



ESSENTIAL GRAMMAR TOPICS IN THE FIELD OF PHONETICS, PHONOLOGY AND MORPHOLOGY FOR TECHING A1 LEVEL STUDENTS

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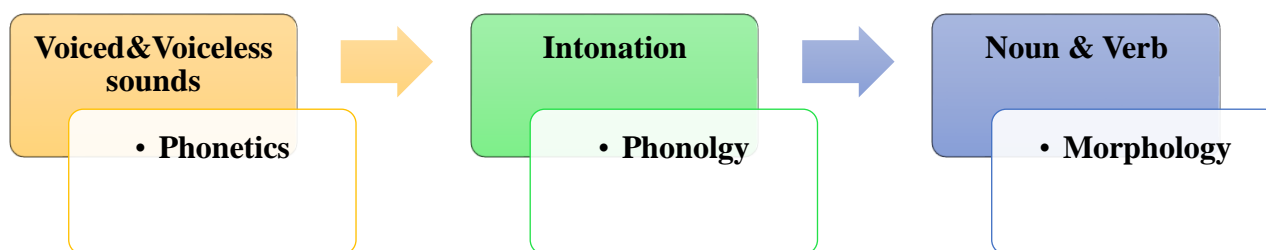
ABSTRACT

This article explores key grammar topics in phonetics, phonology, and morphology tailored for A1 level English learners. It emphasizes the importance of understanding voiced and voiceless sounds, as these are critical for correct pronunciation and avoiding common speech errors. Voiced and voiceless distinctions aid in the accurate articulation of suffixes and plurals, while intonation instruction addresses common pitfalls in sentence melody that can affect comprehension and fluency. The article underscores that addressing these fundamental aspects early in the learning process can lead to more effective acquisition of English grammar and improved communicative competence.

KEYWORDS: Phonetics, Phonology, Morphology, grammar instruction, voiced sounds, voiceless sounds, pronunciation, intonation.

INTRODUCTION

Various factors such as student’s age, English proficiency level, prior existing knowledge have an integral part in teaching process. These aspects can be a good guideline for instructors while preparing materials and “learner’s objectives in studying English should dictate the amount and kind of grammar in their coursework” (Folse, 2009, p. 17).



I considered that introduction of voiced and voiceless sounds can be one of the essential topics for my target learners as knowing about their rules and the way of pronunciation will help to decrease the errors they make during their speech (Yavas, 2016). According to McCabe (2011) “in all languages, natural speech has rhythm, which allows us to perceive some languages as being more staccato and others more melodic”. However, young learners sometimes forget about the intonation of sentences which create various mistakes in their speech. Considering this factor, I tried to create visuals which explains that there also intonation is available in English. Before moving to the grammatical themes which are about forming various sentence structures, I think giving information about differences between noun and verb can help students in making sentences. Since the sentences are formed in subject + verb order, having



knowledge about noun and verb will make it easier to learn the structure of sentences (Taslim, 2016).

Voiced and voiceless sounds play an important role while learning a foreign language. Since they help students correctly pronounce words and suffixes, and prevent from mispronunciation and confusion of the words. For example, if we take the words “liked” and “graded” suffixes at the end can be pronounced differently or there is also distinction in plural endings can be seen. Besides, learning process for students cannot be so difficult as “phonetic is universal” and students can find similarities of phonetic elements both in L1 and L2 (McMahon, 2020, p.4). For this reason, I consider that students should be aware of the voiced and voiceless sounds and their rules. As in the language acquisition period, when learners can vary the sounds /p/ and /b/ they are able to differentiate other pairs of sounds (Moskowitz, 1978).

I decided to choose intonation as a second important theme for teaching and it is because while learning foreign language students can be lack of knowledge about proper rules of intonation and introducing the rules about it at the beginning of the teaching process can prevent certain errors that students can make further and result in noticeable improvements in their speech (Bot & Mailter, 1982).

From my point of view before starting different grammatical rules, firstly, students should be able to differentiate nouns and verbs from other parts of speech, their functions and usages. After that it can be easier for them learning about tenses and other grammatical rules as they are main elements of morphology and English grammar (Alhaj, 2015).

As we know main differences between voiced and voiceless sounds is voice. When we spell voiced sounds, we can feel vibration in our vocal cords. So, while teaching this theme, firstly, I will ask from my students to pronounce these sounds. Some of them can notice the difference some of them not. For this reason, at the second time they should put their hands on their necks and pronounce again. At that point it can be easier to explain the differences as they can feel vibration when pronouncing voiced sounds. Based on my teaching experience, I can note that a great number of students do not pay attention to the intonation of the sentences. If they are not given proper explanation, they may continue making various intonation errors. For this reason, I will teach students about the usage of falling and rising tones. Because, sometimes students who are new in language learning sphere reads affirmative, negative and interrogative sentences in the same tone.

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