

# Specific Consonant Sounds of Kazakh and English Languages

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**Abstract**—The consonant sound production play an important role in learning of the speech skills, as well as in other varieties of linguistic communication. Incorrect pronunciation of the English sounds is not only accents, but also to a breach of the meaning of words. It is discussed about comparison of the consonant sounds structure of English and Kazakh languages and they allow brighter to reveal their characteristic features and how people use language to communicate each another.

**Index Terms**—language communication, Kazakh and English consonants, pronunciation, letters

## I. INTRODUCTION

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

Questions of pronunciation productions play a huge role in mastering the skills of speech, and in other varieties of language communication. Incorrect pronunciation of English sounds leads not only to accent, but also to a violation of the meaning of words. Distortion of speech intonation also leads to an incorrect understanding of the utterances. Without appropriate explanations and exercises Kazakh students will read and speak in English with Kazakh intonation. Every language community has its own social dialect, and consequently, its own social accent.

Kenesbayev said that speech sounds are divided into vowels and consonants. The main difference between vowels and consonants is as follows. The stream of exhaled air passing through the vocal cords conviving and resulting from vibration goes through the mouth freely and encounters no obstacle (Kenesbayev, 1962, p. 173).

The sounds uttered in such a way are called vowels. At the same muscle tension of the speech organs distributed throughout the speech unit. According to the effects on us, the vowels are the sounds of musical tone, that is, they are based on vibrations of the vocal cords, which produce the basic tone of the vowel. The vowel sound is not only the pitch, but the overtones (higher tones), which creates a tone. These are the general conditions for the formation of vowel sounds.

Isengeldina used the metaphor like “in the pronunciation of consonants in the air stream meets epiglottis cavities or that obstacle, the overcoming of which causes noise. At the same muscle tension is concentrated in the place of obstruction. From the acoustic point of view, consonant sounds are the noise, i.e. They are formed as a result of non-uniform air temperature fluctuations arising in creating obstacles for the jet of exhaled air. However, there are also so-called sonorant (sonants), in which the musical tone of voice dominates the noise” (Isengeldina, 1960, p. 11).

## II. METHODOLOGY

When teaching English pronunciation in Kazakh class each group of sounds and intonation structures should be considered separately by teacher depending on the difficulty of their perception and articulation, as well as depending on the similarity of their sound phenomena of the Kazakh language.

For Kazakhs, who learns English language, is a big challenge that cases of progressive and regressive voicing assimilation more frequent and systematically in Kazakh than in English language. For the correct pronunciation of English consonants possible need to extend the obstacles of the first consonant in order to hear and feel of voiced and unvoiced pronunciation.

### III. RESULTS AND ANALYSIS

For the English language, unlike from the Kazakh, characterized by a syllabic consonants [m, n, l] - «sonant," as well as the vowels can form a syllable (e.g., in syllables *people, garden, prism*). These sonants are more sonorous than the adjacent noisy consonants and act as syllabic.

Students are usually difficult to perceive the role of these syllabic sonants, because this phenomenon is alien to the Kazakh language. To clarify it, you need to give an idea of the relative sonority of speech sounds (the most voiced - the vowels, then sonoristic, then unvoiced consonants and the less sonority have voiceless consonants).

Unlike from English, syllables in the Kazakh language split into hard and soft. Hard and soft of speech depends on the presence of the word of soft (front) or hard (back) vowel. Pairs of hardness and softness comprise (*a*) – (*ə*), (*o*) – (*ə*), (*ɔ*) – (*i*), (*ɣ*) – (*ɣ*). Only the sound (*e*) is deprived of hard species. Vowel in a syllable is not only determined the hardness or softness of it, but also determines the hardness or softness of consonants, which involved in the formation of the syllable. For example, the word *осы (it), ал (take)* consist of hard syllable. The sounds (*h*), (*l*), under the influence of hard consonants are pronounced firmly. Words *өс (grow) әл (force)* consist of soft vowels are pronounced softly.

Referring to the consonant in one syllable we observe large differences between the compared languages. English admits at the beginning of a syllable of two, three or more consonants (*strange, twelve*). In the Kazakh language there is not syllabic at the beginning of words more than one consonant: *жан (soul), сән (decoration)*. At the end of the English word is possible endings of four and even five consonants, that is totally alien to the Kazakh language (*twelfths, sixths*).

In the vast majority of Kazakh words there is not more than two consonants at the end of a syllable and there is only limited varieties at the end of a syllable combination of two consonants: sonorant consonant + voiceless consonant *р, л, н, т, (жұрт, бұлт, қант and etc.)*. As for loan words, most of them appear outside of the law (atheist, litre, Omsk).

Shevyakova shows, that “the English language allows a more varied of consonant sounds than the Kazakh language, so the students are under the influence of phonetic law of the native language, they put vowels before the first consonant, or between two consonants: stand - (i) stand, ask - ask (ə) s , plan - p (i) lan, blame - b (i) lame”. (Shevyakova, 1968, p. 76).

It should indicate that the syllables with consonant at the beginning and end are gradually turning to the norm of Kazakh syllable.

When mastering English pronunciation Kazakhs students naturally resort to articulating the basis of the native language. Only later, when the conscious assimilation (taking into account peculiarities of the phonetic system of the two languages and through continuous training), they acquire new articulating base, typical of the language study.

### IV. DISCUSSION

Education sounds of the language, which control the communication between people is exercised by the question. Speech organs are divided into active and passive. By actively include the lips, tongue, soft palate, rear panel throat, vocal cords. These organs produce speech or other movements necessary for the formation of sounds.

The passive organs of speech are the lips, the alveoli, bumps on the upper teeth, hard palate. These organs of speech sounds in the formation of self-study do not produce, but are used for the active support of the speech organs.

All these bodies are involved in speech sound production in carriers of the Kazakh and English languages. The only difference is that each of them has its articulation database (a system of pronunciation and stacking skills).

At mastering English pronunciation students, Kazakhs, of course, resort to articulating the basis of their native language. Only later, when the conscious assimilation (taking into account features of the phonetic system of the two languages and through long-term training), they acquire a new articulating base, typical of the studied language.

Due to differences in articulation base learners basically two types of mistakes.

1. Errors lead to a confusion of words (phonological error).
2. Errors that do not cause mixing of words, but giving particular emphasis speech (phonetic errors).

In the first case, a sound is replaced with another sound and therefore disturbed sense of the word, for example:

*Cap – cab*

*Man – men*

*Sit – seat*

*Theme – seem*

*Bed – bird*

Faced with errors of the first type, the teacher must pay special attention to the difference of sounds that are similar in sound (within the target language [w] - [v], [i:] - [i] and others, as well as between the studied and their own language learners [a:] - (a), [ə] - (s) [i]; - (s), etc. In this type of learning the pronunciation errors is subject to priority correction.

In the second case, the pronunciation of the English word instead of the correct color (usually shade like the sound of the native language students), which is a distortion of the rules of pronunciation of English.

For consonant in one syllable, we see large differences compares of languages. English admits at the beginning of a syllable of two, three or more consonants (*strange, twelve*). In the Kazakh language does not happen at the beginning of a syllable more than one consonant, *жан (soul) сән (decoration)*.

At the end of the English word may be the end of four or even five consonants, which is quite alien to the Kazakh language (twelfths, sixths). In the majority of Kazakh words at the end of a syllable is no more than two consonants, and at the end of a syllable combination of two consonants only limited variation: sonorant + voiceless рт, лт, нт, (жұрт, бұлт, қант, etc.). As for loan words, most of them outside of the scope of the law (an atheist, a liter, Omsk).

Thus, the English language allows for a variety of combinations of consonants than the Kazakh language, so students are under the influence of phonetic law of the native language is inserted before the first vowel or consonant, or between two consonants: stand - (i) stand, ask - ask (ə) s, plan - p (i) lan, blame - b (i) lame.

It should be mentioned that the syllables with consonant clusters at the beginning and at the end they are gradually becoming the norm of Kazakh syllable.

In both languages, damages caused pronunciation of sounds in the word and at the junction of words can cause more or less assimilated (assimilation) of one sound to others. For Action, we usually distinguish between assimilation progressive, regressive, and mutual. The law of progressive assimilation (assimilation subsequent sound of the previous) operates in the Kazakh language within a single word (at the junction of the root and affix, at the junction of two components of compound words) and between words: сөз-сөзге, төс-төске, жас гүл – жасқұл, малға сақ бол – малға сақпол, кино көрді – киногөрдi).

An example of progressive assimilation of English pronunciation can serve it's this instead of it is this, where [s] under the influence of the preceding stunned unvoiced consonant [t].

When pronouncing the consonant [t] in the word *team*, tip of the tongue concerns the alveoli, the middle part of the tongue to the hard palate is not raised. Thus, the preceding consonant is hard. Acquiring the appropriate pronunciation skills presents some difficulties for Kazakh students.

Regressive assimilation (the assimilation of previous sound subsequent) in the Kazakh language takes place both in a single word, and between separate, adjacent to each other in words (Аманқұл, ақ ешкі, сөзшең are pronounced: Аманқұл, ағешкі, сөшшең).

In English, you can find only a limited number of cases of regressive assimilation (horse – shoe, newspaper и др.).

Most of these words refer to the obsolete vocabulary. In English, more often than not is regressive assimilation by voicing between words.

The tendency to keep unchanged the final consonant of the root, probably due to the fact that the root morpheme different English words can be different is the final consonant, which fall semantic weight. In the Kazakh language, these trends are not necessary. Despite of semantic weight or root morpheme final consonant, it is easy to like the subsequent sound.

Mullina used the metaphor “for Kazakhs, English language learners, greater difficulty is the fact that the incidence of progressive and regressive assimilation by voice in the Kazakh language and system are more frequent than in English” (Mullina, 1958, p. 49).

Therefore, students should learn to enunciate final consonants, especially calls to not to be subject to the phonetic laws of the native language to English.

As vowels, Kazakh and English consonants regards the number of members, which are not different: in the Kazakh language there are 25 consonants. In English there are 4 (without diphthongs).

When teaching pronunciation, as well as the classification of consonants in both English and Kazakh languages are usually taken into account three moments:

- 1) the place of formation of consonants
- 2) a way of the formation of consonants
- 3) work of vocal cords.

Consonants fall into labial, lingual and guttural in both languages.

English consonants are coincided with the Kazakh education by the number of the main ways.

According to a method of forming consonants of both languages are divided into: 1) slit-occlusive (affricates), 2) gap.

Stops are formed by pressing the active voice to the passive body and opening of the barriers to the passage of air, for example: [p], [b], (n), (b), and other occlusive-gap (affricates) are different from the simple. Occlusive that they bow ends slot element, which is formed by the same bodies at the same place. These include [tʃ], [dʒ], (c), (h). Pronunciation by forming a slit between the active and passive bodies slit through which the outside air is, for example: [s] [z], (c), (s) and etc.

Consonants are noisy and sonority, depending the presence or absence of voice consonants in English and Kazakh languages are divided into voiced and unvoiced. There are several consonants in Kazakh language, there are not similar the sounds of English. These are (ғ), (к), (х), (и).

Kazakh consonants (ғ), (к), (х), (и) is pronounced in contact of the back parts of tongue and soft palate. There are no soft palate in English consonants. These sounds differ in the method of formation and participation of voices (ғ) – fricative and voiced, (к) – occlusive and deaf, (х) – fricative and voiceless. All of them are combined only with back (hard) vowels and never softened (ғасыр – century, қап - bag, халық - people).

English sound [h] in the initial position is often mistakenly replaced by Kazakh consonants (к), (х). This is due to the fact that in Kazakh language the consonant (h) is never used at the beginning of the word. Consequently, students tend to pronounce (к), (х) instead of the English [h].

Tursunov and Hasanov used the metaphor of the “sound (и), as well as (в), (ф), (х), (ч), came into the Kazakh language from Russian language. It meets in all positions of the word. Affricate (и) belongs to the category of voiceless and consists of two elements: (т) + (с). These elements are firmly fused together, why they appear in the pronunciation of a single integral unit. This is the sound of the Kazakhs, which is instant cast and formed by the tip of the tongue to the upper incisors (circus workshop, hundredweight). There is no such consonant the sounds of the English language” (Tursunov, Hasanov, 1967, p. 56).

Specific consonants of English are [w], [θ], [dʒ]. [w] - they are double lips, fricative, sonorous sound. There is not such sound in the Kazakh language. It is formed by the work of both lips during the vibration of the vocal cords. To pronounce it correctly, you need to round lips strongly, not to push front apart and leave small lumen between them. Then corners of the mouth move quickly and energetic, as it is done in the pronunciation of the Kazakh (y) in conjunction уа, уә (уақыт – time, Уәли - Uali (the name of a person)).

To avoid replacement of the [w] Kazakh sonorous (y) should be narrowed labial hole and make a sound instantaneous. [w] can be long (the latter characteristic Kazakh y) as speech authorities immediately move to your next vowel as [w] may be pronounced only before a vowel.

In English, [w] is found only in the initial word position (what, when). Kazakh (y) occurs in all positions of words. In the absolute beginning of the word sound (y) clearly pronounced and may have overtone (ы) (before hard - y) and (ү) уәде (the promise). This overtone before the English [w] is not valid.

When setting [w] must see to it that the lower lip does not hit the upper teeth. This way of life is characteristic of the English sound [v]. It can lead to a confusion of words, such as wheel (дөңгелек), veal (бұзай), vain (босқа), wain (арба – поэтич.)

Testing of contrasting exercises creates the necessary skills to distinguish clearly these sounds, for example:

[v]	[w]
vent	went
very	wary
vest	west
vie	why
verse	worse
vain	wine

In the phonetic system of the Kazakh language sounds [θ, ð] are not available. [θ, ð] are forelingual, interdental consonants with a flat slit. Sound [θ] - voiceless, and the sound [ð] - voiced.

Tursunov emphasized about “in the pronunciation of [θ], [ð] lips slightly stretched, the lower lip slightly drawn down, language is flattened and tense. The tip of the tongue is compressed teeth, forming with the upper incisors slot. Lower teeth in the formation of cracks are not involved. They can only serve as a support for the language. The most common mistake is to replace [θ], [ð] Kazakh tooth (с), (з). Sounds (с), (з) are formed by bringing the tip of the tongue to the lower incisors. English [θ], [ð] have “lispings” character, and (с), (з) - “whistling” (Tursunov, Hasanov, 1967, p. 56).

Replacement of lispings interdental [θ], [ð] whistling for dental [s], [z] in Eng. or (с), (h) in Kaz. is a mistake that can lead to a confusion of words: thill (оглобля) - sill (подоконник).

Since these English consonants are among the most difficult to digest, it should be carefully work out the interdental articulation characteristic of them. As an exercise, this is offered below a list of words that contain these sounds.

[s] - [θ]	[z] - [ð]
sill – thill	laze – lathe
sin – thin	close – clothe
sink – think	breeze – breathe
saw – thaw	baze – bathe
sigh – thigh	size – scythe
seem – theme	seize – seethe

Another error is to replace the slot [θ], [ð] occlusive explosive [t], [d] eng. or (м), (д) penalty.

Compare	
[t] - [θ]	[d] - [ð]
till – thill	day – they
torn – thorn	die – thy
taught – thought	dare – there
boat – both	bade – bath
pit – pith	breed – breathe
toot – tooth	eider – either

Kenesbayev expressed that in setting up the pronunciation should be aware that the correct setting for a single sound can be a support for learning the correct pronunciation and other languages. For example, the correct setting for the English [t], [d] can be a support for mastering the entire group of alveolar consonants (Kenesbayev, 1962. P. 172).

Such errors may include, for example, replacing the alveolar English [t], [d] Kazakh tooth (т), (д) or alveolar slit [r] Kazakh alveolar vibrating (р). Replacing the right shade of sound wrong distorts the sound is not only the sound, but in

a measure and the familiar sound image of the word as a whole. This in turn may make the speaker's speech, distract the listener from the content of the statement.

The realization of this goal is related to the formation of students' communicative skills of the following:

- a) the correct pronunciation of words.
- b) a correct statement of letters and syllables.
- c) the ability to use a familiar language as a component of foreign language teaching.

The purpose of training the voice pronunciation in the language class is the formation of such language skills that would enable the student to use them in non-academic speech practice at the level of conventional everyday communication. Also it is important the development of students' general language, intellectual, cognitive, mental processes that is the acquisition of foreign language communication, as well as the emotions and feelings of students, their willingness to communicate, communication culture in various forms of collective interaction.

## V. CONCLUSION

Процессы которые происходят в современном мире создают мощный смысл для изучения иностранного языка. Значение иностранного языка сегодня не только культурная, но и экономическая потребность. В современном обществе любому специалисту, желающему преуспеть в своей области, владение хотя бы одним иностранным языком жизненно необходимо. That's why the correct pronunciation of the sounds of the studied language is only achieved when the teacher corrects errors not only of the first type, but do not put up with obvious errors in shades of sounds, the language is spoken (the second type of error).

English methodist G. Palmer attached great importance to the initial period of learning a foreign language: "Take care of the first two stages and the rest call take of itself" (Palmer, 1992, p. 72). A basis for the study of a foreign language at beginner stage is phonetics. To achieve good results in the pronunciation and for the explicit understanding of sounds and their origin is necessary to use different ways of easy learning. One of which is to study by means of comparison and the native language. There are some similarities between languages, which is not a little important way of learning a foreign language in this research paper.

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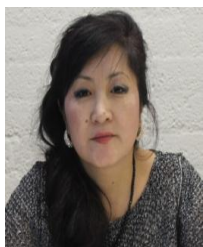
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2. Turuskaya onomastika: kypchakskie imena v russkikh letopisyah // 10th International Conference on the Crossroad of Civilizations: aspects of Language, Culture and Society. Tsukuba, Japan, 2013.

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