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Impact of Teaching Phonology of Second Language: A Comparative Study of Bhutanese and Indian Students

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Abstract

Speaking good English is crucial in the present world as it is the international medium of communication. One must have correct pronunciation, good grammatical structure, good vocabulary range and good fluency to communicate effectively in English. This study examines the impact of teaching phonology to the ESL learners. For that a comparative study is carried out between the Bhutanese students and Indian students. In Bhutan, the students are taught the concept of phonology from their primary classes whereas in India the students do not study it in their schools. This study compares the spoken English of students who studied phonology with those who did not. After analyzing the data collected from two the countries, it is found that studying phonology has direct impact on students' pronunciation. The students who studied phonology could pronounce the words more correctly compared to those who did not study. It also has impact on fluency of the students but not as much as on pronunciation. The study also found out that teaching phonology doesn't have impact on students' grammatical accuracy, vocabulary range and the thematic development.

Keywords: phonology, impact, grammar, accuracy, pronunciation, vocabulary, fluency, thematic development.



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Introduction

The sign system through which human beings communicate with each other is commonly known as language. It is the medium of communication through which human beings can express their feelings, emotions and experiences. Language has been defined from various perspectives by different people. For instance Edward Sapir defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.” (Sapir 7), Noam Chomsky consider language “to be a set of sentences, each finite in length and constructed out of a finite set of elements” (Chomsky 1).

The scientific study of language is known as linguistics. Linguistics has many branches or tools like phonetics, phonology, morphology, syntax, semantics and use of vocabulary which help a person to learn a language. To acquire and use a language successfully, one must focus on these tools. Among many tools, one of the most important is phonology, which is the speech sound of the language. A person learns language mainly by listening to sounds of the languages around them. Speech sound plays a major role in learning language. Phonology is “essentially the description of the systems and patterns of speech sounds in a language” (Yule 42).

The students of ESL learners are not aware of the sounds of the new language they are learning therefore it is necessary to teach them the sounds and the system of the target language to have effective learning of the language. “Effective Phonemic Awareness instruction teaches children to recognize, understand, and manipulate sounds in their spoken language” (Dr. Cathy Collins Block 2).

In the current world and education, phonological awareness plays an important role in developing English for the early learners. As every field of study has its base formed properly, in studying language, the most important base of studying language is the study of phonology, especially for the second language learner. The awareness of sounds of speech can be created only through teaching the sounds of speech. So teaching of phonology to children at their early schooling has a great impact on them. The children who are taught phonological concepts from their early schooling face lesser problems in pronunciation and fluency compared to those who did not study. Since English is a second language in Bhutan and India, it's necessary to teach the students the concept of phonology of the language to have better understanding of the sounds and sound systems. In Bhutan Children study phonology from their primary classes where as in India the students are not taught the concept of sounds and sound systems in their primary schools.



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This paper compares the spoken English of students who studied phonology with those who did not study. The study focuses on the pronunciation, grammatical accuracy, vocabulary range, fluency and thematic development of the students. This research is conducted in the western part of the Bhutan where the first language is Dzongkha (national language of Bhutan), and in Northern part of India, Punjab where the first language is Punjabi or Hindi.

Participants

The members of this action research project were the primary sixth grade students of western Bhutan and the Northern part of India, Punjab. The students were divided into two groups, Bhutanese students in group X1 and Indian students in group X2. Each group consisted of ten participants.

Methodology

The tools used in the research were observation, question and answer and audio recording of the sessions and analyzing the documents. In order to answer the research question “Does teaching phonology of second language has impact on students’ spoken language?” An action research was conducted. For the research, qualitative and quantitative research methods were selected to find out the impact of teaching phonology on students’ vocabulary range and control, grammatical accuracy, phonological control thematic development and , fluency/coherence in spoken English. Firstly the students were asked to introduce themselves in English then some of them were given some topics to speak upon and some were asked to choose the topics of their own interest and speak on that. The following topics are given to speak upon:

1. Tell something about your parents.
2. Talk about your best friend.
3. What is your favourite subject? Why?
4. Do you think studying English is important? Why?
5. Tell about your school.
6. How did you spend your summer vacation?
7. Is using mobile phone helpful or harmful? Justify.
8. How did you celebrate your teacher’s day?
9. What is your hobby and passion?
10. Tell something about the book you read.



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The same set of questions was asked to students in both the groups to find out how well they can comprehend the answers and to find out the level of language they use. The students were made comfortable to speak in the class. They were informed that they were not going to be assessed for that activity and they were free to speak whatever they want and feel about the topic they have chosen or given to them. The researcher introduced herself and then interacted with the students in free and informal manner. While the students spoke, the researcher recorded whatever the students spoke and noted down some important points.

Literature Review

Teaching phonology has great impact on students who are learning second language. In the article “The Effectiveness of Phonological Awareness Instruction in Improving Reading Scores” Gwendolyn Elizabeth states that one of the most important elements of phonological awareness is that the children should know the alphabetical rules, that each letter has a sound and those letters can be changed into speech. In doing so, they can predict the sounds of the letters. Phonological awareness is one of the most important elements for early reading development. The students who have problems in phonology have difficulties in understanding that words can be divided into phonemes and therefore cannot act on that information. If the child knows the sound of the alphabets in the words the child can predict the sound of the word. He /she can combine the letters and form a speech sound.

Not only does studying phonology help in reading, the children who are good in recognizing phonemes are equal good in their speaking. Phonological awareness helps in improving pronunciation. Children are able to identify the letter sounds in the words which help them to blend the letter sounds together and create the sounds of the words. Here children move from reading to speaking. Once they are aware of the sounds, they are able to pronounce the words correctly in reading. Whatever they have learnt they are able to use in their speaking as reading and speaking are inter- connected together.

Antonia M Charles conducted a research on “The Impact of Early childhood Education on the Phonological Awareness development of young Children”. The research found out that we should not overstress the children in learning to read and acquiring early developing literary skills especially during the early years. Explaining the important skills is important in “assessing phonemic and phonological performance in young children. Successful reading has been linked



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with academic performance, school completion, social adjustment, adult learning, as well as postsecondary school opportunities including adult earnings” (Charles).

In the article “Phonology and Pronunciation in Integrated Language Teaching and Teacher Education” John Burgess and Sheila spencer states that phonology contains theory and knowledge of how the sound system helps in pronunciation of the Target language. Pronunciation is the practice and usage of phonological concept in speaking. They said that the language learners need to know the pronunciation of sounds of the target language to learn about the phonology of the target language. To have good outcome of the teaching phonology and pronunciation the teacher need to have the knowledge of phonology of the target language. The teacher need to compare the phonologies of first and second (target) language and should be able to look for the problems that the learners are likely to face.

In the article “Phonological awareness in the Kindergarten Classroom: How much Teachers Perceive this Essential link from Oral Communication to Reading Skill Development” Margaret Dahmer stated that phonological awareness instruction is one of the most important element required in the kindergarten classroom. Phonological awareness instruction should be purposely planned and implemented in the clear manner. It also stated that young children should be given more opportunities to develop the understanding of the sound structure and the connection between sounds and their visual representations.

Many researchers have studied on the impact of teaching phonology on reading but there were only few researches done on the impact on teaching phonology on speaking. Moreover no one has done a comparative study on Bhutanese and Indian students on the impact of teaching phonology of second language. So this research is done to compare the spoken English of students who studied phonology with those who didn’t study.

Parameters and rubrics used for evaluation

The students were evaluated in their spoken English on the following parameters and rubrics taken from *Common European Framework of Reference for Language: Learning, Teaching, Assessment*.



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	Breakthrough (Can communicate in basic English with help from the listener)	Way stage (Can communicate in English within a limited range of contexts)	Threshold (Can communicate essential points and ideas in familiar contexts)	Vantage (Can use English effectively, with some fluency, in a range of contexts)	Effective Operational Proficiency (Able to use English fluently and flexibly in a wide range of contexts)	Mastery (Highly proficient – can use English very fluently, precisely and sensitively in most contexts)
	<i>A1</i>	<i>A2</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>
Vocabulary range and Control	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
Grammatical Accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur,	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward



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		agreement; nevertheless, it is usually clear what he/she is trying to say.	but it is clear what he/she is trying to express.	and can often be corrected in retrospect.		planning, in monitoring others' reactions).
Phonological Control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Has a clear, natural, pronunciation and intonation.	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	Native users like proficiency
Thematic development	Fragmented sentences, pauses intermittently, no continuity	Can tell a story or describe something in a simple list of points.	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Can speak relevantly and profoundly integrating sub themes, developing particular points and rounding off with an appropriate conclusion by using phrasal verbs, proverbs etc.
Coherence	Can link words or groups of words with very basic linear	Can use the most frequently occurring	Can link a series of shorter, discrete simple	Can use a limited number of cohesive devices to link	Can produce clear, smoothly flowing, well-structured	Can create coherent and cohesive text making full



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	connectors like 'and' or 'then'.	connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	elements into a connected, linear sequence of points.	his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution	speech, showing controlled use of organizational patterns, connectors and cohesive devices.	and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.
Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can produce stretch of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.



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Findings and results

Table1. Evaluations of Group X1 students on all the parameters

Students	Vocabulary Range	Grammatical Accuracy	Phonological control(Pronunciation)	Thematic development	Fluency/coherence
1	A1	A1	A1	A1	A1
2	A1	A1	A2	A1	B1
3	A1	A1	A2	A2	A1
4	A2	A2	A1	A2	A1
5	B1	A2	A2	A2	B2
6	A1	A1	A2	A1	A2
7	A1	A1	A1	A1	B1
8	A1	A1	A2	A2	A1
9	A2	A2	A2	A2	A1
10	A2	A2	A2	A1	A2



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Table2. Evaluations of Group X2 students on all the parameters

Students	Vocabulary range	Grammatical Accuracy	Phonological control(Pronunciation)	Thematic development	Fluency and coherence
1	A1	A1	A1	A1	A1
2	A1	A1	A1	A1	A1
3	A1	A1	A1	A1	A1
4	A1	A1	A1	A1	A1
5	A1	A1	A1	A1	A1
6	A1	A2	A1	A2	A1
7	A1	A1	A2	A1	A2
8	A2	A2	A1	A2	B1
9	A2	A2	A2	A2	A2
10	A2	A2	A2	A2	A2

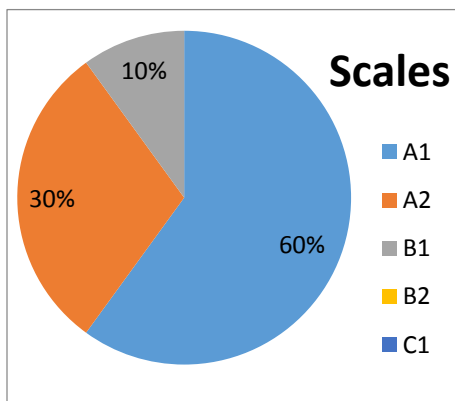


Analysis

The results of the findings are analyzed in the following pie charts.

Vocabulary range and control

Group X1



Group X2

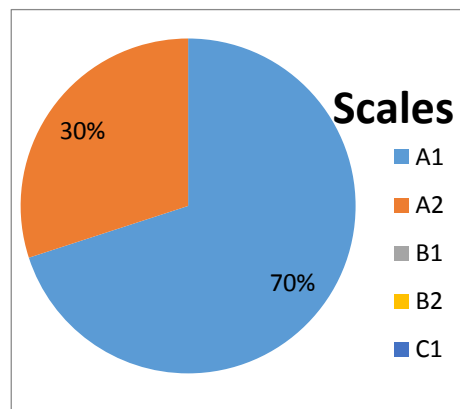


Chart1. Analysis of group X students' Vocabulary range and control

When compared the vocabulary range and control of group X1 and group X2 students. The result found was that 60% of group X1 students and 70% of group X2 students came under A1 where the students had only basic vocabulary range where they were able to speak isolated words and phrases related to particular situations. Both the groups had only 30% of the students who came under A2 in which the students had satisfactory vocabulary to talk about everyday activities base on familiar situations and topics. Only 10% of group X1 students fell under B1 who had a sufficient vocabulary to express themselves on most topics relevant to their everyday life such as family, hobbies and interests, work, travel, and current events. The results of the finding showed that the children were not very sound with the vocabulary in this group. Majority of the students



from both the groups had only limited and basic vocabularies in English. There was not much difference in vocabulary range between the two groups.

Phonological awareness does not have much impact on students' vocabulary range and control of the students. Same concept is also reiterated by Vivian, Cook and Liwie: Applied Linguistics and Phonology have never solved the problem of boot strapping... it has concerned itself with the analysis and frequency of vocabulary but has seldom described the teaching techniques through which new vocabulary can be taught. (7)

As per theoretical implication of teaching, phonology does not satiate the desire of a learner, if he is looking for linguistics and lexical command. It does not apply to normative intervention of acquiring lexical elements. However it may lead a learner towards chasing linguistics and lexical elements enthusiastically.

Accuracy

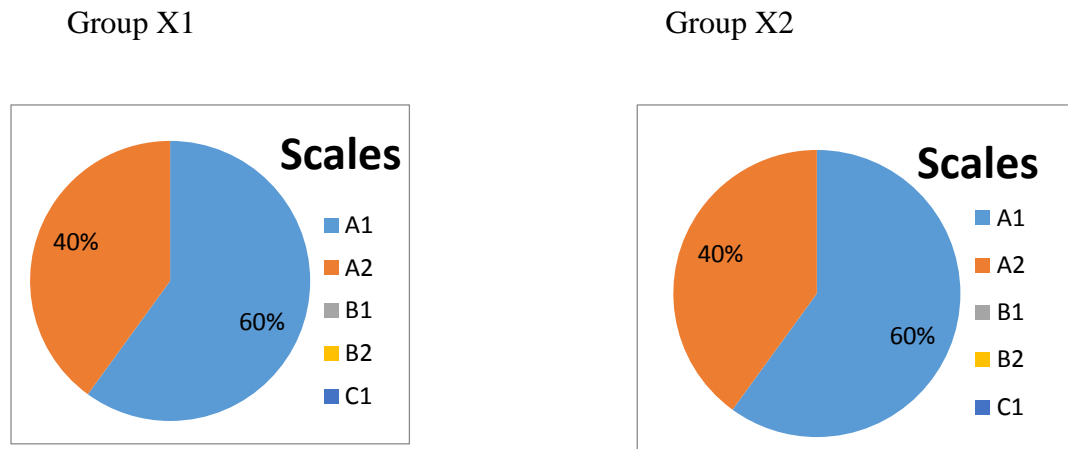


Chart 2. Analysis of group X students' grammatical accuracy

These charts compare the grammatical accuracy of the two groups. After observing the students grammatical accuracy of the two groups, it came to the conclusion that both the groups had exactly same skills in their grammar. Both the groups had 60% of the students under A1 where the students had only limited control of a few simple grammatical structures. The students were able to use sentence patterns they learnt earlier. 40% of the students from both the groups came



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under A2 where they used some simple structures correctly, but made basic mistakes such as mixed up tenses and subject verb agreement but what they tried to speak was usually clear. Majority of the students from both the groups had lots of problems in grammar. The students in this group were not fully aware of the grammar rules which let them fail to construct correct and accurate sentences.

Phonological awareness does not have impact on students' grammatical accuracy as grammatical accuracy depends on students' grammar knowledge. As per the division made by Nom Chomsky, language learning can be divided into two parts, competence and performance. The concept of competence is meant to remove all the complication and the possibilities so that a language can be acquired as a whole. Grammar is the part of competence and for native speakers; this can be natural and innate capability and has a less impact on utterance. In terms of Bhutanese and Indian students, the impact of first language learning is huge. Teaching of phonology doesn't affect them much.

In the words of Widdowson, the system of the language has formalized in generative grammar thus cut-off from the fact of use and anomalies arise as a result. The ill-defined phenomena of human language, for instance, are represented as a well-defined system of generative rules. (11)



Phonological control and Pronunciation

Group X1

Group X2

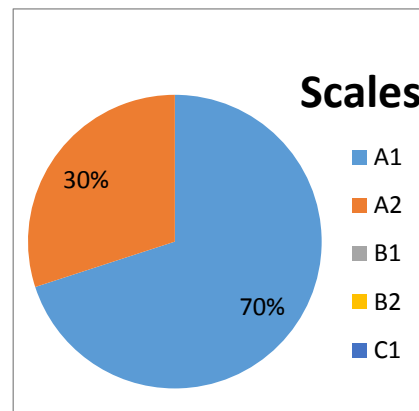
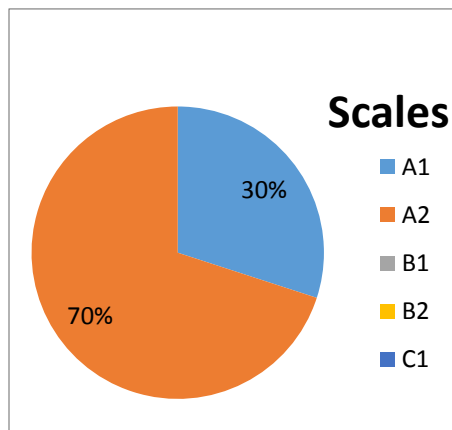


Chart 3. Analysis of group X students' phonological control and pronunciation.

The above charts compare the Phonological control and Pronunciation of group X1 and X2 students. After comparing the two charts, it came to the conclusion that there was a vast difference between the two groups in phonological control. More number of students from group X1 could pronounce the words correctly compared to group X2 students. Only 30% of group X1 students came under A1 where they could pronounce a very limited range of learnt words and phrases which were quite difficult to understand. 70% of group X2 students came under A1 where they had the same problem as the 30% students of group X1. 70% of group X1 students came under A2 whereas only 30% of group A2 students came under this criterion. Although there was some noticeable foreign accent the pronunciation was generally clear enough to be understood but the listeners had to ask for repetition from time to time.

More number of students from group X1 could pronounce the words more correctly than group X2 students. It was because group X1 student were aware of the English sounds whereas



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group X2 students were not aware of the English sounds. Following are some of the words mispronounced by most of group X2 students.

Table 3. Common mispronounced words

English words	Mispronounced as	English words	Mispronounced as
Read	/ri:də/	And	/ændə/
Help	/he.i:p/	Subject	/sʌbdʒektə/
Is	/izə/	Jump	/dʒʌmpdə/
What	/bʌt/	Life	/laɪvi/
Wait	/veɪt/	Because	/bikəzə/

According to Shruti Pal , pronunciation problem faced by majority of Hindi speaking students were fricative sounds such as /s/, /ʃ /, /z/, /ʒ/, / dʒ/, plural markers, consonant clusters, vowel sounds which differed from the Hindi sound system and had varied spelling and words which displayed a sound and spelling disparity.

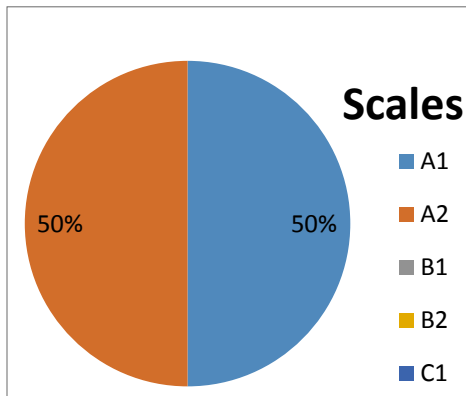
Phonological control and phonology are the product of regular drill. It is important to have proper understanding of the position of speech organs so that muscle memory can be built. The selection of high-priority linguistic input, the organization of input material into progressive syllables, the role of systematic practice in learning... explicit knowledge of phonology and lexis of the languages are centrally important for language teaching. (Michael Swan 120).



While doing the analysis it is found that the students who didn't study phonetics and phonology has less control over their speech organs while speaking second language. They mostly mix sounds of English with their mother tongue and they rely on the phonology of their first language. It is important to note here the students do not have exposure to listening to any native language. Not only group x2 students have problem in pronunciation but there are students who face the same problem in other countries.

Thematic development

Group X1



Group X2

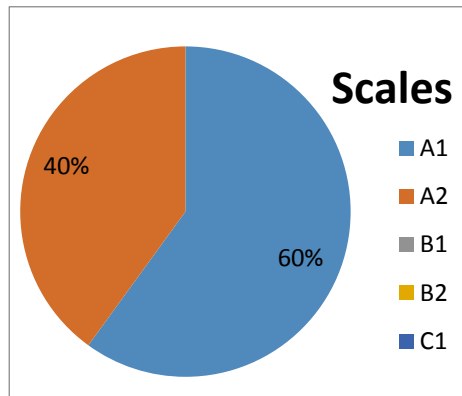


Chart 4. Analysis of group X students' thematic development

Chart 4 compares the thematic development of group X1 and X2 students. In this category also there was not much difference between the two groups. 50% of group X1 students and 60% of group X2 students fall under A1 where they were able to produce fragmented sentences, paused irregularly and there was no continuity of the sentences. Those students had problem in sequencing the ideas they wanted to express. 50% of group X1 and 40% of group X2 students came under A2 where they were able to speak on a topic, tell a story or describe something in a simple points. Their sentences were more sequential than those who came under A1. There was



not much difference in students' thematic development between the two groups. So, phonological awareness does not have much impact on it.

Fluency and coherence

Group X1

Group X2

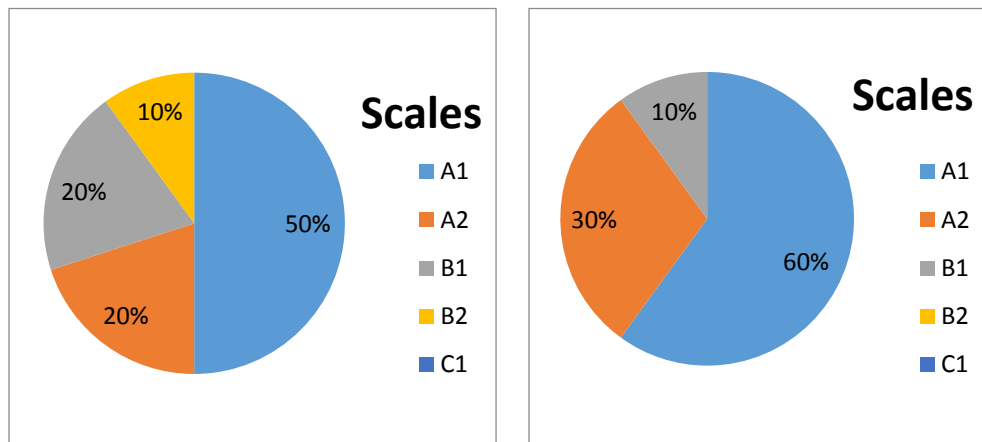


Chart 5. Analysis of group X students' fluency and coherence.

Chart 5 compares the Fluency and Coherence of group X1 and X2 students. After comparing the two charts, it came to the conclusion that 50% of group X1 and 60% of group X2 student fell under A1 where the students were able to connect words or groups of words with very basic direct connectors like 'and' or 'then'. These students were also able to speak very short, isolated sentences, with many pauses to express, articulate less familiar words, and to repair communication. 30% of group X1 and 20% of group X2 students fell under A2 where the students were able to use the most frequently occurring connectors to connect simple sentences in order to describe something or talk about their chosen topic. They were also able to construct phrases or simple sentences on familiar topics even though one can notice the hesitation and false starts in their speech. 20% of group X1 and 10% of group X2 student came under B1 where the students were able to link a series of shorter, isolated simple elements into a linear sequence



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of points. These students were also able to keep themselves going comprehensibly, even though paused for grammatical and lexical planning and repair was very evident, especially in longer speech. Only 10% of group X1 students came under B2 where they used only a limited number of cohesive devices to connect what they have said into clear and coherent discourse. The students under this criterion were hesitant as they looked for patterns and expressions but they were able to produce language fairly. There were few noticeably long pauses and the students were also able to interact with a degree of fluency and spontaneity that made regular interaction with native speakers quite possible without imposing strain on either party.

After observing the speaking pattern of students who studied phonology and who didn't study phonology, it is found that students who didn't study phonology did not use the weak syllables and the automation process is very slow. Teaching of phonology doesn't affect the pace of voice but it affects the clarity and production of appropriate sounds. In the students who didn't study phonology, it is found that they end most of the syllables by adding extra /a/ sound.

According to Joan Bybwa, with practice phonology, speakers become more fluent in stringing words together. And this fluency and automation is characterized by smoothing of transactions and overlapping of movements constrained by the need to retain information value. Some repeated sequences become highly automated and reduced in form. (15) After observing the students spoken language of Group X1 and X2, it is found that teaching phonology does not have impact on vocabulary control, grammatical accuracy and thematic development but it has impact on Phonological control and Pronunciation, and Fluency. The students' who studied phonology and who did not study phonology had almost same skills in Vocabulary control, grammatical accuracy and thematic development. The students who studied phonology were better in Pronunciation and Fluency than the students who didn't study phonology.

Conclusion

The study of teaching phonology by keeping CEFR components- vocabulary control, grammatical accuracy, phonological control, thematic development, fluency and coherence, in mind in context of Bhutanese and Indian students of class six and ten, the study came to the



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conclusion that phonology teaching has more impact on students' phonological control and fluency on spoken language.

In terms of phonological control and pronunciation in group X, 30% of students group X1 fell under A1 whereas 70% of group X2 students fell under the same level. 70 % of group X1 students fell under A2 whereas 30% of group X2 students came under this level.

The study reveals that phonological control which means accuracy of pronunciation, using allophones, employing word stress, demonstrating intonation is highly affected by teaching of phonology. Students who do not study phonology, they do not use word stress and intonation. It is also found that in terms of homophones, these students were not able to identify the difference. They also don't make changes in the pronunciation while using derivation of root word, which means the word which is used as noun, adjective or verb is spoken by putting stress at the same place. Second major problem occurs in making different types of sentences by using voice modulation. These students do not differentiate between statement, imperative sentence and interrogative and exclamatory sentence, etc. they concentrate so much on sentence structure: implied meanings are ignored by them. While using rhetorical utterances they rely too much on language devices rather than on voice modulation.

They also confuse the pronunciation of different sounds with mother tongue sounds. For example, Indian students who didn't study phonology are not able to differentiate between the sibilant of /b/ sound which are /b/, /v/, /w/. They also confuse and use invariably allophones of s sound which are /s/, /z/, /iz/ and sibilant of d sound which are /d/, /t/ and /id/. However, it is important to notice that studying only phonology without getting actual exposure to native sounds does not make students stalwart in the language. Their language is still marred with errors unless they start using language in real context, however these students are well equipped than the students who do not study phonology. In both the groups the students who studied phonology could pronounce the words more correctly than those who did not study phonology. The students who did not study phonology have more influence of their mother tongue.

In fluency, 50% of group X1 students and 60% of group X2 came under A1 level. 20% of group X1 and 30% of group X2 students came under A2 level. 20% from both the groups came under B1 and only 10% of group X1 students came under B2. The students who studied phonology were more fluent in their speech compared to the ones who did not study phonology.



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After reviewing the data on fluency the study concludes that, the pace of students' language utterances may or may not remain same but validity of language accuracy is surely affected by studying phonology. In case of students who do not study phonology, the fluency is achieved on the cost of language accuracy. Apart from that, whenever a sound which is different than the mother tongue sound or any other two sounds which are non-existence in mother tongue are clubbed together, they stammer or unable to produce them in one cluster.

Phonology does not have much impact on vocabulary control of students spoken English. In group X, 60% of group X1 and 70% of group X2 students came under A1, 30% students from both group X1 and X2 came under A2 and only 10% of group X1 students came under B1. Students from both the countries have almost same skills in this area. So the study reveals that phonology teaching does not affect this part of language.

Same as in vocabulary, phonology does not affect the thematic development of the students. 50% of group X1 and 60 % of group x2 students came under A1 and 50% of group X1 and 40% of group X2 students came under B2. Students who studied phonology and who did not study are same in this area.

In grammatical accuracy, 60% students from both groups X1 and X2 came under A1, 40% of the students from both the groups came under A2. So, grammatical accuracy is totally unaffected by the teaching of phonology as both of these aspects of language are independent unit and overlapping of one aspect on other is negligible. As the study indicates learning phonology doesn't affect this part of the language.

One thing observed when analyzing the data was that in India, the students skills in all the areas of language differ from school to school. While one school students had high level skills in all the areas the other school students had more problems in all the areas. In Bhutan, different schools had students with different skills in all the areas. The skills of the students did not differ from school to school but depend on student to student.

Overall, the study has come to realize that learning phonology helps second language learners in reducing the effect of mother tongue over the second language. It can also be stated that the students who has studied phonology were able to produce better sounds in terms of their relativity to the native speakers. The students who did not study phonology have problems in fluency, uttering sounds, use of intonation and word stress. It is evident that these parts of



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language are important in terms of the use of language. Most of the time rhetoric is employed to convey specific meaning from same sentence structure and to become a proficient speaker, these elements are rudimentary.

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