

TONGUE TWISTERS AS A SPEECH THERAPY TOOL

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Researchers define a tongue twister as a short phrase, sentence or rhyme that is difficult to pronounce fast, as a rule, because of alliteration and repeated or similar sounds. Tongue twisters constitute part of many cultures' folklore, and were used in textbooks on rhetoric as "recreations in articulation" used to improve the principles of pronunciation to make it perfect.

Tongue twisters are quite a popular instrument of speech therapy. They are also useful in helping remove accent. Dentists give patients tongue twisters to recite in order to check new dental plates and artificial teeth. Actors and actresses are sometimes asked to say these rhymes to make sure that their speech is clear enough. Teachers ask students to repeat tongue twisters time and time again, as fast as they can. Of course, most tongue twisters are recited just for the fun of it or as a concentration test. The essential rule to follow when reciting tongue twisters is to pronounce them quickly and clearly as many times as possible, without making a mistake.

The purpose of the study was to research the applicability of tongue twisters in speech therapy as a tool for correcting speech and language pathologies – mispronunciation, disfluency etc.

Material and methods. The research involves analysing the syntactic and phonetic peculiarities of English tongue-twisters to describe the ways they can be practised to reinforce newly acquired articulation skills, increase mean length of utterance, and improve self-monitoring skills.

Findings and their discussion. One of the most common stylistic devices typical of tongue-twisters is alliteration, repetition of a sound, normally a consonant, at the beginning of neighbouring words, to produce a rhythmic effect.

*Betty bit a bit of butter,
But it was a bitter bite,
But a bit of better butter,
Betty never bit [3].*

Alliteration is regarded as a form of consonance [1]. However, in case of consonance the repeated sound can appear in any part of the word, while in alliteration the repeated consonant occurs in the stressed syllable. A vivid example of consonance is the famous tongue twister about Peter Piper.

*Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
How many pickled peppers did Peter Piper pick?[2]*

Most English consonants are produced by the tip of the tongue and the alveolar ridge. There are a lot of tongue-twisters that help practise the following sounds: [t], [d], [l], [n], [r], [s] and [z].

Dancing dangerously down the dale dainty Dinah dashed dizzily past Dorothy. Lotty loves lollies when lolling in the lobby. Round and round the rugged rock the ragged rascal runs his truly rural race [2].

Sibilance is a special type of consonance which involves the repetition of sibilant consonants – [s], [ʃ] and [z], for example:

She sells seashells by the seashore.

Lip flexibility is essential to secure clear and well-projected speech. The lips are used to make the bilabial [p], [b], [m] and [w] sounds.

Mother made Mary, Minnie and Molly march many times round the room to martial music [4].

If the soft palate does not perform its functions properly, it can add nasality to the voice. There are tongue-twisters that make the soft palate stronger and help direct the air stream differently. They are based on the sounds [k] or [c], [g] and [ŋ].

A Glasgow glazier's gloriously gleaming green glass gas-globes [4].

Many people have difficulty pronouncing the [θ] sound. They often replace the [θ] sound with an [f].

A thatcher was thatching a thatch,

'Good morning, Thatcher,

The next time you thatch and thatch,

Thatch a thick thatch, Thatcher'[3]

The tongue-twister cited below helps clarify the [f] and [v] consonants.

Violet vainly viewed the vast vacant vista.

When sounds like [ʃ] and [s] occur in close proximity to one another (e.g. *sunshine*), they require tongue flexibility to cope with. These exercises are suitable if you want to train your tongue to master the [tʃ] and [ʃ] sounds easily.

Cheerful children chant cheerful tunes.

A selfish shellfish smelt a stale fish [2].

The [h] sound causes quite a lot of confusion. Many people, who are not native speakers of English, sometimes drop [h] at the beginning of words like 'horse'. These exercises will help you avoid this.

Has Helen heard how Hilda hurried home?[4]

Analyzing the syntactic structure of tongue twisters, we should pay special attention to rhyme, repetition and meter [5]. Meter is the stressed and unstressed pattern of syllables in the lines of a poem. The meter provides the rhythm, or flow, of the tongue twister through each stressed syllable having an unstressed syllable to balance it (which makes one meter). The stresses syllables serve as milestones, reference points to build the utterance on, which make them especially useful for people who stutter. Nearly all tongue twisters are based on repeated words or phrases, which, on the one hand, makes them easier to remember, but on the other – more difficult to pronounce correctly.

There are not many rhymed tongue twisters, although we can name quite a few.

A black cat sat on a mat and ate a fat rat [1].

*Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather,
Whatever the weather,
Whether we like it or not.*

*I need not your needles, they're needless to me;
For kneading of noodles, t'were needless, you see;
But did my neat knickers but need to be kneed,
I then should have need of your needles indeed [3].*

Conclusion Thus, consonance and alliteration as its subtype are the main characteristic features of tongue twisters from the phonetic point of view. Each of them aims at practising one or two sounds, usually, consonants. The syntactic structure of tongue twisters is based on meter and repetition, thus helping make speech more smooth and fluent.

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**FEATURES OF THE FORMATION OF COMPONENTS
OF INCLUSIVE COMPETENCE OF STUDENTS
OF PEDAGOGICAL SPECIALTIES**

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Currently, with the development of integrative processes and the introduction of inclusion in the educational environment in many countries, including the Republic of Belarus, an important structural component of the future professional competence