

**Phonetic Features of the English Language and Analyses of Their Usage in  
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**Abstract**

This article covers issues such as information on distance learning in the system of distance. It is about an in-depth study of the differences between the American and British, as well as, the difficulties and challenges of applying it in Afghanistan. There are thousands of details between the British and American British, and from time to time they come together to a degree that is a little difficult. We use the term “emphasis” to refer to differences in pronunciation. Pronunciation may vary depending on cultures, regions, and speakers, but there are two main standard varieties of English pronunciation: British English and American English. There are also different accents in British English and American English.

**Keywords:** pronunciation, successful achievement, vocabulary, learning problems, pronunciation-related activities, improvement, phonology, phonetics, pronunciation problems, official language, quality.

**Introduction**

The English language is spoken in Great Britain, the United States of America, Australia, New Zealand and the greater part of Canada. It is native to many who live in India, Israel, Malta and Ceylon. That's why instead of «English» there are many «Englishes» — variations of the language. The two mostly commonly used versions of English are British and American English. Aside from the new vocabulary, differences in pronunciation, in grammatical construction, and especially in intonation developed. If the colonization had taken place a few centuries earlier, American might have become as different from English as French is from Italian. But the settlement occurred after the invention of printing, and continued through a period when the idea of educating everybody was making rapid progress. For a long time most of the books read in America came from England, and a surprising number of Americans read those books, in or out of school. Moreover, most of the colonists seem to have felt strong ties with England. In this they were unlike their Anglo-Saxon ancestors, who apparently made a clean break with their continental homes. There are several areas in which British and American spelling are different. The differences often come about because British English has tended to keep the spelling of words it has absorbed from other languages (e.g. French), while American English has adapted the spelling to reflect the way that the words actually sound when they're spoken.

**Literature review and methodology.** Learning English is like multiple domains of a language; will be able to listen, speak, read and write. Listening and speaking among them requires correct pronunciation to be understandable. Research shows that students' good feelings about their pronunciation encourage them to learn better. A positive attitude from students can lead to an increase in motivation, which in turn can lead to successful achievement of skills due to increased input and interaction. However, if they have bad feelings about them, their pronunciation will demotivate them during the learning process. The pronunciation of language is the most important

aspect of understanding others and understanding ourselves to others. Communication is determined not only by correct grammar and multiple vocabularies, but also by the correct interaction of pronunciation features. It can be argued that pronunciation lessons should deal with pronunciation teaching and learning problems and needs.

Afghan EFL students feel positive about pronunciation in English and have a passion for their pronunciation-related activities. They also find it difficult for them to learn to pronounce English. The results of the survey for EFL administrators and teachers in Afghanistan include the introduction of more pronunciation improvement measures in English textbooks and the design of curricula that meet the needs of students.

As a teacher of English, literature, and linguistics, the author has repeatedly taught phonology, phonetics, and pronunciation to Afghan language learners throughout his career. During her classes, students reacted differently to English pronunciation. It was observed that some students enjoyed pronunciation lessons in their groups. Others, however, ignore it whenever possible and consider pronunciation to be a confusing and difficult area of language. Although the author considered it the teachers' responsibility to solve students' pronunciation problems, some non-linguistic factors also appear to exist, e.g. perceptions and attitudes that affect pronunciation improvement in students. Therefore, the main purpose of this survey is to provide detailed information on how Afghan EFL students perceive English pronunciation in terms of positivity, importance, difficulty, student motivation, and learning strategies. The survey also provides more literature to support the English language learning background in Afghanistan.

**Discussion.** Uzbek language is the third official language alongside Dari and Pashto in the areas where the majority of people speaks this language. Moreover, the media is free to broadcast in any of the prevalent languages of the country (Afghanistan Constitution, 2004). Fundamentally, the languages of instruction are Dari and Pashto; however, Uzbek has also benefited to some extent from the conditioned freedoms given in the Constitution of Afghanistan since 2004. Teaching in international languages (i.e. English) can also take place in the cases of need and exigencies of the ministry of higher education or as per request of the department and the approval of the faculty council and university academic council at the public universities of Afghanistan (Public Higher Education Law, 2015). The country's education system now begins teaching English from the 4th grade of primary school and continues until the 12th grade. Proportionate teaching of English, as well as in the first and second years of the bachelor's degree, even if the subject is not English. In addition, there are an incredible number of English language academies and centers in the country, where people tend to learn English outside the state education system.

Recent research has shown that although the quality of English language teaching in Afghan public universities is relatively low, students are more positive about learning it. It has also been found that learning English is a dream of many Afghans. According to the International Assistance Mission (IAM, 2020), Afghans understand that they need to learn English as a foreign language for a number of reasons. They believe this will help them rebuild their country, free their country from international isolation, and get the help they need from aid agencies. Due to decades of conflict, the country's economy is heavily dependent on foreign aid and its people are suffering from a lack of jobs. Afghan citizens know the importance of using English to communicate with other governments and NGOs, including employment, higher education, and project financing. It believes that the new generation in the country could have a negative impact on their development if they do not learn English.

**Result.** The study of pronunciation changes also can provide insight into how innovations of various types are spread. The networks of influence involved in the diffusion of, say, the Northern Cities Shift may also serve as conduits for other innovations such as new technology. Similarly, the interpersonal connections that promote new pronunciations also influence other social behaviors. An improved understanding of these connections might be useful to, for example, public health officials in disseminating information about disease, child safety, etc. Changes such as those described here have had and will continue to have a significant impact on the sound of American English. For linguists studying such changes, this is an exciting time.

When we are learning English as a foreign language, it is important to understand the differences between British and American English. Mixing the two varieties will make English sound strange and unnatural so it is best to choose just one and use it all the time. There is no “better” or “worse” variety of English and both British and American have their advantages depending on how and where you intend to use the language.

Afghan EFL Students’ Perceptions about English Pronunciation According to Orfan (2020a), using English increased slowly when the Soviet Union withdrew from Afghanistan in the year 1989. English language learning has now become a highly desired ambition for Afghans mostly influenced by the chances of getting a job with international INGOs within the country and higher education opportunities available outside the country’s borders. English language learning in the past years has increased employment opportunities throughout the world and it has been rewarding in Afghanistan (Alimyar, 2015). It is evident that Afghans who have worked with INGOs in the past two decades have made a fortune. The government has established many English departments at public universities of the country since 2001. The private sector has also facilitated centers for learning English primarily for the purposes of business and the development of their country. Furthermore, the universities in Afghanistan are now changing over to using English as the language of instruction in faculties such as; medicine, dentistry, engineering and computer sciences (AIM, 2020; Alimyar, 2015). These factors have led numerous Afghans towards learning English language for a brighter future and a better horizon for their country.

The importance of pronunciation is very high and Afghan school students should pay great attention to it. Pronunciation is the audible aspect of speech. Pronunciation training requires recognition of phonological elements that may not be present in all listeners.

In addition, pronunciation lessons should not emphasize English or American sounds, but rather learn to be more understandable and understandable. It also emphasizes that it is an additional test of the listener’s and speaker’s perception changes had to be made to the current policy and practice of pronunciation teaching. Students should learn correct processing from the teacher, but the teachers do not teach, but help to learn the students’ pronunciation. The role of teachers is similar to that of a coach, a speech coach, and a pronunciation coach. The pronunciation coach plays an important role in two levels of (a) speech production and (b) checking and managing changes in oral English in speech performance. Teachers conduct pronunciation diagnostic analyzes and select aspects that can have a major impact on improving students’ speech comprehension, helping students set long-term and short-term goals, and developing multiple pronunciations. Teaching methods and modules (eg whole class, small group work, individual lessons; pre-recorded audio and / or video materials; new computer programs with speech analysis systems), in the classroom speech structure and listening activities with invited native speakers and English speakers, provide models, gestures and suggestions for changing speech sample elements for all students, monitor

students' speech and speech performance go, and model changes should be evaluated as a permanent part.

In American English, pronunciation is the most active arena for language change. Researchers have identified dozens of pronunciation changes underway in various parts of the country. To the casual observer it might be surprising to discover that different changes are happening within different regions. Surprising because this counters a common assumption that Americans are growing more similar in their speech as a result of greater mobility, easier communication and increased access to the mass media.

In general, where there are differences between British English and American English spelling, it can be said that American English has the more economical and phonetic spelling. Unnecessary letters are left out and words are spelled how they sound.

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