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THE DEPARTMENT OF ENGLISH PHONETICS

COURSE PAPER

ON THE THEME:

“Stylistic modifications of speech sounds”

Done by

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PLAN

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INTRODUCTION

Uzbekistan is directly and purposefully going forward on its own way of development that is thoroughly and basically thought over by the President of the Republic. World wide reforms in multinational state during the years of independence are being effected and will be effected for the noble goal itself-peace, prosperity and happy life.

In the system of education we attach a great importance to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain pro-active communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the august world of intellectual treasure.

Important in reforming the learning process and training highly qualified specialists in demand in the labor market have been higher education institutions. Within the past few years their number has increased twofold and now there are more than 230 thousand students enrolled at 59 universities and other higher education institutions.

In Uzbekistan, we have set up the successfully functioning branches of the leading educational institutions of Europe and Asia with a high international reputation and deep historical roots, including Westminster University, Management and Development Institute of Singapore, Turin Polytechnic University, Russian University of Oil and Gas, Moscow State University, Russian University of Economics. Bachelor's and master's majors in mechanical engineering, oil and gas business, information technologies, economics and business management, finance management, commercial law are taught in these higher educational institutions, and their graduates receive diplomas acknowledged across the globe.

Nowadays our country is looking like a big construction field, where new industrial enterprises, buildings of educational centers, changing and improving the outlook of towns and promote increase of the social economic and cultural level of life of the Uzbek people.[1]

At present reputation and essence of science and scientists are increasing throughout the world. Because of rapid development of science and techniques, a number of countries develop thoroughly, they enter into the new way of progress and in that way improve their position. Essential work is carried out in our country in this matter too. No doubt that the Resolution “On accelerating the organization of scientific research activity” signed by President I.A.Karimov. And the Decree of the Cabinet of Ministers of the Republic of Uzbekistan also will be of high importance when organizing the scientific – technical activity and its development in the country.

All the educational institutes of Uzbekistan aim at educational development. They follow certain principles, such as:

- Modifying and further improving the educational and socializing content
- Developing new schools, curriculum and textbooks
- Stress on individual capability and talent
- Vocational and Professional training, keeping in mind the changing economical needs

In fact the future of Uzbekistan is in the hand of the youth. For serving their motherland they must be healthy both physically and culturally. If children are paid attention by the childhood of them intellectual educated, and great people in future. To become this purpose a lot of activities are being made in the field of sport and education according to the orders of President I. A. Karimov.

We are learning such kind language which serves to connect people all over the world, this language is the language of the official documents of international organizations. It is the language of world famous poets, writers , beginners of the English literature. So our President I. Karimov pays great attention to learning foreign languages.

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree **“On measures to further improve foreign language learning system”**. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the

country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.[2]

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

The subject of my course paper: "Stylistic modification of speech sounds".

The problem of my work is concerned with Theoretical Phonetics and phonostylistics.

The aim of my course paper is study deeply investigate the works of phoneticians and analyze the stylistic modification of sound in connected speech.

In this work it is necessary to solve the following **primary objectives:**

Theoretically to comprehend and approve importance of studying modification of speech sounds in English.

During the work the following **methods of research** were applied:

1. The analysis of the scientific literature on a given theme;
2. The analysis of programs and internet resources such as official sites of foreign authors and websites of both domestic and foreign universities;

Practical value of the given theme is included in the formation of modern scientific resources for language learners and students of the Higher Education.

This course paper consists of the introductory, four chapters, conclusion and the list of used literature.

1. PHONOSTYLISTICS AS A BRANCH OF LINGUISTICS

The primary concern of linguistics is the study of language in use. It's particularly relevant for phonetic studies. We're interested in how the phonetic units are used in various social situation. It's the extra linguistic situation that influences our choice of language means.

There's a special branch of linguistics that studies the way language means function in different situation. It's called functional stylistics. It's primary concern is functional style – a set of language means used in a particular situation.

Phonostylistics is the study of the way phonetic units, both segmental (sounds) and suprasegmental (intonation), are used in a particular extralinguistic situation.

Extralinguistic situation consists of 3 components:

1) the purpose;

It's the most important factor that guides the communication. The purpose is what you want to achieve (to get/give information, to instruct, to entertain, to chat). The aim is very important as far as pronunciation is concerned.

The subject matters less important but it still matters.

This factor can bring numerous variations in pronunciation which are determined both by individual characteristics of the speaker and the character of their relationship.

We must consider individual and socio-cultural features: the social status, social group or class the speaker belongs to.

2) participants

Another important aspect is the character of participant relationship which is reflected in the tenor (тональность) of discourse: formal/ informal, friendly/ unfriendly, **SOMETHING** and it effects greatly the choice of linguistic means.

The social roles of the speaker are also important. We have authority subordination relationship (teacher – pupil)

3) scene/ setting

This component has several factors:

- physical orientations of the participants (the distance between people, proxemics studies it)

Setting can be also described in the following terms: public/ non-public, formal/ informal, monoloquing/ poliloguing, dialoguing.

It also includes the channel of communication: face to face, public presentation, telephone, mass media. (*аксиальное – радиальное*)

All the components of extralinguistic situation influence the choice of linguistic means.

The Classification of Phonetic Styles:

1. **Gaiduchic** (correlates with functional styles of language)

- 1) solemn (торжественный)
- 2) scientific business (научно-деловой)
- 3) official business (официально-деловой)
- 4) everyday (бытовой)
- 5) familiar (непринуждённый)

2. **Dubovsky** (degrees of formality)

- 1) informal ordinary
- 2) formal neutral
- 3) formal official
- 4) informal familiar
- 5) declamatory

3. **Ours** (the purpose of communication)

- 1) informational
- 2) academic
- 3) publicistic
- 4) declamatory
- 5) conversational

Intonational Styles

The factors that determine the phonostylistic varieties of intonation *in* spoken discourse.

Extralinguistic situations

purpose

participants

setting

the aim of communication (the style-forming factor)

Style-modifying factors:

- speaker's attitude
- the form of communication
- the degree of formality
- the degree of spontaneity

The factors are interdependent and interconnected.

The aim of communication is the main strategy of the speaker. We may want: to inform, to instruct, to convince, to entertain, to advertise. [9]

In each case we choose intonation which will serve our purpose and make our speech effective.

It basically determines the choice of intonation means, thus it forms the style (style-forming).

Speaker's attitude

Any oral communication reflects a variety of attitudes and emotions, concerning the listener, the subject matter and etc.

Intonation varieties are as numerous as varieties of attitudes and emotions are. The speaker can be involved/ indifferent, friendly/ hostile and so on.

It's both emotions and attitudes we should take into consideration.

The form of communication

- monologuing
- dialoguing

Monologuing is speaking of 1 individual, **dialoguing** presupposes the participation of the speaker.

Monologues are usually more extended and characterized by a greater **SOMETHING** and grammatical cohesion (связанность). They are better organized.

Polyloquing can be singled out.

The Degree of formality.

Discourse

formal informal

It reflects social roles and relations of the participants.

In a formal situation the speaker tends to make his speech more distinct and precise while in informal situation speech is more careless and rapid.

Rapid colloquial speech (assimilations, reductions...)

The Degree of Spontaneity

The types of speech

prepared half-prepared spontaneous

Spontaneous speech takes place when verbal formation is simultaneous to the formation of the idea in the speaker's mind.

Half-prepared speech -

Full prepared – written and rehearsed in advance.

All these factors determine the choice of particular intonation means which can be attributed to particular intonational style and phonetic style.

An intonational style is a system of interrelated intonation means which is used in a social sphere and serves a definite aim of communication (Sokolova and others).

There exist different classifications of different styles. Different schools choose different extra-linguistic factors as style-forming ones.

pr. Dubovsky determinates 5 styles according to the degree of formality:

- informal-ordinary
- formal-neutral
- formal-official
- informal-familiar

- declamatory

There is another classification given by **Gaiduchic** (according to the spheres of communication):

- solemn
- scientific business
- official business
- everyday
- familiar

We distinguish 5 styles (aim of communication):

- informational
- academic
- declamatory
- publicistic
- conversational

Informational Style

usage: Mass Media, business communication, classroom teaching.

The aim is to convey **information**. There's little personal involvement.

The speaker is detached.

The typical intonation patterns are: Falling/ Mid-level Head + Low Fall/ Low Rise/ Mid-level tone.

The pitch level is generally medium or low and the pitch range is from medium to narrow. The tempo is not greatly varied. *Hesitation pauses*.

Academic Style:

is used in lecturing talk and conferences, academic discussion.

The aim is to convey information and to instruct (volitional function). A *pragmatic aim*.

Falling Head/ High Head + High Fall/ Fall-Rise(=referring).

Compound: Rise-Fall. The levels are high or medium. The range

Short intonation groups predominate. The tempo is greatly varied. Emphatic pauses are often used. Loudness is rather high.

Publicistic style

political speech, sermons, debates.

Declamatory style

on the stage, reciting literary texts.

Conversational style – everyday communication.

It's important to have some expertise in phonostylistics because if you neglect stylistic modifications of intonation your speech will not be adequately perceived and you may have problems in perceiving.

Intonation and non-verbal means of communication.

In oral communication non-verbal means are very important.

When we communicate we choose appropriate language means to convey the message but at the same time our verbal message is accompanied by a non-verbal display. It's believed that 25% of communication is conveyed by non-verbal means.

The non-verbal means:

- facial expressions
- gestures
- postures

Our faces can demonstrate a wide range of expressions, especially when our speech is emotionally colored:

the widening of the eyes. | interest and

the parting of the lips | excitement

Gestures involve the movements of the eyes, *foot*, *arms*, head.

By postures we mean special **SOMETHING** of the body.

These signals are called kinesic means. There is a special discipline – kinesics, which studies body language. There's **proximics** (a branch) which studies the distance between communication.

Kinesic means

conscious unconscious

imbalance with intonation and other language means *may*
compensate them

Falling tone is often accompanied with a nod. But: silence (finger crossing the lips).

More commonly kinesic means intensify information conveyed by intonation.

A smile generally intensify positive feelings.

In public speaking it's very important.

1) it's recommended to control your body language and to use it appropriately.

2) there are certain gestures that are typical of certain cultures:

Asian cultures suppress facial expressions.

British research the meaning of the head toss:

- 1) "come on"
- 2) antagonism
- 3) superiority
- 4) *quarrying (queering?)*
- 5) solution
- 6) rejection
- 7) direction

Сев. Европа – нет

Italy – other

2. STYLISTIC MODIFICATION OF SPEECH SOUNDS

The first thing that counts in the stylistic modifications of sounds is the character of relationship between the participants of discourse, which is manifested in the degree of formality. In formal situations the participants tend to monitor their linguistic behavior, their pronunciation tends to be careful. In informal situations where speakers are more relaxed speech is generally faster and less careful. Informal speech used in everyday conversation is often referred to as fast (rapid) colloquial speech.

The most frequent modification of consonants in fast colloquial speech is assimilation, both complete and incomplete.

- alveolar stops [t], [d] and in some cases [n] are modified under the influence of the following velar or labial consonant, e.g.

that place ['θæp'pleis]

good morning [gʊg'mɔ:niŋ]

hard problem ['hɑ:b 'prɒbləm]

-[s], [z] assimilate more often than in formal speech, they are modified under the influence of the following palatal [j] and become palate-alveolar:

miss you ['miʃ ju:]

this year ['θiʃ jiə]

as you [əʒ ju:]

-[t], [d] are affected by the following [j] in a similar way: and turn into palate-alveolar affricates. In this case both the place and the manner of articulation are involved in assimilation:

would you ['wʊdʒu.]

can't you ['kɑ:ntʃ u.]

about you [ə'baʊtʃju.]

-in informal casual speech complete assimilation of consonants often takes place:

let me ['lemmu.]

ten minutes ['tem'minits]

-[t] tends to be reduced to a glottal stop before a plosive consonant:

didn't go ['didŋ'kg3v]

Great Britain ['rei'pbrtn]

In fast colloquial speech we can also observe elision of consonants. It is a complete loss of a speech sound, usually due to the increased rate of speech.

What has he done; always, alright; next day; mashed potatoes, second term; and the reason for this.

In fast colloquial speech reduction may also result in vowel elision, the complete loss of the unstressed vowel within one word or at word boundaries:

History ['histri], phonetics [f'netiks], correct [krekt], get another, come along, after all.

We have viewed the sound modifications mostly within the norm of English sound system, but without any special attention to their stylistic distinctions. However the number and degree of sound modifications depend not only on linguistic factors (such as the neighbouring sounds and distribution of sounds in connected speech) but on extra linguistic ones as well.

Stylistic oppositions are usually observed in the two large marginal types of pronunciation - formal and informal. Formal speech suggests unemotional information on the part of the speaker. It is characterised by careful articulation and relatively slow speed. Informal speech implies everyday conversation; it is relaxed and rather rapid and is characterized by the use of simplified sound forms. The character of sound modifications in relation to situational factors of speech communication is only beginning to be the object of thorough instrumental analysis. [10]

One of the most important factors that results in the increased number of sound modifications is the character of relationship between the speaker and the listener and the degree of formality in their discourse. The other extra linguistic factors that determine the degree of sound modifications are the degree of

preparedness, the form of communication (a monologue or a dialogue), the number of participants, etc. Native speakers usually don't have any difficulties in understanding rapid casual speech though sound simplifications are not registered in the listener's mind and he/she is not usually aware of the changes since they do not affect the meaning.

Here are some examples of sound simplifications typical of relaxed casual speech:

- most vowels in unstressed positions are neutralized, especially in grammatical words: because [bɪkəz], according to [ə'kədɪŋ], have [əv];
- the diphthongoids [i:] and [u:] become diphthongs and then monophthongs: believe [bə'lɪv], few [fiʊ];
- diphthongs are monophthongized and then might undergo qualitative reduction as well: where [wɛ], really ['rɛɪɪ], now they ['na ðe] – ['nʌ ðə];
- vowel elision is very frequent: it's [ts], different ['dɪfr(ə)nt], phonetics ['fnetɪks];
- the degree of voicing or devoicing of consonants increases and ends with the elision of the sound: must be [mʌst bi - mʌst bpi - mʌst pi - mʌs pi];
- the glottal stop is often observed before the modified plosive consonant: Great Britain ['greɪ? 'pbrɪtn], couldn't come ['kʊdn? 'kʌm];
- the palatal [j] affects the manner of articulation of the preceding [t-d] and [s-z]: as you like [əʒ u 'laɪk], last year ['la:stʃ'jɪə], student ['stʃu:dnt];
- there is a strong tendency for elision of consonants: and the [ən ðə], a box of matches [ə'bɒks ə'mætʃəz].

It is clear that there is a great variety in the way sounds are pronounced in a speech chain. Most phoneticians agree that it would not be practical or useful to teach all learners of English to produce these extreme cases of sound modifications, but it is important that learners of English are made aware of the problems that they will meet in listening to colloquial casual speech.

Tasks and questions:

Read on the topic “Modifications of Sounds in Connected Speech” and answer the questions:

1. Classify these words and word combinations according to the type of assimilation (complete/partial, progressive/regressive):

symphony, just think, will you come, next time, often, tell the teacher, glad to see, right shoe, Ryan’s coat, treat, clean the board, cycle, stubborn, eagle, hot pie, plum pudding, opened, that’s the thing, open the book.

2. State the type of sound modifications in the following words and word combinations:

drive, pool, blackboard, could you, thanks, mean, set three, give me, tune, 'record, ob'ject, locks, pools, is she, lounge, inch, dark garden, little, Ann's, named, hotel, written, Kate's, don't go, sportsman, 'object, London, literature, schedule, museum.

3. Give your own examples of assimilation, accommodation, vowel reduction, vowel and consonant elision.

4. Find all the cases of sound modifications in the sentences which can be observed
a) in formal careful speech; b) in rapid casual speech:

- Would you like to join me?
- Why don't you put your bag down?
- I saw him writing something at the table in his father's study.
- Don't go there at night, it might be dangerous.
- Of course, she does her morning exercises every day!

3. MODIFICATION OF SPEECH SOUNDS

The sound variations in words, their derivatives and grammatical forms, are known as sound alternations. For example: the dark [ɫ] in spell alternates with the clear [l] in spelling; combine (n) ['kɒmbain], combine [kəm'beɪn] where [n] in the stressed syllable of the noun alternates with the neutral sound. It is perfectly obvious that sound alternations of this type are caused by assimilation, accommodation and reduction in speech. To approach the matter from the phonological viewpoint, it is important to differentiate phonemic and allophone alternations. Some sound alternations are traced to the phonemic changes in earlier periods of the language development and are known as historical. Historical alternations mark both vowels and consonants, though the alternating sounds are not affected by the phonemic position or context. The sound changes, which occurred in the process of historical development of the language, are reflected in present-day English as alternations of phonemes differentiating words, their derivatives and grammatical forms. The following list of examples presents the types of alternations:

1. Vowel alternations.

1.1 Distinction of irregular verbal forms [i:-e-e] mean - meant - meant; [i-æ-A] sing - sang - sung; [i-ei-i] give - gave - given;

1.2 Distinction of causal verbal forms: [i-e] sit - set; [ai-ei] rise - raise; [o - e] fall-fell

1.3 Distinction of parts of speech in etymologically correlated words [a: - æ] class - classify, [o: - e] long - length; [ei - æ] nation - national

2. Consonants alternations

2.1 Distinction of irregular verbal forms [d - t] send - sent

2.2 distinction of parts of speech [s - z] advice - advise; [k - tʃ] speak - speech;

3. Vowel and consonant alternations [i - ai] + [v - f] live - life; [a: - æ] + [θ - ð] bath - bathe.

Alternations are also widely spread on the synchronic level in the present-day English and are known as contextual. In connection with contextual sound

alternations there arises a problem of phonemic identification of alternated sounds. The study of the relationship between phonemes and morphemes is called morphophonemics. The interrelation of phonology and morphology is also known as morphophonology or morphonology which is actually the phonology of morphemes. Morphonology studies the way in which sounds can alternate in different realizations of one and the same morpheme.[5]

We are interested in the sound in its weak position. Scholars of different trends are not unanimous in solving the problem.

The so-called morphological (Moscow phonological) school supports the theory of neutralization of phonemes. The concept of neutralization derives originally from the Prague School of phonology. Neutralization occurs when two or more closely related sounds, which are in contrast with each other in most positions, are found to be non-contrastive in certain other positions. That means that there are environment where the two sounds do not contrast with each other, even though they normally do. When this happens, the opposition between the two sounds is said to be neutralized. The loss of one or more distinctive feature(s) of a phoneme in the weak position is called phonemic neutralization.

The Moscow philologists claim that interchange of sounds manifests close connection between phonetics and morphology. Alternations are observed in one and the same morpheme and actualize the phonemic structure of the morpheme. Thus, phonemic content of the morpheme/is constant. It should be noted here that alternations of morphemes cannot be mistaken for the oppositions of minimal pairs in different stems of words. Lets us compare some examples: postman [ə] < [æ], sixpence [ə] < [e]. Thus, one and the same sound may belong to different phonemes

The supporters of the morphological trend define the phoneme as follows «Это функциональная единица, представленная рядом позиционно чередующихся звуков» (М.В. Панов). The notion of «фонетический ряд», suggested by R.I. Avanesov, demonstrates positionally determined realizations of the phoneme. Positionally alternating sounds are grouped into one phoneme

whether they are similar or have common features (that is common allophones) with other phonemes.

The Russian preposition *с* + noun may have the following realizations: *с* Колей — [с], *с* Тимошей — [с'], *с* Галей — [з], *с* Димой — [з'], *с* Шурой — [ш]. *с* Женей — [ж], *с* Щукарём — [ш'].

In the morphological conception the alternations of the phonemes are not analyzed apart from the morpheme, as form and content make dialectical unity. The phonetic system is not isolated from the grammatical and lexical structure of the language, and the unity between the form and the content cannot be destroyed.

Yet as an answer to the problem is not entirely satisfactory since ordinary speakers are in no doubt that the sound which occurs in a word like *гриб* is [п] not [б], and in English word *speak* [ph] is nothing but [p]. The perception of the listeners makes us find the morphological conception too discrepant and confiding.

The so-called Leningrad (Petersburg) school asserts that the phoneme is independent of the morpheme. The supporters of this conception claim that the phoneme cannot lose any of its distinctive features. In the line of words of the same root morpheme (*гриб* - *грибы*) the sound [п] is an allophone of the phoneme /п/ and the sound [б] manifests the phoneme /б/. Consequently, the consonants [б] and [п] do not lose any their distinctive features and represent different phonemes. It seems that according to this point of view the unity between the form and the content is destroyed, thus phonology is isolated from morphology.

According to N.S. Trubetzkoy, an archiphoneme is defined as a combination of distinctive features common to two phonemes. It consists of the shared features of two or more closely related phonemes but excludes the feature which distinguishes them. For example: archiphoneme [П] consists of the features: bilabial, plosive, but excludes voicing which separates them.

One of the disadvantages in extending the notion of an archiphoneme is that the Prague School phonologists limited neutralization to closely related phonemes. A neutralization can be said to occur only if there is uncertainty about the identity of the sound in the position of neutralization. Before two phonemes can be

neutralized, they must have common qualities which do not occur in other phonemes. Thus [p], [b] can neutralize because they are the only labial plosives in the language, they share these two features, but no other sounds share them. However, [n] and [ŋ] cannot neutralize, so any neutralization of nasals must involve all the three of them - [n], [ŋ], [m].

Modifications of sounds in English

Sounds in actual speech are seldom pronounced by themselves. To pronounce a word consisting of more than one sound, it is necessary to join the sounds together in the proper way. There exist several types of junction, some of which are common to all or many languages, while others are characteristic of individual languages. In order to master these specific types of junction it is necessary to understand the mechanism of joining sounds together. This mechanism can only be understood after analyzing the stages in the articulation of a speech-sound pronounced in isolation.

Every speech-sound pronounced in isolation has three stages of articulation. They are (1) the on-glide, or the initial stage, (2) the retention-stage, or the medial stage, and (3) the off-glide (release), or the final stage.

The on-glide, or the beginning of a sound, is the stage during which the organs of speech move away from a neutral position to take up the position necessary for the pronunciation of a consonant or a vowel. The on-glide produces no audible sound. The retention-stage or the middle of a sound is the stage during which the organs of speech are kept for some time either in the same position necessary to pronounce the sound (in the case of non-complex sounds) or move from one position to another (within complex sounds, such as diphthongs, diphthongs and affricates). For the retention-stage of a stop consonant the term stop-stage may also be used. The off-glide, or the end of a sound, is the stage during which the organs of speech move away to a neutral position. The off-glide of most sounds is not audible, the exception being plosives whose off-glide produces the sound of plosion before a vowel and in a word-final position before a pause.

In English there are two principal ways of linking two adjacent speech sounds: I. Merging of stages. II. Interpenetration of stages. The type of junction depends on the nature of the sounds that are joined together. As all English sounds come under the classification of consonants and vowels we may speak of joining:

- (a) a consonant to a following vowel (C + V), as in the word [mi:] me;
- (b) a vowel to a following consonant (V + C), as in the word [ɒn] on;
- (c) two consonants (C + C), as in the word [bləʊ] blow;
- (d) two vowels (V + V), as in the word [riæləti] reality.

Merging of stages, as compared with interpenetration of stages, is a simpler and looser way of joining sounds together. It usually takes place if two adjacent sounds of a different nature are joined together. In this case the end of the preceding sound penetrates into the beginning of the following sound. In other words, the end of the first sound and the beginning of the second are articulated almost simultaneously. Interpenetration of stages usually takes place when consonants of a similar or identical nature are joined. In this case the end of the first sound penetrates not only into the beginning but also into the middle part of the second sound, as in [ækt] act, [begd] begged.

The modifications are observed both within words and word boundaries. There are the following types of modification: assimilation, accommodation, reduction, elision, and inserting. The adaptive modification of a consonant by a neighbouring consonant in a speech chain is assimilation. Accommodation is used to denote the interchanges of VC or CV types. Reduction is actually qualitative or quantitative weakening of vowels in unstressed positions. Elision is a complete loss of sounds, both vowels and consonants. Inserting is a process of sound addition.

MODIFICATIONS OF CONSONANTS

1. Assimilation

1.1. Place of articulation

- t, d > dental before [ð, θ]: eighth, at the, said that
- t, d > post-alveolar before [r]: tree, true, dream, the third room

- s, z > post-alveolar before [ʃ]: this shop, does she
- t, d > affricates before [j]: graduate, could you
- m > labio-dental before [f]: symphony
- n > dental before [θ]: seventh
- n > velar before [k]: thank

1.2. Manner of articulation

- loss of plosion: glad to see you, great trouble
- nasal plosion: sudden, at night, let me see
- lateral plosion: settle, at last

1.3. Work of the vocal cords

- voiced > voiceless: newspaper, gooseberry (and in grammatical ...)
- has, is, does > [s]; of, have > [f]

Notice: In English typical assimilation is voiced > voiceless; voiceless > voiced is not typical.

1.4. Degree of noise

- sonorants > are partially devoiced after [p, t, k, s]

2. Accommodation

2.1. Lip position

- consonant + back vowel: pool, rude, who (rounded)
- consonant + front vowel: tea, sit, keep (spread)

3. Elision

3.1. Loss of [h] in personal and possessive pronouns and the forms of the auxiliary verb have.

3.2. [l] tends to be lost when preceded by [o:]: always, already, all right

3.3. In cluster of consonants: next day, just one. mashed potatoes

4. Inserting of sounds

4.1. Linking [r] (potential pronunciation of [r]): car owner

4.2. Intrusive [r]: [r] is pronounced where no r is seen in the spelling china and glass: it is not recommended to foreign learners.

MODIFICATION OF VOWELS

- 1. Reduction
 - 1.1. Quantitative
 - 1.2. Qualitative
- 2. Accommodation
 - 2.2 Positional length of vowels: knee - need - neat
 - 2.3. Nasalization of vowels: preceded or followed by [n, m]: never, then, men

ASSIMILATION

There are some remarkable differences between the pronunciation of a word in isolation and of the same word in a block of connected speech. These

changes are mostly quite regular and predictable. The modification of a consonant under the influence of the adjoining consonant in the flow of speech is known as assimilation. The term accommodation is often used to denote the interchanges of “vowel + consonant” type or “consonant + vowel” type. Assimilation may affect the work of the lips, tongue, soft palate walls of the pharynx. Consonants may be modified according to the place of obstruction, to the manner of articulation, to the lip position, the position of the soft palate. According to the direction of assimilation, it may be regressive and progressive. Regressive a. is most common in both languages: English and Russian. According to the degree a. may be complete, incomplete. Assimilation may be also historical, in cases when its process is already fixed in present-day English and living, when it acts in living speech of speakers of to-day. Some cases of a. are considered to be obligatory, functioning according to the accepted norm of the language, used by the educated people, while the other are met only in the speech of the illiterate part of the population of the country.

Assimilation is the likening of two adjoining sounds. The adaptive modification of a consonant by a neighbouring consonant in the speech chain is known as assimilation. Assimilation may affect all the features of the articulation of a consonant phoneme or only some of them. Assimilation may affect: 1) the place of obstruction (in them, all that, his thoughts-alveolars are replaced by dentals); 2) the active speech organ (congress, concrete, conquest-the alveolar sonorant [n] is replaced by the back-lingual sonorant;) ; 3) the work of the vocal cords (goose and berry- gooseberry [guzberi]) 4) the position of the lips (quick, twenty, language) -labialized variants of the phonemes [k],[g],[t] are used under the influence of the bilabial sonorant [w]. The term accommodation is often used by linguists to denote the interchanges of “vowel + consonant type” or “consonant + vowel type.(too, loose-an unrounded variant of [t] is replaced by a rounded [t] under the influence of a rounded sound [u]. One of the wide-spread sound changes is vowel reduction. Elision or complete loss of sounds, both vowels and consonants, is often observed in English.(knight, talk, walk, column,

dumb, whistle, garden, all right |orait|). Vowel elision is very frequent in informal conversational style. It often goes with other processes involving assimilation and elision of consonants. Elided neutral sound |e| is very common in the unstressed syllables of polysyllabic words, like : COLLECTIVE, DIFFERENT, POLLITICAL-|klektiv|,|difrent|,|plitikl|. The manner of articulation is also changed as a result of assimilation, which may be illustrated as follows: 1. Loss of plosion. 2. Lateral plosion. 3. Nasal plosion. According to the direction of assimilation it may be of two kinds: progressive and regressive.(gooseberry, newspaper), (twins, pride). According to the degree of assimilation it may be complete or incomplete (horse-shoe, London bridge). Assimilation may be historical and living. The historical assimilation took place in the historical development of the language while living assimilation acts at a present period.(DOES SHE but DOES IT; DID YOU). Assimilation is recognized as obligatory or established when it follows the phonetic laws of the language acquired by the educated population. Non-obligatory or accidental assimilation is met in uneducated speech of population (LONDON|m| BRIDGE; WOULD|b| BE-regressive assimilation) [10]

CONCLUSION

Concluding our course paper we can make some conclusions as:

The phonetic units are used in various social situation. It's the extra linguistic situation that influences our choice of language means.

There's a special branch of linguistics that studies the way language means function in different situation. It's called functional stylistics. It's primary concern is functional style – a set of language means used in a particular situation.

Phonostylistics is the study of the way phonetic units, both segmental (sounds) and suprasegmental (intonation), are used in a particular extralinguistic situation.

The first thing that counts in the stylistic modifications of sounds is the character of relationship between the participants of discourse, which is manifested in the degree of formality. In formal situations the participants tend to monitor their linguistic behavior, their pronunciation tends to be careful. In informal situations where speakers are more relaxed speech is generally faster and less careful. Informal speech used in everyday conversation is often referred to as fast (rapid) colloquial speech.

The most frequent modification of consonants in fast colloquial speech is assimilation, both complete and incomplete.

- alveolar stops [t], [d] and in some cases [n] are modified under the influence of the following velar or labial consonant, e.g.

that place ['thæp'pleis]

good morning [gʊg'mɔ:nɪŋ]

In fast colloquial speech we can also observe elision of consonants. It is a complete loss of a speech sound, usually due to the increased rate of speech.

What has he done; always, alright; next day; mashed potatoes, second term; and the reason for this.

In fast colloquial speech reduction may also result in vowel elision, the complete loss of the unstressed vowel within one word or at word boundaries:

History ['hɪstri], phonetics [f'netiks], correct [krekt], get another, come along, after all.

The number and degree of sound modifications depend not only on linguistic factors (such as the neighbouring sounds and distribution of sounds in connected speech) but on extra linguistic ones as well.

Stylistic oppositions are usually observed in the two large marginal types of pronunciation - formal and informal. Formal speech suggests unemotional information on the part of the speaker. It is characterised by careful articulation and relatively slow speed. Informal speech implies everyday conversation; it is relaxed and rather rapid and is characterized by the use of simplified sound forms. The character of sound modifications in relation to situational factors of speech communication is only beginning to be the object of thorough instrumental analysis.

One of the most important factors that results in the increased number of sound modifications is the character of relationship between the speaker and the listener and the degree of formality in their discourse. The other extra linguistic factors that determine the degree of sound modifications are the degree of preparedness, the form of communication (a monologue or a dialogue), the number of participants, etc. Native speakers usually don't have any difficulties in understanding rapid casual speech though sounds simplifications are not registered in the listener's mind and he/she is not usually aware of the changes since they do not affect the meaning.

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