



Review Paper

Exploring Effective Methods for Introducing Phonology to Beginner Learners: A Comprehensive Literature Review

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Abstract. The research aims to identify the best method for introducing phonology to beginners. The author of this study defined vital terms such as phonology and instructional approaches after analyzing appropriate sources and previous research. It explained how to introduce phonology using qualitative methods. It also answers the discussion and the question, "what is the most suitable method for beginners" After presenting the methods applied by the Fadhul Qurro Islamic Boarding School participants for data collection, analysis, and outcomes, the researcher also discusses the results and concludes. This research was based on a comprehensive literature review on English phonology for second language learners. This approach does not involve empirical research or collecting new primary data but gathers information from relevant secondary sources such as textbooks, academic journals, online articles, and other trusted sources. The first step we took in this research method was to identify and select sources related to English phonology for second-language learners. These sources are then analyzed systematically to obtain an easily understood understanding. In the analysis process, we identify and evaluate English phonology for second language learners using relevant sources and analyze them to support the concepts. We also look at what problems students teaching English as a second language often find and how to overcome the problems. In addition, in this research method, we compare and rearrange information found in the literature to ensure that the information presented in this journal is consistent, accurate, and easy to understand.

Keywords: Beginner, Method, Phonology, Teaching.

1. Introduction

Communicating clearly and successfully in English is essential in this era of globalization [1]. This is a fantastic chance for a literature or English education student to improve and develop the English-speaking abilities of the neighborhood. Students majoring in English education are expected to correct and educate their students at all times as future teachers [2]. In order to achieve these skills, students are guaranteed to receive the most excellent support information possible through the English education study program, one of which is pronunciation and phonology [3]. Due to their limited exposure to English as a foreign language, Arabs frequently pronounce specific English sounds incorrectly [4]. Grammar and vocabulary are given life by sound, giving spoken language vitality. Grammar and vocabulary are given life by sound, giving spoken language vitality. Languages that lack sound (phonology or pronunciation) cannot be animated [5]. The phonology, vocabulary (lexis), and structure—three domains of knowledge at the core of language—determine listening, speaking, reading, and writing activities. These three knowledge areas are necessary for all of these acts. All languages, including sign language, share these components. This claim makes the connection between phonology and other languages and asserts that phonology is just as crucial to the four skills as vocabulary and organization [6].

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The research aims to identify the best method for introducing phonology to beginners. The author of this study defined vital terms such as phonology and instructional approaches after analyzing appropriate sources and previous research. It explained how to introduce phonology using qualitative methods. It also answers the discussion and the question, "what is the most suitable method for beginners?" After presenting the methods applied by the Fadhlul Qurro Islamic Boarding School participants for data collection, analysis, and outcomes, the researcher also discusses the results and concludes.

2. Method

This research was based on a comprehensive literature review on English phonology for second language learners. This approach did not involve empirical research or collecting new primary data but gathers information from relevant secondary sources such as textbooks, academic journals, online articles, and other trusted sources. The first step we took in this research method was to identify and select sources related to English phonology for second-language learners. These sources were analyzed systematically to obtain an easily understood understanding. In the analysis process, we identify and evaluate English phonology for second language learners using relevant sources and analyze them to support the concepts. We also look at what problems students teaching English as a second language often find and how to overcome the problems. In addition, in this research method, we compare and rearrange information found in the literature to ensure that the information presented in this journal is consistent, accurate, and easy to understand. This research method aims to provide a deep understanding to the reader without the need for complex empirical research. This research method could provide a clear and straightforward description of English phonology for second language learners by relying on a literature review.

3. Result and Discussion

Various things have been done to increase students' interest in English, but many obstacles still need to be overcome. One of them is learning English as a second language in the field. Previous researchers, such as Trubetzkoy and Polivanov, have noted that second language learners tend to associate the sounds of the new language with the sounds of their native language, resulting in deviations from the pronunciation of native speakers of the second language [7].

Learning a new language is one of the hardest things your brain can do [8]. Not only do you have to transfer complex linguistic structures between two languages mentally, but you also need to learn how to think in a different language. For this reason, learning English requires a lot of hard work and dedication.

3.1 Problems Faced by Students on Second Language

Although various methods have been taken to increase student interest in English material, many problems still need to be solved [9]. One of them was that when learning the phonology of English as a second language, students often face various difficulties and problems. One common challenge second language learners face in learning English phonology was the pronunciation of English sounds. English has a complex sound system with many vowels, consonants and diphthongs, which may differ from the sounds in a student's native language. Students may have difficulty producing and distinguishing between certain sounds.

Another area for improvement is phonetic spelling and sound-symbol correspondence [10]. English spelling sometimes matches the actual pronunciation of the

words [11]. Students may need help matching spelling patterns with actual pronunciation. In addition, word stress and intonation are also a challenge. English is a stressed language, meaning that some syllables in a word were stressed more strongly than others. Students may need help placing the emphasis correctly, which affects their natural rhythm and intonation. Interference from the mother tongue can also be a problem because students can transfer phonological, sound, or intonation patterns from their mother tongue into English, affecting their pronunciation accuracy. In addition, the perception and discrimination of English sounds can also be an obstacle. Lastly, some sounds of English may not be in the student's native language, making it difficult for them to understand and differentiate between the sounds. They were developing fluency in spoken English.

3.2 Pronunciation Problem

Some students need help with pronunciation when speaking English [12]. When students find unfamiliar words, they prefer to hesitate to say a foreign language due to the inability to recognize the correct pronunciation of the word. Some students have difficulty pronouncing U words that should be pronounced, for example, the word "ugly". Sometimes students need help to say sentences when the student comes across a foreign language.

3.3 Shame Problem

Students feel embarrassed when the teacher asks them to read Text English in front of the class in learning activities. Students feel embarrassed and fear mispronouncing English, and anxiety arises. After all, they fear being laughed at when they are wrong because they cannot read it.

Several strategies could be used to solve the problems and difficulties second-language students face in learning English phonology. First, students must spend time regularly and consistently to practice pronunciation and deepen their understanding of English phonology. Regular and consistent practice will help improve pronunciation and strengthen the sound perception. Furthermore, students can focus on sound models by imitating and paying attention to the voices of native English speakers with audio or video materials. Using self-recording can also help students identify and correct pronunciation mistakes. In addition, practising speaking with a conversational partner fluent in English can provide immediate feedback. Students also need to understand English's context and good conventions, including word stress, intonation, and common prosodic patterns. Resources such as *"Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research"* by Derwing and Munro, *"Teaching Pronunciation: A Course Book and Reference Guide"* by Celce-Murcia et al., and *"English Phonetics and Phonology: A Practical Course"* by Roach can provide further guidance and strategies in overcoming problems and difficulties in learning English phonology. By applying these strategies consistently and with the help of the right resources, students can overcome barriers and improve their abilities in English phonology.

To overcome this problem, teaching strategies that focus on pronunciation, understanding English phonology, and metalinguistic awareness could be used. Learners need to be given opportunities to practice and get feedback on their pronunciation. Teaching materials that pay attention to the phonological differences between the native language and the target language are also required. In addition, increasing self-confidence and reducing social anxiety through a supportive and inclusive approach is also important in helping learners overcome problems with English phonology.

Educating students learning English as a second language about the importance of correct English pronunciation and effective communication requires a comprehensive and structured approach. There are steps that we can implement: Explain the importance of correct pronunciation.

Start by introducing students to the concepts of intonation, accent and voice in English, which may differ from their native language. Explain why correct pronunciation is important to ensure good understanding and establish effective communication. Discuss how good pronunciation can help students gain confidence and improve their chances of communicating with native English speakers.

3.4 Structured Pronunciation Practice

Start by introducing students to the concepts of intonation, accent and voice in English, which may differ from their native language. Correct pronunciation is essential to ensure good understanding and establish effective communication. Discuss how good pronunciation can help students gain confidence and improve their communication chances with native English speakers.

3.5 Focus on Effective Communication

Talk about the importance of understanding context, purpose and audience in English communication. Take for example in real communication and how the students can express themselves effectively. Use role-plays, simulations, and conversation exercises that mimic real-life situations to help students practice their communication skills.

3.6 Reading and Listening Materials

Select reading and listening materials relevant to students' interests and comprehension levels. Use textbooks covering communication aspects, such as Simon Sweeney's "English for Communication". Provide reading and listening comprehension exercises that involve understanding the context, the gist of the message and the purpose of the communication.

3.7 Instill Confidence on Students

"Believe in yourself that you can speak English and trying to stay calm in any situation." English phonology can present a significant challenge for second language learners. The phonological system of English is complex and differs from the phonetic patterns found in many other languages. Mastering English phonology requires learners to understand and produce a wide range of sounds, stress patterns, intonation patterns, and connected speech features.

One of the primary difficulties lies in the diverse set of vowel and consonant sounds present in English [13]. The language has a large inventory of vowel sounds, including monophthongs and diphthongs, which can be challenging for learners accustomed to a more limited vowel system in their native language. Consonant clusters and sure sounds like Th, r, and l can also prove challenging due to their specific articulatory requirements. Furthermore, English stress patterns can be elusive for second language learners [14], [15]. *English* is a stress-timed language, meaning that stressed syllables occur at regular intervals, while unstressed syllables were often reduced and can be challenging to identify and produce accurately. Recognizing and producing stress patterns correctly is crucial for conveying meaning and maintaining intelligibility in spoken English.

Intonation, or the rise and fall of pitch in speech, is another aspect of English phonology that poses a challenge. English intonation patterns convey essential sentence structure, emphasis, and attitude information. Second language learners must develop

an ear for these intonational patterns and understand their significance to convey meaning and communicate intentions in English effectively.

Connected speech features, such as assimilation, elision, and linking, further complicate mastering English phonology [16]. These features result in changes to the pronunciation of individual sounds when they occur in connected speech, making it difficult for learners to perceive and produce them accurately. Despite these challenges, it is essential to recognize that mastering English phonology is achievable with dedicated practice, exposure to authentic English speech, and guidance from skilled instructors. Immersion in English-speaking environments and regular listening and speaking activities can help learners internalize the language's sounds, stress patterns, and intonation. Additionally, resources such as pronunciation guides, online exercises, and speech recognition software can provide targeted practice and feedback to improve English phonological skills.

Lastly, English phonology presents a formidable challenge for second language learners. The intricate vowel and consonant sounds, stress patterns, intonation patterns, and connected speech features require focused effort and practice. However, with determination, exposure, and the right resources, learners can develop their English phonological skills, enhancing pronunciation, intelligibility, and overall communicative competence.

3.8 Analysis Results

- a. Vowels: English has a large vowel inventory, including both monophthongs and diphthongs. Learners may struggle with accurately producing and distinguishing between similar vowel sounds, such as /ɪ/ (as in "sit") and /i:/ (as in "seat"), or /æ/ (as in "cat") and /e/ (as in "bet").
- b. Consonants: English has several consonant sounds that may not exist in the learner's native language, leading to difficulties. For example, sounds like /θ/ (as in "think") and /ð/ (as in "this") can be challenging for speakers whose native languages lack these sounds.
- c. Consonant clusters: English frequently uses consonant clusters, such as in words like "street" or "strength." Learners may need help pronouncing these clusters accurately or breaking them into individual sounds.
- d. Stress and intonation: English is a stress-timed language, meaning that stressed syllables were typically pronounced with more prominence, and other syllables may be reduced. Learners may struggle with placing the stress correctly, resulting in unnatural-sounding speech. Intonation patterns, including rising and falling tones, can also be challenging to grasp.
- e. Word and sentence-level rhythm: English has specific rhythmic patterns at the word and sentence levels. Learners may have difficulty acquiring the appropriate stress and timing, which can affect their speech's natural flow and comprehension.
- f. Reduction and assimilation: English speakers often reduce or assimilate sounds in connected speech. For instance, "I am" is commonly pronounced as "I am," and "going to" may become "gonna." Learners may need help to recognize and produce these reduced forms accurately.
- g. Regional and dialectal variations: English exhibits significant regional and dialectal variations in pronunciation. Learners may need help understanding and adapting to different accents, such as British English, American English, or other varieties.

To overcome these challenges, learners should focus on exposure to authentic English speech through listening practice, mimicry, and targeted pronunciation exercises.

Working with a qualified language instructor or using speech recognition software can also be beneficial in providing feedback and guidance for improvement.

4. Conclusion

When studying the phonology of English as a second language, pronunciation, phonetic spelling, word stress, intonation, interference from the native language, perception and distinction of English sounds, and some sounds not in the student's native language. Various problems arise for students. To overcome these difficulties, students should focus on sound models, use audio or video material, record themselves, and practice speaking with interlocutors regularly. You must also understand the English context and phonetic rules such as word stress, intonation, and common prosodic patterns. Teaching strategies focusing on pronunciation, comprehension of English phonology, and recognition of the metal language are essential. Pronunciation practice and opportunities for feedback were also needed. A supportive and comprehensive approach that introduces students to English intonation, accent and voice is critical to developing confidence and effective communication. This magazine will influence other magazines in the future.

5. Author's Declaration

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