

## Phonology in Language Learning and Teaching

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### ABSTRACT

*This article aims at absorbing the pronunciation teachers task and how much phonology should teachers know. Teachers and future teachers need a well-rounded concept of the phonology of the language they are going to teach and the native language of learners. Emphasis must be placed on the understanding of language as a system of rules and as a network of interrelated parts. They should be respectably solvent in both segmental and suprasegmental features of the two languages and they should have a solid grounding in theory and knowledge about how the sound systems of the two languages work. Thus the phonological training must involve our students learning about the sounds of English and Arabic as well as learning how to produce them. It is expected that this interplay of theoretical and practical aspects will be highly beneficial in helping students to become both proficient speakers of English and effective teachers of the language. Dziubalska-Kolaczyk (2002) states that "Making the learner metalinguistically aware of phonetics, phonology, morphology, syntax as well as socio-pragmatics will facilitate his/her acquisition of a second language, i.e. the development of second language competence." It is our belief that our students' future teaching practice will demand precisely this: heightened quality of competence originated by metalinguistic awareness. Trainees will become linguistic models for their pupils and as stated by Gimson (2001) one of their major responsibilities will be centered around providing as close approximation to a chosen model of pronunciation as possible.*

**Keywords:** Phonetics, phonology, pronunciation, learning, teaching

### 1. INTRODUCTION

Teaching English phonology is one of the most interesting and difficult subjects. Students at languages and translation department, college of Education and College of Arts and Humanities, Taibah University,