, and then listen again to see if they can pick the various pronunciation. She adds that critical listening is an important part of the communicative approach because it involves learners' listening to learners' pronunciation, as opposed to native speakers, and learning to judge whether the pronunciation is '*acceptable*' or not [33]

Communicative approach by H. Frazer is a set of principles by which practices and materials can be devised to fit any particular pronunciation teaching context useful for teaching a particular group in a particular situation. The communicative approach therefore presents criteria not just for devising teaching materials and curriculum, but also for judging on the usefulness of the existing materials for teaching pronunciation in a particular context. Many existing methods and materials are effective, or at least have good aspects and components [33: 10–11].

While improving learners' pronunciation skills during the present research the Direct method – Listen and Repeat exercises, and Audio-lingual methodology – Minimal Pair Drills were used. J. Harmer states that contrasting two sounds which are similar and often confused is a popular way of getting students to concentrate on specific aspects of pronunciation [48: 188]

Communicative approach was used and considered effective – critical listening that is advocated by H. Frazer was practiced as well [33:87].

Moreover, the emphasis in the pronunciation instruction has been largely given to getting the sound right at the word level dealing with words

in isolation or with words in very controlled and contrived sentence-level environments. Today's pronunciation curriculum thus seeks to identify the most important aspects of both segmentals – the particular consonants and vowels of a language, and supra-segmentals – stress, timing, rhythm, intonation, phrasing. In addition, there is also the issue of voice quality setting – pitch level, vowel space, tongue position, and the degree of muscular activity that contribute to the overall sound quality or accent associated with the language.

Many educators state that learners have trouble with learning an appropriate pronunciation of English. For example, educator N. Chesnokova claims that in circumstances with certain speech tasks in real communicative situations there cannot be equal partners mainly because of poor pronunciation and monotonous intonation [6].

N. Chesnokova suggests a method of sequential correction according to which the aim of methodology is to give certain phrases with phonetically difficult words that are placed in different surroundings in the phrases that are gradually made longer and more complicated. For example,

sit – seat: don't sit – that seat:

*Don't **sit** on that **seat**!*

The idea of importance of improving pronunciation is also stated by another educator M. Shestov who writes that if the English pronunciation is inappropriate, this leads to not hearing what was actually been said to us [7:88]

People cannot repeat what has been said. In addition, people cannot completely understand what has been said. Somehow we wait for the other variety of English and as a result people attempt to speak 'pseudo-language'. According to this methodology, the main stress should be placed on acquiring skills of perception. M. Shestov's ideas are as follows:

- listen to more English
- do slow silent reading

- read out loud
- rewrite texts pronouncing each word out loud

M. Shestov adopted the ideas presented by the phonetician Daniel Jones, who claimed that the skill in pronunciation cannot be acquired without the skill in hearing, i. e. the skill in the correct recognition of sounds and a good memory for sound qualities, intonation and the other elements of spoken language.

- student should be trained to bring to mind correct acoustic images of the sounds to learn
- student should not confuse one sound of the foreign language, nor should identify foreign sounds with those of the mother tongue

Consequently, a great deal of time should be devoted to ‘*ear-training exercises*’ [52:182].

In addition to ear-training, students are required to do a great deal of mouth-training to enable them to get into the way of using their vocal organs in unaccustomed foreign ways. A teacher plays a huge role in being continually on look-out for unexpected difficulties for which no suggestions are to be found in books [52: 183]

Conclusion on Chapter I

To sum it up, English pronunciation one of the most difficult skills to acquire and learners spend lots of time to improve their pronunciation. Understandable pronunciation is one of the basic requirements of learner’s competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning [37]

Likewise, E. Muru and J. Õispuu warn that if pronunciation is wrong, it is very difficult to retrain it later. That is why studying a foreign language it is essential to pay attention to Pronunciation from the very beginning. In addition, teaching pronunciation is crucial since this is the main source of

understanding; therefore, teaching pronunciation is essential for our students [68]

A. P. Gilakjani adds that pronunciation work gives the students more knowledge of how the language works because after all, if the students know the language but cannot communicate in it, it is a great pity [37].

Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will more often than not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated.

Another important aspect is, the proper use of English pronunciation inclines to highlight and add value to an individual speaking English. Consider the following: in a situation where a student's grammar and vocabulary is exceptionally good, he or she may be able to write good English. But, if that same student lacks a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, etc. the communication in English will be severely impeded. Learners will be able to write in English, but will not be able to construct a meaningful sentence when speaking and thus fails at communicating a message.

Pronunciation refers how to produce the sounds which are used to make meaning when to speak. It includes the particular consonants and vowels of a language, aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing – supra-segmental aspects, and how the voice is projected – voice quality. All these aspects work together in combination when to speak, so that difficulties in one area may affect another in the other area, and it is the combined result that makes someone's pronunciation easy or difficult to understand [93: 11].

Furthermore, V. Cook defines pronunciation as a set of habits of producing sounds and the habit of producing a sound is acquired by repeating

it over and over again and by being corrected when it is pronounced incorrectly [19].

Learning to pronounce a second language means building up new pronunciation habits and overcoming the Interference of L1. The abovementioned aspects have been the impetus for the research and finding the ways how to make English spoken by Karakalpaks more acceptable.

Chapter II

THE ROLE OF PHONETIC INTERFERENCE IN THE SECOND LANGUAGE ACQUISITION

2.1. What is interference?

It was U. Weinreich who is the first and substituted the once traditional term inter-lingual influence by the new term Interference; the term was later adopted by E. Haugen in the meaning of simultaneous overlapping of two norms in cases where bilinguals could not or would not keep the two language codes apart. It is defined as a deviation to the norm of both languages which occurs in the speech of a bilingual speaker.

Interference appears on all language levels: phonological, morphological, syntactic, semantic, and lexical. Numerous examples can be quoted to show how interference works. It is always present when a bilingual speaker includes elements of another language into the one of speaking, mostly not being aware of it. The two language systems interfere with one another – on the part of the listener this is perceived as a foreign intonation or accent, a wrong inflection, an unusual word order or an unfamiliar metaphor [90]

These processes, which are also termed contact phenomena, are still a bit mysterious, and they refer to different relationships between languages that become manifested in speech. F. Grosjean's article explores the issues with studying and capturing instances of these processes when they actually occur. F. Grosjean differentiates between language '*transfer*' which should refer to '*static phenomena*' and language '*interference*' which '*are linked to processing and have to be accounted for by encoding mechanisms*' [46: 12].

In other words, transfer between two languages should be considered when a rule, construction, or category from one language is consistently expressed in the other language. Interference, on the other hand, would describe instances of the same thing, which appear inconsistently. For example, an adult learner of English may dentalize [t], if there is not alveolar

[t] in the native language. Then this sound transferred a phonetic category from the native language to the second foreign language. An example of interference would be if that same hypothetical speaker is too infrequently produce an alveolar [t] in the native language without much pattern after becoming fluent in English. F. Grosjean calls

Transfer – *‘permanent – static’*

Interference *‘ephemeral – dynamic’* [44:12].

Another part of language contact, of the individual speaker variety, includes *‘the permanent extension of meanings of words due to the other language, as well as specific syntactic structures that are permanently present – for example, the constant misuse of a preposition’* [46:15].

This elucidation on Interference gives a clearer picture of how accents also fall under this interference category, since in the most basic terms; Interference describes the use of a bilingual’s first language to express their second language. Then, the first language may be expressed in the second language as the second language will not only have a different phonetic system, but a different phonological system.

That is why the research of the Interference problem took ages of acquisition into serious consideration, since sequential language learners show some differences from their simultaneous language learning counterparts.

According to B. Schulpen in *‘Inter-lingual Homophone Recognition’*, bilingual lexical access to both languages simultaneously are accessed *‘via a shared acoustic-phonetic input system’* [80:157].

Reasons for Interference

English is taught by any subject teachers at school level especially in rural areas and students do not have enough avenues to expose themselves. Faculties feel comfortable with the learners’ mother tongue and talk to them in their mother tongue.

- Communication between two different language people is one of the major reasons for the Interference.
- Another reason for the problem of mother tongue Interference is the translation of each word to the foreign tongue and the misconception that all languages are alike.

The Interference of mother tongue could be reduced to a greater level by organizing special programme such as introducing the language laboratory to the set of students taken as sample. Modern spoken English classes can be conducted by trained faculties get proper knowledge in English. Mother tongue Interference could not be eradicated but can be eliminated. No foreign tongue can be learnt at the expense of mother tongue.

Curriculum should go beyond the text and some of the classroom activities should be taken care. Learners should learn in what way they want to learn and what they want to learn rather than what they have to learn.

In English teaching, language laboratory training should be involved to teach proper pronunciation, stress, intonation, etc. If the learners could avoid common pitfalls in learning because of their mother tongue influence, they could learn the English language effectively up to the mark.

To further this, though articulation of individual sounds while teaching this language is addressed, teaching of pronunciation is not given much importance. In regular classrooms, the importance of native-like accent is not given due stress.

The importance of pronunciation in communication cannot be denied. In fact it is as important as grammar and vocabulary. Yet, the evidence of *mother tongue influence* on English is very obvious. This manifests in the form of incorrect pronunciation.

Pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language could be the reason of mispronunciation. The most common reason is Transfer or Interference from the mother tongue. Generally, errors

made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English.

As a regular practice the teacher is seen as a model for correct speaking in class. The learners are expected to be introduced to the pronunciation of words in English by their teacher during the day-to-day interaction. It is when the teacher has colored pronunciation that the learners are unable to acquire correct skills in spoken English. The pronunciation samples they are exposed to in their classroom environment being inappropriate, the learners are most likely to adopt a similar Pronunciation Skill.

Added to this is the challenge of the fossilized sound system of the mother tongue of the learners that inhibits the acquisition of the pronunciation and sound system of the second language.

To help reduce this problem in schools, it is vital that while on one hand spoken English be encouraged and promoted, on the other hand, such sound patterns as which are likely to be confused and faltered be identified and drilled. The learners should be able to practice these sound patterns over and over again using a model voice to emulate.

First of all, let us advert to the definition of such phenomenon as 'Interference'.

'Interference – from Latin «*Inter*» means '*with each other*', '*mutually*' and «*ferio*» stands for '*touch*', '*hit*'; is an interaction of language systems in bilingual or multilingual conditions, occurring either in contacts of languages or in individual acquisition of a non-native language; it is expressed in a deviation from the norms of a second language under the influence of the native one' [8: internet].

Classical literature on Linguistics suggests several classifications of Interference. According to one of them, two types of Interference are distinguished:

- Cross-language type Interference
- Intra-language type Interference

In this research work we mostly set the task to consider Phonetic Interference of the Cross-language type and elucidate its mechanisms and principles of avoidance or prevention.

Speaking about the main reasons why there is an emergence of various violations of the pronunciation norms by the English language learners under the influence of another simultaneously studied language.

In our opinion, the solution to the problem of Phonetic Interference is seen from methodological point of view in traditional forms of work with phonetic materials, namely – in class work and extra class work.

In class work, it's helpful, first of all:

1. to monitor the students' phonetic pronunciation with the correction of errors in utterances by both the student himself and by the teacher or by group mates
2. to organize mini-competitions with such tasks as 'Who's the quickest and most correct?' – participants try to pronounce an English phrase or sentence as quickly as they can and without errors
3. to suggest to the students phonetic exercises with such tasks as 'Group the words according to a certain rule of reading or fall of stress' or 'Practice reading the words' – in this type of exercise, words should be grouped according to a certain rule of reading beforehand by the teacher

Extra-class activities aimed at preventing Interference also presuppose the students' essential practice in imitating aloud reading of home texts while preparing their home assignment and essential multiple listening of phonetic patterns.

While mastering and consolidating the students' Phonetic Skills, it is also efficient to arrange special phonetic contests and Olympiads in English that along with other tasks might comprise such activities as prepared and unprepared reading of texts. We come up with the idea that the main way to overcome Interference is systematic and targeted training of students. Lessons should be structured in such a way that they comprise a variety of special exercises in both listening and pronouncing based on multiple retrieval and

consolidation of correct phonetic Pronunciation of vocabulary thus overcoming Interference.

Learning English as second language to speak, read and write is very difficult for the learners hailing from the rural areas because when they learn English, their mother tongue is holistically internalized. Learners who studied English as a second language tend to speak English in the same pattern of their mother tongue. Communication between two different language people in the two language system is one of the major reasons for the Interference.

When the students use English, it is rid of its originality and emerges pronounced in localization. Interference may occur in phonetically, morphological, structural, grammatical, cultural and conventional situations.

2.2 Points on Phonetic Interference

Applied linguistics try to explain what Interference is, what are the factors that cause Interference and as a result, to name the effects of Interference. Besides the problems of language and culture, terminology, general or technical translation, bilingualism and multilingualism, it lays the special emphasize on the issue of language teaching and language acquisition, which we think is the topic of utmost interest in the world of linguistics. While observing the process of teaching and learning languages, especially as second or foreign languages the influence of native tongue Interference is noticeable.

To identify and then assess the problem properly, we should first of all, see the difference between native language acquisition and target language acquisition and learning. Only then we will be able to speak about language Transfer, also known as native language – L1 Interference, which is usually seen when speakers apply knowledge from their native language to a second – foreign language.

First language acquisition which is being termed by different names like native, primary or mother tongue acquisition is a process which takes place during early childhood. Following W. Grabe and R. Kaplan, in the case

of language acquisition the language data to which the infant is exposed are certainly not organized and it is not clear to what extent it is exposed to 'teaching' if by that it is meant a particular sort of behavior by parents and others whose object is to promote the child's linguistic development [40:67]

In the passage quoted above, in language acquisition it is meant first language acquisition, though the term is also used to refer to second language learning as well. Some of the scholars think that the term '*acquisition*' can be used to describe the process of learning native language – L1 and foreign language – L2 or second language – SL, though there are some arguments against the idea.

One of the best known American linguists and educational researchers Stephen Krashen in his highly regarded '*Theory of Foreign Language Acquisition*' known as the '*Natural Approach*', tried to draw distinction between '*Acquisition*' and '*Learning*'.

Following Stephen Krashen we can say that Language Acquisition, in general, refers to the process of '*Natural Assimilation*', involving intuition and subconscious learning. It is the product of real interaction between people in environments of the target language and culture, where the learner is an active player. It is similar to the way children learn their native tongue, a process that produces functional skills in the spoken language without theoretical knowledge [55: 78]

As we see Stephen Krashen uses the same term '*acquisition*' to describe the process of learning first – native language as well as second – foreign language. But some linguists see the problem differently. The main argument against 'Language Acquisition' and second – foreign language learning having anything in common is that language learning normally takes place after 'Language Acquisition' is largely complete. The language learner has already developed considerable communicative competence in the mother tongue, and already knows what he can and cannot do with it, what some of its functions are [55:80]

To extend the above mentioned idea, we can say, that learning a second or foreign language takes place after the verbal behavior is acquired in the mother-tongue. In the case of second or foreign language – SL learning we may speak about the matter of adaptation or extension of already existing skills and knowledge rather than the relearning of a completely new set of skills from scratch.

As we know, the first native language or any other language is known for that matter, can cause Interference in the process of acquiring a new one. We refer to this phenomenon as ‘Language Transfer’.

Language Transfer can be

- positive – i.e. facilitating learning or performance
- negative – i.e. impeding learning or performance

depending on the similarity or distance between the pre-existing language and the new language one is learning.

The main cognitive cause of Language Transfer is that when the learners learn a new language their brain uses the default language(s) – more than often the first – native language – as the starting point for the hypotheses is formulated to make sense of that language and as a communicative strategy to fill in any communicative gaps.

In the specifics of foreign language Pronunciation the L2-learners transfer refers to the L2-learners’ application of their L1-phonological categories to decode and represent the foreign language sound system. This phenomenon is exacerbated by the fact that their Motor Commands: their control over larynx, pharynx and articulators, have been conditioned by years and years of first language Pronunciation.

Hence, especially at the early stages, the ‘Phonological Distance’ – differences in pronunciation – between two languages will play a very important role in determining the accuracy of L2 – learner Pronunciation.

Negative Transfer is more likely to cause error at Pronunciation level, when speech occurs in contexts that are difficult to monitor or which require a

greater mastery of Motor Skills. So, for instance, a beginner foreign language learner talking spontaneously in the context of uncontrolled communicative practice will have less time to monitor Pronunciation because the Working Memory is focused on higher meta-components such as meaning and grammar; in this kind of context, the target language sounds that the learner finds problematic will be seriously affected by the lack of monitoring.

On the other hand, the Pronunciation of those problematic sounds is usually much more accurate when they are uttered in isolation, as discrete items – just like a toddler’s blabbing – due to the absence of articulatory Interference from the preceding and following sounds in the word or surrounding words and ease of monitoring.

Another way in which L1 – transfer affects Pronunciation pertains to the fact that skilled L1 – readers are very familiar with the written form of their native language, and automatically decodes every grapheme: i.e. letter or cluster of letters, they read by producing a phonological representation of the sound [83:66].

This means that, when a learner reads a foreign language word the Working Memory will automatically match that sound with a first language phonological representation – i.e. will pronounce it the first language way. Thus, even if that learner reads a given word aloud following the teacher’s rendition of it, the native language – L1 phonological representation of that word in the learner’s Working Memory will cause Interference, with negative consequences for learning.

**The ways how can reduce the negative impact of L2-Transfer on
Pronunciation:**

1. In order to avoid Interference from a grapheme’s native language – L1 phonological encoding on first introducing a new word it would be preferable not to expose the learners to its written form – this would avoid automated representation of the native phonological representation in Working Memory.

In other words, it is better to present it orally, first in association with an image and, after some listening practice, to show it in its written form.

2. Foreign language – L2 learners should be exposed to as much listening as possible in the context of a mute period before engaging in oral activities.

The listening activities the students should be engaged in during this mute period should not only include test-like listening comprehension activities in the traditional sense: for example, question and answer or true or false which focus solely on meaning.

They should also include bottom-up processing activities that focus students on Pronunciation and Intonation, which involve matching words to sounds, such as jigsaw listening, gap-fills with options to choose from or, at the basic level, circling a word or phrase from a choice of three or four options.

3. Finally, students need lots of practice in the context of structured and unstructured communicative activities. Such activities should, in teachers view, be staged after:
 - a. effective modeling of the correct pronunciation the mute listening period discussed above extensive vocabulary practice through plenty of deep processing learning activities
 - b. structured oral activities for example, find someone who; structured surveys; role-plays with prompts; timed oral translations – preceded by sufficient preparation time
 - c. less structured oral activities at a later stage, in which students, through interviews, simulations, improvised role-plays, etc. converse freely about the topic-in-hand.

Traditional pronunciation drills or audio-lingual style, minimal pairs and tongue-twisters or any other activities focusing students on pronunciation can be thrown in at the pre-communicative stage, provided that they maintain students' motivation high and the students understand and accept the rationale behind them.

Phonetic Interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. Along with mother tongue, learning English is an essential constituent of educational process. Unfortunately, while learning two languages students face the problem of Interference as an inevitable phenomenon that often accompanies multi-linguism.

Each language has its own entity. When a learner is under pressure in second language, he will borrow substitutional words from the mother tongue which is called Interference of the mother tongue. [20]

The language which belongs to others is second language. Interference of mother tongue means the interruption of the child's first language while learning foreign language. When one has good command over the two languages the mother tongue and second language, i.e. English, there is no Interference.

In case of the mother tongue dominates and the second language is not mastered, it leads to Interference. It appears to be a deviation from linguistic norms in the spoken and written language.

Students belonging to umpteen communities, so far stifled of higher education due to lack of infrastructural facilities. English being a global language thus becomes a necessary language in learning process.

When students learn English, their mind is filled with their mother tongue and it is holistically internalized. When they use English, obviously their mother tongue Interferes and makes them handle English badly while talking and writing. *Interference* is the interaction or a change in linguistic structures and structural elements. English will be intelligible to the international community only when it is spoken with proper stress, intonation and pause.

2.3. Phonetic and Phonemic difficulties

‘When we encounter a foreign language, our natural tendency is to hear it in terms of the sounds of our own language. We actually perceive it rather differently from the way native speakers do. Equally, when we speak a foreign language we tend to attempt to do so using the familiar sounds and sound patterns of our mother tongue. We make it sound, objectively, rather differently from how it sounds when spoken by native speakers’

[22: 372].

This is the well-documented phenomenon of Phonological Interference

The L1 – mother tongue – interferes with the attempts to function in the L2 –target language.

Incorporating a loanword from one language into another may involve not only

- the sounds – phonetic segments, phonemes, of which the word’s pronunciation is composed, but also
- the positions in which those sounds are used – syllable structure, Phonotactics
- the phonetic processes they undergo – Phonological Rules, and
- the accompanying supra-segmental features of Phonological Rules – duration, stress and accent

Phoneme difficulties

It is well understood that certain sound-types are intrinsically more difficult than others. According to one phonological theory, they are ‘marked’ [17: 9; 58: 74]

Quite apart from this, any sound-types in the L2 that have no obvious counterpart in the L1 are likely to cause problems for learners. Thus the English dental fricatives, [θ] and [ð], are a familiar stumbling-block for beginning learners from many language backgrounds. They are also a stumbling-block for native speakers, being among the last sounds that students acquire and tending to be replaced by [f], [t], [p] or [v], [d], [b] in various local accents [91:96-97].

English pronunciation		Karakalpak pronunciation	
theme	[θi:m]	theme	[fi:m]
theme	[θi:m]	theme	[ti:m]
theme	[θi:m]	theme	[pi:m]
then	[ðen]	then	[ven]
then	[ðen]	then	[den]
then	[ðen]	then	[ben]

Teachers and learners of EFL know that they have to devote time and energy to the articulation of these sounds.

Ever since the heyday of structuralist linguistics in the middle of the 20th century, teachers and textbook writers have known of the usefulness of minimal-pair drills in which the difficult sounds are compared and contrasted with other sounds that might be confused with them. We can practice, for example, with pairs such as

[θʌm]	thumb	–	[sʌm]	sum
[θɪk]	thick	–	[sɪk]	sick
[pa:θ]	path	–	[pa:s]	pass
[pæθ]	path	–	[pæs]	pass

But all the points made remain equally valid for learners of American English, making appropriate changes. In American English the last example becomes [pæθ] – [pæs]. It is not only that the dental fricatives are problematic in themselves, being articulatorily difficult; they also stand in phonemic contrast with the alveolar fricatives: [θ] and [s], [ð] and [z]. There are many pairs of words which are distinguished from one another only by this contrast, and there are therefore messages that have the potential for being misunderstood if the contrast is not mastered

Look at that strange moth!

Look at that strange moss!

It can be very helpful for learners to be given an articulatory explanation of what is involved, particularly in cases where the relevant organs of speech can be easily seen. English [v] is another difficult sound for Karakalpak learners, and it needs to be carefully distinguished from [b]. In the case of [v], the lower lip, as active articulator, is pressed against the upper teeth in such a way as to allow the air expelled from the lungs to continue to pass through: in phonetic terminology, it is *labiodental* and *fricative*. With [b], on the other hand, the lower lip articulates with the upper lip and forms a firm contact with it such that the air flow is completely blocked for a moment: it is *bilabial* and *plosive*. Learners can easily see the difference if the teacher demonstrates it accurately and confidently, and they can usually manage to reproduce it themselves by imitation.

Sound production, however, is only one side of the coin. We also need to train learners in sound perception. This is where ear-training is vital. The learner must learn to hear the phonemic contrast [v] and [b]. With a picture showing a *vote* and a *boat* learners can be drilled to respond correctly to

Is this the boat? – Is this the vote?

Which is the boat? – Show me the vote.

The same thing can be done with the very much more difficult contrast [r] and [l]. Articulatory explanations – [r] with central air-flow, side rims of tongue in contact with side teeth, tongue tip retracted, some lip-rounding; [l] with lateral air-flow, side rims of tongue free of contact, tongue tip firmly on the alveolar ridge – must be supplemented by ear-training and minimal pair practice.

Is it right? – Is it light?

A red pencil? – A lead pencil?

Shall I correct them or collect them?

We can combine the two problems by drilling

loving [ˈlʌvɪŋ] – *rubbing* [ˈrʌbɪŋ]

Students must learn to identify the two words on hearing them, and they must learn to pronounce them in a way that leaves no doubt as to which is which.

Similar considerations apply to vowels and vowel contrasts. Learners must learn to both hear and reproduce the difference between central [ʌ] and front [æ]:

[ʌ]		[æ]	
<i>fun</i>	[fʌn]	<i>Fan</i>	[fæn]
<i>butter</i>	[bʌtə]	<i>batter</i>	[bætə]
<i>Mud</i>	[mʌd]	<i>Mad</i>	[mæd]
<i>Cup</i>	[kʌp]	<i>Cap</i>	[kæp]
<i>Truck</i>	[trʌk]	<i>Track</i>	[træk]

Which truck should I follow?

Which track should I follow?

Likewise the difference between mid [ə:] and open [a:]:

[ə:]		[a:]	
<i>stir</i>	[stə:]	<i>Star</i>	[sta:]
<i>Curve</i>	[kə:v]	<i>carve</i>	[ka:v]
<i>Occur</i>	[okə:]	<i>Car</i>	[ka:]
<i>Burn</i>	[bə:n]	<i>Barn</i>	[ba:n]
<i>hurt</i>	[hə:t]	<i>heart</i>	[ha:t]

All pronunciation textbooks offer drills of this kind, for example, J.D. O'Connor and C. Fletcher,[70] indeed such a minimal pair is responsible for the title of the well-known ‘*Ship or sheep?*’ by A. Baker [6]. There are similar drills in many general classroom textbooks of English.

Allophonic difficulties

In all languages phonemes are pronounced somewhat differently according to the phonetic context in which they are found: that is, they comprise a number of distinct allophones. There are two kinds of interference problem this can give rise to for the learner:

- failure to acquire allophonic rules appropriate for the L2 but not the L1, and
- carry-over into the L2 of inappropriate allophonic rules of the L1.

Concatenation and Co-articulation

Beginners can practice word-final consonants by putting them in phrases where the next word begins with a vowel sound. It may be helpful to think of the final consonant as actually belonging to the next word. Thus *step up* – [step `ʌp] can be imagined as [ste `pʌp], *leave out* – [li:v `aʊt] as [li: `vaʊt], *end it all* – [end it `ɔ:l] as [end `itɔ:l].

<i>step up</i>	[step `ʌp]
<i>step up</i>	[ste `pʌp]
<i>leave out</i>	[li:v `aʊt]
<i>leave out</i>	[li: `vaʊt]
<i>end it all</i>	[end it `ɔ:l]
<i>end it all</i>	[end `itɔ:l]

Useful as it may be for elementary students, this technique can however only be a half-way stage, for two reasons:

- first, because native speakers do not actually pronounce final consonants in exactly the same way as initial ones: a *great ape* [greit `eip] is phonetically distinct from a *grey tape* [grei `teip], and *an aim* [ən `eim] from *a name* [ə `neim]

<i>great ape</i>	[greit `eip]
<i>grey tape</i>	[grei `teip]
<i>an aim</i>	[ən `eim]
<i>a name</i>	[ə `neim]

- and secondly, more importantly, because in real life most word-final consonants are not followed by a vowel-sound at the beginning of the next word.

- So word-final consonants also need to be practiced both in absolute-final position –before a pause or the end of the utterance, and also in phrases where the next word begins with a consonant.

Examples of phrases for practicing this are: *keep calm* [ˈki:p ˈkɔ:m], *nice time* [ˈnaɪs ˈtaɪm], *rich food* [ˈrɪtʃ ˈfu:d], *bad thing* [ˈbæd ˈθɪŋ].

<i>keep</i>	[ˈki:p ˈkɔ:m]
<i>calm</i>	
<i>nice time</i>	[ˈnaɪs ˈtaɪm]
<i>rich food</i>	[ˈrɪtʃ ˈfu:d]
<i>bad thing</i>	[ˈbæd ˈθɪŋ]

In each case there should be no kind of vowel sound – not even a voiceless one – between the last consonant of the first word and the first one of the second word. It may help, too, to try and feel these phrases, mentally, as consisting of two syllables each.

Particular care needs to be taken when the two abutting consonants are ones which tend to be confused. They may, for example, be dental and alveolar fricatives, as in: *both sides* [ˈbəʊθ ˈsaɪdz], *with salt* [wɪð ˈso:lt];

<i>both sides</i>	[ˈbəʊθ ˈsaɪdz]
<i>with salt</i>	[wɪð ˈso:lt]

or bilabial plosive and labiodental fricative, as in: *love bite* [ˈlʌv baɪt], *they've beaten* [ðeɪv ˈbi:tn], *(I like the) club very (much)* [ˈklʌb ˈveri], and within the word *obviously* [ˈɒvɪəsli].

<i>love bite</i>	[ˈlʌv baɪt]
<i>they've</i>	[ˈnaɪs ˈtaɪm]
<i>beaten</i>	
<i>club very</i>	[ˈklʌb ˈveri]
<i>Obviously</i>	[ˈɒvɪəsli]

Repeated fricatives in English are articulated like single ones, except that they last longer. English examples for practice might be: *rough fight* –

[ˈrʌf ˈfaɪt], *Faith thinks* – [ˈfeɪθ ˈθɪŋks], *Miss Sykes* – [mɪs ˈsaɪks], *push shut* – [ˈpuʃ ˈʃʌt], *love visiting* – [ˈlʌv ˈvɪzɪtɪŋ], *with these* – [wɪð ˈði:z]

<i>rough fight</i>	[ˈrʌf ˈfaɪt]
<i>Faith thinks</i>	[ˈfeɪθ ˈθɪŋks]
<i>Miss Sykes</i>	[mɪs ˈsaɪks]
<i>push shut</i>	[ˈpuʃ ˈʃʌt]
<i>love visiting</i>	[ˈlʌv ˈvɪzɪtɪŋ]
<i>with these</i>	[wɪð ˈði:z]

Repeated nasals and liquids, too, are like single ones but longer: *the same method* – [ðə ˈseɪm ˈmeθəd], *ten names* – [ˈten ˈneɪmz], *I feel lazy* – [aɪ fi:l ˈleɪzi].

<i>the same</i>	[ðə ˈseɪm ˈmeθəd]
<i>ten names</i>	[ˈten ˈneɪmz]
<i>I feel lazy</i>	[aɪ fi:l ˈleɪzi]

In all such cases it is inappropriate for there to be any kind of vowel or break-and-make of articulation as one pass from one consonant to the next. It may be helpful to do some ear-training and production practice on pairs such as: *this count* – [ˈðɪs ˈkaʊnt] and *this account* – [ˈðɪs əˈkaʊnt], *I'm not going to rush now* [ˈrʌʃ ˈnaʊ] and *Russia now* – [ˈrʌʃə naʊ].

<i>this count</i>	[ˈðɪs ˈkaʊnt]
<i>this account</i>	[ˈðɪs əˈkaʊnt]
<i>rush now</i>	[ˈrʌʃ ˈnaʊ]
<i>Russia now</i>	[ˈrʌʃə naʊ]

Teachers should recall that many word-final clusters readily undergo simplification in connected speech through processes of assimilation and elision, which are well described in textbooks of English phonetics [91: 46, 240].

2.4 Phonetic Study of Bilingualism

Bilingualism is a general term for those who speak two languages, but many other characteristics may become tacked on to this term to be more specific about the type of bilinguals at hand. The term bilingual bears the implication that the speaker is fluent in both languages, but does not necessarily imply that the speaker has no accent in either language. An Early Acquisition Bilingual is a term that also encompasses bilingual first language learners. The first group describes both simultaneous and sequential young learners while those who are considered to bilingual first language learners really imply only simultaneous learners.

- Simultaneous bilinguals are those who learn both languages at the same time
- Sequential learners learn one language after the other, and this term can be applied to a foreign language – L2 learners of any age.

F. Genesee explains the Unitary Language System Hypothesis, in which BFL learners initially have one language system and then separate their two languages later on. F. Genesee later explains why this is probably not the case, citing many studies which found that BFL learners show language-specific traits in each language early on. The language-specific traits they display match the traits displayed by monolingual language learners. F. Genesee goes on to say that generally, bilingual children *‘Exhibit the same rate of morpho-syntactic development as monolingual children, at least in their dominant language’* [35: 5]

Reports show that even bilingual children with specified language impairments will reflect monolingual children’s impairments in the same age groups.

F. Genesee also discusses language dominance, stating that bilingual people may show features of their dominant language in their weaker language, and that situation is more common than attributes of their weaker language being exhibited in their dominant language. The dominant language in bilingual children is typically the first language they learn. Instances of this

cross-linguistic transfer are noted by F. Genesee to only take place under certain circumstances and with certain grammatical structures.

When children use one language more they tend to have a bigger vocabulary in that language. When it comes to the translation equivalents in both languages, some believe that since bilingual children have two words for the same referent, it is proof of the dual language system. Do early acquisition bilinguals acquire two languages and phonological systems at the same time, or one language and phonological system that eventually separates?

Bilingual children frequently code-switch and mix languages early on in the acquisition phase. They are typically corrected and encouraged to complete full ideas in one language or the other. Whether this is true of their pronunciation of certain sounds is another case. When the sounds are similar enough, children may not develop two separate categories for sounds, [p] and [b] for the efficiency of storing less sound. However, bilingual children and children exposed to multiple languages within the first year are more sensitive to distinguishing non-native speech sounds than their monolingual counterparts [79:89].

Lihong Du provides many historical understandings of Bilingual Acquisition. L. Du references the 1978 study by Volterra and Taeschner which outlines three stages of Bilingual Acquisition.

1. In the first, the children make no language distinction based on whom they are speaking with and frequently mix both languages into single sentences [27:78].
2. In the second stage, they still show trouble with syntax, but achieve more translative equivalents in both languages, and in the final stage, they master all of the issues described [27:77].
3. Syntactical errors are the most noteworthy expression of difficulties the bilingual children face in separating their languages [27:56].

The question here becomes, does the dual first language bilingual child acquire all the different phonemes at the same time, or does the child mix the

phonemes at the initial stage when they are not differentiating the two languages?

One would assume that a native speaker of two languages uses both languages correctly because they acquired those languages from birth, but does the dual exposure actually ensure that the child does not hear enough isolated realizations of a sound in either language?

Another possibility is that the child acquires a phoneme in one language and uses the phoneme of the other language as a variant of the initially acquired phoneme until a later stage when two completely distinguished phonemes exist in either language.

One explanation that F. Genesee gives for interference in one of the two languages of a Bilingual First Language (BFL) person is the presence of interdependent development, as opposed to autonomous development [27:88].

A later study performed in 1980 by S. Redlinger and V. Park supported the previous results in showing high language mixing rates in the early stages of acquisition. These researchers put forth that the bilingual child initially has one language [27: 88].

This is relevant to the study at hand, showing that on a broader scale, researchers have witnessed languages initially undifferentiated by children, in the use of words and phrases.

S.Quay found that the first and second stage of the 1975 study have no boundary between them, based on a study of a bilingual child who did produce translational equivalents from the earliest stage. Lexically by Quay and syntactically by M. Meisel bilingual children do not begin with a single system before differentiating between the two languages [75:87; 64: 56; 27:66].

This suggests that most issues analyzed are not on the phonetic level, although there have been plenty of studies conducted on the bilingual productions of specific phonemes [14; 30; 61].

J. Paradis found that French-English bilingual children in Quebec appeared to have two separate phonological systems, although those systems could influence each other. In their experiment, they tested monolingual French and English children and also bilingual children to see which language's phonological rules the children would apply to nonsense words. Context was important in the case of the bilingual children. All children, both the French monolinguals and French-English bilinguals, were very sensitive to producing the French nonsense words, but only the English monolingual children were very sensitive to producing English nonsense words with correct phonology. [71; 27:54]

Difficulties encountered in first and second language learning seem to bear out the Natural Phonology Theory. Natural phonology predicts that second language learners will substitute '*easier*' sounds for those that do not exist in their native languages, that they will treat similar sounds as if they were the same as those in their native language, and that some errors cannot be attributed to interference because they are due to the operation of universal phonological processes.

Exemplar theory and prototype theory are two theories that are discussed in psychology as ways that the brain organizes and recognizes information. They are two different types of ways that the brain may categorize input, or perceived speech, not only in linguistics but also in other forms of sensing information. Both theories also ultimately concern output, or produced speech, as well, but here the input aspect is initially discussed since the productions of [p] and [b] by the speakers were likely influenced by the input from their environment upon one of their native languages, which is different from the native language of their environment.

Prototype theory is another theorization of the way in which the brain categorizes input. This theory works with exemplar theory, although there are areas in which the two theories diverge. Prototype theory by P. K. Kuhl concerns the

‘internal structure and the psychological organization of speech categories – the ‘centers’ of speech categories’ [56: 105].

In Prototype Theory it is put forth that categories are not so much a composite of examples, but that the examples reinforce the description already assigned to the category, or the list of features which distinguishes the category. Speech input is processed and sorted for its similarity to the prototype and the

‘members of a category form a gradient of typicality’ meaning there exists a organized structure of likeness within the prototype category [62: 1665]

For instance, the chair category may require four chair legs and a seat to be applied to incoming data. The prototype is a bit more rigid and unchanging than the exemplar model, but the exemplar model is sometimes faulted with being too flexible and less efficient than the prototype model. In the prototype way, the brain simply completes a comparison of the current input with the stored category, whereas the exemplar model allows less strict categorizations, and in that way, perhaps less helpful.

In the case of language, the effect of accent change has been observed in those engaging in conversation with people with other accents, so it is quite certain that flexibility is more common in language. Language tends to be less like other items mapped in the brain, in that the modality already allows much flexibility. Unlike the mapping of a specific concept, a language and speech perception and production are so varied and complex that Prototype Theory requires a more complex application.

How and why should one examine VOT in bilingual speech to recognize interference?

According to Laura Bosch and Marta Ramon-Casas,

‘adequate categorization in bilinguals, that is, the ability to form separate categories for similar sounds in each of the languages in their environment, appears to be a phenomenon that is linked to input properties’ [9]

In a way, finding if the bilinguals in the study will have four separate categories for four separate sounds will contribute to understanding whether there is a reasonable standard for bilinguals to be held to, when they learn both languages from birth. The expectations that could be met are that the bilinguals show signs of native speech by fully separating all four categories across the two languages. This does not take into account the recent events in their lives that could influence their accent and speech at the present moment.

M. Antoniou et al. cite the Speech Learning Model (SLM), conceived by J. Flege, and use a part of it to describe why studying the phonetic realizations of bilinguals is important to understanding interference. They write,

‘according to SLM, bilinguals will differ from monolinguals of either languages because the phonetic categories used to produce and perceive both the L1 and L2 reside in a common acoustic-phonetic space, and will inevitably influence one another’ [3:56]

This is a quite intuitive suggestion, that unlike the acoustic-phonetic spaces of two monolinguals from two separate languages, who produce one or a few variants of each sound, the bilingual has not only the sounds of two languages, but also the variants of each of those sounds. The bilinguals also have two phonological systems to adhere to, meaning that the sounds in question, here [p] and [b], must interact accordingly within each language.

An interesting detail of the L. Lisker and A. S. Abramson study is how they elicited speech samples. Their method was to give participants a word and then ask the participants to produce the word twice and make a sentence with the word twice. They were instructed to speak

‘with the fluency and naturalness of normal conversation’ [61:389].

Later they explain that this resulted in two expressions of each word, where the word spoken in a sentence was more compressed than the expression of the word spoken alone. Current research aimed to attain natural

and fluid productions as well, without notifying the participants about the target sounds.

On the topic of speech sample elicitation, consideration for the Language Mode is quite important. Language modes are defined as *'the state of activation of the bilingual's languages and language processing mechanisms at a given point in time'* [45]

Many academicians, a few cited above, believe that bilinguals are not able to access only one language at a time. Instead it is suggested that both languages are activated in processing, but the non-relevant language is activated to a lesser degree [35; 27]

The language mode then, in reflection of that detail, pertains to both the relevant language and languages that the bilingual is operating with at a given time as well as the environment giving rise to the bilingual's use of a certain language or languages. M. Antoniou et al. describes the duties of the researcher in the monolingual, also called *'unilingual'* mode, determining *'that all contact, instructions, and feedback occurred in only one language for a given speaker'* [3] The implementation of this structure in the experiment suffices as far as is possible to preserving a monolingual mode in an experiment.

F. Grosjean conceptualizes Language Modes as points on a continuum, where a bilingual person is in an entirely monolingual environment (of either language) or a bilingual environment. The Mode depends *'on such factors as interlocutor, situation, content of discourse and function of the interaction'* [44: 12]

Those who are bilingual and know other bilinguals who speak their same languages will recognize the situation F. Grosjean illustrates of bilinguals using constructions, words, phrases, and pronunciations from both languages freely and fluently together as the bilinguals desire, evoking the image of a kind of Spanglish, which is neither Spanish nor English nor a language, but a mix of the two languages, that is spoken for pleasure rather

than for necessity. At the other end of the spectrum, the monolingual mode, takes place when a bilingual is engaging with a monolingual person and suppresses their usage of constructions and vocabulary from the language that the other speaker is unfamiliar with. Of course these situations become more complex when the interactions are between the bilingual and a bigger group of people, such as in a classroom setting. This also takes into account that the bilingual is making assumptions about the other's linguistic background.

Although, of course, bilinguals will sometimes still show signs of Transfer or Interference in their speech when in the monolingual mode. F. Grosjean makes a fair argument that it is difficult for researchers to properly account for contact phenomena and languages modes in their research especially since it is a task in and of itself to isolate the instances of transfer and the instances of interference without extended exposure to a bilingual person. [44]

These people, unlike most of their monolingual peers, receive extra input and the way that they learn a language is very different in source and manner.

Conclusion on Chapter II

Considering everything above said, it is clear that the first language, or any other language for that matter, can cause Interference in the process of acquiring a new one. It is referred to this phenomenon as language transfer.

Language transfer can be

- positive – facilitating learning or performance
- negative – impeding learning or performance

depending on the similarity or distance between the pre-existing language and the new language one is learning.

Another way in which L1-transfer affects Pronunciation pertains to the fact that skilled L1-readers are very familiar with the written form of their native language, and automatically decode every grapheme – letter or cluster of letters, they read by producing a phonological representation of the sound.

This means that, when a learner reads a foreign language word the Working Memory automatically matches that sound with a first language phonological representation – pronounce it the first language way. Thus, even if that learner reads a given word aloud following the teacher’s rendition of it, the native language – L1 phonological representation of that word in the learner’s Working Memory will cause interference, with negative consequences for learning.

When a foreign language encountered, the natural tendency is to hear it in terms of the sounds of native language. Learners actually perceive it rather differently from the way native speakers do. Equally, when the learners speak a foreign language they tend to attempt to do so using the familiar sounds and sound patterns of the mother tongue. Learners make it sound, objectively, rather differently from how it sounds when spoken by native speakers. This is the well-documented phenomenon of Phonological Interference [23: 372]

L1 or mother tongue interferes with learners’ attempts to function in the L2 –target language.

The influence of the first language or sometimes the language in which the students are educated is a major influence on their accent in English [93: 14].

E. H. Tergujeff underlines that

‘each language has its own sound system consisting of sounds typical only of that language and continues that differences in sound systems cause problems in learning to perceive and produce a foreign language’ [83:151]

B. J. Birner emphasises that

‘the speech of non-native English speakers may exhibit pronunciation characteristics that later result in the imperfection of the pronunciation of English sounds, either by transferring the phonological rules from their mother tongue into their English speech – Interference, or creating false pronunciation of English sounds not found in the learner’s native language’ [8: 78]

V. Cook claims that

'learning to pronounce a foreign language means building up new pronunciation habits and overcoming the bias of L1' [19:87]

According to A. P. Gilakjani

'teaching pronunciation should be a priority because language is primarily a means of communication and this communication should be understood by all. If one does not strive for a common pronunciation, one runs the risk of not being understood by the target audience' [37:77]

It can be frustrating and demotivating for students if they have repeated experiences where communication breaks down because of problems with their English pronunciation. This is perhaps especially true for those who have a good command of other aspects of language such as vocabulary and grammar.

Chapter III

PHONETIC INTERFERENCE IN KARAKALPAK MODIFICATION

3.1. The Value of overcoming interference

Interference – is imposition of multilevel elements of one language on another, which is due to bilingualism or multilingualism.

Interference, also known language transfer, and cross-meaning, refers to speakers or writers applying knowledge from their native language to a second language. Interference is revealed in bilingual's L2 -second or foreign language speech as deviations of rules and systems as the result of influence of the speaker's native language [8].

Phonetic interference occurs in contacts of phonetic elements of languages. As U. Weinreich notes that there are some sounds which are not in English or on the contrary.

Focal point of our attention is to regard phonetic-interferential errors of students on the base of two non-relative, heterogeneous languages, i.e. English referring to the Indo-European family of languages and Karakalpak referring to Turkic group of languages. As it is evident, English and Karakalpak languages differ from each other genealogically and typologically. All these differences between these two languages give way to the above - mentioned negative transfer.

U. Weinreich suggests to call interference the cases of deviation from the norms of any language, which is due to the knowledge of two or more languages, that is to say, due to the language contact [90:7; 22]

Besides, U. Weinreich distinguishes the interference in language and the interference in speech.

The English scientists accept the opinion of their predecessors in basic features. So, U. Weinreich, believes, that interference is the result of imposition of two systems in the process of speech [90:7; 25].

Interference, for example, may manifest itself as a foreign language accent in the speech of a person who knows two languages. That is interference is closely connected with bilingualism.

Interference manifests also in the accent of Karakalpak people's English speech as on the level of sound, word pronunciation, so on the level of sentences. Accent is understood as the system of deviation from the regularity of pronunciation in the field of sounds, words and sentences.

The deviation from the field of sounds can be related to the absence of the same sounds in native Karakalpak words, for example, [v], [f] or difference of acoustic -articulatory characteristics of Karakalpak and English sounds, such as [ʃ], [j]. Formulating them, it is necessary to pay attention to the notable moments of articulation: the work of the tip of the tongue, lips and teeth.

Deviation from the pronunciation of the English words is due to the different rhythmic organization of the Karakalpak and English words. In the Karakalpak language vowel harmony defines comparative equability of the syllable pronunciation and accordingly weak expression of the word emphasis. Under the influence of it Karakalpaks speaking English do not always have a right pronunciation of the atonic syllables, which is complicated by the peculiarity of the English language, such as changing from the front articulation to the back one, and visa versa within one word, and also by the different word emphasis in English.

The learning and speaking foreign languages is demanded passion and time. Moreover there have been problems in shifting from their native language to English or other foreign languages. More and more people of the Karakalpak-speaking learn and use English in their everyday life, works, and study. Depending on the abilities of people there can occur different problems.

The difficulties and problems are often met among people or learners of the English. Spoken language has two meanings. In one sense, it is any

example of language produced using some of the articulatory organs, e.g. the mouth, vocal folds or lungs, or intended for production by these organs. In another way, it may refer to the entire act of communicating verbally – what people mean or intend, the words they use, their accent, and intonation and so on; anything, in fact, that might be found in speech rather than other forms of expression. Generally, spoken or oral language is language produced in its spontaneous form, as opposed to written language.

Linguistic difficulties are based on general differences of languages: – grammar structure, variety of special phrases for spoken language – set expressions, lexical, semantic, grammatical, stylistic properties of each language. Deeply rooted in the behaviorist and structuralist approaches, contrastive analysis hypothesis claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system.

The greater the differences between the two languages, the more negative the effects of Interference are likely to be. The effect of the mother tongue on the acquisition of the foreign language is decidedly significant and has been the focus on of the researchers for many decades. One of the aspects of the influence of L1 is known as language transfer or interference. While learning a foreign language, in many cases students employ their first or second language (L2) to try to communicate in the foreign one.

As a result, this kind of approach encourages learners to follow the grammatical and lexical patterns of their mother tongue (L1) in the foreign language. In most cases students were unaware of the fact that they were using the direct translation technique and false cognates in their speech and, therefore could not properly convey the message they had in their mind. It is common knowledge that when a student is learning a foreign language, he uses the first language as an effective instrument to make this procedure easier and faster.

Interference is the result of the performer falling back on old knowledge when the person has not yet acquired enough of the second language. [90:9]

The main problem is that people attempt to formulate linguistic rules with the information they have: from the native language – Karakalpak; from teachers and group-mates.

Cognitive – thinking in native – Karakalpak language – is the crucial problem of translation of thoughts from Karakalpak to English language.

The speech in a foreign language should not be stereotyped and consisted of memorized speech standards; moreover it always has to be characterized by novelty and originality in both its content and in its lexical and grammatical form [90: 13]

3.2. Phonetic Interference in Karakalpak students’ pronunciation

Pronunciation questions play a huge role in learning the skills of speech, as well as in other species of linguistic communication. Wrong pronunciation of the English sounds leads not only accent, but also to a violation of the meaning of words.

The characteristics of sounds should take into account the mutual influence and interaction, which are the sounds of speech when combined each other, for language – “a set of sound units and the laws of their combination”.

Compound has in both languages and its own features. In English, the vowels [e], [æ], [ʌ], [e] are always closed by consonants. In the Karakalpak language syllable-boundary in the word very often takes place after a vowel. For the English language, in contrast from the Karakalpak, it is characterized by the presence of syllabic consonants [m], [n], [l] – ‘sonants’, which, like the vowels can form a syllable, for example, in the syllables of people – [pi – pl], garden – [ga: – dn], prism – [pri – zm]. These sonants are more sonorous, than the adjacent noisy consonants and act as derivation. Students usually

difficult to perceive derivational role of these syllabic sonants, that is, phenomenon of rather far from Karakalpak language. To clarify this, teachers need to give an idea of the relative sonority of speech sounds – the most sounding are vowels, then followed sonoristic, after them are voiced consonants and the lowest sonority have voiceless consonants [4]. For clarity, on the board the crosses is put on each sound of the word, than louder and stronger sound, the cross placed higher. For example: people – [pi – p^l], open – [ou – pⁿ].

Unlike English, syllables in the Karakalpak language break down into hard and soft. Hardness and softness of word depends on the presence in the word of soft-front or solid-back vowel sound. Pairs of hardness and softness are vowels

hard vowels	soft vowels
(a) – [a]	(ə) – [æ]
(o) – [o]	(e) – [ö]
(ы) – [y]	(и) – [i]
(у) – [u]	(ү) – [ü]

Only the sound (e) stripped solid variety. Vowel sound in a syllable is not only to impart the hardness or softness of it, but also determines the hardness or softness of consonants, involved in the formation of the syllable. For example, the words

‘усы’ – [usy] – (this)

‘ал’ – [al] – (take)

consist of a hard syllables. They sounds [n], [l], under the influence of hard consonants are pronounced firmly. Word ‘өс’ – [wös] – (grow) consists of soft vowel [ö] and it is pronounced softly.

English freely admits confluence of hard and soft sounds in a single syllable and the neighbourhood of hard and soft syllables. In the Karakalpak language only a soft consonant can put before a vowel (и) – [i]. During the pronunciation (т) – [t] in the word ‘тийме’ – [tijme] – (do not touch), the

middle part of tongue is lifted to hard palate, as for (и) – [i], which gives softness to this consonant. And in English consonants before [i:], [i] is hard. When pronouncing the consonant [t] in the word *team* – [ti:m], tip of the tongue is for the alveolus, the middle part of the tongue to the hard palate is not lifted. Thus, the preceding consonant is hard. The acquisition of the appropriate pronunciation skills presents a specific difficult for Karakalpak students. For consonant in one syllable, we observe a large discrepancy between comparisons of languages. English admits at the beginning of a syllable of two, three or more consonants *strange* – [strendʒ], *twelve* – [twelv]. In Karakalpak language there is not more than one consonant at the beginning of a syllable: ‘жан’ – [ʒan] – soul.

At the end of an English word may be the endings of four or even five consonants, which is quite strange to Karakalpak language, for example, twelfths – [telfθs], sixths – [siksθs].

In the vast majority of Karakalpak words it is not more than two consonants at the end of a syllable, and combination of two consonants is limited only varieties at the end of a syllable: sonorant consonant + voiceless consonant ‘рt’ – [rt], ‘лт’ – [lt], ‘нт’ – [nt], for example,

‘рt’	[rt]	‘журт’	[ʒurt]
‘лт’	[lt]	‘булт’	[bult]
‘нт’	[nt]	‘қант’	[qant]

As for regard loanwords, most of them are beyond the law – ‘атеист’, ‘литр’, ‘Омск’.

‘ст’	[st]	‘атеист’	[ateist]
‘тр’	[tr]	‘литр’	[litr]
‘ск’	[sk]	‘Омск’	[omsk]

Thus, English language allows for a variety of combinations of consonant sound, than Karakalpak language, so the students are under the

influence of phonetic law of the native language is inserted vowels either before the first consonant, or between two consonants:

in English		Karakalpak pronunciation	
<i>stand</i>	[stand]	[istand]	(i)stand
<i>ask</i>	[ask]	[askəs]	ask(ə)s
<i>plan</i>	[plan]	[pilan]	p(i)lan
<i>blame</i>	[bleim]	[bileim]	b(i)lame

In both languages connected pronunciation of sounds in the word and at the junction of words can cause more or less assimilation of one sound to others. According to the direction of action we usually distinguish assimilation, progressive, regressive and mutual. The law of progressive assimilation – assimilation of following sound to previous, acts in Karakalpak language within a single word – at the junction of root and affix, at the junction of the two components of a compound word, and between the words:

<i>сөз</i>	[söz]	<i>сөзге</i>	[sözge]
<i>төс</i>	[tös]	<i>төске</i>	[töske]
<i>кино</i> <i>көрди</i>	[kino `ködi]	<i>киногөрди</i>	[kinogödi]

An example of progressive assimilation in English can serve as a pronunciation: It's this instead it is this, where [s] stunned under the influence of the preceding voiceless consonant [t]. Regressive assimilation – assimilation of previous sound to the following, in the Karakalpak language has a place as in a single word, and between separate, closer to each other in words, for example, Амангул, ақ ешкі, is pronounced like Аманкүл, ағешкі,.

<i>Амангул</i>	[amangül]	‘һк’- [ng] – ‘һк’- [ŋk]	Аманкүл	[amanŋkül]
<i>ақ ешкі</i>	[aɣ jeʃki]	‘ағе’ - [aɣje] – ‘ағе’ - [aɣe]	ағешкі	[aɣ()eʃki]

It can be found only a limited number of cases of regressive assimilation in English ‘horse – shoe’ – [ˈheʃu], newspaper [ˈnju: speipə], etc.

Most of these words refer to an outdated vocabulary. In English, it isn't carried out often by regressive voicing assimilation between words.

When teaching English pronunciation in Karakalpak educational institution each group of sounds and intonation patterns should be considered separately by the teacher, depending on the difficulty of perception and articulation, as well as depending on the similarity of the sound phenomena of the Karakalpak language. This makes it possible to determine, taking into account any difficulties should be based learning English pronunciation in Karakalpak educational institutions. For example, learning by students of Karakalpaks English sound [a:] is a difficulty. Students are apt to replace the English long back vowel [a:] – in the words of 'garden' [ga:dn], 'star' [sta:] qualitatively and quantitatively different from Karakalpak vowels [a] in the words of the Karakalpak *bala[bala]* – English *child*. Consequently, over the sound [a:] teacher has to work longer and hard to prevent the influence of the corresponding sound of the native language learners.

We have characterized the English vowel sounds that have particular or other similarities with the vowels of the Karakalpak language. As it can be seen from the description, almost all the vowels in English have more or less similar couples in the Karakalpak language.

Several Karakalpak vowels do not have similar in the English language – [ɣ] – [ü] and (ə) – [ö] and so they usually do not caused influence of assimilation of English vowels. These vowels are specific for the Karakalpak language.

Sounds [y] – [u] and [ɣ] – [ü] are brief, incomplete formation, lip, narrow, upper lift. In the formation of sound [y] – [u] the language takes on the same position, and in the formation of sound [ɣ] – [y]. When the lips are rounded and protrude forward, however, mouth hole turns out not so narrow as in formation of [ü] – [ɣ].

Vowels [y] and [ɣ] mainly differ from each other only in hardness and softness: [y] – [u] is solid, i.e back row, [ü] – [ɣ] is soft, i.e of front row. The

presence of these sounds is a distinctive feature in relation to each other is confirmed by the following comparison:

‘yH’	(flour)	[un]
‘yH’	(voice)	[ün]
‘mʏp’	(stand)	[tur]
‘mʏp’	(sort, kind)	[tür]
‘yu’	(fly)	[u]
‘yu’	(three).	[ü]

These sounds are used, mainly, in the first syllable of the word.

Requires special attention from the teacher to introduce students to new concepts for them, reflecting the phonetic system of the English language. One of these concepts is a complex vowel (diphthong). Each diphthong in the English language is a separate phoneme and is part of the vowels: [ai], [ei], [ei], [au], [ou], [iə], [ɛə], [uə]. Part of the English diphthongs can be likened to some combinations of vowels in Karakalpak: ‘ai’ – [ai] (moon), ‘qoi’ – [qoi] (sheep). But such English diphthongs as [iə], [ɛə], [uə], [ou] does not have similar combination in the Karakalpak language.

Above shown of the Karakalpak vowels differ from diphthongs, they sound like two separate sounds, while top - nucleus of the English diphthong pronounced quite clearly, then followed by sliding in the direction of the second sound. The main difference of English diphthongs from these similar of Karakalpak vowels is that the latter falls easily into two syllables and can be separated by a morphological boundary, for example,

‘mai’	[tai]	‘mai’	[taijy]
‘boi’	[boi]	‘boi’	[boijy]
‘bau’	[bau]	‘bau’	[bauwy]

In English, such phenomenon is excluded. English diphthongs cannot apart into two syllables. They are always pronounced together, i.e one effort with an emphasis on the core.

Each diphthong has lax, fading end. That is, the second element of the diphthong is a weak, sliding, extremely brief faint sound. His voice may not be identical to the sound of corresponding isolated vowel, as it is in the Karakalpak language.

Although the transcription of the second element is transferred by sign of the vowel complete formation, it should be noted that this sign indicates only the movement of the speech organs to this vowel.

- 1) 3 diphthongs with a glide to [i]: [ei-ai-ei]
- 2) 2 diphthongs with a glide to [u]: [ou-au]
- 3) 3 diphthongs with a glide to [ə] [iə-εə-uə].

In setting up the pronunciation of diphthongs [ai], [ei], [ei], [au] is necessary to consider the inherent common patterns and contrast with the Karakalpak diphthongs (ай), (ей), (ой), (ау). In the final position before pausing English diphthongs pronounced drawl, before a voiced consonant is some shorter, and before voiceless consonants is very briefly.

Compare:

Karakalpak			English	
[ai]			[ai]	
‘ай’	[ai]	(moon)	Eye	[ai]
‘май’	[mai]	(oil)	My	[mai]
‘бай’	[bai]	(rich)	Buy	[bai]
[ei]			[ei]	
‘мейли’	[meili]	(let)	Male	[meil]
[oi]			[oi]	
‘қой’	[qoi]	(sheep)	Coy	[koi]
‘той’	[toi]	(holiday)	Toy	[toi]
‘бой’	[boi]	(growth)	Boy	[boi]
[au]			[au]	
‘таў’	[tau]	(mountain)	tower	[tauə]
‘баў’	[bau]	(ligament)	Bow	[bau]

Above description of the specific articulation of the vowel sounds allows us to identify the most important for the pronunciation production of differences between articulatory bases of Karakalpak and English languages in the area of fields.

1. One of the main features of the English vowels pronunciation is their great strength compared with the Karakalpak vowels.

2. English labial vowel characteristic flat rounding of the lips like Karakalpak labial vowels are pronounced with bulging lips. When pronouncing Karakalpak (и) (ы), (е) unstressed loose lips are neutral (no special way of), the lower jaw is natural.

English vowels [i:], [i], [e], [ei] are pronounced in flat grin: lips slightly elongated strips to expose the upper and lower teeth, the lower jaw is launched so that the lower incisors were directly under the upper incisors.

3. In English, the pronunciation of vowels are mixed ([ə:], [ə]), and also moved back and moved forward (i, u, ʌ, ou] way of the tongue. There is no way of the tongue in Karakalpak.

4. English is clearly compared lingering articulation of vowels and some brief articulation of others (long connection in average of 60%). It is not such a distinctive feature of vowels in the Karakalpak language.

5. In English difference from Karakalpak is widely used moving articulation of vowel sounds (diphthongs).

6. In Karakalpak language the organizing center in the word is a vowel sound, which creates a system of vowel harmony.

According to the law of vowel harmony in a single word can combine only similar sounds from the point of view the front (soft) or back (hard) formation. Therefore, all Karakalpak words are divided into hard and soft: көл (lake) is soft, қол (hand) is hard.

In this case, of soft are added affixes with vowels only from the front row, for example, in сиз - лер - ден (from you), and added to the hard affixes with vowels only from back row: ба - ла - лар - ды (children – accusative case.).

Whereas the English language, there is complete independence of vowels and affixes the end of the vowel root, alternation vowels of front row with

vowels of back row in the same word 'army'['a:mi], 'answer'['a:nsə], 'public'['pʌblik], 'language'['læŋgwɪdʒ].[77]

Thus, the system of English vowels is marked the large number of contrasts than in Karakalpak. So, there is no similarity between Karakalpak and English vowels:

- 1) the mixed sound of the front and back row
- 2) long and short; monophthong - diphthong

For Karakalpaks, English language learners, greater difficulty is the fact that cases of progressive and regressive voicing assimilation by Karakalpak, it is more frequent and systemic than in English.

Therefore, students should learn to enunciate final consonants, especially voiced not to extend the phonetic laws of the native language into English.

The processes, that take place in the modern world creates a powerful sense for learning a foreign language.

Today the value of a foreign language is not only cultural, but also an economic necessity. In modern society, any expert who wants to excel in their field, to own at least one foreign language is vital.

The main purpose of learning a foreign language is the development of a child's personality, his way of thinking, imagination, hearing (intonation, the difference of sounds), creating the conditions for adaptation of students to use foreign vocabulary in the speech.

In setting up the pronunciation should be aware that the correct setting for a single sound can be a support for learning the correct pronunciation and other languages. So, in the system of English vowel is marked more contrasts than in the Karakalpak. Thus, it cannot find the similarity of the English opposition between Karakalpak vowels: 1) the sound of the front and mixed back row, and 2) long and short; monophthong and diphthong. The correct pronunciation of the sounds of the studied language is only achieved when the teacher corrects mistakes, but do not put up with obvious errors in shades of learning language sounds.

English vowel system

According to Mutt [68] English has twelve monophthongs. The front vowels are /i:, i, e, æ /, as in

Bee [bi:]
Pit[pit]
Pet[pet]
Pat[æ]

All the front vowels are unrounded. The central vowels are / u:, u, ə, ɜ:, ʌ /, as in boot, put, the, bird, but. The sounds / ɜ: /, / ə / and / ʌ / are unrounded.

The central vowels /u:/ and /u/ are slightly rounded. The vowels /ɔ:, ɒ, ɑ: /, as in board, pot, bard, are back vowels. The o - vowels are rounded, but / ɑ: / is unrounded. The English vowels have lax short and tense long forms. Mutt [68: 59] continues that if we compare the tongue-raising of English monophthongs in terms of the region of the mouth in which it takes place (front, centre, or back) and the degree of raising (close, i.e., the tongue is high in the mouth, or open, i.e., the tongue is low in the mouth), we can establish a table of rough articulatory relationships as it can be seen below.

English vowel system: Articulatory Realization [68:59]

1.Stability of articulation		Monophthongs – ___12___			Diphthongs –8	
2.Length of articulation		Long –i:, u:, a:,o:, ɜ:	Short – i, e, æ, ɒ, ʌ, u, ə		ɪ–glide	
3.Degree of muscular tension		Tense– i:, u:, a:, o:, ɜ:	Lax– i, e, æ, ɒ, ʌ, u, ə		ə–glide	
4.Lip participation		Rounded (labialized) – __, u:, ʊ, ɔ:, ɒ	Unrounded(non-labialized) – i, e, ʌ, ə, i:, a:, ɜ:		ʊ–glide	
5.Vertical movement of the tongue		6. Horizontal movement of the tongue				
Variety		fully front	front retracted	central (mixed)	back advanced	fully back
high (close)	narrow	i:				u:
high (close)	broad		ɪ		ʊ	
mid (mid-open)	narrow	e		ɜ:		
Mid	broad			ə ʌ		
Low	narrow					ə:

low (open)	broad		Æ			ɒ a:
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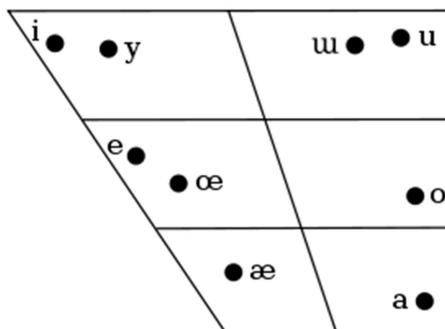
Karakalpak vowel system

Vowel Harmony is a type of long distance assimilatory phonological process involving vowels that occurs in some languages. A vowel or vowels in a word must be members of the same subclass (thus "in harmony"). In languages with vowel harmony, there are constraints on which vowels may be found near each other. Suffixes and prefixes will usually follow vowel harmony rules. Many agglutinative languages have vowel harmony.

Vowel Harmony functions in Karakalpak much as it does in other Turkic languages. Words borrowed from Russian or other languages may not observe rules of vowel harmony, but the following rules usually apply:

Vowel	May be followed
A	a, ʉ
Æ	e, i
E	e, i
I	e, i
O	a, o, u, ʉ
Œ	e, i, œ, y
U	a, o, u
Y	e, œ, y
ʉ	a, ʉ

Karakalpak has 21 native consonant phonemes and regularly uses four non-native phonemes in loan words. Non-native sounds are shown in parentheses.



Like all Turkic languages, Karakalpak has two classes of vowels: the front vowels, pronounced at the front of the mouth such as e, i, o' and u', and the back vowels, pronounced at the back of the mouth such as a, ı, o, u. Traditional Turkic words must obey the rule of vowel harmony, the vowels of the suffixes harmonising with the vowels of the noun or verb stem. Words are normally stressed on the final syllable. Matters were complicated on 8 October 2009 when the *Joqarg'ı Ken'es* introduced a revised and more cumbersome Latin alphabet. This is generally the same as the 1995 alphabet with five main exceptions: the dotless i is replaced by i'; o, o' and e at the start of Karakalpak words are replaced by wo, wo' and ye (which is how they are generally pronounced); and in loan words the rarely occurring ts is replaced by c. To complicate matters, traditional Karakalpak words are treated differently from loan words (for example, *esik* should now become *yesik* but *ekonomika* does not change).

English is valued highly in the Karakalpak society with a lot of prestige being attached to the language. A lot of time and energy is dedicated to teach or learn English. Despite this, not much attention is given to enhance the speaking skill in the average Karakalpak classroom. That the learner will pick up the skill from general classroom activities and instructions over a period of time is a false assumption made. As a result, the learners are not able to develop this skill and hence lack confidence while conversing in English.[12: internet]

Students belonging to umpteen communities, so far stifled of higher education due to lack of infrastructural facilities. English being a global language thus becomes a necessary language in learning process. In the process, communicating in English is felt difficult by most of the Karakalpak language students owing to their inveterate habit of speaking their mother tongue.

When students learn English, their mind is filled with their mother tongue and it is holistically internalized. When they use English, obviously their mother tongue interferes and makes them handle English badly while talking and writing. English will be intelligible to the international community only when it is spoken with proper stress, intonation and pause.

English pronunciation of certain problematic sounds by Karakalpak learners could be improved. The area for improvement involved primarily those vowels the perception and pronunciation of which cause some problems for students and mispronouncing.

3.3 Analysis of phonetic errors in Karakalpak students' pronunciation

In order to explore how Karakalpak speakers perceive and identify English vowels and their length in particular words and how to reduce the Karakalpak accent in certain sound combinations initial listening tests and critical listening tests for Karakalpak learners were arranged. The first task was to write a test in which they had to fulfill the tasks. The results of the tasks were analysed and the summary was made. The second step was to carry out exercises in the experimental group to identify how Karakalpak learners perceive, identify and produce English sounds with their knowledge of Karakalpak. They practiced with a specially designed system of exercises [Appendix 2], and writing a number of dictations using suggested sites from the Internet [Appendix 3]. The method of critical listening, the method of audio recording as well as minimal pair drills were used, and the students' speech were analyzed. The participants, a total of 22 students, divided into two language learning groups, have participated in the study. Group 1 consisted of 10 students and Group 2 consisted of 12 students. These are 18-year-old Karakalpak-speaking students who attend KSU. The groups were formed accordingly to the pupils' knowledge of the English language, because some of them could speak English better than the others. Group 1 represented the students who had a better command of English (according to their marks) and Group 2 were the students who had some problems in

speaking English. Both the groups took part in the tests in November 2017 and March 2018 simultaneously in different classrooms.

Materials

During the initial and final tests every student had an A4 sheet of paper with words printed on it. After each word some space with square brackets was left into which they had to write the appropriate IPA symbol according to the sound they heard. The material of the study consisted of 35 single monosyllabic English words [Appendix 1]. The words were collected from the books of N.Toots, S.Leontyeva, A.Baker and L.Kostabi [85; 59; 5; 7; 54]

These English words were pronounced by native speakers of British English on online Macmillan Dictionary available at www.macmillandictionary.com.

For ‘*critical listening*’ tests both initial and final, two tables of 49 single monosyllabic English words were presented on A4 sheet of paper [Appendix 1]. The students had to read the printed words line by line. The teacher had a copy of the same test with some space and square brackets at the end of each word which she used for marking with the symbol “+” for the rightly pronounced vowels and the symbol “--“for the wrongly pronounced vowels. The teacher had to do it for every single student. After each test the materials were collected and then analyzed.

Besides the initial and final tests during the period from November 2017 to March 2018 Group had to carry out numerous tests where English sounds of more or less of similar sounding [tul] – [tu:l] had to be perceived, identified and pronounced [Appendix 2]. The materials of N.Toots, S.Leontyeva, A.Baker and L.Kostabi were widely used by the students. [85; 59; 5; 7; 54]

The procedure

The experiment proceeded as follows. The initial listening tests were conducted in November 2017 in KSU. The tests were carried out by two groups of students who were seated in two quiet classrooms, and a computer

was used. The first initial test was an identification task for identifying the right length of [i:] - [ɪ], [u:] - [ʊ], [ɔ:] - [ɒ]; for example, beat [bi:t] or bit [bit] and for differentiation between [e] - [æ], [ɔ:] - [ɜ:]; for example, beg [beg] or bag [bæg]. During the initial test the students listened to 35 words specially chosen for the test. The students were told that they would hear English words taken directly from Macmillan Dictionary, which is available at www.macmillandictionary.com. All the students participating had A4 sheets of paper with the words on them and each word there was followed by square brackets for writing the needed phonetic symbol of the IPA. For example, [e] or [æ], [ɔ:] or [ɜ:], [i:] or [ɪ], [ɔ:] or [ɒ], [u:] or [ʊ] [Appendix 1]. The participants were allowed to ask questions during the instruction period of each test if the task remained unclear. Before the listening test, a few words were played to the participants without asking them to write anything down, so that they would know what to expect. In the recording of the test there were tiny pauses between the words in order to make sure that the participants had some time to write down the appropriate IPA symbol without a hurry. None of the words was repeated, so the students were instructed to make their decision as quickly as possible.

The second test was a critical listening test [Appendix 2] run on the following day for both the groups. Taking turns the same participants read out particular words, namely the words with the front, fully open, unrounded [æ] and the front, mid-open, unrounded [e], the mixed, mid-open, unrounded long [ɜ:] and the back, open, rounded long [ɔ:]. The teacher listened to the pronunciation of the above - mentioned vowels by each student and identified whether the certain vowel was pronounced rightly or wrongly. All the participants were asked to read the words with natural pauses. At the end of March 2018 the final dictations were carried out the same way and organized similarly (only with some difference in the words: see respectively [Appendix 1] and [Appendix 2]).

During the period from November 2017 to March 2018, between the initial and final dictations Group 2 practiced doing specially designed exercises [Appendix 2], which include English words and wrote dictations on English words available on the Internet [Appendix 3]. Also, the students using a Dictaphone had to make recordings with problematic vowels and had to compare them to Macmillan dictionary pronunciation.

During the period from November 2017 to March 2018 Group 1 did not do any additional exercises.

Results

The results are presented in tables that show the number of participants (in the round brackets), what sort of vowels were listened to or pronounced and the percentage of correct answers. Then the results of the initial tests and the final ones of the both groups were compared in order to draw a conclusion whether it has been reasonable to use the suggested method for the improvement of Karakalpak learners' perception and production of the above - mentioned English sounds and as a result of the experiment to improve their pronunciation in general.

The results of the initial tests

Right after the first dictation in which students had to differentiate [e] - [æ], [ɔ:] - [ɜ:] and identify the right length [i:] or [ɪ], [u:] or [ʊ], [ɔ:] or [ɒ] and in both Group 1 and Group 2 the A4 sheets of paper were collected and the results were calculated. The students had to fulfill two different tasks: firstly, the data analysis focuses on

- 1) perception and identification of the English vowels [e] or [æ]
- 2) the students' differentiation of [ɔ:] or [ɜ:]
- 3) distinguishing the vowel length [i:] or [ɪ], [ɔ:] or [ɒ], and [u:] or [ʊ]

The qualitative analyses of the results were carried out to calculate the percentage how many of the above mentioned students could identify English vowels and whether the failures were due to the surrounding of different

consonants. The data of both the groups were compared and some conclusions were drawn.

The Tables below present the percentage of rightly perceived vowels by the students of both the groups. The identification of English vowels [ɔ:] and [ɜ:] is shown in Table 1

The vowels were perceived and identified differently by both the groups. 96% of the students from Group 1 identified the vowel [ɔ:] in the suggested words correctly, whereas only 90.4% of the students from Group 2 perceived the vowel [ɔ:] rightly. In terms of identification of the vowel [ɜ:], 76% of the students from Group 1 perceived it correctly and 72% of the students from Group 2 identified the vowel [ɜ:] correctly. The sounds were confused mostly in such words as walk, work, born, burn. The percentage shows that the students had more difficulties perceiving the vowel [ɜ:] than the vowel [ɔ:]. Students perceived the vowel [ɔ:] better most likely due to the existence of the same sound [o] in Karakalpak, although the sound is of a different length, whereas the English vowel [ɜ:] has no equivalents in Karakalpak. Also, probably they know the words, which helps identify the sound.

Table 1. Perception and identification of the vowels [ɔ:] or [ɜ:].

Identified by	Vowels [ɔ:] and [ɜ:]	
Group 1 (10)	96%	76%
Group 2 (12)	90.4%	72%

The identification of the English vowels [e] and [æ] was tested by listening to the words containing these vowels. The results are seen in Table 2. The vowel [e] was differentiated rightly by 86.6% of the students from Group 1 and by 76% of the students from Group 2. The English vowel [æ] was identified correctly by 91.2% of the students from Group 1 and only 78% of the students from Group 2. The identification of the vowel [æ] differs greatly between the groups. The mistakes were made in the words such as

and, end, merry, marry, act, add, head, had. Firstly, the mistakes occurred because there is no such vowel in Karakalpak and secondly, apparently because the English [æ] precedes consonants like d or r and a combination of the consonants like dd, nd, ct in which t and d also cause some problems to Karakalpak learners. As for Group 1, they made less mistakes probably partly due to knowing English better.

Table 2. Perception and identification of the vowels [e] or [æ].

Identified by	Vowels [e] and [æ]	
Group 1 (10)	86.6%	91.2%
Group 2 (12)	76%	78%

Next part of the initial listening dictation was dedicated to differentiation of the English sounds with special attention to the length: [i:] and [ɪ]. The results are presented in Table 3. 78.5 % of the students from Group 1 and 75% of the students from Group 2 identified the long [i:] correctly. The result in the identification of the vowel [ɪ] by Group 1 was 5% higher than by Group 2. A great deal of mistakes in distinguishing the English vowels [i:] and [ɪ] were made in the following words: reach, rich, leave, live, steal, still. The reasons for poor performance probably lie in the absence of the short-long vowel differentiation [82:146] in the learners' L1.

Table 3. Perception and identification of the vowels [i:] / [ɪ].

Identified by	Vowels [i:] and [ɪ]	
Group 1 (10)	78.5%	80%
Group 2 (12)	75%	75%

The distinction of the English vowels [ɔ:] and [ɒ] is shown in Table 4. Surprisingly, all the participants from Group 1 attained a high degree of success in distinguishing the vowel [ɔ:] (100%). The majority of the participants from Group 2 distinguished the vowel [ɔ:] correctly (90.5%), and the majority of the participants from Group 1 identified the sound [ɒ] rightly (90%), whereas Group 2 had difficulty in distinguishing the English vowels [ɔ:] and [ɒ]. The mistakes occurred in such English words as cord, caught, all,

call, walk, wall, launch. As L. Kostabi [54: 11] emphasizes, [ɔ:] is not a long variant of [ɒ] but a completely different vowel. So, this could also leave an imprint on the [ɔ:] or [ɒ] perception.

However, some improvement in perception of these two vowels is possible as more phonetic input is received. In Karakalpak [o] is diphthongized and that is another reason why the perception of the vowel [ɔ:] may be difficult.

Table 4. Perception and identification of the vowels [ɔ:] or [ɒ].

Identified by	Vowels [ɔ:] and [ɒ]	
Group 1 (10)	100%	90%
Group 2 (12)	90.5%	78.6%

The last part of the initial listening dictation was dedicated to distinguishing the English vowels [u:] and [ʊ], the results of which are shown in Table 5. 77% and 90 % of the students from Group 1 distinguished accordingly the English vowels [u:] and [ʊ].

Comparing to the participants from Group 1, the performance of the participants from Group 2 in distinguishing the English vowel [ʊ] was poorly performed. Surprisingly, poor performance compared with [ɔ:] and [ɒ] may be because of slight diphthongization of the English [ʊ] in certain positions and the students do not hear a pure [ʊ] sound. Major difficulties occurred in distinguishing the vowels in such words as good, soot, foot, food, rumour, proof.

Table 5. Perception and identification of the vowels [u:] / [ʊ].

Identified by	Vowels [u:] and [ʊ]	
Group 1 (10)	77.4%	90%
Group 2 (12)	77.1%	66.7%

The second test was a critical listening test (Appendix 2) and it was run on the following day for both the groups. One question of interest was the participants' correct versus incorrect pronunciation of the English vowels [æ] or [ɜ:]. The students were instructed to read English words from the table line by line and to pay attention to the differentiation between [e] or [æ] and [ɜ:]

or [ɜ:]. A great deal of their attention had to be drawn to the right pronunciation of the English vowels [æ] and [ɜ:]. The qualitative analyses of the results were also carried out to calculate the percentage how many students from Group 1 and Group 2 could pronounce the English vowels [æ] and [ɜ:] correctly and whether the failures were due to the surrounding of different consonants. Similarly, as in the case of the first dictation, the data of both the groups were compared and some conclusions were drawn. The tables below present the percentage of rightly pronounced vowels [æ] and [ɜ:] by the students of both the groups. Table 6 shows that the students from Group 1 had a very high accuracy rate for the tasks: 97% of the students from Group 1 pronounced the English vowel [æ] correctly, while only 90% of the students from Group 2 pronounced the English vowel [æ] rightly. Taken together, the results for both the groups show that even in the words with a high degree of familiarity the mistakes were made. The majority of mistakes occurred in the words like add, lack, gat, act, trap, Jack, sag, lass. Instead of the English vowel [æ] some participants pronounced the English vowel [ʌ] as in the English word bus. Some students pronounced the vowel [ɑ:] in the words like lass, mass lengthening it like in the English word park. In some participants' pronunciation the differentiation between [e] and [æ] was somewhat obscure.

Table 6. Pronunciation of the vowel [æ].

Pronounced by	Vowel [æ]
Group 1 (10)	97%
Group 2 (12)	90%

The pronunciation of the vowel [ɜ:] was slightly worse than the performance of the pronunciation of the English vowel [æ]. As can be seen from Table 7 93% of the participants from Group 1 and only 89% of the students from Group 2 pronounced the English vowel [ɜ:] correctly. Not all the words in this part of the dictation received high familiarity ratings with all participants, for example, mirth, lurk, surge, err. In addition, the words with the combination of the letters ir was pronounced as [ɪr] in the words like fir,

sir, mirth. This suggests that for those students who made these errors there was some uncertainty about their knowledge of the words or the rules of reading. In some participants' pronunciation the differentiation between [ɔ:] and [ɜ:] was also somewhat obscure as in the performance of [e] and [æ]. Overall, Karakalpak learners of English have difficulty in pronouncing the English vowels [æ] and [ɜ:] since they would all map the English vowel [æ] onto the Karakalpak [a] or the Karakalpak [e], which make the acquisition of the English contrast [æ] or [e] very challenging.

Table 7. Pronunciation of the vowel [ɜ:].

Pronounced by	Vowel [ɜ:]
Group 1 (10)	93%
Group 2 (12)	89%

Moreover, the students listened to and repeated different words containing the vowels the perception, differentiation and pronunciation of which they had to improve, wrote phonetic dictations and did various phonetic exercises which are available on the Internet [Appendix3]. Furthermore, the students dealt with drilling English minimal pairs [Appendix2], recorded their own and their groupmates' pronunciation in order to find out how they perceived and identified the vowels they were trying to improve or how well they pronounced English vowels [e] / [æ], [ɔ:] / [ɜ:]. Then their recordings were compared with the pronunciation of the same words available on online Macmillan Dictionary at www.macmillandictionary.com and appropriate conclusions were drawn. The exercises designed by N. Toots and L. Kostabi have been of invaluable help on the way towards improving the students' pronunciation. [85:88; 54:45]

To conclude, M. Hewings considers that it is a useful assumption that for most learners for most of the time hears features of pronunciation which will be at least a useful starting point for developing their ability to produce sounds in their own speech. He continues that it is important to teach and test both receptive listening and productive speaking skills. [49: 16].

Thus, teachers should help their students improve their listening skills and to develop discrimination skills which provide a foundation for the improvement of pronunciation in the students' speech [49: 17].

The results of the final tests: In March 2018 the participants from Group 1 and experimental Group 2 had to write final tests. The purpose of the final tests was to find out whether Group 2 improved their pronunciation or not and how much they did improve it. The results obtained from the final test in which the participants had to fulfill the same tasks as in the initial tests are presented in the tables below and show the percentage of correctly perceived vowels.

The results, as shown in Table 8 indicate that 97% of students from Group 1 perceived the vowel [ɔ:] rightly and 95% of students from Group 2 perceived the same vowel correctly. There is only a slight difference (of 2%) in the results of the two groups this time.

Compared to the results of the initial test, the students from Group 2 improved their ability of perception by 4.6%. The students from Group 1 improved their skills only slightly. This time 80% of the students perceived the vowel [ɜ:] correctly and this result is by 3% higher than during the initial test, whereas the students from experimental group improved considerably their ability of perception and their new result was 92%, which was by 20% higher compared to the results of the initial test. According to K. Wiik learners of L2 do not have a chance to correctly recognize the vowel that cannot exist in their L1, they recognize it as the closest equivalent in their own language. [92:83] Thus, it is obvious that Karakalpak learners of English sometimes substitute [ɜ:] with the Karakalpak [o]. It should be pointed out that the students from Group 1 also improved their abilities because their pronunciation errors were dealt with when some problems arose. According to T. Derwing and J. Harmer pronunciation errors should not be neglected and should be dealt with which should become a necessity. [26: 88; 48:155]

Table 8. Perception and identification of the vowels [ɔ:] or [ɜ:]

Identified by	Vowels [ɔ:] and [ɜ:]	
Group 1 (10)	97%	80%
Group 2 (12)	95%	92%

The identification of the English vowels [e] and [æ] was tested by listening to the words with the mentioned vowels. Table 9 below illustrates the results of both the groups. 89% of the students from Group 1 identified the English vowel [e] correctly. The students from Group 2 showed a bit better results comparing to the results of Group 1. Having been involved in additional practice, the students from experimental group noticeably improved their skills and showed very good results – 90%. The students from Group 2 improved the perception of the English vowel [e] by 14% [Table 2] and the perception of the English vowel [æ] has also improved considerably – by 17% [Table 2]. On the whole, the minimum of errors were made and they were made in the words as gnat, add.

The occurrence of these errors can be explained by the absence of the vowel [æ] in the system of the Karakalpak vowels and consonants t and d can also cause some problems to Karakalpak learners when the English [æ] precedes these consonants.

Table 9. Perception and identification of the vowels [e] or [æ].

Identified by	Vowels [e] and [æ]	
Group 1 (10)	89%	93%
Group 2 (12)	90%	95%

Table 10 below presents the results received from the final test in which the students from Group 1 and Group 2 had to differentiate the English vowels [i:] and [ɪ] paying special attention to the length of these two vowels. 80.1% of the students from Group 1 and 87% of the students from Group 2 identified the long [i:] correctly. The students from Group 2 improved their results by 12% compared to their previous results [Table 3] The students from Group 1 improved their skills in differentiation of the vowel [i:] by 1.6% and in differentiation of the vowel [ɪ] the students from Group 1 improved their

results by 2% [Table 3] Group 2 had an amazing improvement in differentiating [ɪ] – by 10%. Karakalpak learners do not observe the qualitative character of the long vowels. In addition, it is worth keeping in mind why Karakalpak learners make mistakes in perception of the long [i:]: because of its diphthongoidal pronunciation. However, if students can be involved in additional training, they can improve their ability significantly. Despite the fact that Group 2 significantly improved their ability in perception and differentiation of the English vowels [i:] and [ɪ], the data show that students still need more practice. The errors were made in the words sip, dim, deem, stick.

Table 10. Perception and identification of the vowels [i:] / [ɪ].

Identified by	Vowels [i:] and [ɪ]	
Group 1 (10)	80.1%	82%
Group 2 (12)	87%	85%

The results of distinction of the English vowels [ɔ:] and [ɒ] is shown in Table 11. As can be seen from the table below, 99% of the students from Group 1 and 95,5% of the students from Group 2 perceived the English vowel [ɔ:] correctly. 92% of the students from Group 1 and 93% of the students from Group 2 perceived the English vowel [ɒ] rightly. The most striking result to emerge from the data is that the students from Group 2 improved considerably their skills of perception of the vowel [ɒ] and they improved their results by 14.4%. Also, the students from Group 2 improved their perception of the English vowel [ɔ:] but not so significantly, only by 5%. The results of perception of the long [ɔ:] by Group 1 declined somehow by 2%. May be the participants from Group 1 were not so attentive during the final test. The words which were not correctly identified were mod, thong, moth and yacht,

Karakalpak learners cannot perceive the stable articulation in the [ɔ:] pronunciation. The errors were also made probably because of the combinations of consonants ng, th and cht that follow the vowels [ɔ:] and [ɒ],

which was considered difficult by the students. Generally, good results can be achieved when more practice is provided and some effort made by students.

Table 11. Perception and identification of the vowels [ɔ:] or [ɒ].

Identified by	Vowels [ɔ:] and [ɒ]	
Group 1 (10)	99%	92%
	95.5%	93%

Table 12 below illustrates the results of the final test in which the students from both the groups had to distinguish the English vowels [u:] and [ʊ]. 78% of the students from Group 1 and 87% of the students from Group 2 distinguished these vowels correctly. As far as the vowel [ʊ] is concerned, it was distinguished correctly by 90% of the students from Group 1 (the result remained the same: see Table 5) and it was distinguished rightly by 87% of the students from Group 2. Despite the fact that the results of Group 2 are not too high, the students from Group 2 considerably improved their perception of the English vowels [u:] and [ʊ]. Comparing with their results of the initial test, they improved their skills of distinguishing the English vowel [u:] by 9.9% [Table 5] and distinguishing of the English vowel [ʊ] by 20,3% whereas the results of the students from Group 1 remained approximately the same with a little difference in perception of the vowel [u:], they increased their performance only by 0.6%. [Table 5]. Mostly, the errors were made, for example, in the following words: sleuth, ruin, chew, rook and loop.

Table 12. Perception and identification of the vowels [u:] or [ʊ].

Identified by	Vowels [u:] and [ʊ]	
Group 1 (10)	78%	90%
Group 2 (12)	87%	87%

The second test was a critical test, as in November 2017, and it was also run on the following day for Group 1 and Group 2 simultaneously. As during the initial test, the question of interest was the participants' correct versus incorrect pronunciation of the English vowels [æ] and [ɜ:]. Before this test Group 1 did not do any additional exercises while Group 2 received much

of phonetic input. After the test the qualitative analyses of the results were carried out to calculate the percentage how many students from Group 1 and Group 2 could pronounce the English vowels [æ] and [ɜ:]. [Table 13] shows that 97% of the students from Group 1 pronounced the English vowel [æ] correctly and 99% of the students from Group 2 pronounced [æ] correctly. The final test revealed that after receiving a lot of phonetic input, the participants from Group 2 performed very well and improved their results by 9%, while the participants from Group 1 stayed at the same good level at which they were in November 2017 [Table 5] The most difficult words were cattle and strand. However, in the final test (as in the initial test) the students showed very good results. The data show that at the present stage the students from both the groups do not need any additional practice. The words which were found difficult were plaid and strand.

Table 13. Pronunciation of the vowel [æ]

Pronounced by	Vowel [æ]
Group 1 (10)	97%
Group 2 (12)	99%

The pronunciation of the English vowel [ɜ:] was worse (see Table 7) and still remains slightly worse than the pronunciation of the English vowel [æ]. However, the participants from Group 2 showed very good results. As it is shown in Table 14, 96% of the students from Group 2 pronounced the vowel [ɜ:] rightly, which is by 7% higher than during the initial test, whereas the participants from Group 1 improved their pronunciation of the English vowel [ɜ:] only by 1.5% but in spite of this factor, their performance remains at a high level.

Table 14. Pronunciation of the vowel [ɜ:].

Pronounced by	Vowel [ɜ:]
Group 1 (10)	94.5%
Group 2 (12)	96%

Discussion of the results

The discussion starts with reminding the research questions of the present study. It is continued by a brief summary of the findings and the discussion of the results.

Furthermore, the general conclusions based on the findings are summarized.

The following research questions were raised. Firstly, whether the perception and producing of English vowels help Karakalpak learners perceive and identify English vowels more easy and make their speech understandable. Secondly, whether the students need additional training with English words in order to perceive and produce the English vowels correctly and reduce the accent of Karakalpak learners generally. Some theoretical material allowed eliciting the proximity of the particular vowels of English. Thus, in order to answer the first research question it could be claimed that the perception and production of English vowels could help Karakalpak learners perceive and identify English vowels more easy. In order to answer the other research question whether the students need some additional training with English words in order to perceive and produce the English vowels correctly there are three steps that were taken during the research period. First, in November 2017 the initial tests were conducted in two groups of the students. It is seen that during the initial tests the participants from Group 1 who had a better command of both English differentiated the English vowel sounds [e] or [æ], [ɔ:] or [ɜ:] better than the participants from Group 2.

Using ‘*critical listening*’ assignments was ultimately essential to find out how learners could improve the production of the front, fully open, unrounded [æ] and the mixed unrounded long and mid-open. The students recorded their own pronunciation and then compared their own pronunciation of difficult sounds to their classmates and to those recorded on on-line Macmillan dictionary. The students were encouraged by the teacher and the classmates, the social atmosphere seemed to be warm and friendly enough.

Using recommended cites [Appendix 3] they wrote more dictations and became more experienced. Moreover, providing students with a vast amount of materials on difficult sounds and allowing more practice with particular sounds constantly comparing them with the corresponding English vowels and vowel lengths [Appendix 2] has led to better results which were shown by the students from Group 2 during the final tests. The students from the experimental Group significantly improved their ability in perception and differentiation of the mixed, mid-open, unrounded long [ɜ:] by 20%, the front, fully open, unrounded [æ] by 14%, the front, close, unrounded [i:] by 12%, the back, close, rounded and [u:] by 9.9% and the back, open, rounded [ɔ:] by 5%. The same students improved their pronunciation of the front, fully open, unrounded [æ] by 9% and the mixed, mid-open, unrounded long [ɜ:] by 7%.

Overall, the results obtained from the initial and final tests suggest that students without any additional training can slightly improve their skills of pronunciation due to the constant dealing with the English language, they read, they enrich their vocabulary, watch films and consequently they cannot stay on the same level, they constantly develop their pronunciation skills. However, those students who received additional training can immensely improve their pronunciation skills.

All this suggests that in order to find the middle way, teachers should develop a set of activities for recurring problems. According to M. Hewings some pronunciation problems are likely to occur repeatedly, and it can be useful to develop a set of short, simple activities which do not require preparation, to use when some pronunciation problems arise. [49: 21] For example, some students have problems producing or discriminating between particular vowels or, for example, the length of the vowels remains a constant problem.

Harmer also considers that *“the most successful way of dealing with pronunciation is tackling a problem at the moment when it occurs”*. [48:187]

The above-mentioned difficulties that Karakalpak learners of English experience with pronouncing English sounds due to the differences in the phonetics of Karakalpak and English and constant interference of Karakalpak counterparts cause particular problems which give Karakalpak learners sound with an accent and these problems are unfortunately inherent in a big number of Karakalpak learners of English.

As the further objective is to continue improving the segmental level of pronunciation of Karakalpak learners of English, special approaches have to be found and special exercises have to be compiled how to make the effort most efficient while producing the sounds. Then hopefully Karakalpak learners of English would be able to obtain an acceptable Pronunciation.

3.4. Methods of Preventing the Interference Phenomena

Recently in western methodology of teaching English so-called 'Mobile learning' is practiced. 'Mobile learning' is a constituent part of electronic learning based on using easily portable devices.

In opposition to traditional skeptical attitude of the majority of teachers, we suppose that it is quite possible to make the usage of mobile devices at the lessons of a foreign language useful and effective.

There are following types of mobile learning: individual, peer-to-peer or peer-to-instructor and group sharing mobile learning. It is a kind of learning in which the learner is not in some fixed preconditioned location, but he is more independent of the circumstances of the actual reality. Such kind of learning might be useful for students having definite challenges in the learning of a foreign language: challenges in pronunciation unfamiliar sounds, in learning new grammatical forms, in practice of communication in a foreign language.

Due to modern versions of mobile devices students learning English have a unique opportunity of learning the language, in particular, practicing listening, speaking, reading, writing skills outside the English lesson that makes teacher's job much easier, and at the same time motivates students,

makes the language learning more accessible as they use their own mobile devices, also creates though artificial, but language atmosphere outside the English lesson.

The application of Mobile learning in Methods of teaching a foreign language alleviates foreign language learning a lot, makes it more effective, practical and convenient for learners. In the future with the development and amelioration of mobile devices Mobile learning will improve that will promote to self-study of languages and will create the opportunity for intensive learning of foreign languages and significant reduction of efforts and time consumption for their mastering. At the same time regular extracurricular listening, Skype communication with native speakers, doing online language trainings very much improves the quality of language acquisition and to some extent helps to overcome different kinds of challenges for bilingual individuals learning a foreign language and remember new vocabulary not by translation, but within the actual word combinations and phrases. In such cases unfamiliar words are memorized much better and it is relatively easier for learners to overcome the challenges of the learning process.

For natural prevention of the challenges in the process of mastering a foreign language a lively communication with native speakers, online correspondence, communication with bilingual friends, mates speaking a foreign language is important.

Watching films in a foreign language, if necessary with subtitles, depending on the level of language learning, has a significant impact on prevention of the language learning challenges as well. It improves and develops reading skills, pronunciation and perception of different speech patterns.

Thus, apart from traditional grammar translation method the use of communicative–interactive methodology in teaching a foreign language is the most effective, intensive and overcoming learners' psychological barriers.

Using this methodology not only the teacher but also the learners themselves directly get engaged in the process of communication with each other, and the learner has an opportunity to express himself fluently in the target language bearing in mind that nobody will interrupt and stop him because of slight mistakes and errors in speech.

In such conditions learners can easily overcome psychological and linguistic challenges appearing in learning a foreign language and master the language more effectively. Focusing not on mistakes in speech, but on the process of communication itself, the learners do not face with so-called '*language barrier*'.

When speaking about challenges of mastering 2 languages, there is also an opinion about mutual inhibition of languages in conditions of bilingualism. According to L. V. Sherba,

'Some inhibition to a foreign language from the direction of the mother tongue is unavoidable and quite normal: it is a natural challenge of learning a foreign language. If both languages are learned well and regularly used, mutual inhibition is not observed; some phenomena in this regard appear only in cases if any of the languages is not used any more'. [8:66]

Conclusion on Chapter 3

Nowadays, English is taught in the high educational institutions in our Republic. Since the students will eventually learn English on the basis of mother tongue, there is a need for a number of research tools based on a comparison of phonetics, vocabulary and grammar of English and Karakalpak languages. Considering all aspects of speaking process it is stated that there are many problems and difficulties of shifting from Karakalpak to spoken English. Generally, it is assumed that difficulties of speaking process can be classified into groups like linguistic, cognitive, and psychological.

Our research work is considered the issues of teaching English pronunciation in attracting of such comparisons. In the practice of language teaching two ways of teaching pronunciation are mainly distributed.

- The first is based on imitation, i.e. by unconscious assimilation of phonetic phenomenon.
- On the basis of second is a meaningful learning.

This means that teaching pronunciation skills cannot be mechanical.

‘Students need to maintain awareness of the linguistic features of foreign speech to the development of skills, and not vice versa, so this information is not given at all’.

This method of teaching pronunciation is called analytical and imitative. For example, learning English sound by students of Karakalpak [a:] is a difficulty. Students are inclined to change the English long vowel [a:] in the words garden – [ga:dn], star – [sta:], qualitatively and quantitatively, it’s different from Karakalpak vowel [a] in the words of the bala – [bala] (child).

Consequently, over the sound [a:] teachers have to work longer and more laborious, to prevent the influence of the corresponding sound of the native language of students.

The present study has investigated the issues connected with improving the English pronunciation of Karakalpak learners. The topic has been prompted by teaching practice which has shown Karakalpak students’ problems while pronouncing particular English vowels such as [a:] and [æ], distinguishing [e] or [æ], [a:] or [ʌ] and not always differentiating long and short vowels such as [i:] or [i], [o:] or [o], [u:] or [u]. The idea was that the English language could help Karakalpak students with the improvement of especially difficult sounds mentioned above.

Although vocabulary and grammar are important elements in a foreign language learning, actually nowadays where oral communication has become vital and inevitable, the most important element in a foreign language learning is how to pronounce the vocabulary correctly [93:11]

A speaker may try hard to say the word but the listener will not understand it because the wrong pronunciation will distort the whole message.

People are judged by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Being able to speak English with proper pronunciation not only makes the speech intelligible, but also builds up proper rapport with the listeners.

CONCLUSION

In the XXI century mastering foreign languages is a significant life skill. Specific challenges which to some extent interfere with acquiring foreign language skills appear in studying any foreign language depending on the degree of kinship of the mother tongue and the target language.

Undoubtedly, bilinguals whose mother tongue and second language are unrelated languages are more likely to be disposed to the phenomena of interference.

The study of interference is really important both in Linguistics and Methods of teaching English for effective teaching and learning the foreign language.

Interference phenomenon can basically occur in conditions of artificial bilingualism in studying a foreign language at school and higher educational institutions. At a later stages of the foreign language learning when a bilingual individual already completely adapts to phonetic, morphological, lexical and syntactical systems of the mother tongue, challenges in 'adaptation' to the system of the foreign language if it is possible to express in this way, directly appear. Depending on phonetic, morphological, grammatical, lexical and syntactical features of the target language phonetic, morphological, grammatical, lexical and syntactical types of interference are distinguished.

Phonetic interference is observed in deviations from pronunciation norms, intonation and stress in bilinguals' speech; it is especially expressed in the accent manifested in reverberant speech in cases when there are not equivalent phonemes characteristic to the second language in the mother tongue. In such cases phoneme interference distorts the sound form and the meaning of the utterance, also impedes, and in some cases disrupts communication process.

As individuals, we always learn to speak earlier than learning to read and write. Learning a language means to performance the sounds, utterances, and the words properly and correctly. One of the general goals in the L2

learning, to speak the target language accurately and fluently like native speakers, is the most important one.

When we talk to other people in English, the first thing they notice is our pronunciation skill which can create good impression about the quality of our language ability. Poor and unintelligible pronunciation makes our speech unpleasant and misunderstanding for both speakers and listeners. In addition, it is clear that limited pronunciation skills make learners lose their self-confidence and result in negative influence for learners to estimate their credibility and abilities.

Good English pronunciation makes people understand each other easily. Contrarily, poor English pronunciation may confuse people and lead to an unpleasant talking and misunderstandings, even if we use advanced English grammar or vocabulary. Therefore, we can use simple words or grammar structures to make people understand us, but we cannot use simple pronunciation.

Pronunciation has an important social value, which means that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege. Pronunciation can provide information about the speaker's geographical and social origin, and in most cases it is the most salient characteristic of non-native speakers. Some studies find out as well, that pronunciation usually relates to the indispensable factors for socio-economic success: intelligence, professional competence, persuasiveness, diligence, social privilege, and so on [81:193].

The importance of pronunciation was emphasized by many learners, teachers, and researchers, but it should be noted that language learners always have some difficulties with pronunciation skills. A lot of researchers contribute to find the factors that affect pronunciation from various perspectives, such as physiology, psychology, and linguistics.

What should be drawn to one's attention is that, in the process of communication, pronunciation plays a crucial role, since successful

communication cannot take place without correct pronunciation. Poorly pronounced segmental and supra-segmental units may have the result of disorienting the listener and inhibiting comprehension.

The present research work explored various techniques and methods of teaching pronunciation. Teacher must make use of such techniques while teaching of Phonetics. It also focused on expansion of listening skills. There is no sure fire remedy or method to enhance listening skill in a day or two. A student's listening skill bank can be improved on a gradual basis and teachers should always show keen interest and enthusiasm in learning. Teaching Phonetics through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises.

Taking into account the Interference on phonetic, morphological, grammatical, lexical and syntactical levels of language the teacher-methodologist should work out appropriate system of exercises for improvement of students' pronunciation skills using audio aids, vocalizing texts, dialogues, native foreign speech, different real life situations recorded by native speakers. Such kinds of exercises are especially necessary when students have limited capacities of practicing the language without natural language environment. Listening to the material recorded by native speakers helps the learners to imitate natural foreign speech by simulation of real-native sounds characteristics.

The teacher should help students to overcome the problems of Interference and use a mental skill in such way that they will be capable of the words in right way. Teachers can call on various methods to aid the students in accomplishing this task, mainly arousing motivation and attention, engaging in meaningful activities and providing many channels for learning and practicing.

Educators are continually trying to teach students in a more efficient and effective manner. Any process of learning a foreign language is accompanied with certain challenges. The phenomenon of Interference in

mastering foreign languages is unavoidable fact. Interference on different levels: phonetic, morphological, grammatical, lexical and syntactical, takes place; it is determined by the peculiarities of bilinguals' mother tongue and the degree of kinship between L1 and L2.

As well as investigating the cases of Interference it is crucial to search the ways of preventing this linguistic phenomena using modern methodology of teaching foreign languages. Modern teachers should be open to innovations offered by Information Communication Technologies such as Mobile learning and various kinds of online facilities. Besides that the language should be taught in the absolute language environment and using up-to-date methodology.

The following conclusions can be drawn from the present study:

- First, after comparing the Karakalpak vowel system and the English vowel system the study has demonstrated, for the first time, that the vowel system of English can help Karakalpak learners to acquire better pronunciation
- Second, this empirical study has shown that obtaining additional pronunciation practice with English words, listening to dictations and doing critical listening tests that contain difficult sounds can help Karakalpak students perceive and produce difficult English sounds and words with such sounds more correctly.

This research may serve as a base for future studies in the field of phonetics and the findings of the present investigation suggest a role for the English language in promoting the quality of the pronunciation by Karakalpak students.

In our research work we have successfully achieved our set aim, exactly saying: studied phonetic techniques and scholars' points; investigated the problems on the way of students; and data analysis were conducted.

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APPENDIXES

Appendix 1

Sample test (initial). Identification and differentiation

[e] or [æ]:

merry	[meri]	add	[æd]	Marry	[mæri]	hat	[hæt]	ham	[hæm]	pat	[pæt]	End	[end]
bag	[bæg]	man	[mæn]	set	[set]	said	[sed]	pet	[pet]	lend	[lend]	band	[bænd]
hem	[hem]	and	[end]	lack	[læk]	head	[hed]	act	[ækt]	flash	[flæ]	Sat	[sæt]
back	[bæk]	had	[hæd]	men	[men]	land	[lænd]	end	[end]	tan	[tæn]	Ten	[ten]
flash	[flæ]	gap	[gæp]	sad	[sæd]	lack	[læk]	bend	[bend]	at	[æt]	Beg	[beg]

[o] or [ə]:

world	[wə:ld]	work	[wə:k]	first	[fə:st]	worth	[wə:θ]	learn	[lə:n]
purr	[pə:r]	torn	[to:n]	ward	[wə:d]	bore	[bo:]	fourth	[fo:θ]
store	[sto:]	lawn	[lo:n]	were	[wə:]	fern	[fə:n]	berth	[bə:θ]
stir	[stə:]	curt	[kə:t]	birth	[bə:θ]	wore	[wo:]	church	[tʃə:t]
form	[fo:m]	burn	[bə:n]	court	[kot]	chalk	[tʃo:k]	bought	[bot]
sought	[so:t]	walk	[wo:k]	born	[bo:n]	turn	[tə:n]	war	[wo:]

[i:] or [i]:

reach	[ri:t]	hill	[hil]	leave	[li:v]	live	[liv]	heal	[hi:l]	ship	[ʃip]	mill	[mil]
still	[stil]	rich	[rit]	seat	[si:t]	sheep	[ʃi:p]	seed	[si:d]	fit	[fit]	be	[be:]
meal	[mi:l]	leave	[li:v]	sin	[sin]	steal	[sti:l]	lick	[lik]	bit	[bit]	bee	[be:]
least	[li:st]	fill	[fil]	leak	[li:k]	sit	[sit]	ski	[ski:]	seat	[si:t]	list	[list]
feel	[fi:l]	tin	[tin]	bid	[bid]	feet	[fi:t]	teen	[ti:n]	bead	[bi:d]	beat	[bi:t]

[o:] or [o]:

launch	[lɔntʃ]	walk	[wo:k]	caught	[kɔt]	hop	[hɔp]	All	[ɔ:l]
port	[po:t]	cord	[ko:d]	wall	[wo:l]	lord	[lo:d]	Pot	[pɔt]
wrong	[rɔŋ]	nought	[nɔt]	for	[fo:]	call	[ko:l]	Law	[lo:]
four	[fo:]	calk	[kɔk]	odd	[ɔd]	cot	[kɔt]	Got	[gɔt]
Lot	[lɔt]	raw	[ro:]	cock	[kɔk]	draw	[dro:]	Not	[nɔt]
Saw	[so:]	on	[ɔn]	pond	[pɔnd]	nod	[nɔd]	blot	[blɔt]
rock	[rɔk]	jaw	[dʒɔ:]	hot	[hɔt]	blot	[blɔt]	pod	[pɔd]

[u:] or [u]:

soon	[su:n]	duke	[dju:k]	foot	[fu:t]	soot	[sut]	rude	[rud]	Look	[luk]	group	[gru:p]
food	[fu:d]	moon	[mu:n]	root	[rut]	proof	[pru:f]	shoot	[ʃu:t]	suit	[sju:t]	fool	[fu:l]
full	[ful]	soothe	[su:θ]	pool	[pul]	room	[ru:m]	do	[du:]	soup	[su:p]	shoe	[ʃu:]
lose	[lu:z]	roomer	[ˈru:(:)mə]	Boot	[but]	loop	[pu:p]	pull	[pul]	tool	[tu:l]	sooth	[su: θ]
good	[gud]	rumour	[ˈru:mə]	new	[nju:]	doom	[dum]	due	[dju:]	noon	[nu:n]	nude	[nud]

sample test (final). identification and differentiation

[e] or [æ]:

merry	[ˈmery]	marry	[mæry]	add	[æd]	hat	[hæt]	ham	[hæm]	pat	[pæt]	end	[end]
bag	[bæg]	man	[mæn]	set	[set]	said	[sed]	pet	[pet]	lend	[lend]	band	[bænd]

hem[hem]	and[ænd]	lack[læk]	head[hed]	act[ækt]	flash[fl æʃ]	sat[sæt]
back[bæk]	had[hæd]	men[men]	land[lænd]	end[end]	tan[tæn]	ten[ten]
flash[flæʃ]	gap[gæp]	sad[sæd]	lack[læk]	bend[bend]	gnat[gnæt]	beg[beg]

[i:] or [i] :

reach[ri:]	hill[hil]	leave[li:v]	live[liv]	heal[hi:l]	ship[ʃip]	deem[dim]
still[stil]	rich[ri:]	seat[si:t]	sheep[ʃip]	seed[si:d]	fit[fit]	be[bi:]
sheath[ʃi: θ]	leave[li:v]	key[ki:]	steal[sti:l]	weed[wi:d]	bit[bit]	bee[bi:]
veal[vi:l]	leash[li: ʃ]	stick[stik]	yin[jin]	quay[ki:]	seat[si:t]	list[list]
feel[fi:l]	neet[ni:t]	dim[dim]	feet[fi:t]	neat[ni:t]	bead[bi:d]	sip[sip]

[o:] or [o]:

launch[lo:ntʃ]	walk[wo:lk]	caught[co:t]	all[o:l]	port[po:t]	cord[ko:d]	mod[mod]
wall[wo:l]	lord[lord]	wrong[ron]	Pot[pot]	Oar[o:]	for[fo:]	four[fo:]
call[co:l]	talk[to:k]	calk[colk]	odd[od]	cot[cot]	moth[mo θ]	law[lo:]
nought[no:t]	saw[so:]	thong[θon]	On[on]	yacht[jot]	pond[pond]	draw[dro:]
not[not]	nod[nod]	hot[hot]	blot[blot]	orb[o:b]	pod[pod]	jaw[dzo:]

[u:] or [u]:

soon [su:n]	boot [but]	foot[fut]	roomer [ru:mə]	rude [ru:d]	moon [mu:n]	flue [flu:]
food [fu:d]	look [luk]	blue[blu:]	proof [pruf]	shoot [ʃut]	suit [sju:t]	fool [fu:l]
full [fu:l]	you [ju:]	rook[ruk]	room [ru:m]	do [du:]	chew [ju:]	shoe [ju:]
lose [lu:z]	soot [sut]	crew[kru:]	loop [lup]	pull [pul]	tool [tu:l]	sooth [su:ð]
good[gu:z]	rumour [rju:mə]	sleuth[sluθ]	doom [du:m]	true [tru:]	noon[nu:n]	ruin [ru:in]

Appendix 2

Sample test (initial). Critical listening

Read: [e] or [æ]?

1add	Peck	lass	pack	Get	ate	Sal
2lack	Lap	trap	act	Bad	gat	set
3nag	Sad	sag	Ken	Men	Jack	bat
4mass	Gem	jam	bag	Sat	at	beg
5ten	tan	man	hen	Back	bet	flesh
6had	bed	lend	land	Bend	hand	lag
7sack	band	head	ant	Fat	ash	flash

Read: [ə:] or [o:]?

1fir	worm	warn	sir	Blur	dwarf	earn
2firm	learn	born	work	stern	burn	world
3lawn	swirl	perk	birth	bought	saw	form

4call	fern	board	Worst	mirth	err	shirt
5four	bird	warm	form	Turn	lurk	curl
6word	earl	serve	twirl	Torn	ward	earth
7short	walk	perm	pork	worth	worn	surge

Sample test (final). Critical listening

Read: [e] or [æ]?

1.	add	peck	than	pack	get	frank	gas
2.	badge	lap	trap	act	bad	gat	set
3.	pal	sad	sag	plaid	men	Jack	bat
4.	strand	kettle	jam	bag	sat	then	bag
5.	get	tan	man	hen	back	bet	flesh
6.	had	bed	lend	land	bend	hand	lag
7.	sack	cattle	head	ant	fat	ash	men

Read: [ə:] or [o:]?

8.	fir	berth	were	sir	blur	dwarf	earn
9.	firm	learn	born	work	stern	burn	world
10.	lawn	swirl	perk	birth	bought	saw	were
11.	call	fern	board	worst	mirth	stir	oar
12.	four	bird	warm	form	turn	lurk	curl
13.	word	earl	serve	twirl	torn	ward	earth
14.	per	walk	perm	turf	worth	worn	surge

3. Drilling English minimal pairs

[e] / [æ]

bed	[bed]	bad	[bæd]
beg	[beg]	bag	[bæg]
bend	[bend]	band	[bænd]
bet	[bet]	bat	[bæt]
lend	[lend]	land	[lænd]
men	[men]	man	[mæn]
merry	[meri]	marry	[mæri]
mess	[mes]	mass	[mæs]
peck	[pek]	pack	[pæk]
pen	[pen]	pan	[pæn]
pet	[pet]	pat	[pæt]
said	[sed]	sad	[sæd]
send	[send]	sand	[sænd]
ten	[ten]	tan	[tæn]

[o:] / [ə:]

walk	[wo:k]	work	[wə:k]
ward	[wo:d]	word	[wə:d]
cord	[ko:d]	curd	[kə:d]
Paul	[po:l]	pearl	[pə:l]
lawn	[lo:n]	learn	[lə:n]
torn	[to:n]	turn	[tə:n]

[i:] / [i]

beat	[bi:t]	bit	[bit]
feel	[fi:l]	fil	[fil]
neat	[ni:t]	knit	[nit]

leak	[li:k]	lick	[lik]
leap	[li:p]	lip	[lip]
leave	[li:v]	live	[liv]
peak	[pi:k]	pick	[pik]
peat	[pi:t]	pit	[pit]
read	[ri:d]	rid	[rid]
reach	[ri:t]	rich	[rit]
seat	[si:t]	sit	[sit]
seed	[si:d]	Cid	[sid]
seen	[si:n]	sin	[sin]
teak	[ti:k]	tick	[tik]

[o:] / [o]

cord	[ko:d]	cod	[kod]
naught	[no:t]	not	[not]
caught	[ko:t]	cot	[kot]
roared	[ro:d]	rod	[rod]
calk	[ko:k]	cock	[kok]

[u:] / [u]

food	[fu:d]	foot	[fut]
lute	[lju:k]	look	[luk]
poed	[pu:d]	put	[put]
pool	[pu:l]	pul	[pul]

Appendix 3

Recommended online resources of pronunciation activities:

1. [www. uiowa.edu](http://www.uiowa.edu). The comparison of the sounds. Video and animated pictures.
2. international.ouc.bc.ca. Dictations. Tongue twisters.
3. www.learnenglish.de. Poems
4. www.shiporsheep.com Pair of words with illustrations.