



Problems of Formation of Phonetic Competence of Students (A Level 1)

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ABSTRACT

This article deals with the formation of students' phonetic competence (level A 1).

Keywords:

Foreign language, German, CEFR, language skills, pronunciation and intonation, linguistics, emphasis, listening.

As you know, one of the most important goals of teaching a foreign language (German) is to teach students to speak correctly and clearly.

Since 2001, the Common European Database (EUROPAT 2001, hereinafter: CEFR) has been the benchmark and basis for most modern foreign languages in testing language acquisition and the creation of related learning materials. With regard to pronunciation and intonation, the CEFR includes the following qualification descriptions, which can be found in the following table:

C 2	Such as C1
C1	It can change intonation and stress to express nuances of meaning.
B2	Possess clear, original pronunciation and intonation.
B1	Pronunciation is easy to understand, although a foreign accent is sometimes pronounced and something is mispronounced.
A2	The pronunciation is quite understandable, despite the noticeable emphasis; sometimes, the interlocutor will have to ask for a repeat.
	Extremely limited pronunciation of

A1	memorized words and phrases can be difficult for native speakers who are accustomed to communicating with non-native speakers.
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Aus: Europarat (2001: 117)

In the table above, it is possible to observe the level of language proficiency, mastering pronunciation is a long process that can only be learned step by step.

So, according to the descriptors, native-speaking students understand A1-level students "with some difficulty," then "despite significant emphasis" (A2) and finally "good, even if the accent is partially clear" (B1), B2 level students should work on pronunciation until they have a "clear, natural pronunciation". So, they would only resort to this as a last resort. The longer students practice in the listening phase, the greater their success in pronunciation. For example, listening to and pronouncing words over and over again on an A1 level topic.

(https://www.derdiedaf.com/files/media/downloads/Spiel21_CD1_Track7.mp3):

Einkaufszettel 1:	Einkaufszettel 2:	Einkaufszettel 3:
1 Liter Milch	6 Eier	2 Kilo
2 Becher Quark	1 Glas Spargel	Zucker
3 Stück Butter	1 Päckchen Haferflocken	5 Kilo Pflaumen
2 Paprikaschnitzel	1 Vollkornbrot	1 kleiner Ziegenkäse
3 Bratwürste	1 Papiertaschentücher	1 Liter Buttermilch
1 Becher Fleischsalat	1 Päckchen Waschpulver	1 Bund Zwiebeln
3 Äpfel	1 Kilo Apfelsinen	1 Bund Radieschen
		3 Tafeln Nuss-Schokolade

In addition to mastering the grammar and vocabulary of the language, mastering pronunciation at a high level is a major challenge for many students. Learning the pronunciation of a foreign language (German) can be difficult, especially if the students' native language is radically different from the language they are learning.

It is important that students learn the language in accordance with the real accent, that is, the language standard.

This, of course, may be enough in some cases, but personal factors as well as their own culture and other cultures play a very important role in assessing their emphasis. Major inaccuracies in stress or pronunciation are students.

The standard pronunciation is used as a standard for DaF lessons, which is the pronunciation of the original German, which is usually heard in the news. In addition to this pronunciation, there may be a dialect and a local standard.

Phonetic standards are options for high German pronunciation that can be used in formal and public situations, standard situations. In general, it appears that foreign emphasis is often negatively assessed and can stand in the way of the speaker achieving demanding communicative goals.

In short, every student has an accent and this emphasis conveys or disseminates certain

information: it is about a person's origins and all the positive and negative attitudes associated with it.

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