

Role of Phonetics in the Teaching of English

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Pronunciation is defined as “the *manner in which speech sounds, especially connected sequences are articulated by individual speakers or by speakers generally*”. In the light of this definition, pronunciation seems to be closely linked to the study of phonetics which involves the scientific study and description of speech sounds. From a more technical perspective, Pennington & Richards define pronunciation, according to language teachers, as follows: “For *most language teachers, pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language*”. In this respect, the second definition does not limit pronunciation only to the way in which sounds are articulated but goes further to incorporate other articulatory aspects, namely stress and intonation patterns.

A language is a vehicle which human being through it can link to a social group in a society. Every normal human being is a member of a social group. Sometimes, man as a member of social group depends on the use of language in all his social activities, for example, cultural activity, daily activity Human being without language has nothing to do his social activities. Language is a term by which refer to all the specific languages used by human being in all his communities. However, every society is formed by the activity of language. In order to know anything about man, we must understand his speech, otherwise; we cannot observe man as a human group in his society. Every normal child can learn his mother tongue in his childhood and continues to use through life. Chomsky (1964) argued that every child is equipped with 'innate capacity' which enables him to acquire and produce his language creatively. The first thing, child should learn is that how to speak his mother tongue in his community which he lives.

The investigation of phonetics to teaching of English literature in general and English poetry in particular, has not been used mostly in recent years, but completely neglected. The problem to this idea is that some argue that the learners of English language literature do not need to be taught sound system of English (phonetics). It is important to bear in mind is that

the knowledge of phonetics enable English learners to use the English language literature effectively and their ability actually to use this knowledge for better communication in their classroom. On the other hand, if an English literature student understands phonetics analysis and applies the phonetics analysis to the use of poetry can make a close relationship between language and literature. In fact, using phonetics in poetry is not only as an interesting activity but also as a way of improving language knowledge. Where phonetics deals with the speech sound of a language and literature is knowledge of a culture of human being who speak the language. Hence, there is a close relationship between phonetics and literature. In this case, phonetics resources of language have always been as one of the main springs of literary effect. Phonetics can be used as a vehicle in order to develop literary language

Teaching English pronunciation is still abandoned in the syllabuses in tertiary education in India. Although the course writers indulge the speaking and listening activities for the learners, they are not immersing phonetics in the curriculum. Till intermediate, the students in the most of the states in India do not have the phonetics in their syllabus. It is necessary to incorporate the phonetics from school studies so that the learners may habituate to articulate words in a correct way. As phonetics is not in the syllabus of high school standard in Southern places, the learners do not realize their mistakes in their pronunciation. Southern languages in India such as Telugu, Tamil, Kannada and Malayalam dialects interfere in their pronunciation so that the errors will occur in Indian pronunciation. For instance 1. God /gɑ:d/ /g d/ 2. Marriage /m?Redz/ /m?Rdz/ 3. Hotel /h t l / /h ute l / 4. Charisma /t? R sm / /k / 5. Vision /v dz / /v /

We would like to propose ten techniques and activities that appear to be useful for learners and teachers alike: The learner should read the paragraphs or text aloud to improve good pronunciation. Teacher should try to identify the errors and mistakes in pronunciation made by the learner and give feedback which will help the learner to improve his pronunciation. The classroom techniques and activities for teaching EFL pronunciation make the learners to add their talent in improving good pronunciation. J. Morley says that (1991: 507), “the teacher can perform the role of a 'speech coach' or 'pronunciation coach' who, rather than just correcting the learner's errors and mistakes, supplies information, gives models, offers cues, suggestions and constructive feedback about the performance, sets high standards, provides a wide variety of practice opportunities, and overall supports and encourages the learner.” The teacher should design communicative tasks so that he indirectly improves the learners' pronunciation as well as speaking skills. The dialogues or mini-conversations for both young and adult EFL learners according to their linguistic level to practice particular sounds, especially those which are not available in their mother tongue. Pronunciation while participating in role plays, debates, group discussions, rehearsal strategies and cover strategies will help the learners and give the impression that their pronunciation is better than it really is. An authentic dictionary provides the meaning as well as phonetic transcription. It

enables the learner phonetic transcription including syllable division and stress mark. As they see the phonetic transcription, they easily find out the correct pronunciation. The dictionary not only helps them to improve the phonetic transcription but also provides vocabulary and grammar. Pronunciation is very important and learners should pay close attention to pronunciation as early as possible. By using and repeating the sounds, one can easily remember the correct articulation. Whenever the learners eloquent a word frequently, they can easily remember its pronunciation and phonetic transcription.

Computer-assisted language learning plays a significant role in helping the students in learning phonetics. It provides the students to find out their mistakes through using Computer. The learners get many benefits by it. They will be monitored, guided and given full of freedom. It keeps the learners concentration on learning. In addition, the teacher can exploit visual displays of speech patterns to teach intonation, stress and phonemes to individuals and small groups of learners. This tool can be used for all the learners. When the learners practice the phonetic transcriptions and pay the attention to the phonetics, the improvement will be come in their articulation. Self-monitoring is also the important action of listening to 1. Read aloud: 2. Provide the Conversational Activities: 3. Practice through the Dictionary: 4. Use and repeat the sounds: 5. CALL: 6. Self-study: One's own speech in order to find out mistakes. It is followed by self-correction standing for the process of fixing one's inaccuracy after they have occurred by repeating the word or phrase correctly. If we teach the learners self monitor, we make them to learn sufficiently as they and we expect. The class will be more effective if the learners are able to give feedback regarding their participation. We conclude that phonetics is one of the indispensable components in English language.

Learning phonetics is nothing but eloquent in a language. Although the syllabus designers are not incorporating the phonetics in English curriculum, they have to remind that phonetics is also compulsory constituent in speaking a second language. Pronunciation materials should be added in the classroom activities so that the learners will realize the importance of phonetics. The techniques and activities that are given in this article bring high-quality articulation.

In general, Phonetics always plays a vital role in the study of English literature. The use of literature came back to the eighteen century, and it is applied to designate fictional and imaginative writings such as poetry, prose, fiction and drama (Abrams and Harpham, 2012). For English language teachers a question arises that why the use of phonetics is important in teaching English literature for foreign and second language. Answered this question is that the first problem that confronts the English learner in his effort in order to learn a speaking – knowledge of English language as his foreign or second language is its pronunciation. Before, English pupil starts learning any part of the vocabulary or grammar of the language,

he must be able to recognize the sound system of the language as uttered by an English native speaker or he must be able to produce them himself in such a way that an English native speaker understands him. The role of language phonetics in today's educational system of language literature delineates that to be phonetics in any language literature classroom; an English language learner must be able to use it for a wide range of purposes. A language literature student should have a set of language skills, knowledge, and understanding of phonetics that help him to use language for reading and writing in and out of his classroom. However, it is felt that English language literature teachers should be made aware of the use of phonetics system in teaching English literature in classroom. In other words, part of the role of the English language literature teacher is to help students perceive sounds of English. Note that the sound system of a foreign language is not easy for a second or foreign language learner. Each language has its own set of sounds system; there is, in fact, some sounds of English language are different from other languages. In this case, some sounds of English do not occur in other languages. One of the best ways to teach the learners is that they should be made familiar with the sound system of this language. The English literature teachers should check their learners' pronunciation and help them to do appropriate pronunciation.

It is important for the learner of English language is that he should realize the relationship between phonetics and poetry and, therefore; this relationship enables the learner to appreciate the text better. However, teachers who are trained in the field of phonetics can communicate their ideas more effectively to the teaching of poetry in class. Language poetry is like other language acts should be considered in classroom, though it has its own characteristics. It has to be examined as an event in a particular language along phonetics. Note that in each classroom, the difference between language of poetry and everyday use of the language should be examined. In addition, to apply comprehend English poetry and what a poet wants to say, it is very necessary for one to be comfortable and familiar with the ways of phonetics. However, the topics that are used under phonetics are innumerable but the ones that will be focused upon in this paper are in the alphabetical order as "Accent, Intonation, Meter, and Rhythm' are presented as follows: 1.

'Accent' is an important feature of an English word. Richards argued that "accent is greater emphasis on a syllable so that it stands out from the other syllables in a word". The prominence in speech is affected generally by uttering that syllable louder than the others. For example, in the word 'below' the accent is on the second syllable. Therefore, 'low' is uttered louder than be. In a general sense accent and stress are synonyms. However, it is said that in the word 'below', the second syllable is accented or stressed. Thus, in all English dictionaries, stress is marked on all English words of more than one syllable. Hence, it is essential for English learners to know which syllable in a word is accented. One of the ways to find out it is to open an English dictionary and searching for the meaning of a word. Once the English learners know the stressed syllable, they should utter it strongly so that it stands

out from its neighbors. In addition, there are a few patterns of accenting English words. As by seeing the word-ending (suffix), you can tell which syllable in that word is stressed. The patterns are: 1) word accentual patterns that are considered: a) Words ending in –tion, -ion. In these words the syllable preceding –tion or –ion (that is second syllable from the end) is stressed. For example, pro'motion and oc'casion. B) Words ending in –ic, ical, and ically. In these words the syllable preceding –ic, ical, and ically is stressed.

Rhythm is one of the kinds of sound system of language that has vital role in making one's speech effective. Crystal (2003, p. 400) mentioned that "rhythm is an application of the general sense of this term in phonology, to refer to the perceived regularity of prominent units in speech". In general, every job, we do, has rhythm. Perrine (1974, p. 732) argued that "the term rhythm refers to any wavelike recurrence of motion or sound". It is important for English language learner to know that any spoken language has a rhythm and the rhythm of English language is quite different from the rhythm of other languages. In English, the rhythm of this language depends on which syllables one stress and stresses in English are a combination of grammar and the lexicon. Let's consider word stress, which can be fixed and free. For example, in these words such as exami'nation; de'velopment; and 'monosyllable. However, the marked primary stress falls are fixed. One would be making a mistake if the stress marks were placed before any other syllable in these words. Now, in examination, the primary stress is on the fourth syllable; in development, it's on the second syllable and finally, in monosyllable, it's on the first syllable. Thus, the stress can fall on any syllable within the word, not necessarily on the first, second, or third syllable. So, in this sense, word stress is free. Therefore, we say that English language is a stress-timed language.

The role of phonetics to the teaching of English poetry has key role for the English language literature learners are needed to be familiarized with the ways of phonetics firstly and then the poems are put forth to them. For many reasons, thus, poetry starts with reading, and poetry makes sound, rhythm, music, beauty, feeling, emotion, and vision; a language learner should learn science of speech sounds of his language in order to read poems correctly. In this case, a language learner should be familiar with the rules of places of articulation which is concerned with many parts of the mouth and throat that are used in the production of speech sounds, and manner of articulation which is concerned with the way that a speech sound is produced by the speech organs. One of the most important for language learner is that he should learn how to write phonetic transcriptions in order to find out distinguish between spelling of words and their pronunciations. He should learn how to make differentiate between vowels and consonants in English language.

All in all, the teaching of pronunciation has witnessed a considerable amount of changes in both approaches and techniques. Since the rise of traditional approaches to language teaching, teaching pronunciation has gained momentum. However, with the increased focus on the learner in learner-centered approaches and with the continuing emphasis on the communicative aspect of language teaching, teachers have sought new ways of incorporating pronunciation with other language skills. This has resulted in pronunciation being linked mainly to speaking and listening. Nevertheless, one should not deny the role of phonetics and phonology in the teaching of pronunciation since the more students are aware of the precepts and underpinnings of these branches of study, the more they will become aware of the idiosyncrasies of the target language and the more they are likely to achieve a native-like pronunciation.

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