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EDUCATIONAL AUTHENTIC VIDEO RESOURCES AS AN ESSENTIAL METHOD OF STUDYING ENGLISH PRONUNCIATION AND INTONATION IN THE CONDITIONS OF THE UKRAINIAN CARPATHIANS

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Abstract. The paper deals with the issues of teaching and learning the English language for young pupils at mountainous areas of Ukrainian Carpathians. During the first two decades of the third millennium the decline of educational and social services financing is seen in Ukraine. The results of this is very noticeable in the mountains schooling: closure of schools, lack of school buses, poor supply of equipment and studying materials, extra-long winter holidays because of low temperature in classrooms. The demographic factor is also important: many parents are forced to migrate abroad in order to support their children in the Eastern Carpathian villages. At the same time there is a growth in the use of ICT. The internet coverage leaves much to be desired but the situation is expected to be gradually improved. The schools are still use outdated computing and video equipment, although some enthusiastic teachers and students are willing to use own portable video devices in order to study English and learn to communicate effectively at school and home. The article emphasizes some important aspects of using authentic video resources to teach pronunciation and intonation.

Keywords: ICT, authentic video resources, teaching pronunciation and intonation.

The demands of effective communication need to be met in a modern society. The English language has traditionally been used as lingua franca of which there are a number of regional dialects that differ substantially in accordance with the phonetic features of the native language for communicators. The effectiveness of communication depends on the ability to use the "correct" standardized pronunciation of sounds and intonation patterns, which is characteristic for Global English.

The main purpose of learning English is to develop students' communicative competence where the language serves as a means of intercultural communication. The formation and development of orthoepic skills in methods of teaching foreign languages at an early stage has been studied by scholars and methodologists: N. Pashkovska, S. Roman, O. Horoshkovska, M. Vashulenko, O. Nahnevyska, E. Passova, R. Devlyetova, Jenkins, Wells. The use of video in teaching pronunciation and intonation have been researched by O. Huz, L. Byelyayeva, O. Hromova, H. Kytayhorodskaya, N. Bychkova, Yu. Verysokin, V. Paschuk, Yu. Fedorenko, M. Lyahovytsky, E. Schukina, S. Corder, R. Fuchs, M. Geddes, R. Kelly, J. Lonergan, G. Marin, K. Neubert.

So far authentic video resources for learning English at school and home and are not used effectively in the conditions of mountainous terrain.

In 2013 we conducted a survey of 24 primary school teachers in Ivano Frankivsk region, the results of which are summarized in the table below:

1	Do you use video at English lessons in primary school regularly?	a) Yes 11 45%; b) No 13 55%.
2	If so, how often:	a) every lesson; b) once a week or more 2 8%; c) once a month or more often 8 33%; d) once a term or more often 1 4%; t) other.
3	In your opinion video resources in primary school can be used to teach?	a) speaking 22; b) listening comprehension 22; c) reading 1; d) writing; e) other (for relaxation) 1.
4	If you feel that you do not use video at the lessons of English sufficiently what reasons there may be?	a) lack of information 22; b) unavailability 22; c) absence of necessity 2; d) other.
5	What video resources do you know that can be used at English lessons in primary schools?	The ones, produced in Ukraine. Internationally made: MAGIC ENGLISH by Walt Disney Company; Web content of the British Council; HUMPTY DUMPTY AND OTHER NURSERY RHYMES by Ladybird; LITTLE CHILDREN by Endymion; SOUNDS LIKE LEARNING by Barbara Milne; NURSERY RHYMES by Buzzers; SAYHISONGS by No name South Korea.

Considering the results, it can be concluded that video recordings at English lessons are used not to a full extent, whereas it can be a good resource to teach pronunciation and intonation effectively in the conditions of mountain schools. Many junior university students majoring Primary Education and English have trouble with the correct pronunciation of English sounds and intonation. It was therefore decided to use at the lessons of Practical English short authentic video clips and tasks designed to introduce and improve the correct pronunciation and intonation which can be used by the students during their teaching practice.

O. Sheremet groups the difficulties that may arise while forming the correct pronunciation and intonation in three categories and gives tips on how to prevent or solve them:

- Psychological: a teacher should form and maintain student's motivation, relieve a state of uncertainty and anxiety that can occur while encountering new and unfamiliar material;
- Linguistic: it is necessary to take into account differences and similarities in orthoepic (pronunciation and intonation) systems of Ukrainian and English;
- Methodological: games, videos, instructional techniques: comparison and study of translation should be applied actively⁴.

Using video helps to motivate the learner, visually, in an individually chosen tempo observe work of the speech apparatus while pronouncing sounds and words, and provides for the introduction of different tasks and drills before, during, and after watching the video. Video also allows to expose a student to different variants of pronunciation of global English language (not just RP or GA, but also

Indian, Chinese, Hispanic...). It is an excellent means of forming the phonemic hearing, which lets you comprehend and reproduce right phonemes, differentiating and distinguishing sounds, single words, intonation patterns. It is recommended to a teacher to use the method of open and closed mapping. For example students hear the sounds of English and see on the screen their transcription while a teacher draws their attention to their direct or apparent correspondences in the Ukrainian language (Peter - Петрик [p, t, ε:], Santa Clause - Санта Клаус [æ, t, ə, o :], Mary - Марія [m, æ, r], pony - поні [p, əv], macaroni - макарони). A teacher can ask whether the long and short vowels composing different words correspond (sheep-ship [i:-i], (dark-duck [a:-a]).

In teaching pronunciation of English it is essential to know and apply methodological typology of phonetic material when phonemes conventionally are grouped according to phonetic complexity and difficulty of their reproducing into three categories:

- Phonemes articulatory and acoustically similar to phonemes of the Ukrainian language;
- Phonemes that seem to be identical but have essential differences from those in Ukrainian;
- Phonemes that have not articulatory and acoustic analogues in the Ukrainian language.

Traditionally, the third group is considered the most difficult to master, since students need to develop a new articulation base. However, the practice shows that the phonemes of the second group require more attention, as they are under a significant interfering influence of sound formation of the native language³.

Some linguists argue that the English language is no more a language of communication between native speakers of English and those for whom English is foreign as it is increasingly used as the global English, a language for understanding between speakers none of whom is a native speaker of English. Thus, for example a Thai and a Ukrainian communicating between themselves will each use their peculiar pronunciation, which is different from the Standard English (RP or GA). J. Jenkins speaks of English as an international language (EIL) and identifies the required components of global pronunciation of English, without which understanding between communicators is impossible: standardized pronunciation of all consonants except for the sounds of them (the voiced and voiceless variants are not differentiated), groups of consonants at the beginning and in the middle of a word (as in the word *string*), the contrast between long and short vowels (seat-sit), nuclear or tone accent (her car is red and her CAR is red).

A similar opinion has I. Belova, who considers pronunciation with errors as a divergence from a norm of literary pronunciation. It is characteristic for an individual linguistic community to define a certain variant of pronunciation of words or phonemes a standard one allowing the coexistence of the other variants of correct, but less common pronunciation. Thus we distinguish between breach and distortion of a norm. In a case of breach of pronunciation the semantic function of a language is preserved? It does not affect comprehension of what was said. When pronunciation is distorted (foreign phonemes and phonetic phenomena are used) understanding is lost, a language does not serve its semantic function¹.

Work on pronunciation using video can have several phases:

Phase 1. Pre-viewing: physical and the visual aspect: workout for 4 major organs of sound articulation: a tongue, lips, jaws, voice; cognitive aspect: introduction of the sounds that will be studied and practiced: analyzing a comparative table of English and Ukrainian phonemes, Phonemic scheme², practicing listening and pronunciation of sounds.

Phase 2. While-viewing: identifying sounds or tone in the video, adjusting the speed of viewing, associating phonemes with the corresponding graphemes (involving reading), comparing pronunciation of sounds of English and Ukrainian languages, observing and analyzing the work of the speech apparatus, imitating a video fragment.

Phase 3. Post-viewing: commenting collective analyzing, composing and rendering dialogues, drilling tongue twisters, nursery rhymes, solving puzzles, inventing situations short - stories.

We also should mention a video course *Signing Time*, where the pronunciation of sounds and words is accompanied by signs and gestures of American Sign Language. The abstract to the course says that it is useful not only for children with disabilities, but also leads to a rapid and high-quality teaching

pronunciation for students in regular schools. It is advisable for teachers and students to record video while doing phonetic exercises, which will enable conscious controlling of a position and movement of the articulation apparatus.

The use of video at the English lessons in primary schools is limited (sanitary health norms, insufficient supply of schools with video equipment and materials), but it serves as an important motivational factor for teachers and students, visualizes the work of speech organs, introduces children to a standard pronunciation (RP and GA) and international versions of English (EIL, EFL). Also video is a good aid to study English in the schooling system realities of Ukrainian mountain area.

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