

TEACHING PRONUNCIATION AND READING SKILLS TO NON-PHILOLOGICAL STUDENTS

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The given paper brings into light the problems of basic phonetic skills teaching to non-philological students. The given topic is a very actual one as many schools and English courses use the so-called communicative approach in teaching a foreign language where less attention is paid in reference to correct pronunciation and proper rules of reading are considered to be superfluous for a student who wants to learn the spoken version of English rather than studying phonetics as it is required by the course. The author stated the problems in this area and brought some pieces of advice of how to learn or improve one's pronunciation. In the end, the author comes with his own experience in the field and draws certain conclusions. A special attention is given to the use of new technologies in the process of phonetics teaching and learning.

Key-words: *teaching, interactive learning, new teaching techniques, Internet research, audition, comprehension, oral production.*

L'article en discussion aborde le problème d'enseignement des habilités phonétiques aux étudiants non-philologiques. Le thème en question est très actuel, car beaucoup d'écoles ou les cours d'anglais utilisent l'approche communicative dans l'enseignement de la langue où l'on prête moins d'attention à la prononciation correcte, alors que les règles de la prononciation sont considérées superflues. Tout cela est à cause de l'apprenant qui veut étudier plus vite à communiquer dans une langue. L'auteur a mis en lumière les problèmes dans ce domaine et a appris de conseils des différents spécialistes dans ce domaine, aussi a-t-il partagé sa propre expérience dans l'enseignement de la phonétique anglaise et a tiré des conclusions sur le sujet. L'auteur tire une attention spéciale à l'utilisation de nouvelles technologies informationnelles.

Mots-clés: *enseignement, apprentissage interactif, techniques nouvelles d'enseignement, recherche sur l'Internet, audition, compréhension, production orale.*

The topic of our paper represents a point of interest for both, English language teachers and English students as it represents one of the most difficult tasks to be performed by lecturers as to teach the student in foreign languages a correct pronunciation and thus, reading of English words. The task seems to be more difficult for the student for

whom the basic rules of pronunciation are a critical pillar in the process of a foreign language acquisition. Moreover, the way the student pronounces, that is, the phonetic aspect of the speech is one of the key elements in language proficiency assessment. That is why a student should deploy maximum effort in order to acquire the rules of English word pronunciation, but this is not the sole task of the students, a lot depends on the teacher's ability to teach this compartment of English as well as on the methodology and techniques and technology the educator chooses. What is important to understand that the compartment of phonetics does not end at the point of the word correct pronunciation or spelling, the act of speech would be much impaired if the correct pronunciation is being done without a proper fluency, logic pauses, rhythmic accent, etc. And all the rules cited above should be taught alongside with the basic phonetic and phonologic rules.

The process of teaching the skills of pronunciation does not confine to the work of the teacher alone, different technological means should also be used, among them one can cite the recordings, computer applications with training exercises, interactive internet-based software etc. Nowadays the increase in the power of hand-held gadgets like smartphones, tablet PCs, digital media players allow students to practise the recordings stored in digital files, the above devices do also permit to record to the model pronunciation of the teacher in case some audio material lacks.

For non-philological students the present task is much more difficult due to the fact that they have to deal with different compartments of language acquisition within the same lesson, while the students in foreign languages often have a separate course of phonetics.

In the article that we are going to present, different opinions as well as practical tips by different professionals are to be presented alongside with our own teaching experience in the field.

Here are some consideration and practical advice by Shelley Vernon who is a specialist in teaching English as a second or foreign language through games. In her article she states the problem of teaching pronunciation, she says the following:

"Teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories

and methodologies of language teaching there is comparatively little on learning pronunciation.

Why? Is it because we don't need to teach pronunciation or because it cannot be taught?

Certainly, we need to teach pronunciation. There is a big difference between a ship and a sheep and a pear and a bear! When teaching any language as a foreign or second language, our first goal for our students is basic communication, and that can't happen if no one can understand what they are saying".

Then she tries to give some pieces of advice that could be useful both for English teachers as well as for the students who learn English.

How NOT to Teach Pronunciation

When teachers decide to focus on pronunciation practise many of them make the mistake of trying to teach pronunciation along with introducing vocabulary. This can work with students who have a "good ear", or who perhaps speak a related language. However it can be hit and miss with students whose mother tongue has no relation to the target language.

This brings us back to the question of whether pronunciation can be effectively taught at all? The answer is yes, of course it can be taught, it's just that the way many textbooks tell us to teach it is actually one of the least effective [6, p. 39].

Most textbooks will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on it with spelling, which is an important skill, especially in English with its many irregularities and exceptions. Very few will start you and your students where you need to start, however, and that is at the level of the phoneme [6, p. 42].

Start with Phonemes (but not necessarily phonetic script)

The dictionary defines "phoneme" as "any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat." This definition highlights one of the key reasons that we must, as language teachers, start our pronunciation instruction at the level of the phoneme. If a phoneme is a "perceptually

distinct unit of sound" then we have to realize that before students can consistently produce a given phoneme, they must be able to hear it. Thus the first lessons in pronunciation should involve your students listening and identifying, rather than speaking.

Introduce your phonemes in contrasting pairs like /t/ and /d/. Repeat the phonemes in words as well as in isolation and ask the students to identify them. In order to visually represent the differences they are listening for, you may want to draw pronunciation diagrams for each sound showing the placement of the tongue and lips [1, p. 103].

You might also consider teaching your students the necessary symbols from the phonetic alphabet, because although T and D are written differently in English, the TH in "there" and the TH in "thanks" are written exactly the same, despite the difference in pronunciation. This isn't essential, and really works best with adults rather than children, but it is worth it for any students who are highly visual or analytical learners.

You can play all sorts of matching games with this material to make the drills more fun and less stressful. You can have students play with nonsense sounds and focus on the tiny differences between contrasted phonemic pairs, the key being to get them to hear the phoneme [1, p. 104].

From Recognition of Phonemes to Practice

Once they can hear and identify a phoneme, it's time to practice accurate production of the sound. For this, pronunciation diagrams are useful. Your students need to be able to see where to put their lips and tongues in relation to their teeth. Most sounds are articulated inside your mouth and students have no idea what you are doing in order to produce that particular noise. If you have ever tried to teach a Japanese student how to say an American /r/, then you have experienced the frustration of trying to get a student to produce tongue movements they can't see. There are books out there with diagrams, and with a little practice you can probably produce sketches of them yourself. If you can't, get hold of a good reference book so that you can flip to the relevant pages. Your students will thank you for this insight into the mouth, especially since there is no danger of the embarrassment of bad breath with a drawing [5, p. 79].

While this may sound time consuming and unnatural, you have to realize that you are in the process of reprogramming you students' brains, and it is going to take a while. New neural pathways have to be created to learn new facial movements and link them with meaning.

In the classroom, we are recreating an accelerated version of the infant's language learning experience. We are providing examples and stimulus through grammar and vocabulary lessons, but with pronunciation lessons we are also breaking down language to the point of babbling noises so that our students can play with the sounds, as infants do, and learn to distinguish meaningful sounds on an intuitive level while making use of more mature analytical skills that an infant doesn't have.

If you regularly take ten minutes of your lesson to do this kind of focused phonemic practice, your students articulation and perception of phonemes will see improvement after several weeks, and you will get them all to the point where you can practice pronunciation on a word or even a sentential level [5, p. 82].

Moving on to Pronunciation of Words

The progress will be more pronounced with younger students, but even adults will begin to give up fossilized pronunciation errors when reciting vocabulary words in isolation. It's time to make the next leap – correct pronunciation in the context of natural conversation. Make no mistake; this is a leap, not because it is more physically challenging, but because you are about to address a completely different set of barriers.

When we teach on the phonemic level, we are struggling to expand physical and neurological limitations. We are taking irrelevant noises and making them significant to our students, while trying to teach them a greater range of articulation with their mouths, tongues, and lips. But when we work on pronunciation at a lexical or sentential level, we are dealing with complex emotional, psychological, and cultural motivations that require their own kind of re-education [2, p. 192].

Three Big Barriers to Good English Pronunciation

Anxiety, learned helplessness and cultural identity are the three biggest barriers to students' successful adoption of a second language. Not every student will have all of these problems, but it is a sure thing that all of them will have at least one of these problems to a greater

or lesser extent. As English teachers we have to find ways to bring these problems to our students' attention in non-threatening ways, as well as suggest tools and strategies for dealing with them [2, p.200].

Anxiety is a fairly straightforward problem to discover. Students who feel a lot of anxiety in speaking are generally well aware of the situation and they know that it is impeding their progress. The impact on pronunciation specifically can be seen in their unwillingness to experiment with sounds, a general lack of fluency that makes it hard to blend sounds correctly, and poor control of the sentential elements of pronunciation, such as intonation and syllable stress. The best remedy for anxiety is highly structured, low-pressure practise. In other words – games [6, p. 19].

Jazz chants, handclap rhymes, reader's theatre, and dialog practise from textbooks can all be helpful. Structure and repetition reduce the pressure on the students and allow them to focus on pronunciation and intonation. Classroom rituals, like starting the lesson with a set greeting and reading aloud a letter from the teacher are also excellent ways to integrate pronunciation practise into the rest of the lesson while reducing stress for the student. Rote phrases, drilled for correct pronunciation, will eventually be internalized and the correct pronunciation will improve overall pronunciation [4, p. 36].

Learned helplessness is much harder to bring to a students attention, and may be difficult for the teacher to recognize. The term "learned helplessness" comes from psychology and refers to the reaction people and animals have to a hopeless situation. Basically, after trying something several times and consistently being unable to get a positive result, we shut down. We stop trying. If students are getting negative feedback on their English skills, especially pronunciation, and if they try to improve but feel they haven't, then they stop trying. You might think they are being lazy, but in fact they simply don't believe they can improve. They have already given up [4, p. 50].

Luckily, once it is recognized, the fix is pretty easy: stay positive, praise frequently and specifically, and periodically tape students speaking so that they can hear the difference after a few months. If you can coax even a little progress out of a student, then tell the student exactly what they just did right (For example: The difference between your short /a/ and short /e/ were really clear that time! Let's do it again!). Tape the students reading or reciting a passage at the

beginning of the year, then tape the same passage every couple of months. Play the tapes for you student and let them hear how much they have improved over the course of a few months. They will probably impress themselves, and you!

Finally, the question of cultural identity has to be dealt with. Students that don't want to be assimilated into an English speaking society aren't going to give up the things that mark them as different. An accent is a clear message about one's roots and history, and many people may be unwilling to completely give it up. As teachers, we need to ensure that students' can be easily understood by others, but we don't have to strive for some hypothetical Standard English pronunciation. In fact, we should highlight for our class that after a certain point, accents don't matter much at all [4, p. 55].

Some fun activities that can help your students become more sensitive to the subject of accents are doing impersonations, listening to native regional accents and teaching you a phrase in their own language.

Impersonations can be done as a class. Students can impersonate famous people, like John Wayne or Nicholas Cage, or they can impersonate teachers – always a fun activity! The idea is to have them take on a whole different identity and try out the pronunciation that goes with it. Often, your students will produce the best English pronunciation of their lives when impersonating someone else. Be sure to tape them for this as well, since it proves that they can use English pronunciation in a conversation or monologue.

Get tapes and videos of English from other parts of the world than your own. Play or watch them, and have the students pick a few sentences out for you to repeat. Let the students see if they can hear the differences between your English and the English on the recording. Then have them try repeating the phrases in your accent and in the other accents. Its fun, it gets people laughing, and it helps students realize that there are many correct ways to pronounce English [4, p. 60].

A third way to loosen a student's grip on accents is to have them teach you a phrase in their language for you to repeat with your own accent. See if you can get the students to imitate you afterwards. Silly as it sounds, this will give them a lot of insight into what the key phonemes in English are and how one's native language can

interfere with one's target language. At some point in our childhood most of us have put on a ridiculous, heavy French or Spanish accent as we spoke English. It was usually to get a laugh out of the rest of the room. This is what you are trying to get your students to do in their own languages with an American (or other native English) accent. It is fun, and students come to realize that if they can sound American/British/Australia/Canadian/ or whatever in their own language they probably do it in English. In fact, there probably isn't anything funnier than listening to a Japanese student imitating an American trying to speak Japanese, then watching the grow amazed at the improvement of their pronunciation in English [3, p. 162].

Teaching pronunciation properly can be funny, easy, and quite the learning experience for yourself and your students. Take a few ideas from here, a few from your textbook, and give it 10-15 minutes every class. With a little time, you will see quite a difference, not just in pronunciation, but in attitude and overall language skills.

Here is another list of practical advice for students to improve their pronunciation as well as different Internet resources on the topic that might be helpful:

1) Practice for at least 30 minutes every day

There is no way around it: the only way your pronunciation will improve is if you practice, practice, practice! Your pronunciation will not magically improve just because you're speaking English. The sounds of English may be very different from the sounds in your language. It may be difficult and even uncomfortable for your mouth to make some of the sounds in English.

You need to practice with a purpose. Practice the sounds of English until they feel as natural and comfortable as the sounds of your language. It won't happen overnight, but gradually your pronunciation will improve.

2) Decide what kind of accent you would like to speak with

There are many different kinds of English accents. The two most common are British and American. There are many different accents even within British or American pronunciation, but most learning materials will help you learn either a standard British accent or a standard American accent.

American pronunciation and British pronunciation are completely different. The consonant sounds are the same (except for the letter 't'

and an ‘r’ after a vowel), but the vowel sounds are very different. The British accent has more vowel sounds, and some vowel letters are pronounced differently.

3) Learn the IPA and the individual sounds of English

The International Phonetic Alphabet (IPA) is a collection of symbols that represent the different sounds of a language. When you know the all the sounds of English and the symbols that represent those sounds, you will be able to pronounce any word in English.

4) When you learn a new word, learn how to pronounce it correctly

The longer you say a word incorrectly, the harder it becomes to learn to say it correctly. You’ve developed a bad habit, and it takes a long time to break a bad habit! This is why it is so important to learn the IPA and use dictionaries specifically for English learners.

For example, let’s say you see a new word when you’re reading a book: permeate. How do you pronounce this word? Let’s check two of the online dictionaries specifically for English learners: MW Learner’s Dictionary Cambridge

Both of these dictionaries show you the IPA/phonetic transcription of the word (including which syllable you must stress): /ˈpə-mi,eɪt/

You can also click on the red or blue speaker icon to hear someone say the word.

5) Watch YouTube pronunciation videos

American accent: Teacher Melanie (me!), JenniferESL, Lisa Mojsin @ Accurage English, Rachel’s English, Pronuncian/Seattle Learning Academy, Eva Easton.

British accent: The Phone Voice, VirtuAule

6) Try to imitate spoken English

To ‘imitate’ means to copy someone/something, to do something the same way, or to do the same things as someone else. Do you really like the way someone speaks English? Try to copy the way they speak.

This is a great activity to try: Close your eyes while you’re listening to something in English (podcasts, songs, TV shows, movies, etc.). Listen carefully to what the speaker is saying and try to make the same sounds. Choose a word or sentence, and listen to it many times.

Here are some resources that are useful for this: English Teacher Melanie podcast (me!), ESLPod podcast, Coach Shane’s Daily Dictation. Try to imitate the sounds that native speakers make.

7) Practice HEARING the sounds of English

Before you listen to an English podcast, song, etc. read the words first. Highlight, circle, or underline the sound you want to work on. For example, if you have trouble with the /I/ sound, highlight all the words that you think have the /I/ sound. Read the passage out loud to yourself, focusing on the words with /I/. Listen to the podcast (or song, etc.). Can you hear the /I/ sound? Practice the sound by trying to imitate what the speaker is saying.

8) Record yourself

It's important to hear what you sound like speaking English so you know what you need to improve! You can compare what you sound like to what you *want* to sound like. For example, you record yourself reading a sentence from one of my podcasts. Then, listen to me say the same sentence and compare your pronunciation.

You may also be able to find a cheap digital voice recorder at your local electronics store.

After the good pronunciation skills have been acquired students face another challenge, the reading, students know well how to pronounce separate words and small sentences, but when united into a more complex text, students are often confronted with difficulties. When they reach a higher level in English proficiency, another problem arises, the text comprehension of either difficulty. Here are some strategies to teach students text comprehension related by C. R. Adler:

1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand;
- Identify what they do not understand;
- Use appropriate strategies to resolve problems in comprehension.

2. Metacognition

Metacognition can be defined as "thinking about thinking". Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor

their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- *Identify where the difficulty occurs*

"I don't understand the second paragraph on page 76."

- *Identify what the difficulty is*

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- *Restate the difficult sentence or passage in their own words*

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- *Look back through the text*

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- *Look forward in the text for information that might help them to resolve the difficulty*

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it." [3, p. 180]

3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read;
- Provide students with tools they can use to examine and show relationships in a text;
- Help students write well-organized summaries of a text.

Here are some examples of graphic organizers:

- Venn-Diagrams

Used to compare or contrast information from two sources. For example, comparing two Dr. Seuss books.

- Storyboard/Chain of Events

Used to order or sequence events within a text. For example, listing the steps for brushing your teeth.

- Story Map

Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, main idea and details would be identified.

- Cause/Effect

Used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to a painful sunburn.

4. Answering questions

Questions can be effective because they:

- Give students a purpose for reading;
- Focus students' attention on what they are to learn;
- Help students to think actively as they read;
- Encourage students to monitor their comprehension;
- Help students to review content and relate what they have learned to what they already know.

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

- *"Right There"*

Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.

Example: Who is Frog's friend? Answer: Toad.

- *"Think and Search"*

Questions based on the recall of facts that can be found directly in

the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.

Example: Why was Frog sad? Answer: His friend was leaving.

- *"Author and You"*

Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.

Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

- *"On Your Own"*

Questions are answered based on a students prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas;
- Connect the main or central ideas;

- Eliminate unnecessary information;
- Remember what they read.

Effective comprehension strategy instruction is explicit.

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

- **Direct explanation.** The teacher explains to students why the strategy helps comprehension and when to apply the strategy.
- **Modeling.** The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.
- **Guided practice.** The teacher guides and assists students as they learn how and when to apply the strategy.
- **Application.** The teacher helps students practice the strategy until they can apply it independently.

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, helping each other to learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies [3, p. 189].

Last but not least, we shall share our own experience in the field of pronunciation and reading teaching in non-philological students. As we have stated above, the first module is teaching phonetics which usually begins with the alphabet. Beginner students often wonder what the use of letters is. In such cases I explain them that letters of English alphabet are very important because there are many cases when English names, toponyms, proper names, or homonyms are difficult to spell, that is why the alphabet pronunciation of letters is used. Moreover, when learning the alphabet, the students learn the basic difference between the letter and phonetic symbol which represents a specific sound. The second activity I perform on this topic is giving students basic knowledge and corresponding examples of English

phonetic symbols. They are many but we usually teach students that the greatest majority of phonetic symbols are quite the same as Romanian letters-sounds like [s], [f], [v] etc., the most difficult task is to teach them phonetic symbols that have no correspondence in Romanian phonetic system here are some examples of such symbols: [j], [ð], [ə], [ŋ], etc. Our task is to tell students that these symbols are an indispensable feature and aid in learning of how to pronounce words. Different exercises follow afterwards the first activity I ask students to look up in the dictionaries and find two or three examples for each of "unusual" phonetic symbols and then make them pronounce the word according to the transcription and then I ask to make the transcription basing on the words written in letters.

The following step is the learning the rules of reading, here I apply one of the methods in which I give students the rules of groups of letters pronunciation they are also many and this activity is split into two or three lessons of pure theory and two lessons of practice. In this way the students learn how to discriminate between different English sounds being helped by the phonetic transcription and then they can correctly read the words not being helped by the transcription. It more than sure that the work on pronunciation does not stop here: the rules of correct pronunciation should be studied over the years because English has got many exceptions as of the word pronunciation and phonetic transcription is given even to advanced students in order to avoid virtual mistakes. As I do not use any manual where all these rules are applied most of the work and the methodology is developed by myself taking into account the teaching experience and removing the mistakes that have been done.

Within our practical lessons I use to record my voice on digital media such as students' phones or recorders when reading the text of the lesson and I tell students to simultaneously listen to the record and read the text, this activity should be performed thrice or four times. Then I advise students to read by themselves and record their voice, thus they would be able to compare between the model of right pronunciation and their own and make the corrections necessary for their right pronunciation.

In conclusion I would like to say that teaching right pronunciation has never been an easy task for the teachers, but thanks to the advent and extensive use of new technologies such as smartphones, Internet,

YouTube, tablet PCs and many others learning a foreign language and especially English has never been so easy. Learners of ESL are given a huge chance to study and improve their knowledge by using such new technologies, but they reach weaker results if they are not guided by teachers who are able to assess the level of each student's knowledge and provide him or her necessary guidelines for the individual work. I have many students who said they had learnt English by themselves just using the internet and online gaming systems where they had to chat with their team mates or adversaries.

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