

# 修 士 論 文

## Effective Teaching of Pronunciation for Junior High School English Education: A Focus on the Use of Textbooks

岩手大学大学院教育学研究科修士課程

教科教育専攻 英語教育専修

加 藤 み ち 子

2009年3月

**Effective Teaching of Pronunciation for Junior High School English Education:**

**A Focus on the Use of Textbooks**

A Master's Thesis

Presented to

Iwate University

Faculty of Education

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Michiko Kato

March 2009

## TABLE OF CONTENTS

1. Introduction.....	1
2. Teacher's Knowledge of Vowels.....	3
2.1 Short Vowels.....	3
2.1.1 /i/.....	4
2.1.2 /e/.....	5
2.1.3 /æ/.....	6
2.1.4 /ʌ/.....	7
2.1.5 /ɑ/.....	7
2.1.6 /u/.....	8
2.1.7 Summary.....	9
2.2 Long vowels.....	9
2.2.1 /i:/.....	10
2.2.2 /ɑ:/.....	11
2.2.3 /ɔ:/.....	11
2.2.4 /u:/.....	12
2.2.5 /ə/.....	13
2.2.6 Summary.....	13
2.3 Diphthongs.....	14
2.3.1/ei/.....	14
2.3.2/ai/.....	15
2.3.3/ou/ (/əu/.....	15
2.3.4 /au/.....	16
2.3.5 Summary.....	17
3. Analyses and Practical Classroom Teaching Methods.....	18
3.1 <i>NEW HORIZON English Course 1</i> .....	18

3.1.1 Analysis of <i>NEW HORIZON English Course 1</i> .....	18
3.1.1.1 Contents.....	18
3.1.1.2 Key Points.....	19
3.1.1.3 Frequency of Use .....	19
3.1.2 Teaching Methods of the <i>NEW HORIZON English Course 1</i> .....	20
3.1.2.1 Goal 1: “Let’s learn English VOWELS” .....	20
3.1.2.2 Goal 2: “Can you notice the difference between short and long vowels?” ...	21
3.1.3 Summary of How to Teach English Vowel Length.....	23
3.2 <i>NEW HORIZON English Course 2</i> .....	23
3.2.1 Analysis of <i>NEW HORIZON English Course 2</i> .....	24
3.2.1.1 Contents.....	24
3.2.1.2 Key Points.....	24
3.2.1.3 Frequency of Use .....	24
3.2.2 Teaching Methods of the <i>NEW HORIZON English Course 2</i> .....	25
3.2.2.1 Goal 1: “Can you notice the ‘double vowel’ ?” .....	25
3.2.2.2 Goal 2: “Let’s learn the difference between English vowel quality” .....	26
3.2.3 Summary of How to Teach English Vowel Quality .....	30
3.3 <i>NEW HORIZON English Course 3</i> .....	30
3.3.1 Analysis of <i>NEW HORIZON English Course 3</i> .....	30
3.3.1.1 Contents.....	30
3.3.1.2 Key Points.....	30
3.3.1.3 Frequency of Use .....	31
3.3.2 Teaching Methods of the <i>NEW HORIZON English Course 3</i> .....	31
3.3.2.1 Goal 1: “Learning Many VOWELS” .....	31
3.2.3 Summary of How to Teach English Vowel Lengths and Quality.....	33
<b>4. A Sample Lesson Plan</b> .....	<b>34</b>
4.1 The Reason for Choosing Unit 2 .....	34

4.2 Methods for Teaching Unit 2.....	34
4.3 An Example Lesson Plan.....	36
5. Conclusion .....	39
Appendix .....	41
Notes.....	48
References.....	49
Acknowledgment .....	51
Curriculum vitae .....	52

## 1. Introduction

The purpose of this paper is to consider effective teaching of pronunciation for junior high school English education. And we will introduce how to teach English vowel pronunciation to students based on the current Iwate junior high schools' textbooks, *NEW HORIZON English Course 1, 2 and 3*. English teachers should already have broad knowledge of vowel pronunciation. This includes how to properly pronounce the vowels when they teach the pronunciations for students. Moreover the teachers should know why the vowels are important for non-native speakers. The critical foundation of vowels will be explained throughout this paper.

In *Teaching American English Pronunciation* (Avery and Ehrlich 1992:96), Peter Avery and Susan Ehrlich described why pronunciation is difficult for non-native learners of English:

ESL students generally have difficulty producing English vowel distinctions. This is because there are more vowels in English than in most other languages. Many of the world's languages (e.g. Spanish and Japanese) have only five vowels.

Judging from the above, we should notice that vowels play an important role in the teaching of recitation.

In junior and high school throughout Iwate, the students will learn English for three years with only a few lessons devoted entirely to pronunciation. If teachers practice vowel pronunciation a few minutes of each lesson, then students can hear and pronounce vowels better. There are also many problems if we want to give pronunciation lessons to students in junior high school, such as limited classroom time and a lack of pronunciation instruction in textbooks. For example, there are few English class hours per week and there are currently no materials on how to teach vowel pronunciation in the *NEW HORIZON English Course* textbooks.

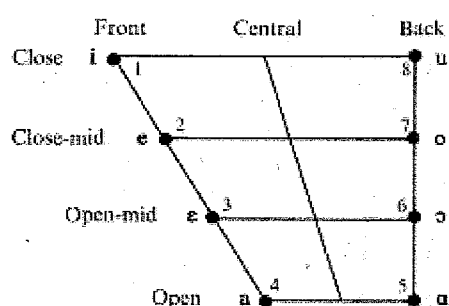
Therefore, this paper will address the following topics: In chapter 2, we will

explain the teachers' knowledge of vowels. In chapter 3, we will analyze each *NEW HORIZON Course* textbook in use in Iwate junior high schools, addressing practical classroom teaching methods. Lastly, in chapter 4, we will show a sample lesson plan.

## 2. Teacher's Knowledge of Vowels

In chapter 2, we are concerned with teachers' knowledge of vowels. We will introduce how to pronounce English vowels referring to Roach(2000) and Takebayashi(1998). Roach (2000) explained how to map each vowel shown in Fig. 1. It is based on Primary cardinal vowels.

Fig. 1 Primary cardinal vowels



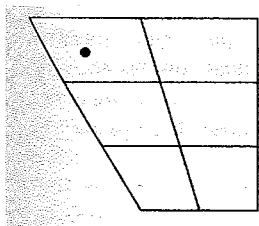
### 2.1 Short Vowels

In this section, we will outline the short vowels system. English has a large number of vowel sounds, with six short vowels. The symbols for these short vowels are: /i/, /e/, /æ/, /ʌ/, /ɑ/, and /u/. Short vowels are only relatively short and can have quite different lengths in different contexts. Specifically, short vowels are longer before a final-voiced consonant than before a final-voiceless consonant.



### 2.1.1 /i/

The lax high-front vowel /i/ occurs in such words as *bit*, *pin*, and *fish*. Roach expresses how to speak /i/ as such:



“The diagram shows that, though this vowel is in the close front area, compared with cardinal vowel no. 1 [i] it is more open, and nearer in to the centre. The lips are slightly spread.” (Roach 2000:15)

And Takebayashi says how to speak /i/ in the following quotation:

この母音は米音と英音とで大差なく、ともに弛緩母音で唇は張唇ないし弛唇である。日本語の「イ」の母音/i/と比較すると次のような著しい相違がある。

1. 日本語の/i/より、英語の/i/の方が舌の位置がかなり低く後ろ寄りで、正確には[e]で表すものである。
2. 英語の/i/は弛緩母音だが、日本語の/i/はそれよりも緊張している。
3. 日本語の/i/は先行子音を著しく口蓋化するが、英語の/i/はそのようなことはない。
4. 日本語の/i/は無声子音間でしばしば無声音化するが、英語の/i/はしない。

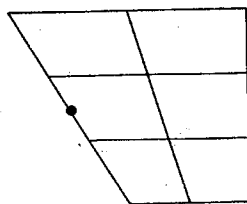
(Takebayashi 1998:21)

Put it all together, there are many differences between the English vowel /i/ and the Japanese vowel イ. To begin with, the tongue position of /i/ is quite higher, and the body of the tongue is more backward than the Japanese vowel イ. Next, the English vowel is a lax vowel, while the Japanese one is tense. Furthermore, palatalization occurs before a consonant in the Japanese vowel イ, but does not in the English vowel /i/. Finally, the Japanese vowel イ can be voiceless between voiceless consonants, but the English vowel /i/ cannot.

### 2.1.2 /e/

The lax mid-front English vowel /e/ occurs in such words as *bet*, *men*, and *yes*.

Roach describes how to pronounce /e/ in the following:



“This is a front vowel between cardinal vowel no.2 [e] and no. 3 [ɛ]. The lips are slightly spread.” (Roach 2000:16)

While Takebayashi expresses how to speak /e/ when he says:

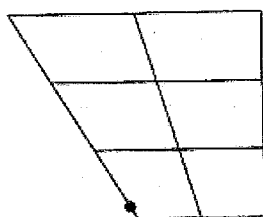
/e/は弛緩母音ないし弛唇である。舌の位置は米音と英音で多少の相違がある。米音では基本母音[ɛ]ないしやや、中央寄りの[e]であるのに対して英音では[e]よりやや高めの[e~ɛ]となる傾向がある。

(中略) 米音の[e~ɛ]は日本語の「エ」とは多少違い、「ア」のような響き加わることがある。(Takebayashi 1998:21)

When taken together, when producing /e/, the jaw remains relatively stationary in its mid-position and the lips are slightly spread. The vowel /e/ is able to be pronounced by Japanese native speakers, because they pronounce the Japanese vowel エ after pronouncing the Japanese vowel ア.

### 2.1.3 /æ/

The lax low-front English vowel /æ/ occurs in such words as *bad*, *man*, and *gas*. Roach says how to speak /æ/ in the following quotation:



“This vowel is front, but not quite as open as cardinal vowel no.4 [a]. The lips are slightly spread.” (Roach 2000:16)

And Takebayashi describes how to pronounce /æ/ in the following:

/æ/は一応弛緩母音に入るが/e/よりは緊張している。唇は弛唇で、この母音の特徴はしばしば咽頭がかなり緊張することである。従来基本母音[e]と[a]の中間より低い[æ]であったが、米音では高めの[æ]となり、更には二重母音化して[ea]となる傾向がある。

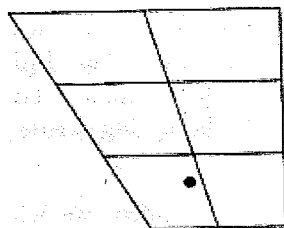
/æ/は一般的に短母音とされているが実際には長めに発音されることがおおく、特に有性子音の前では後述の/i:/, /u:/などの長母音と同じくらいの長さで発音される。

/æ/は舌の位置が日本語の「ア」と「エ」の間であるばかりでなく、上述のように実質的には長母音ともいえるほど長いために響きが「ア」とはかなり異なる。(中略) この母音は咽頭が緊張するので、喉を締め付けるように発音するように努めると効果的である。(Takebayashi 1998:24-25)

Put it all together, it is tenser than the English vowel /e/. To produce /æ/, the tongue and the jaw must be lower or drop slightly during articulation, as when pronouncing the sound between the Japanese vowels ア and エ, and there may be more pronounced lip spreading.

### 2.1.4 /ʌ/

The lax mid-central English vowel /ʌ/ occurs in such words as *but*, *some*, and *rush*. Roach describes how to pronounce /ʌ/ in following:



“This is a central vowel, and the diagram shows that it is more open than the open-mid tongue height. The lip position is neutral.” (Roach 2000:16)

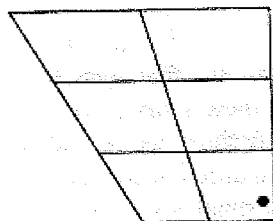
While Takebayashi expresses how to speak /ʌ/ as such:

米音の[ʌ]は日本語の「ア」[a:]よりも高めでやや後ろ寄りであるためしばしば後舌母音特有の暗い響きを持ち、「ア」と「オ」の中間的な感じを与えることがある。(Takebayashi 1998:27-28)

When taken together, the tongue position of English vowel /æ/ is higher than that of the Japanese vowel ア, and the body of the tongue of the English vowel /æ/ is more backward than with the Japanese vowel ア. The English vowel /ʌ/ is characterized by a relaxed and neutral, central position of the jaw and lips.

### 2.1.5 /ɑ/

The lax low-back English vowel /ɑ/ occurs in such words as *card*, *half*, and *pass*. Roach describes how to pronounce /ɑ/ in the following:



“This vowel is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.” (Roach 2000:16)

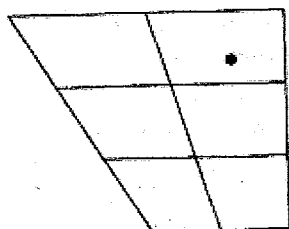
And Takebayashi expresses how to speak /a/ as such:

米音の/a/は日本語の「ア」[a]よりも舌の位置がやや後ろ寄りで口の開きも大きい。(Takebayashi 1998:26)

Put it all together, the tongue position of English vowel /a/ is more backward than with the Japanese vowel ア. When pronouncing English vowel /a/, the mouth is opened bigger than pronouncing Japanese ア.

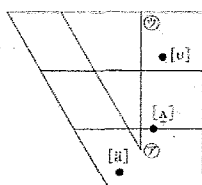
### 2.1.6 /u/

The lax high-back English vowel /u/ occurs in such words as *put*, *pull*, and *push*. Roach describes how to pronounce /u/ in following:



“The nearest cardinal vowel is no. 8[u], but it can be seen that  $\upsilon$  is more open and nearer to central. The lips are rounded.” (Roach 2000:16)

And Takebayashi says how to speak /u/ in the following quotation:



第11図 /u/と/u:/

/u/は弛緩母音で唇は中程度よりやや弱い円唇で舌の位置は図11で示すように、むしろ基本母音の[o]に近い。日本語（特に東京を中心とした共通語）の「ウ」は唇のまるめを伴わず、上下の唇が接近する特異な[u:]なので、両者の間には音色の多少の違いがある。(Takebayashi 1998:29-30)

When taken together, there is a difference between the English vowel /u/ and the Japanese vowel ウ: the English vowel is rounded.

### 2.1.7 Summary

Here, we see each vowel's tongue position and mouth state as demonstrated in

Table 1 below.

Table 1: Short vowels

Examples:	/i/ <i>bit</i> <i>pin</i> <i>fish</i>	/e/ <i>bet</i> <i>met</i> <i>yes</i>	/æ/ <i>bad</i> <i>man</i> <i>gas</i>	/ʌ/ <i>but</i> <i>some</i> <i>rush</i>	/ɑ/ <i>card</i> <i>half</i> <i>pass</i>	/u/ <i>put</i> <i>pull</i> <i>push</i>
Mouth State (Tense/Lax)	Lax	Lax	Lax	Lax	Lax	Lax
Tongue Position	High-front	Mid-front	Low-front	Mid-central	Low-back	High-back

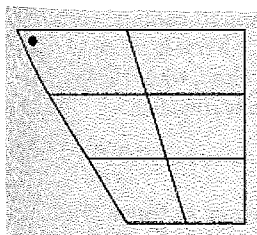
There is also a difference between Roach and Takebayashi's approach to pronouncing each vowel. Roach's book is for people who study phonetics and phonology all over the world; it is intended for those who can read English, not only Japanese. Takebayashi's book, on the other hand is for Japanese people who are phonetics and phonology beginners or intermediates. Thus, he uses katakana for pronunciation explanation.

### 2.2 Long Vowels

Short English vowels were introduced in section 2.1. In this chapter we look at other types of English vowel sounds. Vowels that tend to be longer than the short vowels in similar contexts are called long vowels. English has five long vowels: /i:/, /e:/, /ɑ:/, /ɔ:/, and /u:/. Long vowels are longer before a final-voiced consonant than before a final-voiceless consonant as short vowels.

### 2.2.1 /i:/

The tense front-high English vowel /i:/ occurs in such words as *beat*, *mean*, and *peace*. Roach describes how to pronounce /i:/ in following:



“This vowel is nearer to cardinal vowel no.1 [i](this is, it is more close and front) than the short vowel of ‘bid’, ‘pin’, ‘fish’ described in Chapter 2 . Although the tongue shape is not much different from cardinal

vowel no.1, the lips are only slightly spread and this results in a rather different vowel quality.” (Roach 2000:19)

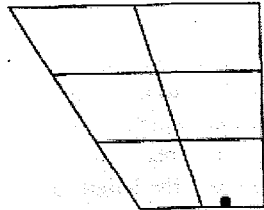
And Takebayashi says how to speak /i:/ in the following quotation:

/i:/は/i/に比べて遥かに日本語の「イ」に近いので、/i:/に対して日本語の「イー」を当てても事実上差し支えない。/i:/は同じ環境（同じ子音が続くとき）では/i/より長いが、しかし有声子音の前の/i/と無声子音の前の/i:/とはほぼ同じくらいの長さに発音されることに注意する必要がある。(Takebayashi 1998:31)

Put it all together, The body of the tongue is higher and further forward than with any other vowel. When pronouncing /i:/, the lips are spread into a wide smiling position. The English vowel /i:/ is not different than the Japanese vowel イ.

### 2.2.2 /ɑː/

The tense high-back English vowel /ɑː/ occurs in such words as *card*, *half*, and *pass*. Roach describes how to pronounce /ɑː/ in following:



“This is an open vowel in region of cardinal vowel no. 5 [ɑː], but not as back as this. The lips position is natural.” (Roach 2000:20)

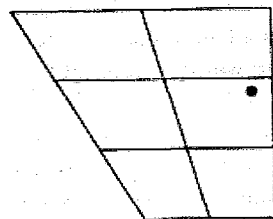
And Takebayashi says how to speak /ɑː/ in the following quotation:

/ɑː/は 3.3.5.2 で述べた/ɑ/と同じ音色で、日本語の「アー」よりも口の開きが大きい。(Takebayashi 1998:33)

When taken together, when pronouncing /ɑː/ the lips are spread wider than when pronouncing the Japanese vowel アー. This vowel has the widest spreading of the lips and the lowest the position of the tongue when compared to all other vowels.

### 2.2.3 /ɔː/

The tense mid-back English vowel /ɔː/ occurs in such words as *bought*, *abroad*, and *call*. Roach describes how to pronounce /ɔː/ in following:



“The tongue height for this vowel is between cardinal vowel no. 6 [ɔ] and no.7 [o], and closer to the latter. This vowel is almost fully back and has quite strong lip-rounding.” (Roach 2000:20)

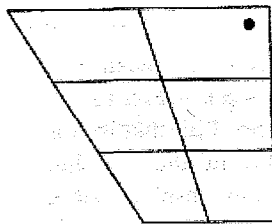
Put it all together, there is a difference between the English vowel /ɔː/ and the Japanese vowel オー. The English vowel /ɔː/ has a lower sound than the Japanese



one. And, when pronouncing /ɔ:/ the lips are spread wider than when pronouncing the Japanese vowel オー.

#### 2.2.4 /u:/

The tense back-high English vowel /u:/ occurs in such words as *school*, *afternoon*, and *cool*. Roach describes how to pronounce /u:/ in following:



“The nearer cardinal vowel to this is no.8 [u], but it is much less back and less close, while the lips are only moderately rounded.” (Roach 2000:20)

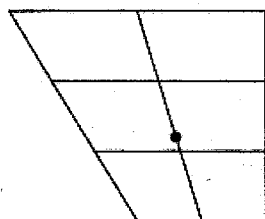
And Takebayashi says how to speak /u:/ in the following quotation:

/u/に比べて/u:/は日本語の「ウー」(3.3.7.1 参照)からいっそう離れている。英語の/u:/は/u/よりも更に強い唇のまるめを伴い、後ろ寄りである。従って日本語の非円唇母音の「ウー」[u:]とはかなり、音色が違い、暗く重たい感じがする。3.4.2.2 で述べた/i:/と/i/の場合と同様、同じ環境では/u:/は/u/よりも長いが有声子音の前の/u/と無声子音の前の/u:/とはほぼ同じくらいの長さで発音されることに注意する必要がある。(Takebayashi 1998:37)

When taken together, that vowel is a tense vowel and the lips are spread narrow, and rounded. The lips are very rounded and positioned backward when compared to the pronouncing of the Japanese vowel ウー.

## 2.2.5 /ɜ:/

The tense mid-high English vowel /ɜ:/ occurs in such words as *bird*, *fern*, and *purse*. Roach describes how to pronounce /ɜ:/ in following:



“This is a cardinal vowel which is well-known in most English accents as a hesitation sound (spelt ‘er’), but which many foreigners find different to copy. The lips position is natural.”

(Roach:2000:20)

And Takebayashi says how to speak /ɜ:/ in the following quotation:

/ɜ:/は日本語の「アー」よりも口の開きが少ない。これに注意し、3.4.3や3.5.11で扱われている/a:/と区別さえすればさほど難しい母音ではない。

(Takebayashi 1998:40)

Put it all together, when pronouncing /ɜ:/, the mouth is opened less than when pronouncing Japanese アー.

## 2.2.6 Summary

Here, we see each vowel’s tongue position and mouth state as demonstrated in

Table 2 below.

Table 2: Long Vowels

	/i:/	/ɜ:/	/ɑ:/	/ɔ:/	/u:/
Examples:	<i>beat</i> <i>meat</i> <i>peace</i>	<i>bird</i> <i>fern</i> <i>purse</i>	<i>card</i> <i>half</i> <i>pass</i>	<i>bought</i> <i>abroad</i> <i>call</i>	<i>school</i> <i>afternoon</i> <i>cool</i>
Mouth State (Tense/Lax)	Tense	Tense	Tense	Tense	Tense
Tongue Position	High-front	Middle-high	High-back	Middle-back	High-back

And, just as with short vowels, there is a difference between how Roach and

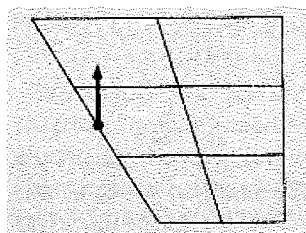
Takebayashi describe each vowel's pronunciation.

## 2.3 Diphthongs

In 2.1 and 2.2, the short and long vowels were introduced. We will now look at diphthongs. English has eleven diphthongs but only four diphthongs (/ou/, /ei/, /ai/, /au/), and “r” diphthongs (/iər/ and /eər/) are introduced in each *NEW HORIZON English Course* textbook. In section 2.3 we are only concerned with the following four diphthongs: /ou/, /ei/, /ai/ and /au/. For the purpose of this paper, we won't consider the “r” diphthongs (/iər/ and /eər/). All diphthongs which we will look at in this section are falling diphthongs. Those diphthongs are characterized by the English vowels that are longer before a final voiced consonant than before a final voiceless consonant.

### 2.3.1 /ei/

The tense front-middle English vowel /ei/ occurs in such words as *break*, *gave*, and *later*. Roach describes how to pronounce /ei/ in following:



“The strong point is the same as the e of ‘get’, ‘met’.” (Roach 2000:22)

And Takebayashi says how to speak /ei/ in the following quotation:

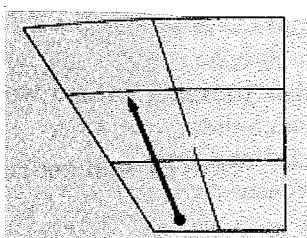
/ei/の出発点には多少の幅があるが、一般的には「エ」よりやや高めと考がてよい。長く引き伸ばした日本語の「エー」と比較すると、英語の/ei/は特に語末およ

び有声子音の前において二重母音性が強い。しかし第二要素の[i]ははっきりとした日本の「イ」にしないように注意する必要がある。(Takebayashi 1998:41)

### 2.3.2 /ai/

The low-center English vowel /ai/ occurs in such words as *mine* and *nice*.

Roach describes how to pronounce /ai/ in following:



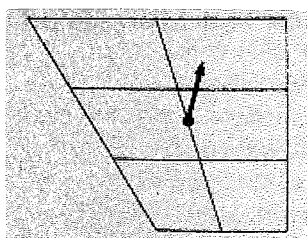
“This diphthong begins with an open vowel which is between front and back; it is quite similar to the  $\Lambda$  of the words ‘cut’, ‘but’.” (Roach 2000:23)

And Takebayashi says how to speak /ai/ in the following quotation:

日本語の「アイ」の「イ」を「エ」に近く発音するつもりであとに軽く添えて両者を一息に発音すると英語の/aɪ/に近いものとなる。出発点の舌の位置にはかなりの変動があるのでさほど気にする必要はない。(Takebayashi 1998:43)

### 2.3.3 /ou/ (/əu/)

/ou/ is described /əu/ in British English. The tense back English vowel /ou/ occurs in such words as *snow*, *know*, and *go*. Roach describes how to pronounce /ou/ in following (Roach describe /əu/):



“The vowel position for beginning of this is the same as for the “schwa” vowel  $\text{ə}$ , as found in the first syllable of the word ‘about’. The lips may be

slightly rounded in anticipation of the glide towards  $\upsilon$ , for which there is quite noticeable lip-rounding.” (Roach 2000:23)

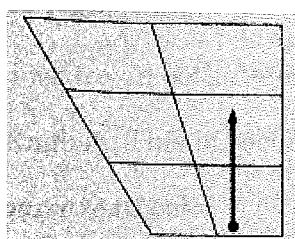
While Takebayashi says how to speak /ou/ in the following quotation:

米音の/ou/の出発点の母音は日本語の「オ」とそれほど違わない。「オ」の後に軽く「ウ」を添えれば実用的には間に合う。(Takebayashi 1998:45)

### 2.3.4/au/

The low-center English vowel /au/ occurs in such words as *sound* and *around*.

Roach describes how to pronounce /au/ in following:



“This diphthong begins with a vowel similar to  $\alpha$ :

Since this is an open vowel, a glide to  $\upsilon$  would necessitate a large movement. Usually in English the glide towards  $\upsilon$  begins but is not completed,

the end of the diphthong begins somewhere between close-mid and open-mid in tongue height. There is only slight lip-rounding.” (Roach 2000:23)

While Takebayashi says how to speak /au/ in the following quotation:

この二重母音は出発点が高で述べたようにならりの幅があるので、「ア」を強く、「ウ」を弱く発音すれば実用上は間違いはない。後半は「ウ」よりも弱く「オ」を添えた方がむしろ唇のまるめを伴う上ではよいとも言えよう。

(Takebayashi 1998:45)

### 2.3.5 Summary

In this section, we see each vowel's tongue position and mouth state as demonstrated in Table 3 below.

Table 3: Diphthongs

Examples:	/ou/(/əu/) <i>snow</i> <i>know</i> <i>go</i>	/ei/ <i>break</i> <i>gave</i> <i>later</i>	/ai/ <i>mine</i> <i>nice</i>	/au/ <i>sound</i> <i>around</i>
Mouth State (Tense/Diphthong)	Tense	Tense	diphthong	diphthong
Tongue Position	Mid-back	Mid-front	Low-central	Low-central

As before, there is a difference between Roach and Takebayashi's approach to vowel pronunciation. Moreover, there is another difference in Roach's and Takebayashi's description: Roach writes his book based on British English, while Takebayashi writes on both American and British English. In this paper, we adopt American English. This is because American English is used in *NEW HORIZON English Course* textbooks.

### 3. Analyses and Practical Classroom Teaching Methods

In chapter 3, firstly, we are going to analyze each *NEW HORIZON English Course* textbook. Secondly, we will propose practical classroom teaching methods. There are word lists of each *NEW HORIZON English Course* textbook in Appendix 1.

In this paper, we will focus on vowel length in each *NEW HORIZON English Course* textbook. We will use the term “vowel length” to refer to a difference between tense vowels and lax vowels. Japanese vowels don’t have the distinction between tense vowel and lax vowel, as can be seen in the following quotation:

The distinction between tense and lax vowels does not exist in Japanese. Japanese speakers produce vowel sounds that are between the tense and lax vowels of English. (Avery and Ehrlich, 1992:137)

The following section, we will illustrate some practical classroom teaching methods; we will also introduce some lesson plans to use the methods in chapter 4.

#### 3.1 *NEW HORIZON English Course 1*

In 3.1, we will analyze the contents of *NEW HORIZON English Course 1* textbook (here after referred to as *EC1*). Here we have three main points of focus: (1) contents (2) key points and (3) frequency of use. After, we will show the practical classroom teaching methods.

##### 3.1.1 Analysis of *NEW HORIZON English Course 1*

###### 3.1.1.1 Contents

*EC1* deals with the following:

- The difference between long vowels and short vowels.
- The difference between long vowels and diphthongs.
- The difference between many short vowels.

- The difference between short vowels and diphthongs

The first topic, the difference between long vowels and short vowels, focuses on the difference of length, sound, pronunciation and spelling. The second and third topics focus on the differences in sound, pronunciation and spelling. Finally, the fourth topic focuses on the differences in pronunciation and spelling.

### 3.1.1.2 Key Points

In *ECL*, the authors regard the following subjects as important: (1) differences in vowel length, (2) differences in vowel sound and (3) differences in vowel pronunciation.

### 3.1.1.3 Frequency of Use

There are twenty-two pronunciation lessons in *ECL*, out of twenty-two pronunciation lessons there are thirteen vowel pronunciation lessons. So the percentage of vowel usage frequency in *ECL* is 59%. The vowel usage frequency can be separated into the following categories: (1) The differences between long vowels and short vowels; there are four lessons out of the thirteen vowel pronunciation lessons. Therefore the percentage of long vowels vs. short vowels is 31%. (2) The differences between long vowels and diphthongs; there are three lessons out of the thirteen vowel pronunciation lessons. Thus, the percentage of long vowels vs. diphthongs is 23%. (3) The differences between various short vowels; there are four lessons out of the thirteen vowel pronunciation lessons. So the percentage of short vowels vs. short vowels is 31%. (4) The differences between diphthongs and short vowels; there are just two lessons out of the thirteen vowel pronunciation lessons. Therefore the percentage of these two lesson is 15%.



### 3.1.2 Teaching Methods of the *NEW HORIZON English Course 1*

In this section, we will propose three goals for *EC1*. The first goal we will call, “Let’s learn English VOWELS”. The second goal will be called, “Can you notice the difference between short and long vowels?”. The last goal we will call, “Can you notice the ‘double vowel?’”.

#### 3.1.2.1 Goal 1: “Let’s learn English VOWELS”

First, we need to explain to the students that there are many vowels in the English language. For some Japanese students, they may not know that Japanese has only five vowels, while there are thirty vowels in English.<sup>2</sup> In this section, we will show Japanese vowels and English vowels.

We will mention Japanese has only five vowels: ア, イ, ウ, エ and オ. And English has thirty vowels. We have already seen English vowels in chapter 2. In that chapter, those thirty vowels are classified into the following categories: short vowel, long vowel and diphthong. This is why teachers should teach the difference between Japanese and English vowel number.

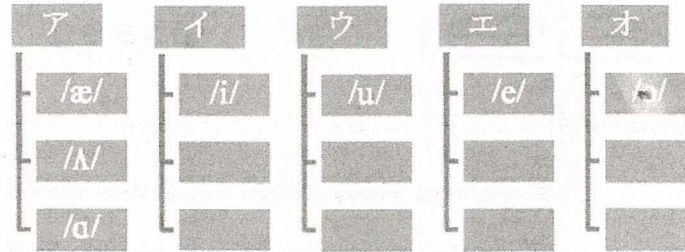
Japanese has a five-vowel system, meaning that Japanese learners of English must learn to make many new vowel distinctions. (Avery and Ehrlich 1992:134)

Avery and Ehrlich mentioned about Japanese and English vowels in the below. When teachers teach Japanese and English vowel distinctions at the first time in *EC1*, teachers should mention just numbers of vowels, meaning that Japanese has five vowels, while English has thirty vowels. If teachers tell a detail distinction of Japanese and English vowels as we mentioned in chapter 2, students may be confused. It is because the first time to study English for most of students.

When teachers tell the difference in numbers of Japanese and English vowels,

we will propose to use Fig. 2.

Fig. 2



### 3.1.2.2 Goal 2: “Can you notice the difference between short and long vowels?”

In 3.1.2.2, we will explain why we learn the differences between English vowel lengths and how to teach those differences.

The difference in English vowel length is a very important point in English communication. Of course, the goal of communication and understanding is the same as in Japanese and English. In English and Japanese, we often misunderstand the speaker’s meaning and what they want to say if we can’t distinguish the differences between the vowel lengths. For example, look at the following Japanese sentences:

- a) 彼女は私のおばあさんです。 (She is my grandmother.)
- b) 彼女は私のおばさんです。 (She is my aunt.)



By the same token in English, look at the following examples:

- c) Don’t sleep on the floor.
- d) Don’t slip on the floor. (Marianne, et al. 1996:119)

When teaching the difference between short and long vowels in the classroom, it helps students to have worksheets that illustrate the difference visually.

Marianne(1996) is used the example in the following Fig. 3 :

Fig. 3

face vs. ze  
peace vs. 

(Marianne, et al. 1996:112)

Marianne defended the use of the figure above by stating:

The effect of environment on vowels will also require attention. To this end, simple graphics on the board such as the following may assist the teacher in explaining phenomena like vowel lengthening before final voiced consonants. (Marianne, et al. 1996:112)

We can use this picture for distinguishing the differences between short vowels and long vowels. We will show some more examples in Fig. 4.

Fig. 4

big, it vs. **meet**, **Green**  
good vs. **school**, **too**

(Word examples are from EC1:16-17)

Moreover I will use this way for a reading aloud activity. For example, look at the following Box. 1:

Box. 1

Ms. Green : Is that a **school**?  
Shin : No, it's not. It's a hospital.  
Ms. Green : Oh, I **see**.

(Sentence examples are from EC1:17)

It is helpful for students if teachers mark long vowels using visuals in this way. It helps them notice the long vowel in words or sentences while reading, rather than only after instruction.

When teaching how to pronounce each short and long vowel, teachers can refer to chapter 2. But teachers should not use the information in chapter 2 verbatim; Roach and Takebayashi's descriptions are for intermediate or advanced grades, not for the beginner grade. So teachers should pick and choose what works best for their students.

We have shown in Fig. 4, we are using the pair: /i/ and /i:/ (big, it vs. meet, Green). When teaching /i/ and /i:/, you should teach /i:/ first. It is because, /i:/ is more like Japanese vowel  $\text{ɪ}$  rather than /i/. Pronouncing /i:/ is the same as pronouncing Japanese vowel  $\text{ɪ}$ . And pronouncing /i/ is more relaxed than pronouncing /i:/. When teaching English vowel pronunciation using EC1, teachers should make lessons as simple as possible.

### 3.1.3 Summary of How to Teach English Vowel Length

In this section, we have mentioned two points when teachers teach how to pronounce English vowel length in *EC1*. We have pointed in the following:

1. To use some materials to notice the difference between short and long vowels.
2. To think of diphthongs as 'double vowels'.

### 3.2 *NEW HORIZON English Course 2*

In 3.2, we will analyze the contents of *NEW HORIZON English Course 2* textbook (hereafter referred to as *EC2*). Here we have three main points of focus: (1) contents (2) frequency of use (3) key points and (4) new topics. Then, we will suggest some practical classroom teaching methods.

### 3.2.1 Analysis of *NEW HORIZON English Course 2*

#### 3.2.1.1 Contents

*EC2* deals with the following:

- The difference between long vowels and short vowels.
- The difference between long vowels and diphthongs.
- The difference in many short vowels.
- The differences in pronunciation and spelling.

The below points are approximately distinguished three points. The first point focuses on differences between lengths. The second point focuses on differences between sounds. The third point focuses on differences in pronunciation and spelling.

#### 3.2.1.2 Key Point

In *EC2*, the authors regard the differences between diphthongs and long vowels /ou/ and /ɔ:/ as an important subject. The authors implement this importance by including sixteen vowel pronunciation lessons that focus on /ou/ and /ɔ:/.

#### 3.2.1.3 Frequency of Use

There are twenty-two pronunciation lessons in *EC2*, out of twenty-eight pronunciation lessons, sixteen are vowel pronunciation lessons. So the percentage of vowel usage frequency in *EC2* is 57%. The vowel usage frequency can be separated in the following categories: (1) The differences between long vowels and short vowels; there is only one lesson out of sixteen vowel pronunciation lessons. Therefore the percentage of long vowels vs. short vowels is 6%. (2) The differences between long vowels and diphthongs; there are five lessons out of sixteen vowel pronunciation lessons. So the percentage of long vowels vs. diphthongs is 31%. (3)

The differences between various short vowels; there are three lessons out of sixteen vowel pronunciation lessons. Thus, the percentage of shorts vowels vs. short vowels is 19%. (4) The differences between diphthongs and short vowels; there are five lessons out of sixteen vowel pronunciation lessons. So the percentage of diphthongs vs. short vowels is 31%. (5) Out of the sixteen lessons, the remaining two vowel pronunciation lessons explain vowels in a list format. Therefore, the percentage of these two lessons is 13%.

### 3.2.2 Teaching Methods of the *NEW HORIZON English Course 2*

In this section, we will propose two possible goals for the *EC2*. We will call one goal, “Can you notice the ‘double vowel’ ?”. The other goal is “Let’s learn the difference between sounds”. In *EC2*, there are some /ou/ and /ɔ:/ pairs. We will use these pairs to explain how to teach the difference between sounds.

#### 3.2.2.1 Goal 1: “Can you notice the ‘double vowel’ ?”

In this section, we will illustrate how to teach the differences between English vowel lengths. In 3.2.2.1, we gave some examples to teach the differences between short and long vowels. Here, we will give examples for long vowels and diphthongs.

It may be difficult for teachers to teach the difference between long vowels and diphthongs because the difference is not length. Both long vowels and diphthongs are longer than short vowels. Baker (2007) gives an interesting example referring to the following:

A diphthong is a ‘double vowel’: two vowels together. (Baker 2007)

It implies that there are two vowels in a diphthong. Takebayashi (1998) mentions how to pronounce each diphthong using this method: “first pronounce Japanese vowel ~, and then you pronounce Japanese vowel ~”. So we can refer to this idea for teaching the difference between long vowels and diphthongs. The reason why we

use this way for teaching in *EC* textbooks, it is easy for student who uses *EC* textbooks that they think a diphthong is a ‘double vowel’. Actually, a diphthong is not two vowels.

When teaching the difference between long vowels and diphthongs in the classroom, we will use such as example is the difference between /ou/ and /ɔ:/. Both /ou/ and /ɔ:/ are not distinguished in loanwords. We can see this problem in Table. 4:

Table. 4

English words	pronunciation	loanwords (katakana)
snow	[snou]	スノー
talk	[tɔ:k]	トーク

(Word examples are form EC1)

When teaching /ou/ and /ɔ:/, teachers should teach /ou/ first. Because /ou/ is more similar Japanese vowel オ and ウ than /ɔ:/. Pronouncing /ou/ is as same as pronouncing Japanese vowel オ first, after that, pronouncing Japanese vowel ウ lightly. With regards to /ɔ:/, teachers tell students that /ɔ:/ is similar to the Japanese vowel オ or /ɔ:/ is similar to Japanese vowel ア when we hear /ɔ:/. So, when teachers teach how to pronounce /ɔ:/, we can teach /ɔ:/ is similar to Japanese vowel オ, added /ɔ:/ sometimes sounds like Japanese vowel ア.

### 3.2.2.2 Goal 2: “Let’s learn the difference between vowel quality”

In 3.2.2.2, we will give explanations why we learn the difference between English vowel quality and how to teach those differences. Here, we take the example pair: /ou/ and /ɔ:/.

The reason to learn English vowel quality is the same as why we learn the

difference between English lengths: we often misunderstand a speaker's meaning when we cannot distinguish between vowel quality. (See 3.1.2.2) Moreover, English sound distinctions are not written in Japanese-English words in katakana, as we have already mentioned in 3.2.2.3. Though in that section we focused on vowel length, not quality. Here, we will explain the difference between long vowels and diphthongs sounds.

Next, we will illustrate how to teach the differences between English vowel sounds. For example, teaching the difference between /ou/ and /ɔ:/, teachers tell the difference between Japanese-English words in katakana and corresponding English words. There are some examples in the Table. 5.

Table. 5

English words	pronunciation	Japanese-English words (katakana)
road	[roud]	ロード
abroad	[əbrɔ:d]	アブロード
go	[gou]	ゴー
small	[smɔ:l]	スモール
hole	[houl]	ホール
hall	[hɔ:l]	ホール
stone	[stoun]	ストーン
call	[kɔ:l]	コール

(Word examples are form EC2)

When teaching how to pronounce /ou/ and /ɔ:/, teachers can use the same system we explained in 3.1.2.3. There, we focused on vowel length. In this section, we focus on the vowel quality. So teachers should emphasize detailed ways to pronounce vowel

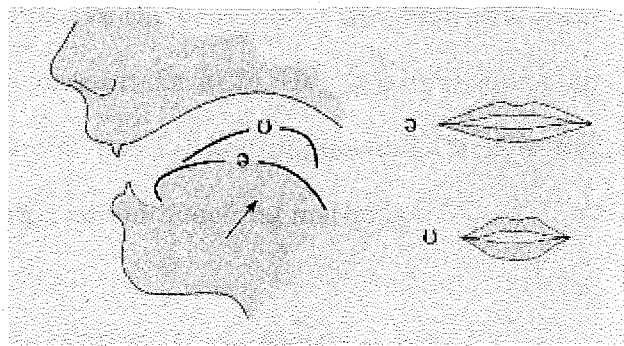


sounds, such as tongue and mouth position. By using pictures to explain tongue and mouth position, students can understand vowel sounds easier and more quickly. Teachers should know how explain the position of tongue and mouth in words, but it can be hard to understand for students who use the *EC2* textbook. In Box. 2, we will give an example how to teach /ou/ and /ɔ:/ sound for students who use the *EC2* textbook.

Box. 2

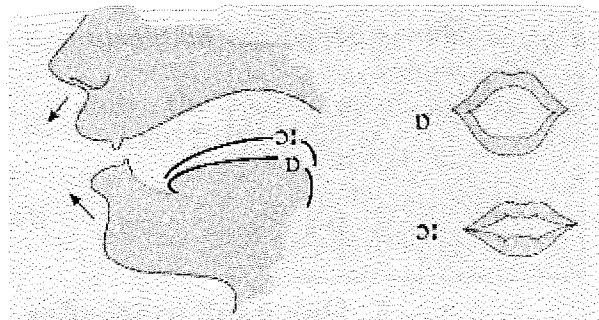
## How to pronounce /ou/ and /ɔ:/

/ou/...Pronouncing /ou/ is as the same as pronouncing Japanese vowel オ, then lightly pronouncing the Japanese vowel ウ. This is a picture of the appropriate tongue and mouth position.



(Pictures are from *Tree or Three?*)

/ɔ:/...Pronouncing /ɔ:/, teachers tell /ɔ:/ is similar to Japanese vowel オ but /ɔ:/ is similar to Japanese vowel ア when we hear /ɔ:/. So, when teachers teach how to pronounce /ɔ:/, we can teach /ɔ:/ is similar to Japanese vowel オ, added /ɔ:/ is hear similar to Japanese vowel ア. This is a picture of the appropriate tongue and mouth position.



(Pictures are from *Tree or Three?*)

### 3.2.3 Summary of How to Teach English Vowel Quality

There is an important point for teaching how to pronounce English vowel quality in *EC2*. They are:

1. To use some additional materials to help students notice the difference in tongue and mouth positions.

### 3.3 *NEW HORIZON English Course 3*

In 3.3, we will analyze the contents of the *NEW HORIZON English Course 3* textbook (hereafter referred to as *EC3*). Here we have four main points of focus: (1) contents (2) frequency of use (3) key points and (4) new topics. Afterwards, we recommend practical classroom teaching methods.

#### 3.3.1 Analysis of *NEW HORIZON English Course 3*

##### 3.3.1.1 Contents

*EC3* deals with the following contents:

- The differences between long vowels and short vowels.
- The differences between long vowels and diphthongs.
- The differences between many short vowels.
- The differences between diphthongs and short vowels.

The first point focuses on the differences of length. The second point focuses on the differences in sound, pronunciation and spelling. The third point focuses on the differences in sound. Finally, the fourth point focuses on the differences in pronunciation and spelling.

##### 3.3.1.2 Key Points

In *EC3*, the authors regard “The difference in many short vowels” as an important topic.

### 3.3.1.3 Frequency of use

In *EC3*, out of twenty pronunciation lessons, ten are vowel pronunciation lessons. So the percentage of vowel usage frequency in *EC3* is 50%. The vowel usage frequency can be separated in the following categories: (1) The differences between long vowels and short vowels; there is only one lesson out of ten vowel pronunciation lessons. Thus, the percentage of long vowels vs. short vowels is just 10%. (2) The differences between long vowels and diphthongs; there are three lessons in ten vowel pronunciation lessons. Therefore, the percentage of long vowels vs. diphthongs is 30%. (3) The differences between various short vowels; there are three lessons out of ten vowel pronunciation lessons. So the percentage of short vowels vs. short vowels is 30%. (4) The differences between diphthongs and short vowels; there are two lessons out of ten vowel pronunciation lessons. Thus, the percentage of diphthongs vs. short vowels is 20%. (4) The remaining lesson is an example of vowels as a list. Therefore the percentage of this one lesson is 10%.

### 3.3.2 Teaching Methods of the *NEW HORIZON English Course 3*

In this section, we will propose one possible goal for *EC3*. We will call this goal, “Let’s learn English VOWELS”. In *EC1*, we mentioned a similar aim. In *EC3*, we will use this goal, meaning “Let’s learn English VOWELS again, learn vowel lengths and sounds”. In this section, we will introduce how to teach the difference between short vowels. We will also outline some games teachers can organize to help learn pronunciation.

#### 3.3.2.1 Goal 1: “Let’s learn English VOWELS”

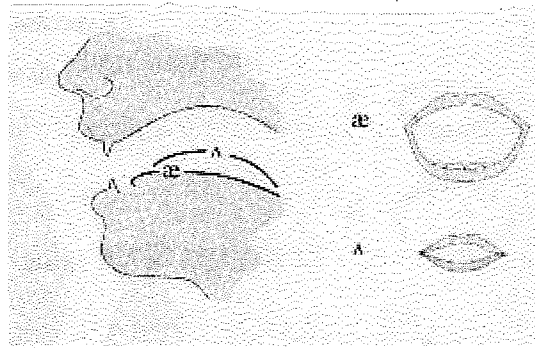
In 3.3.2.1, we will introduce how to teach the difference between short vowels. *EC1* focused on vowel length, while *EC2* focused on vowel quality. Here, we will

focus on length and quality. We will demonstrate the difference in length and quality using the example pair: /æ/ and /ʌ/.

When teaching /æ/ and /ʌ/, it is best to teach /æ/ first. It is because, /æ/ is more similar to the Japanese vowel ɶ than /ʌ/. Teachers can illustrate the difference in tongue and mouth positions between /æ/ and /ʌ/. When teachers teach how to pronounce /æ/ and /ʌ/, they should refer to Roach's description that we have already shown in chapter 2. Takebayashi's description is also important to pronounce English vowels effectively, but may be difficult for students to understand because his explanation is based on phonetic. In Box. 3, we will show some images that demonstrate the tongue and mouth position: /æ/ and /ʌ/.

Box. 3

The tongue and mouth position: /æ/ and /ʌ/



(Pictures are from *Tree or Three?*)

Pronouncing /æ/, open the mouth with rounded lips. The tongue position is low.

Pronouncing /ʌ/, open the mouth smaller than pronouncing /æ/. The tongue position is neutral.

### 3.3.3 Summary of How to Teach English Vowel Lengths and Quality

In this section, we have focused on a point for teaching how to pronounce English vowel lengths and quality in *EC3*. They are:

1. To use materials that will help students understand the difference in tongue and mouth positions, as well as quality.

#### 4. A Sample Lesson Plan

In chapter 4, we will make a sample lesson plan for teaching English pronunciation in a standard lesson. We will use Unit 2 “Starting Out” from the textbook *EC2*. The aim of Unit 2 is to show the differences between /ou/ and /o:/. In 4.1, we will state why we chose Unit 2. In 4.2, we will show some pronunciation methods teachers can use when students learn the differences between /ou/ and /o:/ using Unit 2. Lastly, we will create a lesson plan for Unit 2 in 4.4.

##### 4.1 The Reason for Choosing *NEW HORIZON English Course 2*, Unit 2

There are three reasons why we chose Unit 2. The first reason is that the text is dialog. When using a dialog, students can work in pairs and practice reading aloud. Using a dialog helps to facilitate a more natural conversation, more so than simply repeating vowel sounds. Moreover, students can check their pronunciation with each other. The other reason we chose Unit 2 is that the same vowel practice is continued in Unit 3 of *EC2*. Students will have the opportunity to review these vowels in the next unit and to continue to study vowel sounds using a dialog. The last reason is using pair; /ou/ and /o:/ in unit 2. The Japanese vowel sound オ is interfering with the distinction of this pair. When writing the loanwords with using /ou/ and /o:/ in katakana, there is no difference. We have already shown some examples in Table 5(See page 27).

##### 4.2 Methods for Teaching *NEW HORIZON English Course 2*, Unit 2

In this section, we will suggest two steps teachers should use when teaching Unit 2. The reasons why we suggest only two steps are; one reason, we don't have enough time to practice pronunciation in a standard class. The other reason, is that we should make the students do some activities in a lesson.

In step one, teachers should ask students to circle on their handouts the

differences between the two vowel sounds. This activity will allow the students to listen carefully for changes in the vowel and to guess the answers before the answers are given to them. In step two, students are given time to read the dialog aloud in pairs. As with other reading aloud activities, a time limit should be enforced. By limiting the time limit to only ten minutes, it helps to ensure that the students stay on task and don't become bored. We have also suggested that students use the visual aid of a mirror with their partners so that they can physically see the differences between the vowels.



### 4.3 An Example Lesson Plan

In this section, we will propose a sample lesson plan for Unit 2 “Starting Out” in *EC2*. The text copies of this are available in Appendix 2. First, we will illustrate our sample lesson plan in Table 6. There are five columns in Table 6. The first column from the left is our time limit bar. We have already mentioned, in 4.2, why time is so important and why we need to set a time limit. The second column is concerned with the classroom materials. In this unit, we use only one worksheet, therefore, we describe in each step where the students should look on their worksheet. In the third column, we suggest what the students should be doing. Therefore, in the fourth column we suggest teachers’ activities. And in the last column we write notes pertaining to this paper’s discussion of vowels and offer teaching tips.

First, teachers need to tell students about “Today’s Topic” and give out the worksheet. An example of this worksheet is in Appendix 3. For this section we have allotted two minutes.

Next, the teachers read aloud slowly and emphasize the differences between /ou/ and /ɔ:/. If there is an ALT, they can read the text and show pronunciation technique. Moreover, the teachers can draw the mouth on the blackboard as a visual aid; this type of picture can be very useful for students’ understanding. For this section, we have allowed for a minute.

Moving on, the teachers read the dialog slowly and encourage the students to guess at which ɔ sound is used. The teachers can check the students’ comprehension by having the students raise their hands to show the number of correct answers. We also suggest that teachers give pronunciation advice to the students based on the method which we wrote about in 3.2.2.1. This section is allotted one minute.

Next, the teachers read the dialog aloud and have the students repeat after

them. In making sure that time limits are always enforced, we encourage that this section again be given only one minute. Thus, ensuring that the class is moving quickly and keeping the students' attention.

Lastly, the teacher can walk around the classroom and monitor the students' pronunciation of /ou/ and /ɔ:/ while students practice the dialog in pairs. We advise that if students need individual attention and advice, this is a good time to do so. If available, the teachers can encourage students to use a mirror with their partners to help the students visually see the changes in their mouths as they make the different vowel sounds. This is the main activity of the lesson, therefore we have allowed for five minutes.

In the following table, we show an example lesson plan. Please see Appendix 2 and 3 for additional materials.

Table . 6: An Example Lesson Plan

Time	Materials	Students	Teacher (JTE)	Notes
2min.		Students listen to the teacher(s) and look at the blackboard.	Teacher(s) show the aim of this lesson → "The difference between /ou/ and /ɔ:/"  Teachers hand out worksheets. The worksheets contain instructions for the students for this reading aloud activity.	Teacher(s) should make worksheets. There is an example of a worksheet in the Appendix 3.
1min.		Students listen.	Teacher(s) read aloud slowly and emphasize the difference between /ou/ and /ɔ:/.	If there is an ALT, they can read the text and show pronunciation technique. Teacher(s) can use their mouths and a visual aid such as a drawing on the blackboard.
1min.	Step 1 on the WS	Students listen to the dialog and circle A or B on their WS.	Teacher(s) read the dialog slowly and encourage the students to guess at which ⚡ sound is used. Teacher(s) can check the students' comprehension by having the students raise their hands to show the number of correct answers.	Teacher(s) give pronunciation advice to the students based on the method which we wrote about in 3.2.2.1.
1min.		Students practice reading aloud the dialog by repeating after the teacher(s).	Read the dialog aloud and have the students repeat.	
5min.	Step 2 on the WS.	Students practice the dialog in pairs.	Teacher(s) walk around the classroom and monitor the students' pronunciation of /ou/ and /ɔ:/. Give students individual attention and advice when needed.	If available, teacher(s) can encourage students to use a mirror with their partners to help the students visually see the changes in their mouths as they make different the vowel sounds.

## 5. Conclusion

In this paper, we have considered the teaching method of vowel pronunciation for junior high school students. It is our hope that this paper has provided some basic guidelines for teachers to assist them in the challenge of teaching English vowel pronunciation.

Through research of *EC1*, *EC2* and *EC3*, we found out which English vowels are stressed in each pronunciation lesson. In *EC1*, *EC2* and *EC3*, vowel pronunciation accounts for over 50% of the lessons. And many pairs are made based on the difference in length. If the teachers know the characteristics of vowels, they will be able to make more effective pronunciation lessons for students. When teachers know that English vowels and their lengths are vital to pronunciation, they can teach English pronunciation more easily.

By using information from chapter 2, the teachers can understand each type of vowel: (1) short vowels, (2) long vowels and (3) diphthongs.

Moreover, in chapter 3, we analyzed each *EC* textbook. Through analysis, we noticed that certain pairs are used again and again in each textbook. Teachers can use the methods which are written about in their classroom lessons. If teachers fully understand this information, it will be helpful for them when teaching English vowel pronunciation to the students. In *EC1*, *EC2* and *EC3*, there are some materials already provided by the textbook's authors for teaching English pronunciation, but they are limited. So in this section, we will introduce some materials on and ways to teach English pronunciation. In *EC1*, we mentioned that teachers should care about the difference in number of Japanese and English vowels and English vowel lengths. We introduced how to teach the difference in English vowels and showed some materials. The materials are based on the idea of Marianne (1996). And, in *EC2*, we note that the important point is English vowel lengths and quality. We have already shown some idea to teach the difference in

English vowels in *EC1*. There we introduced how to teach the difference in English vowel quality. We showed some pictures for teaching how to pronounce English vowels. It is because, for using picture is helpful for students' understanding. Lastly, in *EC3*, we focused on English vowel lengths and quality again. When teachers teach English vowel lengths and quality, teachers use more difficult way than *EC1* and *EC2*. In *EC3*, we showed some materials for teaching English vowel lengths and quality.

In chapter 4, we suggested a sample lesson plan for a lesson from *EC2*, Unit 2, as well as a worksheet that can be used in a classroom lesson. Teachers can reuse the plan for each unit throughout the *EC* textbooks. By building on each unit or section, the students can understand the differences between many vowels more easily. Our goal of suggesting practical classroom teaching methods is best implemented in this chapter.

It is in our opinion that English consonant sounds, with respect to the *NEW HORIZON English Course* textbooks, could be further researched. If teachers have a basic knowledge of English consonants, it will be very useful and effective for them when they teach English pronunciation. It is a critical skill for students to understand how to pronounce English consonants when added to English vowels. This skill will help them in both the beginning of their language study and further on. We propose that a good teacher of pronunciation should be knowledgeable and patient. They should feel confident in their own skills and be able to assist students with not only theory, but with physical aids and techniques. As with the learning of any language, including a native one; building blocks and small steps are best for truly mastering the language.

Appendix 1 – Word List of *NEW HORIZON English Course 1, 2 and 3*

## NEW HORIZON 中1

<b>Unit2</b>					
big, it	[i]	meet, Green	[i:]		
school, too	[u:]	good	[u]		
six, is	[i]	ten	[e]		
<b>Unit3</b>					
have, Ann	[æ]	not, want	[ɑ]		
<b>Unit4</b>					
very, have	[v]	but	[b]		
how, now	[θ]	know	[ou]		
thank, thirteen		this, that			
<b>Unit5</b>					
go, no	[ou]	do	[u:]		
right, rice	[r]	like, large	[l]		
<b>Unit6</b>					
sister	[si]	see	[si:]	she	[ʃi:]
<b>Unit7</b>					
who	[h]	what, which	[wh]		
each, read	[i:]	weather	[e]		
<b>Unit8</b>					
cap, cat	[æ]	under, lunch	[ʌ]		
mine, nice	[ai]	minute	[i]		
<b>Unit9</b>					
snow, know	[ou]	walk, talk	[ɔ:]		
look, cook	[u]	afternoon	[u:]		
fast, five	[f]	very, move	[v]		
<b>Unit10</b>					
can	[n]	jam	[m]	long	[ŋ]
those, phone	[ou]	whose	[u:]		
first, first	[ə]	car, park	[ɑ:r]		
<b>Unit11</b>					
dear	[iə]	chair	[eə]		
got, lot	[ɑ]	come, month	[ʌ]		

## NEW HORIZON 中2

<b>Unit1</b>				
gave, came	[ei]	have	[æ]	
brought, right, night				
bought	[ɔ:]	boat	[ou]	
<b>Unit2</b>				
abroad	[ɔ:]	road, boad	[ou]	
tall, call, small	[ɔ:]	so, go	[ou]	
letter	[e]	later	[ei]	
<b>Unit3</b>				
surf, purpose	[ə:r]	park, hard	[ɑ:r]	
sound, around	[au]	could	[u]	
sick, sit, sister	[si]			
song, long	[ŋ]	ton	[n]	
<b>Let's read 1</b>				
eat	[i:]	it	[i]	
say, may	[ei]	says	[e]	
money	[ʌ]	both	[ou]	
fire, festival	[f]	host, hear	[h]	
<b>Unit4</b>				
will	[i]	well	[e]	
thing	[θ]	sing	[s]	
<b>Unit 5</b>				
wrong	[r]	long	[l]	
month, mouth	[θ]	calss	[s]	
church, catch	[tʃ]	Chistmas	[k]	
said	[e]	sad	[æ]	
right	[r]	light	[l]	
<b>Let's read2</b>				
heard	[ə:r]	hard	[ɑ:r]	
<b>Unit7</b>				
than	[æ]	then	[e]	
<b>Let's-read3</b>				
hole	[ou]	hall	[ɔ:]	
stone	[ou]	call, fall	[ɔ:]	
fill	[i]	feel	[i:]	fell [e]
young, truck, Monday	[ʌ]			
singer	[ŋ]	stonger, longer	[ŋg]	

## NEW HORIZON 中3

<b>Unit1</b>			
written, wrong	[r]	water	[w]
called	[ɔ:]	cold	[ou]
<b>Unit2</b>			
concert, came		city, cereal	[s]
fan	[æ]	fun	[ʌ]
<b>Unit3</b>			
foster	[ɔ:]	hope	[ou]
fun, up	[ʌ]	put	[u]
<b>Let's read1</b>			
bomb, know, right			
burn	[ɚr]	born	[ɔ:r]
dead, weak	[i:]	break	[ei]
rise	[z]	rice	[s]
<b>Unit4</b>			
great	[ei]	beach, read	[i:]
track	[æ]	truck	[ʌ]
<b>Unit5</b>			
mean, sweet, people			
seat	[i:]	sit	[i]
<b>Unit6</b>			
report, forty	[ɔ:r]	world	[ɔ:r]
she	[ʃi:]	sea, see	[si:]
<b>Let's read3</b>			
sat	[t]	sad	[d]
won't	[ou]	want	[ɑ]
enough, laugh	[f]	tightly	
first, hurt, word	[ɚr]		



Unit  
**2**

# Emi Goes Abroad

## Starting Out

グリーン先生が、ゴールデンウィークの予定をたずねています。

マイクと絵美はどんな予定なのでしょう。

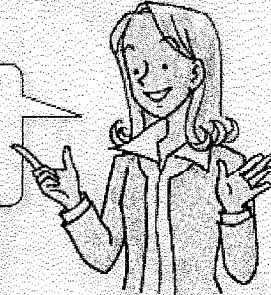
覚えたい語句

- abroad [ə'brɔ:d]
- holiday(s) [hə'lədeɪz]
- visit [vɪzɪt]
- lake [leɪk]
- plane [pleɪn]
- tomorrow  
[tə'mɔ:rəu, tə'mɔ:rou]

その他の語句

- the "Golden Week" holidays  
[ðə ɡəʊldn wɪk hə'lədeɪz]
- ゴールデンウィーク
- Easter Island  
[ɪ'stɔ: aɪlənd]
- イースター島

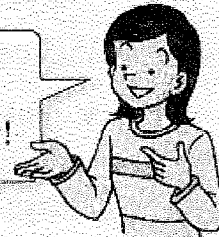
Do you have any plans for the "Golden Week" holidays?



I'm going to visit Lake Towada by plane.



I'm going to go to Easter Island. And I'm going to leave tomorrow!



「～するつもりです」など未来のことを表すには、  
「am [are, is] going to + 動詞の原形」を使う。

基本文

I am going to visit Lake Towada tomorrow.  
Are you going to visit Lake Towada tomorrow?  
— Yes, I am. / No, I am not.

⇒ 1. play tennis / tomorrow 2. buy a new game / next Sunday

**Listen**

彩とトムが今度の日曜日に何をするか話しています。対話を聞いて、それぞれ何をするか選びましょう。

- トムは…  お母さんの手伝いをする  お母さんと買い物に行く  
彩は…  友達とサッカーをする  友達とサッカーを見に行く

**Speak**

例にならって、今度の日曜日の予定をたずね合いましょう。

[例] A: What are you going to do next Sunday?  
B: I'm going to play baseball. How about you?

Appendix 3 – Worksheet for the Example Lesson Plan

Today's point

二つの長い「オ」の音について気をつけて発音しよう！

本文 教科書 Page. 12

## Emi Goes Abroad

/ɔ:/

Word box: A: Abroad /ɔ:/

B: Golden /ou/

**Step 1** Please circle either A or B for the different 「オ」 sound.

### Dialog:

Ms. Green: Do you have any plans for the “Golden Week”

A / B

holidays?

Mike: I'm going to visit Lake Towada by plane.

A / B

Emi: I'm going to go to Easter Island.

A / B      A / B

And I'm going to leave tomorrow

A / B

A / B    A / B

**Step 2:** Practice reading the dialog in pairs.

### Point!

/ou/ → 日本語の「オ」を発音した後に軽く「ウ」と添える

/ɔ:/ → 舌はひらたいままで、力はいれない！

そのまま、「ア」と声を出す

絶対に舌と唇には力を入れないこと！リラックス！

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_

# Appendix 4 – The International Phonetic Alphabet

## THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

### CONSONANTS (PULMONIC)

© 2005 IPA

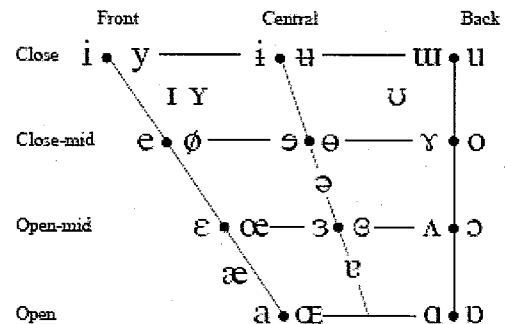
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

### CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ ʘ Bilabial	◌ ɓ Bilabial	◌ ʼ Examples:
◌ ǀ Dental	◌ ɗ Dental/alveolar	◌ pʼ Bilabial
◌ ǃ (Post)alveolar	◌ ɟ Palatal	◌ tʼ Dental/alveolar
◌ ǂ Palatoalveolar	◌ ɡ Velar	◌ kʼ Velar
◌ ǁ Alveolar lateral	◌ ɠ Uvular	◌ sʼ Alveolar fricative

### VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

### OTHER SYMBOLS

◌ ɸ Voiceless labial-velar fricative	◌ ɕ ʑ Alveolo-palatal fricatives
◌ ʋ Voiced labial-velar approximant	◌ ɺ Voiced alveolar lateral flap
◌ ɰ Voiced labial-palatal approximant	◌ ɥ Simultaneous ʃ and x
◌ ɦ Voiceless epiglottal fricative	
◌ ʕ Voiced epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
◌ ʡ Epiglottal plosive	

kp̚ ts̚

### DIACRITICS Diacritics may be placed above a symbol with a descender, e.g. ɨ̝

◌ Voiceless	◌ ɲ ɳ	◌ Breathy voiced	◌ ɸ ʡ	◌ Dental	◌ ʈ ɖ
◌ Voiced	◌ ɱ ɳ	◌ Creaky voiced	◌ ɸ ʡ	◌ Apical	◌ ʈ ɖ
◌ Aspirated	◌ tʰ dʰ	◌ Linguolabial	◌ t̟ d̟	◌ Laminal	◌ ʈ ɖ
◌ More rounded	◌ ɔ̞	◌ Labialized	◌ tʷ dʷ	◌ Nasalized	◌ ẽ
◌ Less rounded	◌ ɔ̟	◌ Palatalized	◌ tʲ dʲ	◌ Nasal release	◌ d̟̚
◌ Advanced	◌ ɥ	◌ Velarized	◌ tʷ dʷ	◌ Lateral release	◌ d̟̚
◌ Retracted	◌ ɛ̠	◌ Pharyngealized	◌ t̠ d̠	◌ No audible release	◌ d̠̚
◌ Centralized	◌ ẽ	◌ Velarized or pharyngealized	◌ ɰ		
◌ Mid-centralized	◌ ẽ̠	◌ Raised	◌ ɛ̠ (ɹ̠ = voiced alveolar fricative)		
◌ Syllabic	◌ ɲ̩	◌ Lowered	◌ ɛ̠ (β̠ = voiced bilabial approximant)		
◌ Non-syllabic	◌ ɛ̠	◌ Advanced Tongue Root	◌ ɛ̠		
◌ Rhoticity	◌ ɛ̠ ɛ̠	◌ Retracted Tongue Root	◌ ɛ̠		

### SUPRASEGMENTALS

◌ Primary stress	◌ ˈ
◌ Secondary stress	◌ ˌ
◌ Long	◌ eː
◌ Half-long	◌ eˑ
◌ Extra-short	◌ ɛ̥
◌ Minor (foot) group	◌ ˑ
◌ Major (intonation) group	◌ ˑ
◌ Syllable break	◌ ˑ ɲ̩ . ækt
◌ Linking (absence of a break)	◌ ˑ

### TONES AND WORD ACCENTS LEVEL CONTOUR

◌ Extra high	◌ ˥	◌ Rising	◌ ˥˥
◌ High	◌ ˥	◌ Falling	◌ ˥˩
◌ Mid	◌ ˥	◌ High rising	◌ ˥˥˥
◌ Low	◌ ˥	◌ Low rising	◌ ˥˥˥
◌ Extra low	◌ ˥	◌ Rising-falling	◌ ˥˥˥˥
◌ Downstep	◌ ˥	◌ Global rise	◌ ˥˥˥˥
◌ Upstep	◌ ˥	◌ Global fall	◌ ˥˥˥˥

Appendix 5

EC textbook	Takebayashi	Roach	Baker
[i]	/i/	i	i
[e]	/e/	e	e
[æ]	/æ/	æ	æ
[ʌ]	/ʌ/	ʌ	ʌ
[ɑ]	/ɑ   ɒ/	ɑ	ɑ
[u]	/ʊ/	ʊ	ʊ
[i:]	/i:/	i:	i:
[ɑ:]	/ɑ:/	ɑ:	ɑ:
[ɔ:]	/ɔ:   o:/	ɔ:	ɔ:
[u:]	/u:/	u:	u:
[əʊ]	/ə:   e:/	ɜ:	ɜ:
[ei]	/ei/	ei	ei
[ai]	/ai/	ai	ai
[ou]	/ou   əu/	əʊ	əʊ
[au]	/au/	aʊ	aʊ

## Notes

<sup>1</sup>In this paper, we will use the English phonetic symbols to a fixed that is used in *NEW HORIZON English Course* textbook. We put each the English phonetic symbols table in Appendix 5.

<sup>2</sup>About number of vowels, there are many opinions. In this paper, we use the opinion of Takebayashi, Shigeru. He mentions that English has 30 vowels in *Eigo onnseigaku nyumon* (Takebayashi 1998: 18-20).

## References

- Avery, Peter, and Susan Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press. 1992.
- Baker, Ann. *Ship or Sheep?: An intermediate pronunciation course*. 3rd ed. Cambridge: Cambridge University Press, 2006.
- Baker, Ann. *Tree or Three?: An elementary pronunciation course*. 2nd ed. Cambridge: Cambridge University Press, 2006.
- Catford, John Cunnison. *A Practical Introduction to Phonetics*. 2nd ed. Trans. Shigeru Takebayashi *et al.* Oxford: Oxford University Press, 2001. of *Jissenn onseigaku nyuumon*. Tokyo: Tishukanshoten, 2006.
- Celce-Murcia, Marianne, Nonna M. Brinton and Janet M. Goodwin. *Teaching Pronunciation: A Reference for Teachers on English to Speakers of Other Language*. Cambridge: Cambridge University Press, 1996.
- Harmer, Jeremy. *how to Teach English: An introduction to the practice of English language teaching*. Edinburgh: Longman, 1998
- Hitoshi, Muranoi, *et al.* *Jissennteki eigoka kyouikuhou*. Tokyo: Seibido, 2001
- Kasajima, Junichi, *et al.* *NEW HORIZON English Course 1*. Tokyo: Tokyoshoseki, 2006.
- Kasajima, Junichi, *et al.* *NEW HORIZON English Course 2*. Tokyo: Tokyoshoseki, 2006.
- Kasajima, Junichi, *et al.* *NEW HORIZON English Course 3*. Tokyo: Tokyoshoseki, 2006.
- Kuroda, Ryunosuke. *Hajimete no gengogaku*. Tokyo: Koudanshagendaishinsho, 2008.
- Nakajima, Heizo. *Fandamentaru eigogaku*. Tokyo: Hitsujishobou, 1995.
- Oishi, Masayuki and Kuniya Nasukawa. *Introduction to English Linguistics*. Sendai: Llu Press, 2003.

- O'grady, William, Michael Dobrovolsky, and Mark Aronoff. *Contemporary Linguistics: An Introduction*. 3rd ed. New York: St. Martin's Press, 1997.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 3rd ed. Cambridge: Cambridge University Press, 2000.
- Tadashi, Ngano. *Nihongo no onnsei hyougen*. Tokyo: Tamagawa daigaku shuppanbu, 1995.
- Takebayashi, Shigeru and Hiroko Saito. *Eigo onseigaku nyuumon*. Tokyo: Taisyukanshoten, 1998.
- Yasui, Izumi. *Onseigagu*. Tokyo: Kaitakusya, 1992.

## Acknowledgement

The author appreciates the professors' teaching and help for two years in the graduate school. Prof. Inuzuka's linguistic class and support for this thesis, Prof. Yamazaki's English language teaching class and internship program, Prof. Hall's English language teaching class, and helpful advice, Prof. Hoshino's American literature class, and Prof. Sakaino's English literature class. And also, the author thanks Prof. Unher, the undergraduates and my friends.



# Curriculum vitae

## Michiko Kato

### Education

2007 – 2009	Iwate University	Iwate
	Graduation School of Education	
	Department of English	
	Master of Education	
	Specialized Study: English Linguistics	
2003 - 2007	Tohoku Gakuin University	Miyagi
	Faculty of Literature	
	Department of English	
	Specialized Study: English Phonology	
2000 – 2003	Morioka Kita High School	Iwate

### Certificates

March 2007	English Teacher's Certificates (Junior High school and High School, First Class)
------------	---