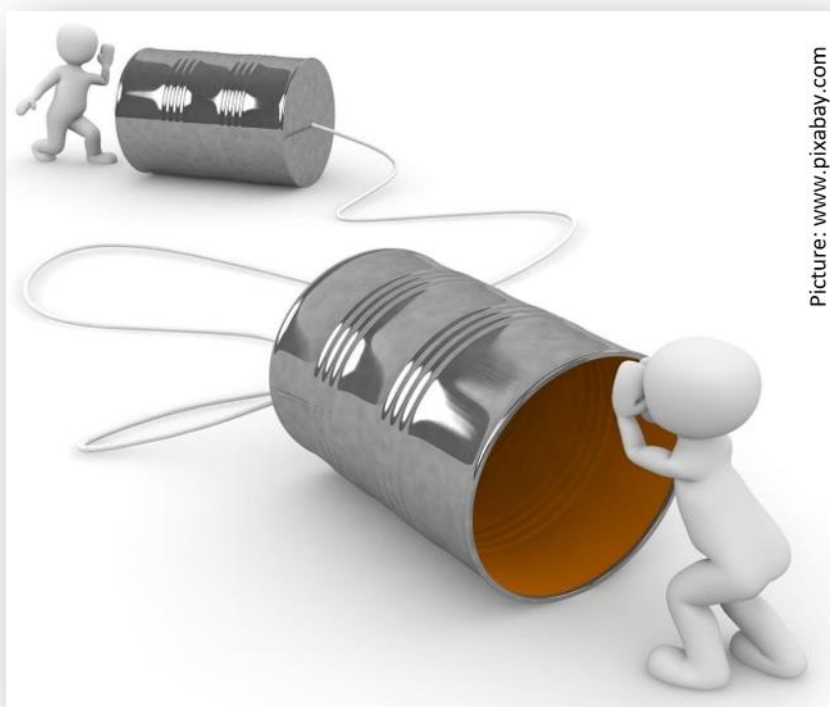


## ENGLISH LANGUAGE TEACHING: PHONETIC, PHONOLOGY AND AUDITORY PROCESSING CONTRIBUTIONS

ARAÚJO, L. M. M. *et al.* English Language Teaching: phonetics, phonology and auditory processing contributions. **Pró-Fono Revista de Atualização Científica**, v. 22, n.3, p. 183-188, jul./set. 2010.

Summary by Simone Freire de Araujo (TEAM member). July 21, 2021.



The article *English Language Teaching: phonetic, phonology and auditory processing contributions* reports a research about the “interrelation of phonetic, phonology and auditory processing in English Language Teaching” (p. 183). Thus, the main focus of the study was to examine if Portuguese language speakers’ previous contact with the English language phonetic system helped their English learning process.

The research participants were eight undergraduate students. They were Portuguese language speakers, 18 to 22 years old, and had basic knowledge of English language proficiency. The “subjects were submitted to conventional auditory assessment to confirm normal hearing” (p.184). The subjects were divided into two groups: a control group (CG) and an experimental group (EG). The CG was only submitted to the English course, and the EG was submitted to the phonetics of English language class before the English course. The subjects took an Oral Test and auditory processing test (Random Gap Detection Test), before and after classes to compare their performance.

The results obtained in the test given to students were compared and showed that there was no difference between the two groups. However, the CG had better performance in the pronunciation of English after the course, and also the group had the best performance in the Oral Test. Besides, the EG had the highest score in the auditory processing test after the English class, but the group had lower performance in the Oral Test.

The CG had a better performance in the Oral Test because they showed more pronunciation and conversation knowledge. So, they utilized resources and strategies to improve their performance in the test.

The EG had knowledge about the phonetics of English language; however, it did not help in the process of learning the target language. Yet the phonetic and phonological instruction is important to the development of real learning of a certain language. Being proficient in a language allows the sound and meaning to establish rules for various phrases. Although the learning of English phonetics was not fundamental to a better progress in the studied language, it did improve students' temporal processing.

Maybe as a result of the reduced study of this sample, statistical differences were not found. For that reason, the authors suggest future research, in order to increase the universe of participants.

