

## TEACHING ENGLISH PHONEMES IN COMPARISON WITH THE KAZAKH PHONEMES IN KAZAKH SCHOOLS

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**Abstract:** Our work deals with the English and Kazakh languages in comparative terms, in particular we will compare some features of English /t/, /d/, and Kazakh <т> (t), <д> (d) phonemes and their allophones. We will analyze the differences and similarities in the articulatory bases of the /t/, /d/ phonemes of two languages. We are going to deal with the difficulties which we faced while teaching English. *The purpose* of our work is to analyze some features of English /t/, /d/, and Kazakh <т> (t), <д> (d) phonemes and their allophones in comparison. *Our objectives are:* to analyze the sound characteristics and allophones of English /t/, /d/ phonemes and Kazakh <т> (t), <д> (d); to show the similarities and differences in the articulation basis of above mentioned phonemes of both languages. *Object:* English /t/, /d/ phonemes. *Subject:* Characteristic features and allophones of the English /t/, /d/ phonemes in comparison with Kazakh <т> (t), <д> (d) phonemes. *Hypothesis:* Providing phonetic analysis of the phonemes and their allophones will make the process of teaching English pronunciation more effective. *Methods of research:* Methods of description and comparative analysis are used during our research. *Theoretical value of our research:* the results of our points can be further developed on the point of theoretical phonetics. *Practical value of the work:* the results of the phonetic analysis of /t/, /d/ phonemes compared with Kazakh phonemes <т> (t), <д> (d) can be used at practical lessons of studying pronunciation. *Basis of the work:* our work is carried out on materials of scientific researches of L. Shcherba, V.A. Vassilyev and Kazakh scientist Kengesbaev, whose contribution is of special scientific importance in teaching Kazakh phonemes. And on materials of the textbook Z. Badanbekkyzy 'Comparative English and Kazakh phonetics'. On practical part of the work we'll compare the differences and similarities of the articulation basis of the English, Kazakh /t/, /d/ phonemes. It also includes practical tasks on teaching pronunciation of above mentioned consonant phonemes.

**Keywords:** phonemes, articulation basis, pronunciation, sounds, allophones, comparison

### INTRODUCTION

The aim of teaching English pronunciation is to develop students' speech skills. The articulations of English phonemes play a significant role in teaching pronunciation in schools. Incorrect articulation of the English phonemes leads to misunderstanding of the meanings of the words. Without proper practical exercises and explanations students will mispronounce English phonemes. Mastering the appropriate pronunciation skills presents some difficulties for students. Each group of phonemes should be considered separately in teaching English pronunciation. Perception difficulty, pronunciation likeness, differences in the pronunciation of the Kazakh phonemes must be taken into consideration while teaching English language. It makes possible to determine some difficulties in teaching English pronunciation in Kazakh schools. Comparison of the phonemic structure of the English and Kazakh

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languages give opportunity clearly display their characteristics, their identity and articulation. Studying the sound system of two languages is considered mainly from accent-phoneme points. The comparison of English and Kazakh languages helps profoundly and more fully understand the phenomenon and the category of each individual language. A well known Kazakh linguist professor Kengesbayev 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 (Kengesbayev, 1962: 172).

## DISCUSSION

The articulation basis of English language differs from the articulation basis of the Kazakh language. While teaching English pronunciation we noticed that Kazakh students have resort to articulate sounds on the basis of the Kazakh language. Let's consider the sound characteristics and the articulation basis of English occlusive /plosive /t/, /d/ phonemes as compared with the sound characteristic and the articulation basis of Kazakh <т> (t), <д> (d) phonemes. Cyrillic alphabet is used in Kazakh language. Every letter is pronounced as a separate sound. Example, тіл [тіл] (tongue), тіс [тіс] (tooth), демек [демек] (therefore), дәм [дәм](taste) (Sultangubiyeva, 2013).

This is how English /t/ sound in separation or in such words as *too, tart, toll*, etc., when it keeps its typical articulatory characteristics. English /t/ phoneme is *plosive, forelingual apical, alveolar, lenis, fortis* when it is not influenced by the articulation of the preceding or following phonemes. First of all let's compare the sound characteristics of English /t/ and Kazakh <т> phonemes (Kaliev, 1998) (Table 1).

**TABLE 1: THE SOUND CHARACTERISTICS OF ENGLISH /T/ AND KAZAKH <T> PHONEMES.**

<i>English</i>	<i>Kazakh</i>
/t/	<т> (t)
consonant	consonant
forelingual	forelingual
voiceless/unvoiced	voiceless/unvoiced
plosive	plosive
apical alveolar	dental
fortis	fortis

We can see from the sound characteristics of English /t/ and Kazakh <т> that the Kazakh phoneme <т> is **dental** while corresponding the English /t/ is **apical alveolar**.

Secondly, let's consider articulations of both languages (Figures 1, 2).

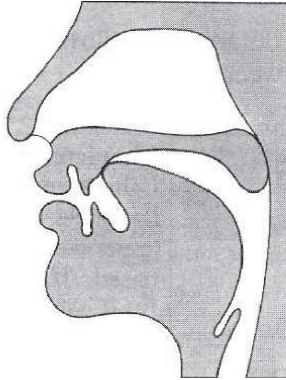


Figure 1: Articulation of the English phoneme /t/

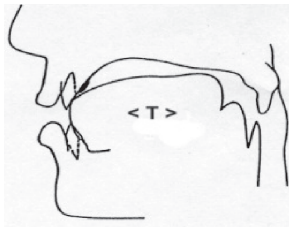


Figure 2: Articulation of the Kazakh phoneme <т>

The diagrams show the state of the vocal tracts during articulation of the English plosive /t/ and of the Kazakh phoneme <т>. The phoneme /t/ is articulated with the tip of the tongue pressed against the alveolar ridge (apical articulation). Thus contact is formed so that the airflow through the mouth is blocked for a short time. Then the tip of the tongue is quickly removed from alveolar ridge and then the air escapes with explosion. In the production of /t/ phoneme the vocal cords do not vibrate, they are kept apart. Kazakh <т> is produced with the blade of the tongue against the back of the upper teeth as in *tattoo*. It is not aspirated. In initial position in a stressed syllable English /t/ is accompanied by aspiration, i.e. strong puff of breath in a voiceless interval after the explosion of /t/ before a vowel. Aspiration is very strong before a long vowel or diphthong as in *sort*, *part*; it is weaker before short vowel as in *cut* [kʌt], *toss* [tɒs]. It is less noticeable before an unstressed vowel, as in *porter*. If /t/ is preceded by /s/ there is hardly any aspiration at all as in *stop*. There are no such cases in the production of the Kazakh <т> phoneme (Togby, 2001).

Testing of contrasting exercises creates the necessary skills to distinguish clearly these sounds (Table 2).

Pronouncing these words Kazakh learners may replace the English /t/ phoneme by corresponding Kazakh <т>. In this case we should recommend them to press the tip of the tongue (*not the blade*) against the alveolar ridge (*not the upper teeth*). Pronounce /t/ strong and aspirated and do not raise the front part of the tongue to the hard palate (Burkenova, 1992).

**TABLE 2: THE DIFFERENCE BETWEEN ENGLISH /T/ AND KAZAKH <Т> PHONEMES**

<i>English</i>	<i>Kazakh</i>
/t/	<т>
bet [bet]	бет [бет] (a face)
ten [ten]	тең [тең] (equal)
it [it]	ит [ит] (a dog)
talk [tɔ:k]	тоқ [тоқ] full

It is known that phoneme is realized in speech in the form of speech sounds and its allophones. We would like to analyze the allophonic variations of the English /t/ and Kazakh <т> phonemes depending on their distribution in words. It is complicated to describe all the allophonic variations of these phonemes. Therefore, we give the general rules of the occurrence of the allophones of them (Jones, 1987).

The number of phonemes in the English and Kazakh languages is much smaller than its number of allophones. It means that each phoneme has several allophones. Classification of allophones is very important for practical teaching because in actual speech we pronounce allophones but not phonemes (Vassiliyev, 2002).

The lip position in the English language varies according to the sounds that follow phoneme /t/. Let's examine the modifications of the phoneme /t/ in different phonetic contexts:

- I. The number of allophones of the /t/ phoneme in most cases depends on the lip position. For example, while pronouncing /t/ followed by /i:/ *team* [ti:m] the lips are prolonged, after /u:/ lips are rounded *toot* [tu:t], after /a:/, /ɔ/ lips remain in the neutral position *tartar* [ta:tə], *top* [tɒp].

Kazakh <т> is also pronounced according to the lip positions: before <i>, <e> lips are slightly prolonged *тізім* [тізім], *тез* [тез], *тілім* [тілім], after <ү>, <ұ>, <ө>, <o> the lips are rounded *түлік* [түлүк], *тұл* [тұл], *төз* [төз], *тоз* [тоз], after /a / lips remain in the neutral position *тарақ* [тарақ] too as in English (Mullina, 1998).

- II. /t/ phoneme in a stressed syllable, when followed by a vowel sound and not preceded by /s/, is pronounced with aspiration. As we have already mentioned above Kazakh <т> is not aspirated.

- III. /t/ preceding with occlusive sonorous the tip of the tongue lowered to the soft palate from the alveolar ridge when air escapes through the nose only then obstruction is made. In this case /t/ loses the alveolar position gotten [ˈgɒtn]. In order to articulate it clearly and distinctly the tip of the tongue is not touched fully to the alveolar ridge, the jaws should be opened to give the tongue an opportunity to be curved. There is no case in Kazakh language.
- IV. /t/ in the sequence of a plosive followed by the lateral sonorant /l/ the noise production of the plosive stop is changed into that of the lateral stop: *settle* [ˈsetl], *cattle* [ˈkætl], middle, bad light. Air passes through two sides of the tongue.
- V. /t/ followed by the interdental /θ/, /ð/ becomes dental, i.e.: *eighth* [ertθ], at this [æt ðɪs].
- VI. /t/ has lost alveolar allophones before /r/: *train* [treɪn], *trash* [træʃ], *free*, *that right word*.
- VII. Within the words before /w/ phoneme /t/ is pronounced by the rounding of the lips.
- VIII. Between two vowels /t/ is pronounced similar to the voiced sound *getaway* [ˈgetəweɪ].
- IX. In initial position /t/ is pronounced with aspiration.
- X. In the sequence of two plosive consonants the /t/ loses its explosion: *great trouble*.
- XI. /t/ preceding nasal /m/, /n/ sounds air passes through the nasal cavity and /t/ loses its explosion (Goodwin, 1996).

Now we would like to suggest some phonetic exercises which we used in the teaching English pronunciation during our school practice. We have adopted them from the textbook 'The comparative English and Kazakh phonetics'. These exercises will help the learners to develop correct pronunciation of English /t/ phoneme. Practising with phonetic materials allow learners to activate their knowledge. These exercises are suitable for the learners, beginners and also for the learners of intermediate level (Badanbekkyzy, 2011).

**Exercise 1:** (Table 3).

**TABLE 3: LISTEN AND REPEAT AFTER THE TEACHER  
(WORDS ARE GIVEN IN TRANSCRIPTION)**

taɪdɪ	ketl	ætðɪs	fæktʃuəl
tɪn	kætl	ˈgetəweɪ	tu:
taun	træʃ	ˈgɒtn	tu:t
taɪ	ti:tʃ	ˈsetl	ta:tə
trem	træʃ		

**Exercise 2:** (Table 4)**TABLE 4: LISTEN AND REPEAT AFTER THE TEACHER  
(WORDS ARE GIVEN IN SPELLING)**

<i>Tidy</i>	<i>cattle</i>	<i>star</i>	<i>petrol</i>	<i>at the</i>
at last	staff	petrel	at this	cart
town	antler	stag	trade	not this
tiger	water	stage	two	brought them
tart	Esther roast	twin	put three	
teem	trash	train	twig	at least

**Exercise 3:** Which of these pictures show the articulation of the phoneme /t/?

Describe the articulation and the sound characteristics of the phoneme /t/ in the English language (Figure 3).

**Figure 3: Articulation of the phoneme /t/ in the English language.**

**Exercise 4:** Practice joint and fast reading of tongue- twisters by the scheme with your partner: Sound Æ Word Æ Word combination Æ Sentence.

**Tongue-twisters**

1. Let's return to our muttuns.
2. Temptations are like tramps, let one in and he returns with his friends.
3. On the tip of your tongue.
4. Better the foot slip than the tongue trip.
5. A storm in a teacup.
6. I don't like my tea too strong.
7. A tutor who tooted a flute tried to tutor two tooters to toot. Said the two to the tutor: "Is it better to toot or to tutor two tooters to toot?"

**Exercise 5:** Learn by heart the sayings and proverbs paying attention to the pronunciation of /t/ phoneme. Name the words with /t/ phoneme and speak of their allophones.

1. It is the last straw that breaks the camel's back.
2. It never rains but it pours.
3. Little strokes fell great oaks.

4. Still waters run deep.
5. The rotten apple injures its neighbours.
6. East and West home is best.
7. Try to put it right.
8. Cut it short.
9. What sport?
10. Tom is hard put to it.
11. Better the foot slip than the tongue trip.
12. To return to our muttons.
13. They are telling pretty tall stories.
14. Tony oughtn't to stay out late.

**Exercise 6:** Learn by heart the sayings and proverbs paying attention to the pronunciation of /t/ phoneme. Write them in transcription.

1. It is the last straw that breaks the camel's back.
2. It never rains but it pours.
3. Little strokes fell great oaks.
4. Still waters run deep.
5. The rotten apple injures its neighbours.
6. To kill two birds with one stone.
7. To make a mountain out of a molehill.
8. All is not gold that glitters.
9. A stitch in time saves nine.
10. Bad news travels fast.

**Exercise 7:** Learn by heart the tongue twisters paying attention to the pronunciation of /t/ phoneme.

1. Betty Botta bought some butter  
 "But", she said, "this butter's bitter"  
 But a bit of better butter  
 Will make my butter better  
 So she bought a big of butter  
 Better than the bitter butter.  
 And it made her butter better  
 So it was better Betty Botta  
 Bought a bit of better butter.
2. A tutor who taught on the blute  
 Tried to teach two young tooters to toot said the two to the tutor,  
 "Is it harder to toot, or to tutor two tooters to toot?"

**Exercise 8:** Learn by heart the poems. Pay attention to the articulation of the phoneme /t/.

The Rich Man

*by Franklin P. Adams*

The rich man has his motor – car

His country and his town estate

He smokes a fifty – cent cigar

And jeers at Late

He frivols through the livelong day,

He knows not Poverty, her pinch

He’s lot seems light his heart seems gay

He has a cinch.

Yet though my lamp burns low and dim,

Though I must slave for livelihood-

Think that I would change with him?

You bet I would!

The Purist

A conscientious scientist

Trustees exclaimed, “He never bungles!”

And sent him off to distant jungles.

Camped on a tropic riverside,

One day he missed his loving bride,

She had, the guide informed him later,

Been eaten by an alligator,

Professor Twist could not smile

“You mean”, he said, “A crocodile”.

### Written Exercises

**Exercise 1:** (Table 5).

**TABLE 5: WRITE THE PHONEMIC TRANSCRIPTION**

Esther	petrel	torpor
Trance	antler	torque
Ventricle	yeti	portfolio

**Exercise 2:** Write these sentences in transcriptions. In which of these tongue-twisters the phoneme /t/ is pronounced six times?

1. To fall between two stools.
2. Tina, don’t speak out of your turn.



3. Ted, don't take it to heart.
4. You are telling pretty tall stories.
5. The trip by train took tiresome twenty two hours.
6. Take ten pretty teapots and put twenty two plates on the table.

**Exercise 3:** Underline the words from the tongue twisters with the /t/ phoneme in the sentences. And write out the words or word combinations with the following combinations:

- (a) plosive consonant within the word or with the junction of words +/t/;
- (b) /t/ + /w/;/
- (c) t/ + /r/.

### Panel Discussion

**Exercise 1:** Divide into groups. Give examples of English proverbs and sayings or tongue-twisters with the phoneme /t/ and describe sound characteristics and articulation of the phoneme /t/ in the English language.

**Exercise 2:** Give examples and situations according to the proverbs:

“The rotten apple injures its neighbors.”, “Little strokes fell great oaks.”.

Present opinions, use specific reasons and examples to support your judgements.

Sharing opinions.

Work in small groups. Develop the proverbs “Still waters run deep.”,

“Never put off till tomorrow what you can do today.” by contributing your own opinions and statements. Discuss them with the whole group.

**Let us turn to the /d/ phoneme:** The /d/ phoneme is a *plosive, fore-lingual apical, alveolar, lenis stop*. When it is not influenced by preceding or following sounds.

Let us compare the sound characteristics of English /d/ and Kazakh <д> (Table 6).

**TABLE 6: THE SOUND CHARACTERISTICS OF ENGLISH /D/ AND KAZAKH <Д> PHONEMES.**

<i>English</i>	<i>Kazakh</i>
/d/	<д>
consonant	consonant
forelingual	forelingual
voiced	voiced
apical alveolar	dental
plosive	plosive
lenis	lenis

We can see from the sound characteristics of English /d/ (Figure 4) and Kazakh <д> (Figure 5) that the Kazakh phoneme <д> is **dental** while corresponding the English /d/ is apical **alveolar**.

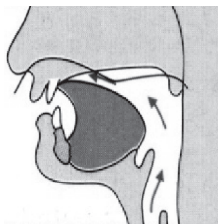


Figure 4: Articulation position of the English phoneme /d/

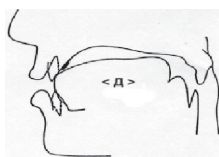


Figure 5: Articulation position of the Kazakh <д> phoneme

The diagrams show the state of the vocal tract during articulation position of the English phoneme /d/ and the articulation position of the Kazakh <д> phoneme.

While articulating the English stop /d/ the tongue tip touches the alveolar ridge and completely cuts off the airflow at that point, this means that there is no airflow at all for the duration of the stop. The vocal cords do not vibrate when /d/ is formed. The Kazakh <д> is produced with the blade of the tongue against the back of the upper teeth as in *do*. The Kazakh <д> phoneme is not aspirated (Reformatsky, 1959).

Testing of contrasting exercises creates the necessary skills to distinguish clearly these sounds (Table 7).

TABLE 7: THE DIFFERENCE BETWEEN ENGLISH /D/ AND KAZAKH <Д> PHONEMES

English	Kazakh
/d/	<д>
dander [dændə]	дәнде [дәнде] (get used to)
dull [dʌl]	дал [дал] (confusion)
dart [dɑ:t]	дат [дат] (claim)
den [den]	ден [ден] (attention)

Pronouncing these words Kazakh learners may replace the English /d/ phoneme by corresponding Kazakh <д>. In this case we should recommend them to press

the tip of the tongue (*not the blade*) against the alveolar ridge (*not the upper teeth*). Pronounce /d/ strong and aspirated and do not raise the front part of the tongue to the hard palate (Reformatsky, 1985).

**The allophones of /d/ phoneme:** As mentioned before the English phoneme /d/ is *occlusive, forelingual, apical, alveolar, lenis* consonant. Changes occur in the articulation of allophones under the influence of the neighboring sounds in different phonetic contexts. Let's examine the modifications of the phoneme /d/ in different phonetic contexts:

- I. The number of allophones of the /d/ phoneme in most cases depends on the lip position. For example, while pronouncing /d/ followed by /i:/ *deed* [di:d] the lips are prolonged, preceding /u:/, /ɔ:/, /ɜ:/ and /w/ lips are labialized *doodle* [du:d (ə)l], dorsal [dɔ:s(ə)l], *dirt* [ˈdɜ:t], *dwarf* [dwɔ:f], after /a:/, /ɒ/ lips remain in the neutral position *darn* [dɑ:n], *doff* [dɒf] (Gimson, 1981). Kazakh <д> is also pronounced according to the lip positions: before unrounded sounds such as /i/, /e/ lips are a little bit prolonged *дес* [дес], *демек* [демек], *дік* [дік], after rounded <ү>, <ұ>, <ө>, <о> phonemes the lips are rounded *дөң* [дөң], *дұрыс* [дұрыс], after <a> lips remain in the neutral position *дала* [дала] too as in English.
- II. /d/ is slightly palatalized before front vowels and the sonorant /j/, e.g. *deep* [di:p], *daze* [deɪz], *dig* [dɪg], *did you*. In this case there is no palatalization in Kazakh language, e.g. *дес* [дес], *дей* [дей], *дік* [дік].
- III. Between vowels and followed by sonorants /d/ is fully voiced, i.e. *dady* [ˈdædɪ], *bandy* [ˈbændɪ], *candle* [ˈkændl], *leader* [li:də].
- IV. At the beginning of the words, in the end of the words it is not palatalized: *dab* [dæb], *date* [deɪt], *cod* [kɒd], *thatdad* [ðæt,dæd], *birthday* [ˈbɜ:θdeɪ].
- V. Before another stop /d/ is pronounced without explosion, i.e. *band box*, *bad cold*, *bad debt*;
- VI. Preceding nasal /m/, /n/ sounds air passes through the nasal cavity and /d/ loses its explosion and becomes nasal sound e.g. *admission*, *should not*.
- VII. Before the lateral sonorant /l/ /d/ becomes lateral i.e. *addle*, *saddle*.
- VIII. /d/ followed by /r/ phoneme becomes post-alveolar, e.g. *drank* [dræŋk], *draught* [dra:ft], *shouldwrite* [ˈʃudˈraɪt], *didright* [ˈdɪdˈraɪt]. In these words /d/ and /r/ are pronounced simultaneously.
- IX. When /d/ comes before /θ/, /ð/ phonemes it is dental, i.e. *breadth*, *lead the way*.
- X. /d/ is labialized before /w/, i.e. *dwindle*, *dwarf*.
- XI. In the initial position /d/ is partially devoiced, e.g. *dive*, *dicey*.

XII. Labialization of /d/ is traced under the influence of the neighboring back vowels i.e. *rude* etc.

Modifications of the phoneme /d/ are quite sufficient to demonstrate the articulatory difference between its allophones, though the list of them could be easily extended. If you consider the production of the allophones of the phoneme above you will find that they possess three articulatory features in common, all of them are *forelingual lenis stops* (Harris, 2010).

Now we would like to suggest some phonetic exercises which are used in the process of teaching English pronunciation during our school practice. We have adopted them from the textbook 'The comparative English and Kazakh phonetics'. The following elaborated exercises which will help the learners develop correct pronunciation of English /d/ phoneme. Practising with phonetic materials allow learners to activate their knowledge. There are some amounts of exercises which are suitable for the learners, beginners and also for the learners of intermediate level (Laver, 1995).

### Practice

**Exercise 1:** (Table 8).

**TABLE 8: LISTEN AND REPEAT AFTER THE TEACHER  
(WORDS ARE GIVEN IN TRANSCRIPTION)**

dæd	`dædɪ	kɒd	ðæt,dæd	rɒbd
di:p	`bændɪ	dræŋk	`bɜ:θdeɪ	gudgɜ:l
dɔ:	`kændl	dra:ft	`fʊd`rart	fɪdl
dɜ:ti	dert	fʊdnt	`dɪd,rart	dwindl

**Exercise 2:** (Table 9).

**TABLE 9: LISTEN AND REPEAT AFTER THE TEACHER  
(WORDS ARE GIVEN IN SPELLING)**

card – cart	mate – made	code – coat
tower – dower	trill – drill	late – laid
too – do	trunk – drunk	seat – said
ear – dear	train – drain	latter – ladder
tour – dour	tray – dray	bit – bid
toe – dough	tread – dread	but – bud

**Exercise 3:** Which of these pictures show the articulation of the phoneme /d/ (Figure 6)? Describe the articulation and the sound characteristics of the phoneme /d/ in the English language.

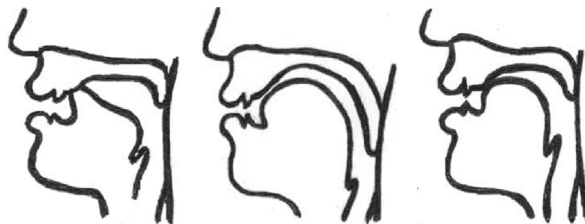


Figure 6: Which of these pictures show the articulation of the phoneme /d/?

**Exercise 4:** (Table 10).

**TABLE 10: PRACTISE JOINT AND FAST READING OF TONGUE-TWISTERS ACCORDING TO THE SCHEME WITH YOUR PARTNER**

SOUND	WORD	PHRASE	SENTENCE
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**Exercise 1:** Pay attention to the articulation of the phoneme /d/ in the sentences. Write the sentences in transcription.

1. Dad couldn't deny that I'd made good.
2. Good day.
3. How do you do.
4. Dad's a good driver.
5. Don't disturb.
6. Good riddance.
7. Dogged does.
8. Draw it mild.
9. Mind the head.
10. A friend in need is a friend indeed.

**Exercise 2:** Learn by heart the poems. Pronounce /d/ phoneme correctly.

**A Dog Is Loved**

A dog is loved  
 By old and young  
 He wags his tail  
 And not his tongue.

**Solomon Grundy**

Solomon Grundy was born on Monday  
 Finished school on Tuesday,  
 Got married on Wednesday,  
 Fell ill on Thursday,  
 Got worse in Friday,

Died on Saturday,  
 Was buried on Sunday,  
 That was the end of Solomon Grundy.

### Written Exercises

**Exercise 1:** (Table 11).

**TABLE 11: WRITE THE PHONEMIC TRANSCRIPTION**

dough	ladder	tread
dour	dower	dread
candle	draught	dady

**Exercise 2:** In some sentences the phoneme /d/ is missed. Write the missing letters and write the transcription of the sentences.

1. Good ridance. (1 letter)
2. Dea as a oor nail. (2 letters)
3. Denny's daughter iana oesn't islike arning. (4 letters)
4. Diamon cuts iamond. (2 letters)
5. Dumb ogs are angerous. (2 letters)
6. Deidre is the dowdy aughter of the uke of Dundas. Deidre is reaming a readful ream. She dreams of her ear old darling Day, held eep own in a ark, dank, irty dungeon, doome to ie on her weing day. (16 letters)

### Learn by heart the tongue-twisters:

1. Dull as ditch water.
2. Never say die until you're dead.
3. Between the devil and the deep sea.
4. Dan's Dad is a good driver.
5. If a doctor is doctoring a doctor, does the doctor doing the doctoring have to doctor the doctor the way the doctor being doctored wants to be doctored or does the doctor doctor the way he usually doctors?

### Panel Discussion

**Exercise 1:** Divide into two groups. Give examples of English proverbs and sayings or tongue-twisters with the phoneme /d/ and describe sound characteristics and articulation of the phoneme /d/ in the English language.

**Exercise 2:** Give examples and situations according to the proverb:

“Never say die until you're dead.”. Present opinions, use specific reasons and examples to support your judgements.

### Sharing Opinions

Work in small groups. Develop the proverb “Dull as ditch water” by contributing your own opinions and statements. Discuss them with the whole group. We will be happy if these exercises help in teaching English /t/, /d/ phonemes.

### CONCLUSIONS

We have characterized the English /t/, /d/ sounds that have a particular or other similarities with the <т>, <д> phonemes of the Kazakh language. As it can be seen from the description, English /t/, /d/ phonemes have more or less similar couples in the Kazakh language. We can conclude when teaching the pronunciation of English /t/, /d/ sounds compared with Kazakh <т>, <д> sounds brings to the good results in Kazakh classes. We must consider the difference between the allophones of the /t/, /d/ phonemes.

At the present time, English is becoming essential in many schools and high schools in the Republic of Kazakhstan. Students should be taught English pronunciation on the basis of the Kazakh language. That is why we need for a number of research tools based on a comparison of phonetics.

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