

IMPACT OF COGNITIVE SKILLS IN PHONETICS OF UNDER-GRADUATE STUDENTS ENDURE REPRODUCTIVE ABILITIES IN COMMUNICATIVE LANGUAGE: A PEDAGOGICAL PERSPECTIVE

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ABSTRACT

This study explored some of the intricate connections between the cognitions (beliefs, knowledge, perceptions, and attitudes) and pedagogical practices to improve their language skills and prepare the students to handle various written communication as well as oral communication. In the Technical era, Communication skills are recognized as important elements in education. Oral communication demands proper knowledge of English grammar, accent, rhythm and pronunciation. As in language teaching of pronunciation, the traditional phonemic-based view of pronunciation is contrasted with a broader, discourse-based view comprising segmental, voice-setting, and prosodic features. A broader focus on pronunciation in the context of discourse is suggested as the emphasis of both second language acquisition research and second language teaching. From this perspective the effects of voice setting, stress and intonation, as well as co articulatory phenomena assume greater importance for teaching. Pronunciation should be taught as part of the means for creating both referential and inferential meaning, and not merely as an aspect of the oral production of words and sentences. Phonemic-based view of pronunciation demands and evaluates memory skills and reproductive abilities and paves way for the development of practical and soft presentation skills effectively. To reach expected and achieved levels of efficiency in the Lucane of the current educational communication, which emphasizes theoretical acquisition of knowledge and to provide successful guidance for the development and expansion of human capabilities.

Keywords: communication skills, phonological structures, Discourse prosody, Teaching pronunciation, phonic activities, accentedness, Analytic phonic method & articulation.

Objectives

The objectives of the study were:

1. To enhance students' speaking (interviewing) skills
2. To develop communication skills by cognitive skills in phonology
3. To enable students to identify appropriate pronunciation of sounds

4. To expose them to the real world communication

I. INTRODUCTION

Speech is the most important means or medium of human communication. Phonetics forms a tool of paramount importance that is used in the teaching of pronunciation. State government has introduced English communication skills lab at undergraduate level to accomplish them in Listening and Speaking skills in order to improve their communication skills in English. Phonetics is the science where all aspects of speech are considered and investigated: how speech is produced using our speech organs, what are the properties of speech sounds in the air as they travel from the speaker's mouth to the ear of the listener, and, finally, how we perceive speech and recognize its structural elements as certain linguistic symbols or signs. Without speech intelligibility, students' can't know the elements of pronunciation and that can lead to miscommunication. Students have to develop an awareness of their own individual strengths and weaknesses in pronunciation, and should build strategies for expanding their pronunciation skills beyond the classroom.

II. TEACHING PRONUNCIATION IN ACTIVITY BASED METHODS

Nunan, (1995) finds that a learner-centered curriculum will encourage learners to move towards autonomy at the end of the pedagogical continuum. Over the past decade increasing attention has been focused on the importance of communication skills for engineering students in India but not on the gaps in the implementation of the designed syllabus thus seeking measures to minimize the gap to help students achieve skills to transfer it in real world situations. Some of the methods for phonemic based teaching are as follows-

III. ANALYTIC PHONICS METHOD

- The Analytic Phonics method teaches students the phonic relationships among words. Students are taught to analyze letter-sound relationships and look to decode words based upon spelling and letter patterns and their sounds. When teaching analytic phonics, make sure to emphasize the importance of each sound.

- Teach students about repetition of sounds. (now, bow, cow) (down, frown, brown)

- Progressive Assimilation: The English plural is either /z/ or /s/ when it occurs after a non-sibilant sound. The voicing feature is taken from the final consonant of the base.

e.g. works [s] runs/ plays [z]

- Combinations of sounds: English speakers often simplify final clusters in rapid speech e.g. texts /teks(s)/ But... They don't normally drop the final consonant in a cluster,

e.g. suffix -s, -ed (walked, friends)

In English, the longest possible initial cluster is three terms, as in split/split/; the longest possible final cluster is four terms, as in twelfths /' twe lfθs/, bursts /' bɜ rsts/ and glimpsed /' g li mpst/.

IV. PHONIC ACTIVITIES

As an ESL (English as a second language) teacher to develop our students' vocabularies in teaching grammar, syntax, and pragmatics we have to devote some of our instructional time to phonics to bewilder our students' progress in learning English. When ESL students have a good grasp of phonics, they are also better situated to learn to read and write well in English Phonics Activities.

➤ By mirror talking they can pronounce certain words, sounds, and phrases in English, influenced by the shape of their mouth as they speak.

➤ Practicing tongue twisters in English can be a great way to help our students work on phonics while also having a good time! With partners, students fastly and accurately can say some sentences.
Listen to Yourself

Teacher have to record the pronunciation while he/she reading a passage. Play back the recording for the student to hear and ask them what they notice about their pronunciation and note their improvements.

➤ To more advanced learners who have had knowledge of acoustic phonetics, the use of, for example, spectrograms and/or waveforms may provide clearer and even more precise visual representations of the differences between the allophones of the same phoneme.

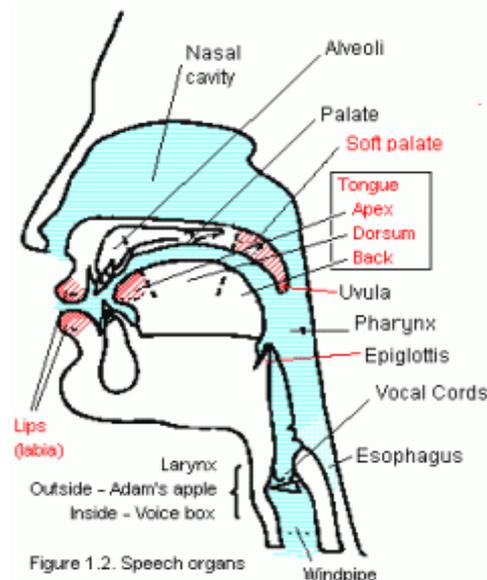


➤ By using audio aids as headsets & micro phones, students can analyze the correct pronunciation to enable and encompass reproductive abilities in communication skills.

V. FEATURES OF ARTICULATORY ORGANS:

Man uses these organs for speaking which already serve other biological needs. Thus lips, teeth, tongue, hard palate, soft palate, trachea, lungs – all these organs used in speech production have different basic biological functions. In the process of cultural evolution, man devised ways of utilizing these organs and parts there of (the tip, blade, front, centre, back of the tongue along with the corresponding areas or points in the roof of mouth or hard palate) for verbal communication. Lips form different shapes, such as an oval, and movements in order to make different sounds. Sounds can be formed by using the teeth to shape the lips, in

combination with the tongue, or to block air from escaping the mouth. The tongue moves throughout the mouth and with many of the other organs, as well as making shapes like the lips, in order to formulate speech. The uvula is used to make guttural sounds. It helps to make nasal consonants by stopping air from moving through the nose. The glottis is used in controlling the vibration made by the vocal chords, in order to make different sounds. The alveolar ridge helps us to make different sounds, known as alveolar sounds, the tongue touches the ridges found on this organ. Hard palate, like the alveolar ridge, is the organ of speech where the tongue touches and taps the palate when articulating speech. The movable velum can retract and elevate in order to separate the mouth from the nasal cavity, helping to make speech less nasally. When the tongue hits the velum, it also makes a special sound called the velar consonant



Besides(these the airstream that goes in and out of the lungs forms the basis of speech; that is, speech is based on the outgoing airstream. Articulatory phonetics studies how the outgoing airstream is regulated along the vocal tract to form various speech sounds. The most important active articulator is the tongue as it is involved in the production of the majority of sounds. The lower lip is another active articulator. But glottis is not active articulator because it is only a space between vocal folds.

VI. FEATURES OF PHONOLOGY

It demonstrates to students clearly that the shape of our articulatory organs differs in the production of different sounds. After engaging in the activity, students should be able to understand the concepts more easily and remember the concepts more deeply

VII. SEGMENTAL FEATURES

Minimal units of sound defined in phonetic terms as Phonemes

VIII. VOICE-SETTING FEATURES:

General articulatory characteristics of stretches of speech.

IX. PROSODIC FEATURES

It involves the relative levels of stress and pitch within syllables, words, phrases and longer stretches of speech. We will examine language as a structured system of form and meaning, taking into account the core areas of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics. We will consider the ways that language is shaped by features of the human mind that guide its acquisition and usage.

X. PHONETIC STRUCTURES:

consonants can be described depending on the movements of the mouth during the articulation (bilabial, dental, alveolar, palatal, velar) or depending on the nature of the airstream, the place and movement of the tongue, and also whether the voice is used or not (voiced, voiceless, plosive, affricate, fricative, nasal, lateral). On the hand, vowels are described mainly in terms of the position of the tongue and lip rounding. These detailed phonetic descriptions are not arbitrary since they are of paramount importance to the teaching of pronunciation.

		MANNER	VOICING	PLACE					
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid	Lateral				l			
		Rhotic	Voiced					r (ɹ)	
	Glide	Voiced	w				j	(w)	

XI. MANNER OF ARTICULATION

1. Stops or plosives-The manner of articulation of stop or plosive sounds is produced by complete ‘stopping’ of the airstream and let it go abruptly.
2. Fricatives-The manner of articulation of stop or plosive sounds is produced by almost blocking the airstream and pushing the air through a narrow opening. By pushing the air through, a type of friction is produced and the produced sounds are called fricatives. If you for example put your palm in front of your mouth when producing fricative sounds, you feel the stream of air being pushed out.
3. Affricates-The manner of articulation of affricate sounds is produced by a brief stopping followed by an obstructed release which results in some friction.
4. Nasals- The manner of articulation of nasal sounds is produced by lowering the velum and following the airstream to flow out through the nose to produce nasal sound (Yule:2003; 46)

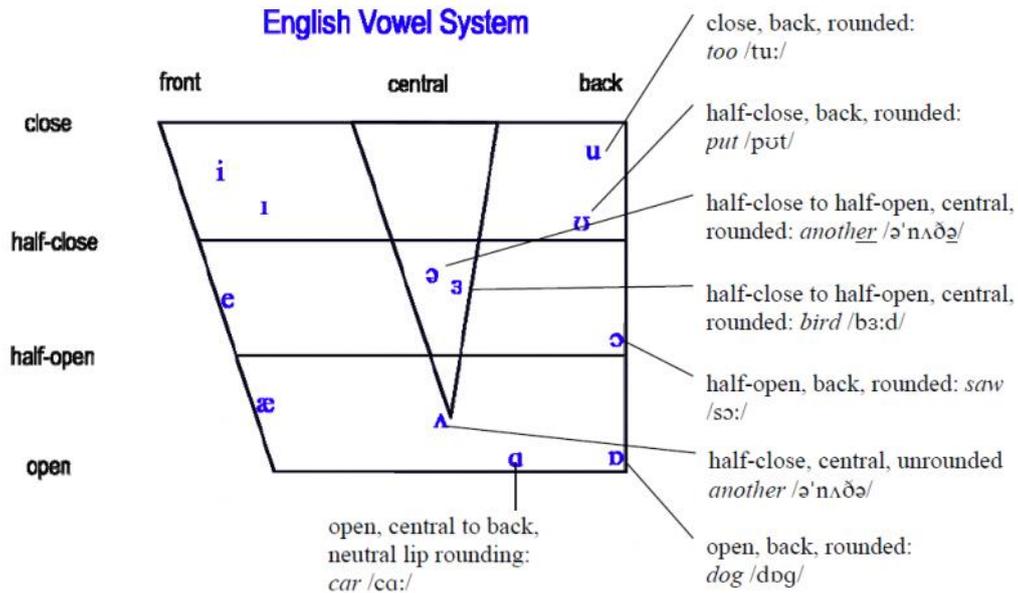
XII. PLACE OF ARTICULATION

1. Bilabials- Bilabials are produced through upper and lower lips.
2. Labiodentals- Labiodental sounds are produced through the upper teeth and the lower lip.
3. Dentals-Dental sound is produced by placing the tongue tip behind the upper front teeth.

4. Interdental or intra-dental is sometimes applied to describe a manner of pronunciation with the tongue tip between the upper and lower teeth.
5. Alveolars- Alveolar sound is produced through the front part of the tongue placed on the alveolar ridge.
6. Alveo-palatals-These are produced by placing the tongue at the very front of the palate, which is near the alveolar ridge.
7. Velars-The production of velar sound is done by placing the back of the tongue against the velum
8. Glottal-This is produced without the active of the tongue and other parts of the mouth. This sound is produced in the glottis- a space between the vocal cords and the larynx .

XIII. CLASSIFICATIONS OF VOWELS & DIPHTHONGS

As is well-known, vowels can be classified using three different dimensions, namely, tongue height, the shape of the mouth, and frontness and backness of the vowel. Some laughter can be evoked in the discussions of the shape of the mouth and the tongue height. If a vowel is produced while the mouth is almost closed, it would be considered a close ,If the vowel is slightly more open, it would be considered a mid vowel. And if the mouth is open very tall, it would be considered an open vowel. If the tongue is positioned near the front of the mouth, any vowel produced would be a front ,If the tongue were set slightly more back in the mouth, the vowel would be a central vowel. If the tongue were set in the far back of the mouth, the vowel would be a back vowel. If a vowel is produced while the lips are tense and rounded, it would be considered a rounded. If the vowel is produced while the lips are relaxed, it would be considered an unrounded vowel.



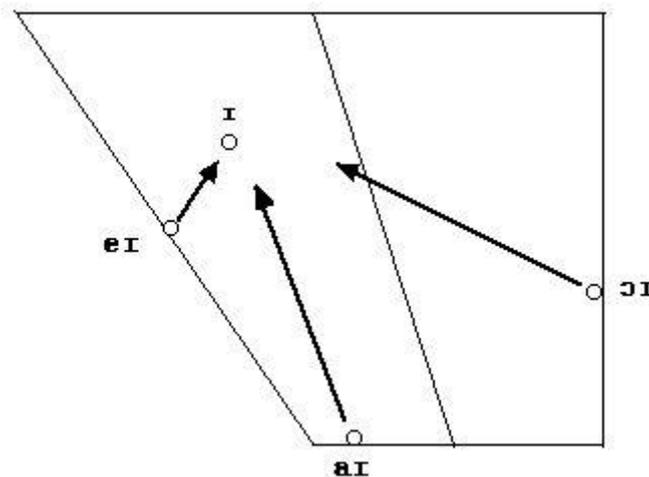
However, English is a language known for being full of diphthongs (double vowels) that are represented by combinations of symbols.

For example It's useful to distinguish between rising and centring diphthongs:

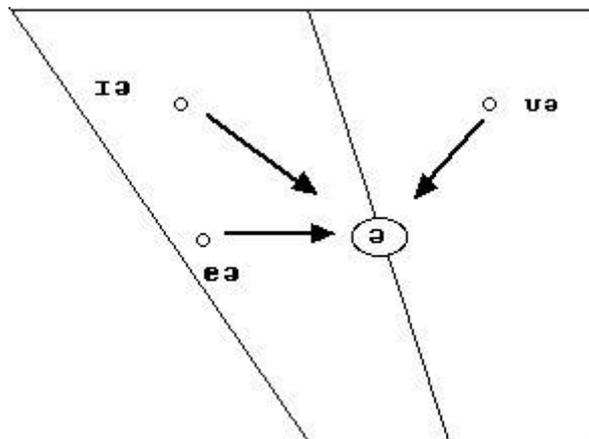
- Rising to *ɪ*: PRICE *aɪ*, FACE *eɪ*, and CHOICE *ɔɪ*
- Rising to *ʊ*: GOAT *əʊ* and MOUTH *aʊ*
- Centering to *ə*: NEAR *ɪə*, SQUARE *eə* and CURE *ʊə*

XIV. CHART POSITIONS OF THE DIPHTHONGS:

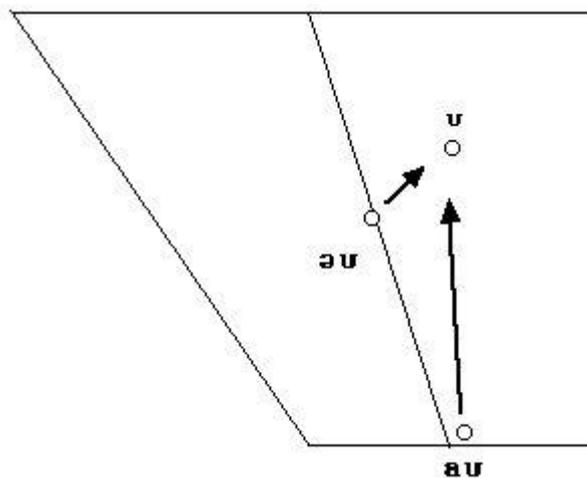
Rising to *ɪ*



Rising to *ʊ*



Centering



XVI. PRONUNCIATION AS PARAMOUNT:

Our overall goal as teachers is to make sure that students can produce clear speech that can be understood by others, for successful communication. Mispronunciation, due to phonological rules or differences from a native language or variant of English, may alter or hinder a message, having an effect on the greater meaning of their message. As teachers, we must prioritize and focus on pronunciation skills as needed, to best support the student, so as to understand and comprehend.

XVII. DISCOURSE PROSODY & IMPORTANCE OF ACCENTEDNESS:

Discourse prosody plays an important role that prosody (i.e., stress, rhythm, intonation) enhance the intelligibility of speakers of English in communication skills. It has influenced pronunciation instruction in the ESL classroom, teachers' knowledge and beliefs about this instruction, and what teachers believe to be the most effective way to improve their

knowledge base in this area. English pronunciation based on discourse prosody has clearly influenced the teaching and prioritization of features of pronunciation for instructors to pronunciation or pronunciation pedagogy. For instance-

1. Stressed syllables are usually louder and longer than other syllables.
2. Some words, which are important bits of information in the message, receive what we call tonic stress. English tones include rising, falling and falling rising tone.

3. Stress within words

Noun/Verb pairs

Noun Verb

Conduct con'duct

4. Compound nouns White House \cong greenhouse

5. Suffixes can be classified into three types according to their effect on stress:

(1). stress-preserving: -ment in tainment \cong enter

(2). stress-attracting: -ette in ette \cong cigar

(3). stress-shifting: they cause the stress to shift to another syllable within the word, but not to the suffixation in educate - edu cation

6. Rhythm, stress and Intonation in Sentences To crown \cong broke his \cong down and \cong Jack fell \cong after \cong tumbling \cong And Jill came

7. The Emphasis Pattern of English Content Words, Function Words, nouns (cat, book, Mary) main verbs (make, run) adjectives (good, happy) adverbs (quickly, often) question words (who, what, when, where,) demonstrative pron. (this, that, these, those) pronouns (he, she, it, they) prepositions (in, on, of, at) articles (a, an, the) "to-be" verbs (am, is, are) "to-have" verbs (has, have)) conjunctions (and, but, so) auxiliary verbs (do, can,)

8. Intonation: Each tone can have several different functions: statement (or wh-Q), definiteness, end of a list, Falling tone (): yes-no question, indicating surprise, Rising Tone, Falling-rising Tone: (1. indicating uncertainty, hesitation 2. indicating encouragement 3. indicating syntactic break in the middle of a sentence)

9. Here are the example of neutral placement of the stress—where it falls on the last content word .Yesterday Sam gave a big blue book to Clara.

10. Rhythm is timing patterns among syllables. There are basically two types of sentence rhythm in languages: "stress-timed rhythm" and "syllable-timed rhythm"
11. Online platforms: e.g. My English Tutor (My ET): The "Automatic Speech Analysis System" can analyze the English speech on pronunciation, pitch, timing and emphasis, and even pinpoint problems to individual sounds
12. Received Pronunciation Received Pronunciation (RP) is the speech model used in Roach (2009) because 1. It has often been the standard accent for foreign learners learning British English (BrE); 2. It is the most fully described BrE accent; 3. It is most frequently used as the basis for textbooks and pronouncing dictionaries for overseas learners of BrE 4. It used to be used by most announcers and newsreaders on serious national and international BBC broadcasting channels.

Segmental and word stress accuracy, intonation, rhythm, speech rate, grammatical accuracy and complexity, lexical richness and complexity, discourse richness with overlapping sets of phonology, lexis, and grammar variables contributing to listener ratings of accentedness and comprehensibility weighs more importance in communication skills accomplishment. Sounds are articulated but goes further to incorporate other articulatory aspects, namely stress and intonation patterns.

Phonological rules explain what happens when sounds change in different contexts of words, including:

Assimilation: a sound in a word becomes more similar to surrounding sounds (i.e. the different pronunciation of –ed based on the sound preceding it)

- Deletion: sounds are excluded from words (i.e. "labratory" for laboratory or "an" for and)
- Insertion: sounds are added to words, most commonly an affix (i.e. "sumpthing" for something).
- Metathesis: sounds are reversed in order (i.e. "aks" for ask or "pasketti" for spaghetti)

View of reproduction of phonetic sounds in to communication skills:

- Keeping in view the importance of English for employability and Globalization purposes, as of interaction with different aspects of society, learners' interest in learning phonetics and phonology is needy.
 - They use analogies drawn from their daily or previous learning experiences-
1. To make notes or summarize documents.

2. To organize meetings, prepare agenda, draft resolutions & for writing minutes of meetings.
3. To make oral presentations & to be familiar with the techniques of managerial communication for information sharing.
4. To utilize their skills in interaction with language specialists and multimedia professionals.
5. To develop problem-solving in realistic and fictional situations that would ultimately work towards improving their speaking skills.
6. To perform in interviews acquiring employability skills.

XIV.CONCLUSION

As in this lucane, learner-centered approaches and emphasis on the communicative aspect of language teaching, teachers have sought new ways of incorporating pronunciation with other language skills. A lot of students think that the learning of phonetics and phonology is boring because of the many theories and technical terms that they need to remember and understand. Along the technical concepts, the tongue height, lip shape, etc. are taught, it is important that students be made aware of the effects of the differences in the sizes or shapes of the vocal tract on the quality of the speech sounds thus produced. And so evoking some laughter in class can enhance teaching effectiveness without stifling the academic value of a phonetics and phonology lesson. This has resulted in pronunciation being linked mainly to speaking and listening. Nevertheless, on after students' successful grasp of the concepts, teachers can then show the analogy between the vocab and the vocal tract and relate the production of banging sounds to the production of speech sounds. Vocal tract charts showing the different sizes and shapes of the vocal organs can then be used for demonstration. Phonetic transcription requires students to listen to spoken language and categorize individual speech sounds into phonemic categories despite the fact that the articulation and acoustic nature of the individual specifically. Because phonetics is studied early on, seldom do students get ample practice with "real-life" cases each sounds may vary across linguistic contexts.

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