COMPETENCES OF TEACHING ENGLISH PHONETICS TO UNIVERSITY STUDENTS

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Annotation
English has become a global language not only because it is spoken by so many people worldwide, but also because it has evolved into the primary tool for international communication, enabling access to the knowledge and technological resources of the whole planet. The abilities of teaching English phonetics to university students are covered in this article.

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English has a wide range of dialects since it is a first or second official language in many countries. Received Pronunciation (RP) is the pronunciation that is usually associated with the middle and upper classes of the community and is used by those who are educated. Similar to the SE dialect, RP is associated more with a certain social group than a specific geographic area. It denotes formal discourse and has associations with authority and prestige. The Queen's English, Public School Accent, Oxford English, BBC English, the accent of the Court, etc. are a few names for RP.

The major subject of study in this course is a sound because phonetics and phonology are the branches of linguistics that deal with sounds. There are 26 letters in the English alphabet and 44 phonemes in the language's sound system (see explanation of phonemes below). Both branches examine the noises from various angles:

Phonetics "provides procedures for its description, classification, and transcription" and is concerned with the physical manifestation of language in sound waves and how they are created, conveyed, and heard.

Phonology is the "study of linguistic sound systems" and how sounds relate to one another in a language. Although phonetics and phonology are sometimes interchangeable, the focus of these pages is mostly on phonetics and only briefly touches on a few phonological ideas for practical reasons.

Adopting the many viewpoints mentioned in the explanation of phonetics above, it may be seen as examining three separate regions that are represented in the phonetic branches listed below:

- Acoustic phonetics investigates the physical characteristics of speech sounds (duration, frequency, intensity, and quality), which are typically measured by spectrographs to depict waveforms and spectrograms;
- articulatory phonetics studies the ways the vocal organs are used to produce speech sounds; auditory phonetics is concerned with how people perceive speech sounds, i.e. how the sound waves activate the listener's eardrum, and how the message is perceived;
- phonological analysis studies the physical

Speech is produced as a result of neuromotor activity, hence the sound is brain-generated. The speech organs then carry out several commands to actually make the sound after the message has been created in the mind. Before it is realized, the physical production begins in the lungs and goes through significant changes in the respiratory system.

In addition to the speech organs, articulatory phonetics also deals with the classification and categorization of phonetic production aspects. A thorough understanding of the specific speech organs' roles in articulating concrete vowels and consonants is necessary for successful articulation.

The accuracy of phonetic transcription is very great, and many articulatory and auditory features can be seen. Because it uses additional diacritics and seeks to reproduce actual speech sounds in the narrowest sense, it is frequently referred to as the narrow transcription or transcription proper. Therefore, square brackets are used to encapsulate the symbols. For instance, [th] indicates an aspirated /t/ and [spid] indicates a slight devoicing of /d/ in the last position.

All consonants have certain properties in common that identify them from vowels. There are 24 consonants in English, although seven of them are referred to as sonorants because they share several features (sonority and continuation) with vowels: /m/, /n/, /ŋ/, /l/, /r/, /j/, /w/. The pure 17 consonants are narrowed to the term obstruents because the airflow is always obstructed to a great extent when the sounds are articulated: /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /h/. In the English language, sonorants and consonants both serve the same purposes and can restrict the airway to varying degrees. Sonorants are therefore frequently added to the group of consonants. The location, style, and kind of phonation that a consonant supports can all be used to characterize the sound it makes.

Speech Consonants and vowels are the two categories into which sounds are typically separated. Vowels are produced with a vocal tract that is somewhat open to allow for unhindered airflow. Vowels are therefore regarded as being open sounds, whereas consonants are made by constriction of the vocal tract. Roach describes the sounds in the following way:

- Vowels belong to the group of sounds that cause the least amount of airflow restriction when they are produced.

- Consonants belong to a group of sounds that are produced with restricted airflow through the vocal tract.

Consonants and vowels can be distinguished from one another by the different acoustic energy that vowels exhibit. Vowels are more sonorous and intensely resonant than consonants. While consonants are units that operate at the edges of syllables, either singly or in clusters, and are optional, vowels also have the function of being syllabic (a syllable can have a minimum of one vowel). Vowels are voiced because they frequently entail the vibrating of the vocal folds, whereas consonants can be voiced or silent.

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