

An Analysis of Linguistic Competence of Phonology Teaching on YouTube Video Series

Neng Herawani^{1*}, Ratna Dewanti²

^{1,2}Universitas Negeri Jakarta, Jakarta, Indonesia

*neng.herawani@mhs.unj.ac.id

Abstract

Linguistic competence plays a pivotal role for English teachers in assisting the students for developing their language acquisition. Thus, a teacher's ability to accurately and thoroughly explain language norms and structures which is primarily attributed to their linguistic competency is necessary. The purpose of this study is to examine linguistic competence in phonology teaching, which was demonstrated by an English teacher. This study used a descriptive qualitative method. The data was obtained from a series of videos of the phonology teaching which were broadcasted by an English teacher on a YouTube channel. The finding indicated that the teacher has adequate phonological knowledge either in case of material mastery and producing English sounds in giving some examples while delivering the linguistic materials particularly in phonology. Furthermore, linguistics is valued as an important component in teaching a language. It can raise a teacher's knowledge of language, which would make them more capable and, ultimately, better language teachers.

Keywords: *linguistic competence; phonology teaching; video series*

Submitted: June 13, 2025

Revised: May 25, 2026

Accepted: May 26, 2026

DOI: 10.65576/indofes.v3i1.17

This is an open access article under the CC BY-SA license.

©2026 The Author(s). Published by Asosiasi Pendidikan Bahasa Asing Pascasarjana Indonesia



1. Introduction

Linguistic competence plays an essential part of a professional skill set for an English teacher to effectively instruct and engage students (Barus & Bontisesari, 2021). Deep understanding of the English language's phonetics, grammar, syntax, semantics, and pragmatics are all included in this competency. In order to assist students in developing their language acquisition, a teacher's ability to accurately and thoroughly explain language norms and structures is primarily attributed to their linguistic competency. Linguistic competency benefits English teachers in several ways, including the capacity to teach effectively and accurately, model acceptable language use, and respond to the needs of their students. An understanding of grammar and syntax is necessary for teachers to be able to explain difficult language topics, correct mistakes, and give accurate feedback (Fillmore & snow, 2000).

Moreover, linguistic competence enables teachers to design effective and engaging lesson plans that cater to various learning styles and levels. By understanding the intricacies of the language, teachers can create activities that promote language acquisition and fluency (Utami, 2023). For instance, they can develop exercises that focus on specific grammatical points, design listening activities that enhance phonetic awareness, or provide writing assignments that encourage semantic precision and creativity. Additionally, linguistic competence improves a teacher's capacity to include language's cultural nuances into their instruction. Understanding the close relationship between language and culture enables

educators to offer students a more engaging, contextualized learning environment. Students who possess this cultural competency are better able to recognize the subtleties of the language and develop a deeper comprehension of how it is used in diverse social and cultural contexts (Fillmore & Snow, 2000).

From the aforementioned explanation, it can be understood that language competence has a pivotal role in creating a successful instruction. It helps teachers to deliver precise instruction, create engaging lesson plans, foster effective communication, model appropriate language use, and integrate cultural aspects. By developing and sustaining high levels of linguistic competence, English teachers can considerably improve their efficacy as educators and help their students succeed in learning the language.

Subsequently, the significance of linguistic competence in English language instruction has been the subject of numerous research. The majority of studies are conducted in the context of English language education programs or teacher training to give aspiring educators the tools they need to assist students (Bouguebs & Idri, 2021). These studies investigate the understanding of prospective or pre-service teachers on the significance of language ability for their professional growth as English teachers. The findings indicate that while there is a widespread understanding of the need for linguistic competence, some individuals continue to struggle and lack the necessary language proficiency to impart knowledge effectively. Managing queries from students and responding on the spot to language-related issues that arose during teaching practice demonstrated the difficulty. This illustrates the part of linguistic competency should have had in equipping educators to deal with problems in the classroom.

In addition, other related studies (Ernest et al., 2013; Gruba, 2004), learn foreign languages (Golonka et al., 2014; Jeong, 2017; Quintana-Lara, 2014; Shield & Kukulska-Hulme, 2006), and learn and interact in CLIL (Content and Language Integrated Learning) settings for continuous learning (Pasternak et al., 2016; Smythe & Neufeld, 2010) have examined the diverse applications of teaching methods to enhance linguistic competence in the context of online language learning. The majority of research focuses on how students use technology to advance their language proficiency, but very few examine how well teachers are able to communicate their own linguistic teaching methods and competencies. Furthermore, a study conducted by Maya, et al., regarding linguistic competence is merely specialized in morphological awareness for teacher through YouTube video series.

Therefore, additional in-depth research on the practical application of linguistic competency as a teaching strategy is needed. Thus, this study is aimed to examine linguistic competence in phonology teaching, which was demonstrated by an English teacher on a YouTube video series.

Literature Review

Linguistic Competence

One of the most well-known linguists of the 20th century, Noam Chomsky, developed the theory of linguistic competence, which completely changed the field of theoretical linguistics (Barman 2014). Linguistic competence can be summed up as the capacity of Linguistic competence is a set of skills which must be possessed by an English Teacher. It means that teachers should be aware of Morphology, Phonology, Syntax, Semantics and Pragmatics. (Barus & Bontisesari, 2021). Phonology is one of the linguistics competences a teacher should be capable of in teaching a language especially dealing with Listening and Speaking.

Chomsky developed the terms "competence" (linguistic competence) and "performance." "Competence" and "performance" have different theoretical meanings; competence is defined as an assumed underlying ability, while performance is the overt display of that skill.

Performance is what one does, whereas competence is what one knows. This suggests that the fundamental knowledge and skill systems needed for communication are known as communicative competence.

Furthermore, according to O'Grady & Archibald, linguistics is the study of how language works—how it is used, how it is acquired, how it changes over time, how it is represented in the brain, and so on. It is concerned not only with the properties of the world's more than 7000 living languages but also with the abilities and adaptations that have made it possible for our species to create and use language in the first place. It can be understood that linguistics is an interdisciplinary field that studies language usage, acquisition, historical change, brain representation, diversity of languages, and human abilities and adaptations. It examines language use in various contexts, including everyday conversation, formal communication, and literary expression. Linguistics also investigates the evolution of languages over time, the representation and processing of language in the brain, and the unique human capabilities that enable language creation and use. A knowledge in which a language's speakers are capable of producing and comprehending an infinite number of utterances, many of which are new and unfamiliar. They can also understand that some statements are inappropriate and do not belong in their language at the same moment, sometimes referred to as language competence (O'Grady & Archibald, 2016).

Subsequently, O'Grady & Archibald (2016) stated that in examining linguistic competence, linguists study the mental process that allow people to produce and understand the words, sounds, and sentences that make up their native tongue. Grammar is the term used by linguists to describe this system, which is composed of the elements listed in table 1.1.

Table 1.1 The Component of Grammar

Component	Domain
Phonetic	The Articulation and perception of speech sound
Phonology	The patterning of sounds
Morphology	word formation
Syntax	sentence formation
Semantics	the interpretation of words and sentences

To put it succinctly, English teachers need to be aware of how the language functions and how it supports the four English proficiency skills. Understanding the distinctions between several speech components, including the way to make sounds and the way to make meaning from words or phrases and many others, is necessary for proficiency in basic English. This information won't reach the students in a timely way if the teachers can't understand them, which could lead to improper language use. Both educators and students can help prevent such a serious problem by having a strong command of language. Linguistics encompasses phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse, sociolinguistics, and psycholinguistics. However, the researcher's focus in this study was the range of phonology.

Phonology

Curzan & Adams (2012) defined phonology as the study of the sound system of any given language: the organization of a language's sounds and their relationships to one another. The study of phonology involves identifying the sounds that constitute a language's characteristic vowels and consonants, as well as the sounds that people would simply see as variations of those distinctive sounds and the sounds that do not occur in that language. In at least one of these areas, every language is unique from the others. Certain languages have sounds that other languages do not (for example, English does not have clicks, while the

African language Xhosa has). Certain languages can distinguish between two sounds that other languages cannot (for example, Japanese does not distinguish between /l/ and /r/, although English does). Consonant clusters are permitted in some languages but not in others (German permits the cluster /Sp/, but English does not, with the exception of Yiddish borrowings). The goal of studying English phonology is to characterize the English sound system.

An international system for recording speech sounds has been attempted to be developed from the sixteenth century. The International Phonetic Alphabet (IPA), the most widely used system. Since 1888, the International Phonetic Alphabet (IPA) has undergone changes. This transcription system aims to provide a single symbol for each sound in human speech. The symbols that are placed in brackets [] signify that the transcription is phonetic and does not correspond to a specific language's spelling system.

Phonological awareness

According to National Center on Improving Literacy (NCIL, 2022) phonological awareness is the ability to recognize that spoken words are made up of individual sound part. Phonological awareness serves as a key component of literacy development, and also as a predictor of later success in spelling and reading. Oral language and knowledge of the various ways language can be divided into smaller components are referred to as phonological awareness. It is an oral and auditory skill, or the ability to speak and hear.

Phonological awareness is “the ability to perceive and manipulate sounds. Phonological awareness includes four levels of sound: word awareness, syllable awareness, onset-rime awareness, and phoneme awareness” (Cunningham & Zibulsky, 2014, p. 446).

The four sub skills that make up phonological awareness are word, syllable, onset/rime, and advanced phonemic awareness. These sub skills are more sophisticated than the others.

1. Syllable
2. Onset
3. Rhyme
4. Phonemic awareness

Teachers' language proficiency can be greatly improved by educational content makers creating an extensive phonology-focused YouTube video series. By encouraging greater pronunciation and listening skills in the classroom, this not only enhances their professional abilities but also has a direct positive impact on their students.

2. Method

The research employed a descriptive qualitative design. A teacher's YouTube channel contained a number of videos that the researcher used to compile the data. Videos ranging in length from twenty-one to forty-one minutes comprised four episodes of the series. By comparing the teacher's knowledge with the theory from the linguistics book produced by some experts, the researcher began to analyze the teacher's linguistic competency in each video. "How English Works, A Linguistic Introduction" (Curzan & Adams, 2012), "An Introduction to English Phonology" and "Contemporary Linguistic Analysis, An Introduction" (O'Grady & Archibald, 2016), "Introduction to Phonetics and Phonology" Philip Carr (2013) and "An Introduction to Language" (Fromkin, et at.) are the chosen books that were used for the analysis.

3. Findings and Discussion

The study's results made it easier to understand how important it is for a teacher to maintain their competency while instructing a class in language proficiency and verbal and nonverbal feature recognition. The outcomes of the researcher's examination of part 1 through 5 were as follows:

Video 1: Phonology Part 1



In the first video, the teacher introduced the technical terms of Phonology, namely:

- a) Phonology: The study of sound of a language
- b) Phoneme: the smallest unit of sound
- c) IPA: International Phonetics alphabets. It helps us talk about the sound difference through writing.
- d) There are over 6000 languages in the world with different sound systems

The teacher defined phonology as the study of the sound of a language. She further stated that there are over 6,000 languages, and all of those languages would have different sound systems and every language has its own dialects as well. As a result, dialects may impact individual pronunciation, how a person produces a sound of the word. She gave examples of phonemes as follows in which some dialects pronounced similarly. In fact, they are different in pronunciation.

*Pin: /pin/
Pen: /pɛn/*

When talking about dialect, it deals with pronunciation, lexical items and grammar. And also deals with the pronunciation difference. She explained that there are **dialects of rule-governed in** producing the sounds. She stated that dialects are grammatical and rule driven:

- a) Dialects follow rules, they are not arbitrary, they are not random, they follow the rules.
- b) Dialect, consists of pronunciation, lexical items and grammar
- c) Therefore, pronunciation must follow rules

Here are some words which in some dialects are pronounced similarly.

*Pin and pen
Tin and Ten
Lin and Len
Windy and Wendy
Sinned and send*

The rule for the mentioned examples is:

1. When I and E is followed by an N, a consonant sound, the similar sound is given to the I and E vowel. But if I and E are followed by a T or a C, K or a G, or a P or a T, it doesn't. As long as it's not an N, the sound is distinguished. Here are some examples which are pronounced differently.

Lit and let
Pick and peck
Pig an peg
Rip and Rep
Litter and letter

And that had to do with **the plural S in English ([s] or [z])**, the final consonant sound before the plural S. So if it was a K, as in k, then we would give it the KS sound. If it was a B, we were going to give it the Z sound. So BZ, it sounds like a bee.

<i>Week<u>s</u></i>	<i>We<u>b</u>s</i>
<i>Brief<u>s</u></i>	<i>Bag<u>s</u></i>
<i>Bed<u>s</u></i>	<i>Back<u>s</u></i>
<i>Bell<u>s</u></i>	<i>Bit<u>s</u></i>

Corresponding to teacher's understanding about the term of phonology stated by the teacher in the video series on YouTube channel, Curzan & adams (2011) defined **Phonology** as the study of sound systems and sound change, usually within a particular language, and is accompanied by **phonetics**, the description and classification of sounds more generally and the study of their production and perception. Furthermore, O'Grady defined phonology as the study of the contrasts and patterns that underlie the use of sounds to communicate meaning. While, according to Fromkin, et al., phonology is the study of the sound patterns of human languages, while according to Brinton, phonology is derived from the Greek word *phōnē* meaning 'sound, voice', it is the study of the speech sounds of a particular language.

Furthermore, speaking about rule-governed pronunciation which was mentioned by the teacher in the video regarding the plural S in English, it is confirmed with the linguist who said that in English and other languages, there are numerous assimilation rules. Recall that following a voiceless sound, the voiced /z/ of the English regular plural suffix changes to [s], and the voiced /d/ of the English regular past-tense suffix changes to [t]. Here are some examples of vocal assimilation. In these instances, assimilation to the [-voice] feature of the last consonant of the stem causes the value of the voicing feature to change from [+voice] to [-voice], as in the derivation of cats:

/kaet + z/ → [kʌts]

Consequently, it is clear that the teacher understands what phonology is. The teacher also described the related terms of phonology such as phonemes and International Phonetic Alphabet which is very important in helping students grasp the material completely. However, there is little bit inconsistency when the teacher mentioned that there are over 6000 languages in the world, while according to O'grady & Archibald based on the data taken from www.ethnologue.com that there are about 7106 living languages (page 1).

Video 2: Phonology Part 2



The International Phonetic alphabet

In the second video, the teacher started explaining about the importance of phonology for teachers, by answering the following question.

Why Do We Care About Phonology?

The reality is that in order to teach language, you need not only to teach the words, the vocabulary of the language and what those words mean, but you need to teach your students how to say those words. So, one of the things we know with Phonological Studies is that not every language has the same sounds in it. Spanish and English share a lot of the same sounds. But there are some sounds between the two languages that are very different. So, an English speaker going to learn Spanish is going to struggle with some sounds in Spanish that they haven't learned or heard or used their whole life. So, an example of that is that trilled R. for example, with the word 'perro,' 'perro,' there's that trilled R, whereas as an English speaker, I'd want to say 'perro' (without trilled R).

It can be understood that teaching language involves not only teaching words and vocabulary, but also teaching students how to say them. Phonological Studies reveals that not every language has the same sounds, such as Spanish and English. English speakers may struggle with unfamiliar sounds, such as the trilled R in Spanish, compared to their English counterparts.

Later on, the teacher explained about the **International Phonetic Alphabet (IPA)**. She stated that talking about IPA, it is dealing with how to write about sounds. In writing with IPA by using those phonetic symbols to write about sound, brackets [] are used not quotation marks (" "). Because there is a difference between using brackets and quotation marks. Quotation marks are what we use when we're writing about the word. So, she gave the example here of the word 'fart.'

The word F-A-R-T should be transcribed [fart] not in separate way [f] [a] [r] [t]

That's how we spell the word 'fart' in the English alphabet. So, if we want to write about the act of farting, we should put it in quotation marks. However, if we are going to talk about the sounds in the word 'fart, we should to put it in these brackets []. Some of the symbols that are on the IPA look very similar to letters that are used in the English alphabet.

The teacher explained in the video that the way we spell words will never really match the way we pronounce the words which can make teaching a language like English very difficult. So, our spelling system in English is very complicated, and it's slightly messy. And part of that is because we looked at the history of English, and we know that the English language is basically a product of multiple languages and multiple historical events. So, we have a lot of French, we have a lot of Latin, we have a lot of German words. And because of this, though we have a really congested spelling system. For example, the word fish F-I-S-H as G-H-O-T-I.

Lastly, she mentioned that there are 44 sounds in English consisting of 30 consonant sounds and 14 vowel sounds.

The sounds of all languages fall into two classes: consonants and vowels. Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetics, the terms consonant and vowels refer to types of sounds, not to the letters that represent them. (Fromkin, et al. pg. 195).

The teacher taught how to pronounce the following sounds of consonants and vowels. And later on, gave a time to the viewer to practice.

Table 2. Consonants sounds

Consonant sounds	
[p] vs. [b]	[h] as in <u>h</u> ello
[p] as in <u>p</u> ick	[s] as in <u>s</u> orry
[d] as in <u>d</u> og	[z] as in <u>z</u> crazy
[t] as in <u>t</u> oy	[m] as in <u>m</u> at
[f] as in <u>f</u> ish	[n] as in <u>n</u> ice
[v] as in <u>v</u> ictory	[w] as in <u>w</u> ish
[k] as in <u>k</u> ite	[l] as in <u>l</u> ike
[g] as in <u>g</u> irl	[ɹ]* as in <u>r</u> ed
[j] as in <u>y</u> ellow	[θ] as in <u>th</u> ree
[ʃ] as in <u>sh</u> ip	[ð] as in <u>th</u> ere
[tʃ] as in <u>ch</u> ease	[ŋ] as in <u>ng</u>
[ʒ] as in <u>z</u> mirage	[ʔ] as in <u>uh</u> oh
[dʒ] as in <u>g</u> justice	

It is confirmed to what Brinton and other linguists (Fromkin, 2010; Curzan & Adams, 2012) said that IPA was invented in 1888 (and revised in 1989). Fromkin added that in 1888 members of the International Phonetic Association developed a phonetic alphabet to symbolize the sounds of all languages. In addition, Fromkin et al said that human speech sounds fall into classes according to their phonetic properties. All speech sounds are either consonants or vowels.

Furthermore, to clarify her explanation, the teacher showed the figures of consonants and vowels and modelled the viewers how to pronounce each of the examples.

Video 3: Phonology Part 3



Consonants (Phonology Part 3)

Consonant

Voicing, Place of Articulation, and Manner of Articulation

In this third video the teacher explained that there are three things on how we produce 30 consonant sounds. There are 44 sounds in English, but 30 of them are consonants.

The teacher described the articulation of consonants (voicing + Place + Manner)

- a) Is the sound voiced or voiceless? (**action of the vocal folds**)

- b) Where is the airstream constricted (**Place of articulation**)
- c) How is the airstream constricted (**manner of articulation**)

The teacher explained that in producing the sounds, they have three different ways that they can differ.

1. Voicing (action of the vocal cords).

- a) Voicing refers to the vibration of the vocal cords. some consonants are voiced
- b) About the (sounded) s and z. how there was a difference between those two sounds. So, the first is voicing, which is what we are going to do with our throat. how in English we give an "S" either a (sounded) s or a z sound. And the difference between those two sounds is voicing.

The first thing we want to draw attention to when we are talking about voicing is our throat. And we are specifically talking about these vocal folds, our vocal cords. That's probably a term y'all are familiar with, our vocal cords and this area called the **glottis**.

A View of the Larynx from Above

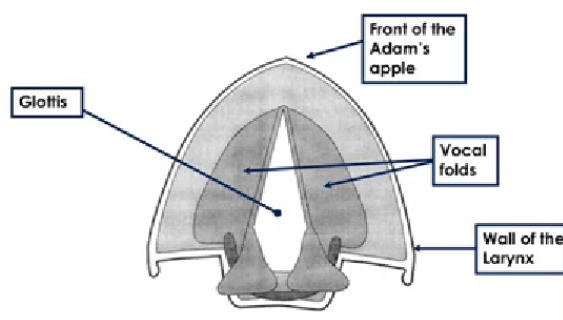


Figure 1. A view of the larynx from above

Voiced and Voiceless

- a) All vowels are voiced
- b) only about half of the consonants in English are voiced
- c) The following sounds are paired together to show the voicing distinction can change the word's meaning

V-less vs. voiced	V-less vs. voiced
[p] vs. [b]	pig vs. big
[t] vs. [d]	teen vs. dean
[f] vs. [v]	fine vs. vine
[k] vs. [g]	coat vs. goat
[s] vs. [z]	sip vs. zip
[tʃ] vs. [dʒ]	chunk vs. junk
[ʃ] vs. [ʒ]	(No Minimal pair)

Place of Articulation (where the air stream is constricted)
Table of English Consonant

Table 4. Table of consonant

Place of Articulation		Bilabia		Labio		Inter-		Alveola		Palata		Vela		Glotta	
		l		-	dental	l		r		l		r		l	
Manner of Articulation	Stop	p	b			θ	ð	t	d			k	g	ʔ	
	Fricative			f	v			s	z	ʃ	ʒ				h
	Affricate									tʃ	dʒ				
	Nasal		m						n				ŋ		
	Liquid		w						r, l		j				

Voiceles	Voiced
----------	--------

In the stop series of English, there are paired voiced and voiceless stops produced in three locations:

1. bilabial: the voiced bilabial stop /b/ (as in band, ember, mob) and the voiceless bilabial stop /p/ (as in pound, open, coop);
2. alveolar: the voiced alveolar stop /d/ (as in danger, eddy, loud) and the voiceless alveolar stop /t/ (as in tangle, otter, moat); and
3. velar: the voiced velar stop /g/ (as in grass, rugged, rug) and the voiceless velar stop /k/ (as in carrot, election, luck).

One of the most interesting things about phonology is that there are sounds in English, that don't exist in other languages. And there are sounds in other languages that don't exist in ours. And this is what we talk about with an accent

Manner of Articulation Place of Articulation

Air flow	IPA Symbol
Stop	[p,b,t,d,k,g,ʔ]
Fricative	[f, v, s, z, h, θ, ð, ʒ, ʃ]
Affricate	[tʃ, dʒ]
Nasal	[m, n, ŋ]
Liquid	[l, r]
Glide	[j, w]

Teacher's explanation about consonants and its components is aligned with Curzan & Adams (2012) who said that English consonants can be distinguished and categorized by three distinctive features:

1. **Place (or point) of articulation:** identifies the location of the passive and active articulators.
2. **Manner of articulation:** describes how close the articulators get and how that affects the airflow.

3. **Voicing**: indicates whether the vocal cords are pulled back (voiceless or unvoiced) or vibrate (voiced) when a consonant sound is produced.

In addition, according to Brinton (2010) a **consonant** is defined as a speech sound which is articulated with some kind of stricture, or closure of the air stream. Consonants are classified according to four features:

1. the state of the glottis: in vibration (voiced) or open (voiceless);
2. the state of the velum: lowered (nasal) or raised (oral);
3. the **place of articulation**: the location where the stricture or place of maximum interference occurs and what articulators are involved; and
4. the **manner of articulation**: the amount of stricture, whether it is complete, partial (called “close approximation”), or relatively open (“open approximation”).

While according to Fromkin, et al based on their phonetic characteristics, human speaking sounds are classified. Every speech sound can be classified as either vowel or consonant, and every consonant can be classified as either sonorant or obstruent. Certain consonants—bilabial, labiodental, alveolar, palatal, velar, uvular, and glottal—have some airstream restriction in the vocal tract, and the position of this obstruction determines the point of articulation.

Consonants are categorized further based on how they are articulated. They could be nasal or oral, lengthy or short, vocal or voiceless. They could be glides, affricates, stops, fricatives, or liquids. The vocal cords are together and vibrating when producing voiced sounds; they are separated and not vibrating when producing voiceless sounds. Aspirated or unaspirated voiceless noises are also possible.

In short, English consonants can be defined as speech sounds with airstream stricture and are classified by the state of the glottis, velum, place of articulation, and manner of articulation. They categorized by their place of articulation, manner of articulation, and voicing. Consonants can be classified as either sonorant or obstruent, and can be nasal or oral, lengthy or short, vocal or voiceless. They can be glides, affricates, stops, fricatives, or liquids. Vocal cords vibrate when producing voiced sounds, while they do not when producing voiceless sounds. However, the material delivery regarding consonants conveyed by the teacher is still relevant with the linguists. She has transferred her linguistic competence properly.

Video 4: Phonology Part 4



English Vowels (Phonology Part 4)

American English Vowels

In this fourth video, the teacher explained about the English vowels. English has 44 phonemes, and 30 of them are consonants which have been discussed in the previous video. The teacher tried to look at the last 14, which were the vowels in the English language. She stated that vowels play an important role in the language. And there are also many consonants that depend on the vowels for their audibility, such as [h], the acoustic energy

The importance of Vowels

- a) Vowels are always voiced
- b) Unlike consonants, vowels usually function as the **Syllable nuclei**.
 Example:
 back: [bæk]
 Hopeful: [houpfal]
- c) Vowels are also really tricky, because they notoriously shift, especially in English.

Table 3. English Vowels

Monophthongs	Diphthongs
[ɪ] as in b <u>i</u> t	[eɪ] as in ca <u>se</u>
[i] as in sh <u>ee</u> t	[aɪ] as in s <u>igh</u> t
[ə] as in <u>u</u> mbrella	[ɔɪ] as in b <u>oy</u>
[ɑ] as in f <u>a</u> ther	[aʊ] as in sh <u>ou</u> t
[ɛ] as in w <u>e</u> t	[oʊ] as in m <u>ow</u>
[ʊ] as in b <u>oo</u> k	
[u] as in g <u>lue</u>	
[ɔ] as in b <u>ough</u> t	

The teacher stated that every known language have 3 vowels

Table 6. The vowels of the world language

	Front	Central	Back
High	[i]		[u]
Mid			
Low	a		[a]

In this video, the teacher explained about the importance information of vowel, she said that all vowels are always voiced compared to that of consonants, which half of them are voiceless. She also mentioned that every known language in the world have at least 3 vowels. She provided some vowel charts for her explanation clarification. And interestingly, she modelled again how to pronounce those vowels with no doubt at all.

Furthermore, she explained how to produce the vowels sounds. It has more to do with how big or little we are making our mouth, raising and lowering our our tounge, rounding or opening our lips. She then provided the vowels examples:

Vowels (Monothongs)	Vowels (diphthongs)
[i] as in sh <u>ee</u> t	[eɪ] as in ca <u>se</u>
[ɪ] as in b <u>i</u> t	[aɪ] as in s <u>igh</u> t
[ɛ] as in w <u>e</u> t	[ɔɪ] as in b <u>oy</u>
[ə] as in <u>a</u> bout (schwa)	[aʊ] as in sh <u>ou</u> t
[ɑ] as in f <u>a</u> ther	[oʊ] as in m <u>ow</u>
[ɔ] as in b <u>ough</u> t	
[u] as in g <u>lue</u>	

The teachers’s explanation about vowel is relevant to some linguist theory (Curzan and Adams (2012) confirmed that all vowels in English are voiced and involve a continuous stream of air through the oral cavity—there are no active or passive articulators involved, no stopping of air, so we need a different system for categorizing these sounds. English vowels can be

distinguished and categorized by three distinctive features, all related to the placement and form of the tongue:

1. **Height** indicates whether the tongue is high in the mouth, low, or in between, closer to its “resting position” (mid).
2. **Frontness** (or backness) indicates whether the front of the tongue is nearer the front of the mouth, toward the hard palate, or the back of the tongue is nearer the back of the mouth, toward the velum.
3. **Tenseness** (or laxness) indicates whether the tongue muscle is tense (and nearer the periphery of the mouth) or lax (and more centralized).

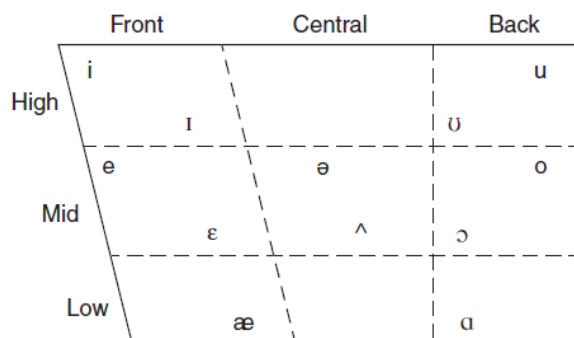


Figure 2. The Tongue Position in Producing Vowel Sounds

Brinton (2010) affirmed that in some respects, however, vowels are easier to classify than consonants. For consonants, we must consider four criteria: voicing, orality/nasality, place, and manner of articulation. For vowels, we need to consider only one criterion: place of articulation. This is due to the fact that all vowels are voiced and oral. English does not regularly use voiceless or nasalized vowels. Also, in terms of their manner of articulation, all vowels are produced with open approximation. Brinton Added that there are two kinds of vowels:

1. A **monophthong** is a single or simple vowel sound constituting the nucleus of a syllable. The position of the tongue is more or less static, and there is a relatively constant acoustic property, or pitch, to the sound.
2. A **diphthong** consists of the tongue gliding from one vowel position to another within a single syllable; it is produced as one continuous sound, not as a succession of sounds. By definition, a diphthong involves a change in the position of the tongue, and it may involve a change in the shape of the lips as well.

From the explanation above, it can be seen that the teacher’s material delivery is based on the theories from some experts. It is clearly understood, that the teacher shows her expertise in her linguistic competence.

Minimal Pairs

Furthermore, the teacher explained about minimal pairs, then she defined that minimal pairs are words that differ by one sound. To clarify her explanation, she further gave some examples of minimal pairs, such as follow:

beat vs. bit [bit] vs [bIt]
date vs. mate

chip vs. hip
help vs. help
hall vs. all
ship vs. rip

Subsequently, the teacher stated that using minimal pairs can help students who are struggling to produce a sound or hear the difference between two sounds (poem and boam) to distinguish the difference between phonemes.

Her explanation is consistent with O'Grady who claimed that minimal pair consists of two words that differ by only one segment in the same position. Thus, "win" and "wing" make up a minimal pair since they differ only in terms of their final consonant. And "beat" and "bit" constitute a minimal pair since they too differ by just one segment (the vowel in the middle of the word).

(1) Some other minimal pairs:

contrast in initial position:

[slp] sip — [zlp] zip

contrast in medial position:

[iθə] ether — [iðə] either

contrast in final position:

[sʌm] sum - [sʌn] sun

When two sounds can create a minimal pair, we know that they belong to separate phonemes. So /s/ and /z/ are separate phonemes, as are /θ/ and /ð/, and /m/ and /n/.

While according to Brinton minimal pairs. A minimal pair is a set of different words consisting of all the same sounds except for one. The one sound which contrasts is then determined to be a phoneme since it makes a difference in meaning (it differentiates one word from another).

Examine the following:

/_æɪ/: pat, bat, sat, mat, gnat, fat, that, vat, cat ...

Fromkin, et al defines a *minimal pair*: two *different* words that differ in one sound. The two sounds that cause the word difference belong to different phonemes.

Negative Transfer or L1 interference

Negative transfer is when the rules of your first language don't apply to the second language. And so, it negatively impacts your use of the second language. When a Spanish speaker applies all five Spanish vowels to English, there are nine vowels they're not using. So, there's going to be some speaker errors. They can't rely on just the five vowels in the first language. They will negatively transfer into English some of the time because they don't always match.

Positive transfer is when something from your first language enables you to be successful in the second language. So, the fact that Spanish and English do share those five vowels gives me actually some hope that maybe I can learn Spanish and vice versa for Spanish speakers learning English.

Talking about Spanish and English, but negative, and positive transfer is a language learning concept that applies to all language learning.



Phonological and Phonemic Awareness (Phonology Part 5)

Phonological and Phonemic Awareness

In the last video, the teacher recalled what it means by phonology. Then, she stated that in phonology, we study and deal with all aspects of sound. One of which is **phonemes**. **They are the smallest unit of sounds**, it means that this phoneme cannot be broken down.

- a) [b], [k], [a], etc.
- b) all are phonemes
- c) all are the smallest unit of sound

Phonological and Phonemic Awareness are vital stages of acquisition in order to move a child or an adult into written and reading literacy. It is the building block to reading and writing literacies. But it is not always incorporating reading and writing. Phonological awareness is about recognizing sounds in spoken language. It deals with sound. You can teach and / or learn phonological awareness with your eyes closed.

Phonological Awareness encompasses five components:

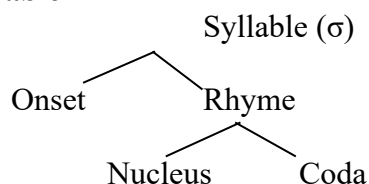
1. **Sentence segmentation:** The awareness that sentences are made up of multiple words
[dujunouwattaImitiz] - [do ju nou wat taIm It iz]
[maIsIstarridzabuk] - [maI sIster ridz a buk]
[aIlaikalskrim] - [aI laik aiskrim]
2. **Syllabification**
 - a) one syllable = monosyllabic e.g. friend
 - b) Two syllables = disyllabic, e.g. friendly - "Friend-ly"
 - c) 3+syllables = multisyllabic , e.g. friendliness - Friend-li-ness

Structure of a syllable

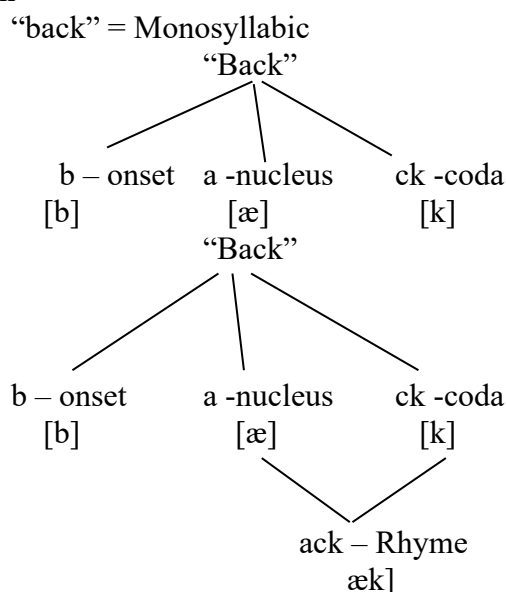
Every syllables has onset, nucleus and coda

- 1) **Onset:** it's everything prior to the vowel in each syllable, everything prior to the nucleus
- 2) **Nucleus:** which is the center of a syllable
- 3) **Coda:** everything after the nucleus in the syllable
- 4) **Rhyme:** the nucleus plus the coda make the rhyme. such as rhyming: hat, bat, mat.

The structure of Syllable



Syllabification



In a word, every syllable has a **nucleus**, which is a **vowel**. Not every syllable has to have an onset or a coda. Some syllables, like think about the word 'the,' 'the,' the. the 'uh,' 'uh' is the nucleus but there's no coda. There's nothing after the 'uh' vowel sound. **I**, the phoneme there is **I**. There's no onset to this syllable. The word 'I' is a single monosyllabic word. There's no onset and there's no coda.

According to Curzan & Adams (2012) A syllable is a speech unit made up of one or more phonemes that combine to produce a continuous sound. It typically consists of a vowel nucleus, also known as the center, and may also have a consonant onset, coda, or both. The nucleus, which is the only necessary component of a syllable in English, is always a vowel, with the exception of syllables made up of syllabic consonants. This isn't how all languages operate. For instance, the onset is necessary in some languages, whereas codas are optional in others.

Word stress

So, we have: "desert," "dessert," "contract," "contract," "console," "console," "perfect," "perfect." Then there's progress, progress, the same example, but one—they both have different definitions and they're both used differently: one's used as a noun, one's used as a verb. Languages are rule-driven, and here's one in English. In the case where stress changes the meaning of the word, there's a pattern, and that is when it is a noun or an adjective.

de-ssert, de-ssert
 con-tract, con-tract.
 per-fect, perfect
 sub-ject,

Intonation patterns: Awareness of pitch movement across a phrase or a sentence.

Question -Rising pitch

Statement -falling pitch

Exclamation - rising -then falling pitch

Examples: Gravy?

British women”Gravy?” Rising tone “would you like some?”

Indian and Pakistani Women “Gravy.” Falling tone

Phonemic Awareness: Aware of phonemes

When we are talking about sounds in a word (or in a syllable), we need the students to be able to recognize

initial sounds

final sounds

medial sounds

example: [b] [a] [t]

initial medial final

Students get confused because phonemic awareness, phonological awareness, they sound the same. Phonemic awareness is one type of phonological awareness. Inside phonemic awareness, there are five categories.

Phonemic awareness covers five things:

- **Rhyme recognition**

look at a rhyme like this:

Twinkle, twinkle, little star.

*How I wonder what you **are**.*

*Up above the world so **high**,*

*like a diamond in the **sky**."*

And so we use rhyme recognition. Rhyming words can be spelled differently.

So these words, for example:

snow, depot, go, tow, though

They are actually phonemically rhyme

- a. **Alliteration:** beginning with the same sound, the “onset” is the same
example: the phoneme. p, p, p, p.

Peter Piper Picked a Pack of Pickled Peppers

We can also see how initial sounds f, f, f, might take on different spellings. So flip, that's spelled with an F. Phone, f, spelled with a PH “Flip phone”

- b. **Phoneme Building:** Hearing separate words and combining them into a word. B, I, G.
What word is this: [b] + [I] + [g] = “big”

- d. **Phoneme Segmentation:** Hearing a word and identify what sound it is made of:
What sounds do you hear in the word “big”?
“Ar-ro-pla-ine” [erplein]

- e. **Phoneme Manipulation:** change the sound in a word
if we change the [b] in [big] to P, what word do we have?
Of course, it will result in a different meaning

Regarding intonation, Curzan & Adams (2010) confirmed the teacher’s material delivery and said that Intonation refers to differences in pitch that can change the meaning of a sentence. In Standard English, pitch usually falls at the end of clauses and sentences. Rising intonation is usually associated with questions, although, as you will discover in the next

chapter, “uptalk” has changed that. Some dialects of British English (Scots, for instance) have rising intonation in declarative sentences, both now and historically. In any case, in most dialects of English, “You are going to the store” with rising intonation at the end would typically be interpreted as a question. With falling intonation at the end, the same sentence would be perceived as a command or a statement of fact.

The material delivered by the teacher regarding the phonological and phonemic awareness is still relevant to the theory of phonology by some experts. However, most experts used another term such as “Suprasegmental features” or “Prosody” instead.

4. Conclusion and suggestion

This study is aimed to examine linguistic competence in phonology teaching, which was demonstrated by an English teacher. The phonology teaching was taken from a series of YouTube videos which were posted by a teacher on a YouTube channel. The finding shows that the teacher has adequate linguistic competency while delivering the linguistic material, particularly about phonology. She conveyed the materials confidently, she modelled how to pronounce the phonemes and words as well.

The results of the study showed that the instructor delivered the course with adequate linguistic competence. The results also made it easier to see how important linguistic competence is to the understanding of how a teacher can continue to be competent while instructing a course. To put it briefly, linguistics is valued because it has the potential to raise teachers' awareness of language, which will make them more capable and, ultimately, better language teachers.

Acknowledgment (if any)

First of all, I would to thank Allah SWT, the Almighty who has given me guidance, spirit and strength so that I can finish my paper. I would also thank my lecturers for their support and guidance in completing this paper. And of course I will not forget to thank my family for their love, support and pray. And last but not least, I would also thank the family of SMA Islam PB. Soedirman Bekasi for their support for my study.

References

- Abdulrahman, N. C., & Abu-Ayyash, E. A. (2019). Linguistic competence, Communicative Competence and Interactional Competence. *Journal of Advances in Linguistics*, 10, 1600-1616. <https://doi.org/10.24297/jal.v10i0.8530>
- Bailey, G., & Thomas, E. (2021). Some aspects of African-American vernacular English phonology. In *African-American English* (pp. 93-118). Routledge.
- Barus, I.R.G. & Bontisesari. (2022). Investigating Teacher’s Linguistic Competence in Teaching English For Academic Purposes. *IJEAL (International Journal of English and Applied Linguistics)* Vol.2 Number 2, December 2022. doi.org/ijeal.v2i3.1735
- Brinton, Laurel. J. (2020); *Language Files* (2019); *The Linguistic Structure of Modern english*. Amsterdam/ Philadelphia: John Benjamin Publishing Company.
- Barus, I.R.G. & Bontisesari. (2022). Investigating Teacher’s Linguistic Competence in Teaching English For Academic Purposes. *IJEAL (International Journal of English and Applied Linguistics)* Vol.2 Number 2, December 2022. doi.org/ijeal.v2i3.1735

- Bouguebs, R., & Idri, N. (2021). Linguistics Knowledge Importance in Teacher Education: EFL Pre-service Teachers' Insights. *Al-Athar*.
- Carr, P. (2019). *English phonetics and phonology: An introduction*. John Wiley & Sons.
- Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. Routledge.
- Creswell, John W. (2012). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Pearson.
- Cunningham, A. E., & Zibulsky, J. (2014). *Book Smart: How to develop and support successful, motivated readers*. Oxford University Press.
- Curzan, A., & Adams, M. J. (2012). *How English Work, A Linguistic Introduction*. Pearson Education Inc.
- Fillmore, L. W., & Snow, C. E. (2000). *What Teachers Need to Know About Language*. Center for Applied Linguistics.
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105. <https://doi.org/10.1080/09588221.2012.700315>
- Khansir, A.A. (2013). *Applied Linguistics and English Language Teaching*. *Middle-East Journal of Scientific Research* 15 (8): 1140-1146, 2013. 10.5829/idosi.mejsr.2013.15.8.11238
- Maya, L., Dewanti, R., & Suseno, M. (2023). An Analysis Of The Linguistic Competence Of Morphology Teaching On Youtube Video Series. *Jurnal Bahasa Lingua Scientia*, 15(1), 1-19. <https://doi.org/10.21274/lis.2023.15.1.1-19>
- McMahon, April. (2002). *An Introduction to English Phonology*. Edinburgh University Press. ISBN 0748612521.
- National Center on Improving Literacy (2022). *Phonological Awareness: What Is It and How Does It Relate To Phonemic Awareness*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.
- O'Grady, W., & Archibald, J. (2016). *Contemporary Linguistic Analysis; an Introduction (Eight Edit)*. Pearson.
- Matalines, A.M., (2023). Teachers' Linguistic Competence, Teaching Skills and Students' Linguistic Competence: Bases for a Training Design. *Technicum Social Sciences Journals*.
- Radia, B. & Idri, N., (2021). Linguistics Knowledge Importance in Teacher Education: EFL Pre-service Teachers' Insights. *ResearchGate*.
- Rizkiani, F., Dewanti, R. & Sumarni, S. (2023) Investigating Teacher's Linguistics Knowledge in Teaching English to Young Learners during the Pandemic: A Case Study. *Pancasakti International Seminar on English Language Teaching (PISELT 2022): Building Teachers and Students' Literacies in English Language Teaching*. 40 *Technicum Soc. Sci. J.* 41 (2023).