

TEACHING SOME ASPECTS OF PHONETICS, PHONOLOGY, AND MORPHOLOGY TO SPECIFIC GROUPS OF LEARNERS**Feruza Ashurova Mahammadyusupovna***English teacher at academic lyceum under Fer SU*

Annotation: *This article explores the effective methods and approaches used in teaching Phonetics, Phonology, and Morphology to a specific group of learners. The study focuses on the tailored instructional strategies designed to address the unique needs and characteristics of the target audience, which could include learners with specific language backgrounds, learning styles, or linguistic challenges. The article discusses the importance of understanding the fundamental principles of Phonetics, Phonology, and Morphology and how these linguistic components impact language learning and communication. It highlights the significance of adapting teaching techniques to cater to the specific requirements and linguistic proficiency levels of the learners in question. Overall, this article serves as a comprehensive resource for educators, language specialists, and researchers interested in optimizing the teaching of Phonetics, Phonology, and Morphology to specific groups of learners, ultimately fostering enhanced linguistic proficiency and communication skills within the educational context.*

Keywords: *phonetics, phonology, morphology, psycholinguistics, standards, phonetic transcription, diphthong, accent, phono semantics, morphemes.*

DESCRIPTION OF LEARNERS.

According to Warren (2013), psycholinguistics is the study of cognitive mechanisms required in language use, we can describe learners by their representation and process while using language. As an English teacher with 12 years of experience, I am a teacher for Secondary to High School students. Currently, my working process includes 15-16-year-old students, most of whom are girls. They are High school, Academic lyceum students. Even though, the EAP assessment, which we are learning now, is likely to be the least increased area in its sphere (Hamp-Lyons, 2011) most powerful tests like TOEFL- Test of English as a Foreign Language, IELTS- International English Testing System have become proved for using EAP context. Our educational process involves getting a CEFR-Common European Framework of Reference for Languages certificate similar to IELTS bands and TOEFL scores for gradulators. For these standards, my students are preliminary learners with B1 level and intend to gain B2 after completing the academic year. In order to achieve high results, classes are conducted using reading, listening, academic writing, and speaking in which topics related to CEFR demands. Because of the difficulty of acquiring a foreign language, many Asian learners have problems with phonetics, phonology, and morphology. To learn other languages perfectly, one must first know the mother tongue (L1) well, so I mostly conduct the lessons by comparing two languages, and the similarities in morphology help accomplish this, but in phonetics and phonology the rules of sound and pronunciation are different. I teach more pronunciation in the first lessons and monitor their knowledge with exercises and additional tasks.

As Moskowitz (1978) noted the grammar of the language which includes rules of phonology, syntax, and semantics is also a major part of language learning. As ESL instructor based on their weak points, we need to teach them the relevant ways to acquire language skills.

1. PHONETIC TRANSCRIPTION.

Since English belongs to the Romance Germanic language family there are several differences in phonetics and phonology, and many learners are struggling with pronunciation difficulties. The variations in spelling and sounds may make occurrences in multiple homophones (Yavas, 2016) such as night and knight, right and write, etc. To distinguish their difference, we should teach students phonetic symbols of consonants, vowels, and diphthongs in word position, e.g.

	Word position		
<i>Consonants</i>	<i>Initial</i>	<i>Medial</i>	<i>Final</i>
[k]	cat	package	book
[g]	goat	foggy	frog
<i>Diphthong</i>			
[ai]	ice	bike	buy

By gaining these, students may easily deal with writing, speaking and listening skills while learning L2. Being aware of International Phonetic Alphabet transcription helps them gather high scores in fast reading during exams.

2. ACCENT DIFFERENCE.

The primary aspect of learning a language is to be able to speak in being studied language. However, increasing technologies and developing countries are involving in growing literacy and acquisition of language-occurring accents in the same languages. Speakers often desire to indicate their attitude to a particular area or social group by utilizing language in the way of that group (McMahon, 2020). It allows language to be widespread all over the world with some variations in accent, e.g. American English, Indian English, Australian, Malaysian English. CEFR, IELTS, or TOEFL standards are international, and even exam materials are often based on academic style, speaking test takers are from all over the world, mostly Asians in Uzbekistan. So, we should create an adaptation of all accent differences while teaching speaking, and listening. This will be accomplished by listening to authentic resources and having friends all over the world. Mostly, I encourage my students to make friends from non-native English countries on the Internet and chat with them using a video recorder as authentic material for classes to differentiate accents in English phonology.

3. TYPES OF MORPHEMES.

ESL instructors frequently persuade learners to be familiar with the basic root of a given unknown word to guess its initial meaning. Having the same morphological unit in our first language (L1) these morphemes make learning language uncomplicated. Component English speakers should assume meanings of new words made by using usual derivational affixes, and suffixes with roots (Payne, 2011). As well as, these morphemes help to differ parts of speech according to their form and meaning, focusing on using synonyms and compounds in academic writing. It allows for avoiding repetition and lack of coherence in writing essays in language proficiency exams. For example, using *replace* instead of *changing place* or making

the word as a noun *replacement*. Morphemes-based type activities assist in learning language earlier and gaining target aim, taking certificates with comprehending basic morphology.

Task. Divide the given words into right morpheme groups;

Affixes	Suffixes	Root
Im-	-ty	possible
Un-	-ed	educate

Words: impossibility, uneducated, development, unconsciousness, representative, reactivation, irresponsibility, independence.

4. COMPOUNDS

Compounding is one type of morphology adding two stems or roots to create a new word. For example, homework, blackboard, classmate, toothbrush, table cloth, can opener, etc. It is obvious from examples compound nouns can be separated or added with two roots or words, they have stress both words and separated meanings (Payne, 2011). Accomplishing basic and relevant information about compound nouns permits learners easily to comprehend given sources. Unfamiliar texts may have pretty unknown words to use language learning process, and being aware of one of from two roots allows them to deal with a vocabulary better. Users, as well as pre-intermediate and basic learners, are often highly scored for using compounds in their writing and speaking tests for lexical use of words in context according to CEFR standards. In reading tests analyzing word formation regarding to morphology will increase gaining high results.

5. PHONO SEMANTICS

As Payne (2011) noted the lexical source of any language is completely massive in size. In our L1 and L2 words can be delivered, borrowed, created and clarified several meanings based on a context. A word has its original meaning in dictionaries or out of the text, however, it may show different meaning within context, e.g.

The car crashed into the stream (waterway) last day;

The rider fell off a horse while jumping over the stream (fence in horse riding sport).

Word stress also, helps learners to identify words with the same formation in different meanings or similar meanings, more obviously distinguishing in parts of speech like nouns with verbs or adjectives or vice versa. During reading tests, test takers or learners discover new meanings of words in context after studying on this topic. Various authentic materials are given to clarify the basic and second meanings of words in academic features of language learning.

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