



## THE IMPACT OF PHONETICS IN THE TEACHING OF LANGUAGE

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### ABSTRACT

The most important feature that sets a language unique from others is its "sound system." A century ago, phonetics made its debut in the teaching of foreign languages. It provides a way to learn proper pronunciation by raising awareness of important linguistic features. Motivation and long-term objectives will determine how helpful it will be. English, in contrast to the majority of European languages, is not a phonetic language because words can contain structural vowel letters and be sounded in a variety of ways.

### KEYWORDS

Sound system, intonation, linguistic, European, phonetic languages, vowels letters, consonants.

### INTRODUCTION

Studying pronunciation may be challenging by nature, but if we simplify everything that is challenging, we risk making very little progress in our language acquisition. In addition to providing useful phonetic practice methods for long-term goals, this study clarifies the deliberate application of phonetics in ELT. You should

keep in mind the following words: processes, major allophones, contrasts, dental fricatives, voiced consonants, and prosodies.

The goal of this study was to determine if the advanced Dutch learners' English renunciations improved, declined, or stayed the same once explicit



pronunciation stopped. To do this, a longitudinal examination of the speech of Dutch university students studying English was used.

The specialist phonetics and RP (Received Pronunciation) pronunciation training of a set of students ended after the second year of their undergraduate studies. This is important since it gave them the opportunity to demonstrate various speaking points while working various occupations. Therefore, the key questions that were investigated were whether the learners' pronunciation was influenced by their degree year and task type.

This study examined any potential confounding effects of the participants' exposure to English learners by taking into consideration the amount of undergraduate courses that participants took that were taught in English as well as whether they spent a semester abroad in an English-speaking country.

It was thought that third-year students' pronunciation would become less native-like than it had been before, albeit it would still be more native-like than it had been at the conclusion of the first year.

1. A big and extensive vowel system, a complicated process of length succession and weakening (competence, competitive and competition)
2. A consonant system that contains voiced consonants and dental fricatives, which are unique, sounds that present difficulties for learners/ð/: Lenis Articulation: The same for the fortis dental fricative, with less muscular tension and weaker friction. Sometimes the vocal cords vibrate.
3. While there is less muscular tension and friction in the fortis dental fricative, it nonetheless displays the same characteristics. Sometimes the vocal cords will vibrate. Spelling: Regularly represented by th, as in this.

Note that this is also true of /θ/ Examples: That / θæt/ Mother / mʌθə/ Soothe /su:θ/.

4. The syllable or syllables that are stressed inside a word might change based on the phrase's structure and intended meaning.

Those who speak the language at home are frequently able to predict where the load will fall. For those learning a second language, it could be very challenging. For instance, the word 'economy' emphasizes the third final syllable as opposed to 'economic', which lays emphasis on the second-to-last syllable.

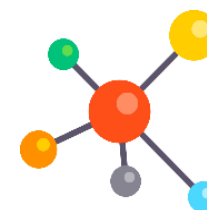
### **The intonation system**

There is a rising tone and a lowering tone, therefore, when you ask a question. The former is used when a question may be answered with "yes" or "no," whereas the latter is used when it can only be answered with a single sentence or statement and cannot be answered with "yes" or "no.":

It is feasible to learn to read from scratch because of our capacity for hearing and manipulating phonemes (Smith, Simmons, & Kame'enui, 1998). Learning to read requires developing phonemic awareness since alphabetic writing utilizes letters to represent sounds or phonemes.

Phonics is not particularly obvious without phonemic awareness. It is necessary for speech to text translation. The most obvious sign that a kindergarten or first-grader has reading difficulties is their inability to break down words and syllables into individual sound components. (phonemic awareness)" (Lyon, 1995).

A child can hear and recognize more linguistic sounds than an adult is capable of producing on their own. If a child is too young to understand the similarities between the sounds "dark" and "dog," or if they are unable to combine the two sounds, /fffaaaaaasssttt/



into the word "fast", he or she may have great difficulty connecting sounds with their written symbols to make a word.

In order to have phonemic awareness, readers must be aware of how letters correspond to sounds. Finally, it helps readers become productive for print. According to reliable research, the capacity to comprehend phonological information distinguishes proficient readers from non-competent readers.

Phonetic instruction improved both groups' ability to resolve time conflicts. Being bilingual may aid in the development of hearing since hearing is a necessary component of language learning and development and facilitates the exchange of ideas, facts, emotions, and thoughts. [3]

The auditory perception of speech is enhanced by increased acoustic exposure and the knowledge of phonological rules from the studied language. The ability to hear a second language makes it simpler to recognize the sound frequency standard. Even though the phonetic system teachings helped the EG score better on the auditory processing test, the temporal resolution did not have the same effect on the oral test.

The auditory experience of the L2 listener may be negatively impacted by two different linguistic settings that could lead to processing issues [1]. The possibility that errors could have occurred as a result of the EG being exposed to more stuff is conceivable. The findings disagree with the literature, which highlights the significance of temporal processing during phoneme recognition in speech situations.

To distinguish between two different auditory stimuli, one must be able to recognize abrupt, sudden changes in the sound stimuli. This distinction is critical for comprehension in both spoken and written language. Performance was impaired across the board, according

to a study looking at the connection between auditory processing and self-perception in teenagers and young adults enrolled in an English school program.

Data indicate that participants performed well on the RGTD, demonstrating an improvement in their temporal resolution skills after learning a second language. This study supports the literature, which claims that when Brazilian Portuguese speakers were compared to Japanese speakers, there were no differences in temporal ability.

Nevertheless, the study used the Test GAP in Noise (GIN). It is important to consider, as qualitative data, that the words ended in /z/, /s/, /t/, /d/ and /th/ were pronounced incorrectly because they had the vowel i (semivowel /y/) at the end of words. Phonemes /t/ and /d/ were pronounced as affricate (/tch/ or /dch/).

Another frequent error was how the phoneme /e/ was pronounced at the end of words. When it comes down to it, this phoneme is not vocalized in English. It suggests that the individuals were confused about the phonetics and phonology of the two languages.

It is typical for the L2 learning process to be influenced by the L1 because, when the L1 has a foundation and develops, the L2 acquisition is encouraged, which could have either positive or negative effects. Inter language refers to a system of bilingual production that is neither L1 nor L2 equivalent, and subjects may have used it. It occurs when a language lacks essential parts that are present in the other language and lead to mental confusion. The words in L2 are read using both languages, which causes phonetic and phonological ambiguity.

The L2 learner becomes more sensitive to the phonological system as they gain more experience. "Science and Education" Scientific Journal Volume 1 Issue 2 May 2020 497 [www.openscience.uz](http://www.openscience.uz) Classroom



experiences are also important to the target language learning.

Different learner expectations, which are impacted by the teachers' opinions and prior assumptions about the students, are interpreted and have an impact on the activities. As a result, multiple activities are completed and a variety of interpersonal relationships are formed in the classroom, all of which have an effect on the learning process.

This study reports the findings because other qualitative data suggest that the individuals' relationship is important. In the control group, the subjects interacted and got along well with one another. [2]

Teachers must have a solid understanding of articulatory phonetics, a trained ear, and a working knowledge of both the mother tongue(s) and the target language's phonology (contrasts, major allophones, processes, and prosodies; today's language classes frequently take place in multilingual classrooms).

A dictionary with precise pronunciation information must be available to all languages with non-phonetic spelling, but additional language-specific content may need to be independently researched based on requirements;

There are many (often anglocentric) conventional and electronic sources with ideas on pedagogy in pronunciation teaching, including Avery & Erlich 1992, Baker & Goldstein 1990, Dalton & Seidlhofer 1994, Kenworthy 1987, MacCarthy 1978 (whose list of exercise types remains unrivalled) and Rudd 1971. Although it may appear pointless to those outside of science, the question of utility is not entirely fruitless; it should simply not be raised in the first place and should never get in the way of scientific inquiry.

Science is beneficial, but it typically does so in a circumstantial or indirect way. When my countryman Oersted discovered that an electric current influenced a magnetic needle's movements, he made a tremendous scientific accomplishment. He didn't stop to think about how useful this knowledge may be in the real world; instead, he was only interested in the theoretical aspect of the issue. He joyfully informed his colleagues researchers that a significant issue had been resolved. He understood at away the enormous relevance of his finding for our comprehension of the tremendous mystic powers of electricity and magnetism.

When the electric telegraph was developed, everyone understood the importance of Oersted's speculative discovery. Your countryman Morse, however, swiftly seized on this discovery and applied it in real life.

Similar to this, strictly scientific study may "Science and Education" Scientific Journal Volume 1 Issue 2 May 2020 498 be limited. One is pleasantly surprised by [www.openscience.uz](http://www.openscience.uz) thanks to an excellent usable result:

Practical utility frequently comes in by the back door, even if it shouldn't be our primary objective in scientific undertakings.

However, if it is possible to highlight some real-world benefits, doing so can't hurt and might even be helpful in persuading people to pursue a course of study that was previously not deemed important by the majority of students.

This is especially true with phonetics, which not only stimulates the mind of the enquiring mind but also offers the student a significant practical benefit. The teacher of a foreign language will find great benefit in his classroom by having a solid grasp of phonetic principles.



Everybody is aware of the manner in which pronunciation modifications were frequently made in earlier classes and how too many professors now make these corrections, even when they themselves have a decent grasp of the language they are teaching. The teacher stops the student when he reads a word inexcusably badly and assumes the right pronunciation.

The student tries to imitate that pronunciation but fails, which causes the teacher to keep repeating the same word endlessly. This is frequently followed by an equally endless repetition of nearly the same incorrect pronunciation as before. Usually, these mistakes are tempered by errors going the other way, resulting in the student now shooting above the mark where he had previously shot below the mark.

The procedure is difficult and time-consuming, and most attempts wind up being abandoned after a while with little visible reward other than the loss of valuable time for both parties. However, much may undoubtedly be accomplished in this way with a great deal of patience.

What a difference it would make if the teacher understood phonetics well enough to be able to explain to the student why the sound he made was different from the sound he was supposed to be making. [4]

## CONCLUSION

Readers can approach sounding out and reading new words using a method that is generally provided by awareness of sound. The alphabetic notion that the sounds of words serve as a reliable representation of the letters in words is easier for readers to understand. Children consequently become a highly reliable indicator of early reading success.

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