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The Development Process of Foreign-language Pronunciation Skills Formation Model in Ethnic Audience (German and Kazakh Languages Examples)

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Abstract

The most important issue in educational process is foreign languages learning. Nowadays our country widely develops business and cultural ties with German-speaking countries. The ability to communicate in German is extremely important for development of relations, efficiency of contacts and achievement of communication objectives. Students' language training has to be focused on the formation of communicative competence. The most significant thing in these conditions is the formation of pronunciation skills in German. Research problem concerns the importance of pronunciation skills development which is revealed by ways of consideration of the psychological basis of perception processes, reproduction and understanding of oral foreign-language speech. The issue of accent overcoming is also studied. The importance of studying a phoneme as a segment unit of German and Kazakh languages was proved in this research. The phenomena of synharmonism, accommodation, assimilation, dissimilation and their types in both languages were studied properly. Phonotactical features of sounds in German and Kazakh languages were revealed with regards to phonetic syllable types, structures of Kazakh and German syllables, phenomena of prosthesis, epenthesis, metathesis, epithesis and elision. The concrete theoretically predicted manifestations of interfering influence of Kazakh language on pronunciation of learning German are revealed with the help of research methods. Constructive research and analysis of experimental data resulted in revealing the types of paradigmatic and syntagmatic interference of the Kazakh language in the field of German pronunciation. Outcomes of the research are described in charts which demonstrate comparative illustrations. The issues of a word stress and intonation constructions in both languages were also compared for eliciting phonetic and phonological peculiarities of German and Kazakh languages. In conclusion, analysis of pronunciation mistakes showed that an interference action exists in students' pronunciation who study in Kazakh department. Reliability of research results was received on the basis of theoretical analysis. The phonetic level of German and Kazakh languages was confirmed after the data research by the way of the mistake analysis. Implications for future research can be listed as the following: The offered technique on development of

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skills of German pronunciation, received scientific and practical results and can be used in the course of learning German in Kazakh audience, but it doesn't apply for an exhaustive solution of pronunciation skills formation issue.

Keywords: teaching foreign language; pronunciation skills formation model; ethnic audience; German and Kazakh languages;

1. Introduction

The problem of learning foreign languages takes the most important place in educational processes. Presently our country widely develops business and cultural ties with German-speaking countries. Ability to communicate in German is extremely important for development of relations, efficiency of contacts and achievement of communication objectives. Students' language training has to be focused on formation of communicative competence. In these conditions formation of German pronunciation skills becomes more significant. At the beginning of the study it is necessary to reveal acoustic-articulatory, segment and combinatory, intonation features of learning and native languages. Having considered them along with the issues concerning a transfer, an interference and value of training in pronunciation skills of foreign languages at a certain stage of development is important in the conditions of a certain country.

The development impact of the pronunciation skills is revealed considering the psychological bases of perception processes, reproduction and understanding of the spoken foreign-language speech. The problem of overcoming accent is also considered within this issue. While solving the problems concerning the contrastive analysis of phonetics and phonology of German and Kazakh languages, the impact of contrastive linguistics was discovered in the field of training of pronunciation. Further on phonologic and phonetic features of consonants and vowels of German and Kazakh languages were revealed as well as segment and combinatory features. In this regard, differential signs of phonemes of both languages, controversial issues of the phonological status of separate sounds of German and Kazakh languages, articulation features and acoustic characteristics of sounds in both languages were considered in comparison. Results are presented in charts.

A phoneme was considered as a segment unit of German and Kazakh languages in this study, and phenomena of a synharmonism, accommodation, assimilation and dissimilation and their types in both languages were studied. Phonotactical features of sounds in German and Kazakh languages were revealed considering types of phonetic syllables, structures of Kazakh and German syllables, phenomena of artificial prosthesis, epenthesis, metathesis, epithesis and elision.

Results of material research are reflected in the tables presented in the comparative form. Issues of verbal accent and intonation designs in both languages were also considered in comparison. The peculiarities of phonetic and phonologic features of the German and Kazakh languages were detected as well. The transfer concept is specified by connection with existence of various points of view and a support of Lado's (1967) and Karlinsky's research. The concrete theoretically predicted manifestations revealed interfering influence of Kazakh language on a pronunciation of learning German. Contrastive research and analysis of experimental data types resulted in a paradigmatic and syntagmatic interference of Kazakh language in the field of German pronunciation.

Analysis of pronunciation mistakes resulted in confirmation of an interference action in students' pronunciation in Kazakh groups. Reliability of results of the research received on the basis of the theoretical analysis of phonetic level of German and Kazakh languages was confirmed by the data research of the mistake analysis presented by Raush and Raush (1993) technique. The received data concerning difficulty degree of German vowels and consonants pronunciation coincides with data in typology of difficulty degree offered by Karlinsky.

The mistake analysis was necessary for further use of theoretical research results of interference, and drawing up a set of exercises for overcoming the interfering influence of Kazakh language. This task was also completed by the analysis of modern practice in training German pronunciation in

Kazakh audience. The analysis of textbooks for Kazakh groups showed that textbooks for Kazakh groups at lingual higher education institutions, there is not enough material for overcoming interfering influence of native language at the phonetic level. Exercises which take into account peculiarities of Kazakh language are not developed for learning with technical means. Further development of a problem concerns stages of study on formation of pronunciation skills in national audience. The pronunciation skills at each grade level was determined by necessary work on building the pronunciation needs on formation related to tasks which decision promotes overcoming and the prevention of interfering influence of the native language on pronunciation. In this regard the types of exercises calculated for each stage of work on pronunciation were considered.

Influence of all predicted types of an interference which are existent in the analysis the pronunciation mistakes, can be eliminated as the reasons and factors causing manifestation of these types of interference, creating a possibility of development of special exercises for their elimination. The solution of problems of each investigation phase caused achievement of the purpose in general.

During research the following results were reached:

- The comparative description of acoustic-articulatory, segment and phonotactical features of German and Kazakh languages.
- The substantial specification of transfer concept.
- Interference types which are shown in the course of training German pronunciation in Kazakh ethnic groups.
- Study principles of pronunciation in Kazakh audience.
- Typical errors of German pronunciation in Kazakh audience.
- The mistake analysis has checked the action of theoretically predicted manifestations of interfering influence of Kazakh language to German pronunciation.
- The set of exercises was developed for work on pronunciation skills in Kazakh groups.
- The technique of skills formation of German pronunciation by Kazakh audience is developed and experimentally approved. It was based on the interfering influence of Kazakh language.

The efficiency was provided for training pronunciation skills in Kazakh audience in the created technique:

- Use of results of the contrastive analysis of phonetic level of German and Kazakh languages in the materials development for classes of conscious development of German pronunciation and for independent work of students in the conditions of credit system;
- The formation stages of pronunciation skills were created through the use of exercises which are specially developed for the pupose of overcoming and the prevention of interference pronunciation.

The pre-experimental cut in the research carried out the level of skills development of pronunciation in experimental groups before the skills training. The post-experimental cut showed the development level of pronunciation skills after the skills training. The skills training showed the efficiency of the offered technique which is verified by data processed with the method of mathematical statistics.

We have calculated actual pronunciation mistakes for reliable results.

Frequency indicators of experimental groups at pre-experimental testing made the general frequency of mistakes at pre-experimental testing: $x_i = 3240$.

Indicators of frequencies of experimental groups at post-experimental testing made the general frequency of mistakes at post-experimental testing: $x_i = 796$.

On the basis of the obtained data the average frequency of mistakes – x was calculated, allowed by students of experimental groups according to results of pre-experimental testing - 93 mistakes and post-experimental testing - 23. Results of calculations were approximated.

The obtained data showed existence of deviations of selective frequencies from average frequency. Since deviations in selective frequency were less than average frequency of mistakes, the deviation received the sign "minus". When the selective frequency was more than average frequency, the deviation received the sign "plus".

Existence of deviations of selective frequencies from the average frequency does necessary calculation of the generalized average. In mathematical statistics the generalized average is reached by means of calculation of an average square deviation of σ in the formula:

$$\sigma = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}} \quad (1)$$

It means that the average square deviation from average frequency equals to a root square of the sum of the squared deviations of frequencies from their average, divided (sum) on number of supervision [159, page 23-24]. Calculation of an average square deviation from average frequency revealed the following indicators in experimental groups: Results of pre-experimental testing - 26, post-experimental testing - 10.

The following formula was used for identification the probable mistake in determination of the average frequency:

$$L = \frac{t \sigma}{\sqrt{n}} \quad (2)$$

t coefficient for experimental groups was - 2,05 [5, page 26].

Golovin (1971) claims that if experiment was conducted once, but 100 times, so in 95 of these similar experiments average frequencies, when using the above formulas of calculation, it wouldn't differ from discovering more than an indicator of the calculated probable mistake in determination of the average frequency. The following data was obtained in the result of calculation of a probable mistake in definition of average: Pre-experimental testing in experimental groups resulted as - 9, the results of post-experimental testing - 3 (results of calculations are approximate).

On the basis of use of the obtained data it is possible to assume that if a similar experiment is carried out in our work 100 times, in 95 of them indicators of borders of the valid averages in experimental groups will be at the pre-experimental cut more or less 9, at the post-experimental cut it is more or less 3. Thus data of research will be the following: At the pre-experimental testing - from 35 to 17, at the post-experimental testing - from 13 to 7 (results of calculations are approximate).

The offered technique on development of skills of German pronunciation for Kazakh audience and the received scientific and practical results can be used in the course of training in German, but it doesn't apply for skills an extensive solution of the problem of pronunciation formation.

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