

nicznych wypadach zdań warunkowych czasami, dopuszczają się użycia prawda wszystkich czasów, co daje szereg liczbę możliwych wariantów.

Resumen

Nuestro breve estudio persigue el objetivo de señalar algunas posibilidades de facilitar y acelerar el proceso de aprendizaje de la segunda lengua extranjera (en nuestro caso - español) basándose en el conocimiento previo de la primera (francés). La experiencia demuestra que el estudiante, la mayoría de las veces, tiene tendencia a superponer el español no sobre su lengua materna, sino sobre el francés, el idioma extranjero anteriormente asimilado. De las indudables semejanzas entre ambos idiomas extranjeros (especialmente en léxico y en sistema gramatical) surgen las posibilidades de facilitar el aprendizaje tan sólo promoviendo la transferencia al español de muchas estructuras, hábitos y automatismos previamente adquiridos en francés.

LUBELSKIE MATERIAŁY NEOFILOLOGICZNE — 1981

Wiktor Gonet

'Legato speech', or the psychology of teaching phonetic fluency

Teachers of practical English phonetics to Polish students are often confronted with the students' persistence in making certain types of pronunciation mistakes. In connected speech, these mistakes create the impression of broken, halting speech and thus they are obstacles in the way leading to phonetic fluency. These errors are frequently regarded as segmental in nature and their elimination in the course of a practical phonetics class often incorrectly hinges on repetition drills. However, endless repetitions, enriched with precise instruction and theoretical discussion, may at best elicit correct pronunciation only. If the student concentrates on pronunciation itself, the hard work of the teacher and the student seems to be in vain once the student's attention shifts onto other aspects of language use.

The inadequacy of some methods of teaching, responsible for this situation, has its source in misunderstanding the nature of the process underlying learning foreign language phonetics. In spite of the flourishing development of modern linguistics, whose explanation resorts to the psychological sphere of human mind, methods and materials used in the language laboratory still continue to resemble mechanical drills used in the structuralist period. If the traditional methods do not yield satisfactory fruit, as is the case with persistent mistakes, teachers of phonetics should try and seek advice and inspiration in the vibrant source of generative phonology.

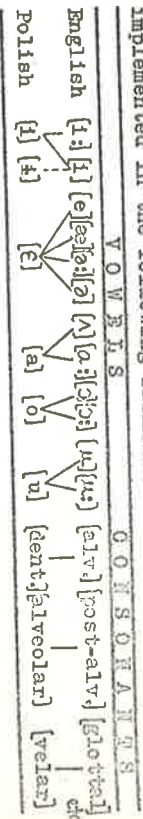
I

Actual speech behaviour, or language performance, is only the tip of a large iceberg of linguistic competence, an intricate mechanism, rooted deeply in the language user's mind. This dichotomy, on which generative phonology is based, provides an explanation of the nature of certain persistent errors, and it is on this explicit basis that one should build the structure of teaching methods. Behind the surface pronunciation mistakes which are particularly hard to eliminate, there is the learner's native language competence, all the time working to undo the foreign language habits being acquired. Native 'pronunciation habits' result from the application of phonological rules to

units of an abstract nature, unique for every language. For a native speaker of language N /I_n/, both the choice of sound-units and the working of the phonological rules are unconscious and automatic, hence - incredibly strong. When a speaker of I_n is to learn to pronounce a foreign language I_r, first thing he will unconsciously do is a substitution made in two planes: that of sound-units, and that of phonological rules. This means that the speaker of I_n will choose out from his native sounds those which, according to his feelings, resemble most the sounds of I_r. When using them in connected speech, the learner will employ those native processes which are strongly productive and have phonological /i.e. not grammatical/ conditioning.

We shall now proceed to show the possible types of effects resulting from such substitutions and other kinds of Polish interference in the learning of English phonetics by Poles.

1.1 The substitution in the layer of sound units is usually implemented in the following fashion¹:



We shall not be concerned here with the widely known details of segmental substitution, as the main goal of this paper is to discuss the impact of phonological rules on the surface pronunciation errors.

1.2 Changes in the surface shape of segments introduced by phonological rules might, at first glance, seem to be caused by a similar automatic substitution. A teacher of phonetics should not, however, treat them on a par with those mentioned in 1.1. Faulty segmental pronunciation arising from an incorrect use of phonological processes may be divided into three types:

1.2.1 Failing to use the processes of English phonology, best seen in such pronunciation errors as the lack of aspiration of the fortis series, failure to use numerous assimilations in the place of articulation, ² incorrect word initial voicing /incorrect word medial and final voicing etc., ³ etc., do-

long to 1.2.2 and 1.2.3 /, inability to pronounce word final velar nasal consonants /sometimes accompanied by 1.2.2/ etc.

1.2.2 Interference of Polish phonological processes, which are frequently applied by Polish students while they speak English. This is most often found in:

- /i/ unvoicing of word final voiced consonants,
- /i/ inserting the glottal plosive before word initial vowels, /i/ palatalizing anterior non-coronal [p],[b],[m],[f],[v] and the anterior coronal nasal before a high front vowel /e.g. Peter, beat, meat, feet, Venus, need/ and the velar plosives /k/ and /g/ before front non-low vowels /e.g. Keep, Keary, Geese, gear and kept, get/, which is due to the adoption of the Polish rules of, respectively, anterior and surface velar palatalizations³.

1.2.3 Substitution of an English process by that Polish process which is felt to be "similar" by the student. This is attested particularly well in the pronunciation of various consonantal clusters. Thus voicing of word medial clusters will all ways follow Polish rules and if the first element of the cluster happens to be a plosive, it will always be released, adding a feature typical of the Polish accent.

1.3 Incorrect morphological analysis may be considered as another domain which is important in error analysis and elimination. E.g. the incorrect rendering of the English inflectional endings, although also affected by the phenomena mentioned in 1.2.2/i/, points to the importance of morphology in explaining and eliminating some superficially "phonetic" mistakes.

II

Knowledge of the kinds of phonological causes is thus important for the teacher of English phonetics, as his understanding of them should substantially help him to design more fruitful methods. At the same time, it explains the failure of some older approaches which worked within the phoneme/allophone framework, thus regarding all types of errors as instances of segment

substitution. No wonder, then, that teaching methods directed solely towards changing performance have not brought noticeable fruit, as their methodology aimed at curing the surface fever only, instead of removing the hidden cause of the deep-seated illness. Teaching the phonetics of a foreign language means imposing a completely new structure of relations upon the already existing phonology of the native language. The teacher's task is to disentangle the inextricably interwoven "atoms" which conspire to yield the surface "mistake" in pronunciation.

Preventing the substitution of English sounds by those Polish ones which are felt to be their respective equivalents /cf. 1.1 above/ is a task of a seemingly mechanical nature. As its ultimate goal, it has the creation of a new structure of sound relations, e.g. the /e/ - /æ/ contrast which is not distinctive in Polish. However, surface sound relations have their source in the set of distinctive features utilized in a given language. Decomposition of sounds into distinctive features provides an explicit framework which enables the teacher to analyse sound contrasts and think of exercises for the students.⁴ This stage of teaching is particularly laborious, as part of it involves exercises helping the students to attain a general control over the speech apparatus.⁵

However, some of the error types mentioned in 1.2 and 1.3, in spite of their notoriousness, can be eliminated easily, provided the teacher properly understands their nature. Here his ingenious advice may substantially help to eliminate the error. The "ingeniousness" of the teacher's advice should now have a deeper source, involving his knowledge of the phonological systems of the two languages, and his ability to devise a method which would appeal to the student's linguistic competence, rather than concentrating on the mere articulation level.

As an example, take the incorrect rendering of the English 'schwa' vowel which, in the native speaker's competence, derives by the rule of weakening, applied to some originally "strong" vowels in unstressed positions.⁶ The common mispronunciation lies in the fact that Polish students fail to make the vowel sufficiently weak. The error does not arise from difficulties in the sphere of articulation, as 'schwa' appears in quick and careless Polish in all word positions.⁷ Thus it seems that a

Polish student should not have any difficulties in pronouncing the vowel in English. However, the student's 'schwa' is most often realized as one of the following "strong" vowels: [ɛ], [e] or [ɛ]. The reasons for such a situation can be seen when one compares the English and Polish rules of weakening. It turns out that behind the surface similarity there is a vast ocean of differences. Beside the fact that both the contexts in which the rules apply and the vowels undergoing the process are different, the rules differ with regard to their status. While the English rule is obligatory in standard pronunciation, the Polish one is optional and strongly marked stylistically in that it is restricted only to quick and careless speech. Even when the contexts of rule application overlap, the Polish rule will never be used in the students' slow English speech because of its strong stylistic connotations. Thus, in the students' speech, 'schwa' never arises due to an application of a rule of weakening, but rather it is treated in the same way as other English vowels.⁸ This means that when the students are to pronounce the weak vowel, they always AIM AT articulating an English vowel, and therefore the vowel is always too strong. So the "culprit" here is the students' INTENTION, as the weak vowel, in its very essence is "unintentional". Consequently, the presence of the intention on the part of the Polish speaker of English will most often cause a segment substitution. This also explains why the students are not able to imitate the native speaker's pronunciation. It is the student's psychological attitude that is responsible for his error: he hears not what is being said, but what he WANTS to hear. In other words, his native language competence acts as a filter, put between his ears and his mind, and transforming all alien sounds so that they would fit into the pigeon-holes in the native competence and, so adjusted, they are later used while attempting to speak a foreign language.

Some analyses of English claim that at least some occurrences of 'schwa' have a phonetic, rather than phonological, motivation, in that they are inserted to break up consonantal clusters which otherwise would have been unpronounceable.⁹ The phonetically orientated explanation prompts us to a pedagogical solution. If we provide the student with a transcription in which all the 'schwas' are left out /e.g. [sen'tægmənt], [kʌmfɪtɪ], [i'nevɪtɪblɪ],

['seam], etc./, while reading it out, he will insert them AUTO-MATICALLY. He will do it as, in his language consciousness, he will not aim at pronouncing a vowel. This stage, of course, may and should be followed by other exercises, even those whose aim would be to teach the actual rule of weakening. In III below we are going to show how this procedure may be extended to cover other word positions.

Another example showing how we may add an English phonological via performance concerns the velar nasal sound, another persistent mistake area. Although is a sound occurring in Polish, some students have difficulty in pronouncing it when it appears word-finally. They do so because in Polish is always followed by a velar plosive, to which it assimilates. In English, however, has one more rule, ordered conjunctively after the rule of assimilation, which deprives the surface form of some words of the voiced velar plosive, one of two segments /k/ and /g/, crucial for the application of the immediately preceding assimilation. On the phonetic surface, then, those word final occurrences of [ŋ] do not have a consonant to which to assimilate the nasal.

Five possible errors made by Polish students /ɪ/ [ɪ:1ɪg], /ɪ/ [ɪ:1ɪgk], /ɪɪ/([ɪ:1ɪng]), /ɪv/([ɪ:1ɪnk]), /v/([ɪ:1ɪn]) are due to three intercrossing causes: /ɪ/ failure to delete word final plosives cases /ɪ/ through /ɪv/, /ɪ/ applying the Polish rule of final unvoicing /ɪɪ/ and /ɪv/, and /ɪ/ failure to apply nasal assimilation /ɪɪɪ/ through /v/. Teaching those students to pronounce the sound should start with making them realize that exactly the same sound occurs in Polish. This might be done along the lines suggested in Jassen (1971:217-220), and thus the teacher will achieve elimination of Cause /ɪ/. To get rid of Cause /ɪ/, and thus automatically of Cause /ɪ/, one has to add the rule of /g/-deletion to the students' competence. This may proceed according to the following scheme. First, provide the student with a transcribed word, e.g. [ɪ:1ɪg], asking him to pronounce, incorrectly at this stage, the [ŋ] cluster where the nasal would be prolonged for as long as the student can do it. Finally, ask him to delay the articulation of the final until he hears the order "Now". Of course, the teacher never says it and the student's first word final is obtained. Now, more exercises should follow to re-inforce the correct final[ŋ].

Let us analyze what we have done in the exercise. First, the student was asked to make use of the familiar rule of nasal assimilation. Then, having asked him to delay the pronunciation of the final[ŋ], we did not negate its existence, so the context for assimilation was "there", in the student's mind. By never saying "now", we have unconsciously taught him the new rule of /g/-deletion, cheating his Polish competence. The velar nasal was obtained in spite of the fact that the context crucial for the application of the rule did not appear on the surface. It had been in the student's mind, though, and when he never heard the "now", the /g/ was deleted, -by the teacher- from his competence.

Another type of intruding into students' competence may be seen in the elimination of the error-types mentioned in 1.2.2, i.e. suspending the application of a Polish rule. In some cases /e.g. /ɪɪ/ /, the task is not too difficult. What we first need to do here is to deprive the student's palatalization rule of its front vowel context, thus rendering it inapplicable. A useful exercise would be to insert a pause between the consonant and the vowel, transcribing the relevant words in the following way: [pʰɪ:ɪt], [bʰɪ:ɪt], [gʰɪ:s], etc.. After a period of pronunciation exercises with pauses so inserted, the Polish rule is likely to get suspended. A similar procedure may cure other illnesses, like the substitution of an English process by a "similar" Polish process /cf. 1.2.3/. In such cases, first a Polish rule has to be suspended and, subsequently, an appropriate English rule should be taught. Consider, for instance, the correct voicing in word medial clusters, taught by a procedure similar to the one we have discussed in connection with palatalizations: [hɔʰsɛn], [grɛndʰɑ:ʃɔ], [mɪsʰgɑ:d], [dɪsʰdeɪn] etc. Only after we obtain correct voicing in clusters should we proceed to practicing the correct realization of incomplete plosion, e.g. [sɔbʰtɛnd], [hɔtʰdɔg], [ɔbʰtɛɪn], etc.. The same is true about word final voicing: teaching the rule of low-phonetic partial devoicing should start no sooner than the Polish rule of complete unvoicing has been suspended. In Part III we shall suggest how this might be done.

Surface inadequacy of inflectional endings /cf. 1.3/, although associated with Polish unvoicing, is due to faulty teaching of basic English. A teacher's instruction that "there is only one plural ending '-s'", has two disadvantages: in that it does not turn the pupil's attention to the 3 forms, and that it chooses -s. Better instruction would facilitate correct usage of the endings.

III

We have shown so far how to design methods of suspending the application of some Polish phonological rules and of teaching to use some English processes. We have not shown yet how to deal with the most persistent Polish and English processes. It seems that teaching the low phonetic rules of aspiration or partial voicing requires procedures of a more mechanical nature. However, the elimination of the most troublesome Polish word final unvoicing and pre-vocalic glottal stop insertion can be facilitated by a method which takes account of the phonological structure. Let us consider a longer sample of an English utterance:

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say "ladies and gentlemen", "November 1950:9-10/

An erroneous reading will reveal a strong interference of the Polish phonological processes. Moreover, connected speech increases the number of possible mistakes, as new clusters arise across word boundaries. In a sample transcription of faulty pronunciation given below, note the pre-vocalic appearance of the glottal plosive /ʔ/, as well as incorrect pauses /#/ between every word /mistakes which have been discussed are not shown/:

[ʔə'telivɪʒn̩pɹɔʊgræm /wɒs sʌdn̩lɪʔɪntɹʌpɪd fɔr ðə nju:z bʌlɪtɪn /ɪt wɒz n̩t klɪə ət fɪrst əs tu wɒt ðə bʌlɪtɪn wɒs əbaʊt, sɪns ðə ʌnəʊnsə, lɪk əl ʌnəʊnsəz, hɒd ə sɪrɪəs spi:tʃ ɪmpɪdɪmənt. fɔr əbaʊt ha:f ə mɪnɪt, ənd ɪn ə steɪt oʃ haɪɪ ɪksɪtɪmənt, ðə ʌnəʊnsə tɹaɪd tu seɪ "leɪdɪz ənd ʤentl̩mən", "Nɒvembɜ 1950:9-10/

The manner of reading which results will be referred to as **SMOOTH SPEECH**, i.e. pauses inserted between every word, glottal stops appearing before every stressed vowel, lack of sentence stress /all words stressed evenly/, no weak forms used. Usually accompanied by no clear intonation pattern, which renders speech hardly intelligible, creating the feeling of enumeration of words.

While the desired is **IMPAID SPEECH**, i.e. pauses only when necessary, pre-vocalic glottal stops only when strong emphasis intended, certain word stresses weakened so that a clear rhythmic pattern emerges, with correctly used weak forms. This should be accompanied by a clear intonation contour, thereby creating the feeling of smooth, connected and fluent flow.

To explain further the error-types responsible for staccato /not taking into account stress and intonation/, let us consider the table below, where particular error-types are divided into 4 contexts possible across word boundary / V stands for vowels and diphthongs, C for all other segments and / / for a release/

Context/e.g.:	Correct	Error	Atoms*
I C#G			
1/a/ serious speech at first	ss	s#s	#
1/b/ interrupted for	tt	t#t	#
2/a/ wasn't clear	zs	s#s	vol.
2/b/ tried to	tk	t#k	!
3/a/ it wasn't	ty	t#w	!
3/b/ what the	nw	n#w	!
3/c/ since the	ts	t#s	!
	sʔ	s#ʔ	pl.
II C#V			
4/a/ for a, clear at, first as, minute and	ra	r#ʔa	?
4/b/ was a, ladies and	za	s#ʔa	?
4/c/ all announcers	da	t#ʔa	?
	la	l#ʔa	pl.
III V#V			
5 the announcer high excitement	1ʔ	1#ʔʔ	?
	aʔ	a#ʔʔ	?
IV V#C			
6 the bulletin a minute	ʔb	ʔ#b	?
	2m	ʔ#m	?

All the cases involve the incorrect pause /#/, or the surface realization of word boundary. Incidentally, all other "mistake-atoms" depend crucially on the presence of the same word boundary which triggers the application of the rule of unvoicing /b/. 1/b/, 2/b/, 3/b/, 4/b//, pre-vocalic ?-insertion /4/a/-/c/, 5/. Also, the failure of the correct place of articulation assimilation to apply /3/b// and the realization of /l/ as /l/ in 4/c/ are caused, too, by the strong psychological presence of the #.

Thus a glance at our table prompts an obvious way to resolve our problem. Instead of trying to suspend the operation of phonological rules, let us try and do the same as we did with the rule of palatalization /cf. p. 7/: if we DELETE the boundary /#/ from the actual speech, the rules will be AUTOMATICALLY rendered inapplicable. ¹³ In reality, this would mean requiring the stu-

dent to pronounce the sentence without breaks between the successive words, as transcribed below:

[ʒɔtɛlɪvɨnpɔɹugrɛm wɔz sɔdnɪɨjɪntɨtrɔpɛdɪrɨju:ʒbɪlɪtɨ]

The culprit, thus, was the pause, itself being an undesirable factor contributing essentially to staccato speech. The elimination of incorrect pauses, beside the obvious effect, automatically exerts a powerful influence on more aspects of pronunciation. Handling most of the persistent errors, it encourages the correct use of weak forms, thereby yielding the basis for legato speech. For further class practice it is now advisable to break up the long stretches of utterance into shorter segments, such as rhythm groups, e.g.:

[pɔɹugrɛmwɔz] [sɔdnɪɨjɪntɨ] [trɔpɛdɪrɨ] etc.

Here Pring's /1959/ textbook may come in handy, especially Chapter 11, with suggestions as to how the student may learn to isolate rhythm groups within a sentence. His advice to introduce "boundaries" within words /an egg transcribed as [ə'neɪ] / might be supplemented with other means of "tying words together", such as e.g. joining V&V sequences with gliding ties. Such ties, as long with Pring's rearrangement of segments, and the inter-word connections thus obtained will be referred to as ligatures. To obtain smooth ligatures, class practice should start with going through every possible pair of words written in transcribing. It is advisable to practice ligatures even if, in the actual utterance, a pause has to appear between the two words in question. Only after all ligatures have been practised, should we proceed to joining pairs of words into longer stretches. In a further course, the students should be taught to introduce ligature markings onto the spelling, along with vertical lines to show where a pause must be realized. The author's experience has shown that ligature reading considerably facilitates and furthers attaining a general legato effect not only in reading, but also in the entire speech production.

From the vantage point of psychology, the mechanism involved in teaching can be explained as follows. Through a seemingly mechanical rearrangement of surface phonetic facts, we obtain a different deep-phonological conditioning. It seems that phonetic differences are ultimately deleted and, in case a surface feature is necessary, it is inserted in appropriate places. 15

IV

In conclusion, we should like to point out some implications that seem to follow from this paper. There is a strong need for the application of contrastive phonological analyses in designing methods of teaching FL phonetics. As the sources of surface mistakes lie below the articulation level, in the depth of linguistic competence, it is necessary to distinguish between instances of 'true segmental substitution', and seemingly segmental errors which in actual fact arise due to the interaction of phonological rules. It has turned out that some of the most persistent mistakes made by Polish students of English can be more easily eliminated if the teacher does not refer to the 'word' as much as to longer stretches of utterance. Therefore we venture an opinion that practical phonetics should base on such longer stretches, rather than be divided into distinct stages of teaching /e.g. segment - word - connected speech - intonation/. Such partitions are likely to reinforce psychological inhibitions of various sorts, in consequence leading to 'staccato speech'. We can see no reason why the 'ligature reading' exercises should not start at the earliest stages of FL, ensuring that a learner will as seldom as possible hear isolated words.

Footnotes

1. Diphthongs arise as combinations of the Polish vowels [a][e][o] and glides, or /to substitute [i] and [u] / as sequences of: [ɨ+ɨɛ] and [u+uɛ]. [ɛʔ] is rendered as [ɛ+a].
2. Thoroughly discussed by Rubach /1974/.
3. cf. Gussmann /1978/, Rubach /1981/, Taskowski /1975/.
4. Especially useful are the findings of Contrastive Linguistics. Cf. e.g. Di Pietro /1971//; he gives an example of analysts' but does not show how to use it in teaching /ibid., p.154-155/.
5. To achieve this, initial exercises should aim at training general aspects of enunciation, such as strength of voice, sentence stress and rhythm, intonation, etc., practised first on /n/ and subsequently extended to cover /f/.
6. cf. Chomsky and Halle /1968/, Fiedelholz /1975/.
7. Obviously, this observation does not concern CSP, where the vowel never appears /cf. Jassem /1971:257//.
8. Therefore it may be subject to segment substitution.
9. For references, examples and discussion see Gonet /1976, 1979/.

10. cf. Chomsky and Halle /1968/, Cygan /1971/, Gussmann /1973/, Rubach /1976/ and Gussmann /1978/.
11. Gussmann /1972/ shows the importance of the kind of boundary in analysing mistakes arising in connection with the application of s-voicing; he does not provide any hints as to how to use this knowledge in a practical phonetics class.
12. For an interesting account of the commonest features of English pronunciation in secondary school graduates see Smólska /1978:60ff/.
13. From a psychological point of view, the situation is even more complicated, as one might argue that no matter whether the pause is realized in actual speech, it may very well exist in the speaker's mind, so the application of Polish processes will not be blocked. The author's experience, however, shows that what happens is contrary to such argumentation.
14. The meaning of the term resembling here that used in music, rather than that used in linguistics.
15. cf. Werek's /1975/ excellent account of this issue.

R e f e r e n c e s

Chomsky, N. and M. Halle /1968/, The Sound Pattern of English. New York: Harper and Row.

Cygan, J. /1971/, Aspects of English Syllable Structure. Wrocław: Di Pietro, R. /1971/, Language structures in context. Nowley in Fiedelholz, J. /1975/, Word frequency and vowel reduction in English. GUS 11, 200-1.

Gonet, W. /1976/, Segmental deletions in English and Polish. Unpublished M.A. Thesis. Iablin: UMCS.

--- /1979/, Phonological problems in the interpretation of the English inflectional endings. kwartalnik Neofilologiczny 26.

Gruca, F. / ed. /1978/, Z problematyki brzdów obcojęzycznych. Warszawa: Wyd. Sek. 1 Ped.

Gussmann, E. /1972/, A note on Phonological Explanations of Phonetic Failings. Lab. Mat. Neof. 1972.

--- /1973/, Nasality in Polish and English. PSiCJ 1973, 2.

--- /1978/, Contrastive Polish-English Consonantal Phonology. Warszawa TMN.

Jassem, W. /1971/, Podręcznik wymowy angielskiej. W-wa: PWN.

Jaskowski, R. /1975/, Studia nad morfologią leksykalną i fonologią leksykalną polskiego. Wrocław: Zakład Karłowicz in Ossolinskich.

Werek, B. /1975/, Derivative character of intonation in Polish and Polish. Unpublished Ph.D. Dissertation. Iablin: UMCS.

Pring, J. /1959/, Colloquial English pronunciation. London: Longman.

Rubach, J. /1974/, Variability of consonants in English and Polish. Unpublished Ph.D. Dissertation. Warszawa: Uniwersytet Warszawski.

--- /1976/, Deep vs. detail rules in phonology. PSiCJ 1976, 5.

--- /1981/, Cyclic phonology and palatalization in Polish and English. Warszawa: Rozprawy Uniwersyte tu Warszawskiego.

Smólska, J. /1978/, in Gruca / ed. / 1978.

Vonnegut, K. Jr. /1950/. Welcome to the Monkey House. A Dell Book.

S t r e s z c z e n i e

Artykuł ukazuje zastosowanie zdobycy fonologii generatywnej do nauczania fonetyki praktycznej j. ang. W części I przedstawia się klasyfikację typów brzdów w zależności od rodzaju warunkowania fonologicznego. Część II wskazuje jak wykorzystać te wiadomości do projektowania ćwiczeń fonetycznych, oraz podaje przykłady takich ćwiczeń w odniesieniu do brzdów ła-twiejszych do wyeliminowania. W części III przedstawiona jest metoda nauwania na bierdziej uporzeczywch brzdów fonetycznych, tj. uberdźwiczniana spółgrosek dźwicznych w wygłosie, oraz obecności zwarcia krtańlowego w pozycji pre-wokalicznej. Wzyskuje się to drogą wprowadzenia do tekstu tzw. ligatur. Tekst przeczytany według wskazówek obowiązujących przy 'mowie legato' automatycznie traci konteksty, w których pojawiają się najsilniejsze znamiona polskiego akcentu, tj. procesy wymienione powyżej. Tak więc odpowiednie wcześniej przygotowanie tekstu znacznie ułatwia osiągnięcie lepszych wyników nauczania fonetyki.

Część IV krótko podsumowuje ogólniejsze wnioski wypływające z zastosowania takich ćwiczeń w trakcie zajęć z fonetyki praktycznej, oraz wysnuwa pewne wskazówki metodyczne, m.in. sugerując, by już od etapu nauczania wstępnego wprowadzać jak naj-więcej elementów mowy związanej, a więc rytm, akcent, intonację.