

Pronunciation instruction for ELF communication

by Junko Chujo

Abstract

Globalisation and the Internet have increasingly led to the English language becoming a lingua franca for international communication. In this respect, English language proficiency is as important in Japan, if not more so, as it is in other parts of the world. However, while a substantial body of research indicates the crucial role of intelligible pronunciation for establishing and sustaining effective oral communication, English pronunciation pedagogy remains seriously underdeveloped in Japan. In addition to ignorance about pronunciation, inadequate and unsystematic attention to pronunciation instruction within the Japanese education system is at the root of many difficulties that learners encounter in oral English communication. These difficulties often lead to low confidence and can make students hesitant to speak in English. This article reports on the development of curriculum and materials designed to enhance learners' oral communication skills through a focus on establishing mutual phonological intelligibility standards for English as a lingua franca (ELF) communication. The target group for implementation of this specific teaching program was a group of Japanese university students who were learning English as a foreign language (EFL).

Introduction

While increasing globalisation has seen English become the main lingua franca for international communication, attention to oral English proficiency has largely been neglected in English language teaching in Japan. Added to this is the extreme degree of phonological difference between English and Japanese. As a result, it is not surprising that Japanese university students who have received at least six years of English instruction cannot even respond to basic greetings such as 'How are you?' without great courage and thought. This lack of oral communication ability is a very real concern.

I have taken the position that the primary cause of limited competency is a lack of systematic pronunciation instruction. Since learners are never provided with the opportunity to learn and practise oral communication skills, they remain uncertain about producing English sounds and often wonder if they are pronouncing words correctly or not. As a result, students are hesitant to speak or are even

afraid of attempting to produce any oral utterances in English at all. If learners are encouraged to develop this aspect of their English language proficiency and move beyond the fear and hesitation it arouses, they will be better able to utilise and strengthen the English grammatical and vocabulary skills they already possess.

To address these issues, two earlier projects were conducted by the researcher (Chujo, 2010b, 2012). The first of these examined Japanese university students' preferred activities in learning English pronunciation. Teaching approaches and materials were designed to take into account the learners' psychological orientation: that is, the affective traits they had built up through their past English language education experiences and socio-cultural backgrounds. This study found that learners enjoyed and benefited from rhythm-based pronunciation activities such as tongue twisters and chants, even when presented through a highly repetitive pedagogy. The second study expanded the materials into a semester-long course that focused intensively on English pronunciation. The course was based on three core principles. The first principle was that Japanese learners' psychological orientation should be the main consideration. The second principle was that instruction time should be primarily used for actual practice and not for studying phonetic theory. The third principle was that the overall oral practice procedures must be designed to allow repetition with small, incremental changes.

In order to promote the frequency of repetitive practice and lower the learners' anxiety levels, a variety of instructional materials was devised. Both segmental and suprasegmental phonological features were highlighted and incorporated systematically, either explicitly or implicitly, in the materials. The pedagogical practice results showed that not only was the actual targeted segmental level of performance improved but also that learners' phonological awareness was raised.

Given the place and status of English in the world today, the pedagogical goal of teaching English for use as an international language is an important consideration for pronunciation curriculum and material design. In order to satisfy this requirement, students were introduced to the modern role of English by first examining Braj Kachru's well-known 'Three Circles Model' which represents the varieties of English used in different countries using three concentric circles. In Inner Circle countries such as the U.S., England, Canada, Australia and New Zealand, English is used as a native language. In Outer Circle countries such as India, Singapore, Bangladesh, Kenya and Malaysia, English is used as a second language. In Expanding Circle countries like China, Korea, Iran and Indonesia, English is learned at school. Japan is categorised as an Expanding Circle country and adopts an English as a foreign language (EFL) approach to English language teaching (Kachru, 1985). After introducing the model, students were presented with data relating to English language usage worldwide; for example, the fact that there are two billion English speakers in the world, which is a little less than 1/3 of the

world population, and that, of these, 80% are non-native English speakers, or people who use English as a second or foreign language (Crystal, 2003). This information succinctly presented the concept of World Englishes to students, gave status and recognition to all varieties of English in the world, and validated the learners' own English language learning experiences within a broader global context.

Introducing the concept of World Englishes in this way as part of the daily program of instruction also alerted students to their potential interlocutors in English in the near future. They recognised that the goal of pronunciation acquisition is not necessarily the ability to approximate native-speaker pronunciation in order to communicate with native English speakers as they might previously have thought, but the ability to communicate intelligibly with other L2 speakers of English. In other words, they realised that they were learning to communicate using English as an international language.

In order to design a curriculum to promote intelligible communication, it was important to identify which elements play a crucial role in establishing mutual intelligibility and enhancing communicative comprehensibility and competence. In one study, empirical data were collected from non-native English speakers' discourse in order to identify those elements that compromised intelligibility in the conversation. The researcher concluded that out of 40 communicative breakdowns, 27 were attributable to pronunciation (Jenkins, 2000). Based on this data, it can be concluded that raising learners' pronunciation awareness and building mutual intelligibility are crucial to improving overall communicative competence.

Curriculum and material design

The target group for the syllabus and material development project recounted here was first year university students whose mother tongue was Japanese and who had received at least six years of English language instruction. Their English grammar and vocabulary ability levels were somewhere between intermediate to high. The target class size of 30-40 students is consistent with sizes commonly seen in university classes. The instruction period was one semester of 15 weeks, including two exams. The pedagogical goal was to raise the learners' communicative competence through actual pronunciation practice in order to bridge the gap between the students' current pronunciation proficiency levels and mutual intelligibility. As the course of instruction progressed, students gradually overcame psychological barriers and their hesitancy to speak and also kinetically built their English oral competency.

Due to the limited time available for the program, selection and sequencing of the phonetic features used for instruction were crucial. In order to design the best practical curriculum for the particular

group of learners, it was essential to prioritise those aspects of intelligible ELF communication that could be realistically introduced in one semester. In the selection of targeted features, the specific characteristics of L1 interference needed to be considered. It has been demonstrated that all languages have a particular set of pronunciation rules that do not cross over to other languages, and the negative transfer effects of Japanese pronunciation to English have been discussed in a number of research studies (e.g., Kenworthy, 1987; Avery & Ehrlich, 1992; Walker, 2010; Rogerson-Revell, 2011).

The final selection of phonetic features for the course was based on a recent empirical study which identified the necessary phonemes for training Japanese mother tongue university learners of English through identification of the segmental features that threaten intelligibility. The research was conducted on both perception and production with 26 native English speakers (Uchida, 2008). Of the sounds that require training, some were selected only when they appeared in a certain environment. From the research, the vowels that most need to be taught to Japanese learners are: the /æ / in cap, /ɑ /or/ɒ/ in dog, /ə/ in about, /ei/ in name, /iə/ or /ir/ in hear, /ɛə/ or /eə/ in hair, and /ʊə/ or /uə/ in tour. The consonants are /f/ in fold, /v/ in very, /s/ in see, /z/ in zip (especially when followed by /i/), /θ / in think, /ð/ in that, /ʃ / in she and the final sounds of /p/, /t/, /k/, /f/, and /v/ found in words such as stop, cat, make, if, and leave, r blends such as /dr/ in dry and /tr/ in try, the /l/ sound in milk, and the flapped /t/ in water. In the curriculum development process, these features were categorised and put in order as the target sounds for each unit that were to be explicitly taught. A focus on suprasegmental features such as stress, rhythm and intonation was also incorporated through both explicit and implicit instruction.

In light of the assertion that a textbook focusing solely on pronunciation would not be welcome in today's English classrooms (Walker, 2010), the materials and program for the study were designed around an integrated language learning theme and a culturally relevant context. Prior to the implementation of the program, a survey was conducted to identify the first year learners' interests and experience. One question asked if students were interested in going abroad in the near future. Out of 115 students in the three classes, 78.3 % answered that they would like to go abroad. To the question of past overseas experience, out of 115 students, 29.6 % answered that they had traveled or lived abroad. As many of the students were interested in traveling overseas and had had limited experience to this point, travel English was chosen as the overall theme for the instruction.

To focus on English as a lingua franca and raise awareness about differences in intelligible communication between native and non-native English speakers of English, a scenario-based setting and plot were chosen as a background context for the learning materials. This allowed for students to practise phonology in a pragmatic situational context.

The protagonist created for the learning scenarios and materials was a Japanese university student named Emi who travels abroad for the first time for a two-week stay in Boston. She stays in a hostel where she shares a room with university students of a similar age from all over the world. Through various communication experiences, Emi negotiates meanings with people and manages situations using her limited English. Over the course of the program, Emi encounters typical communication difficulties often attributed to pronunciation issues experienced by Japanese speakers. As Emi explores the area and gets to know people by communicating in English, the learners were also able to imagine themselves in those situations (see ‘Topic Dialogue 1’ in Appendix A).

To provide examples of realistic communication in a variety of encounters, the story was developed based on fieldwork that included a two-week stay in a hostel in Boston. Conversational excerpts typical of life in a hostel were collected as data during this stay. From these data, a pattern for basic hostel conversation was developed in the fieldwork report (Chujo, 2011). The hostel was chosen as the background in order to give the learners exposure to other cultures and allow for communication in English as a lingua franca. While many parts of the textbook are based on fiction, actual pictures, accommodation rules, and activities from a real hostel were included. With the cooperation from employees, a video clip was produced to introduce the hostel to the learners and to provide a welcoming introduction to the activities.

A complete self-printed textbook entitled ‘Welcome to the World Englishes Community: Broadening your experience through the development of oral communication skills’ was designed. The textbook is structured into 11 units and consists of 133 pages. It is printed in black and white with a coloured cover and two pages of pictures in the beginning. It includes answers, scripts, audio data (which are also downloadable from the university portal sites) and a modeling DVD for instruction. In addition to the overall theme of travel English, each unit addresses a sub-topic such as checking in, eating out, sightseeing, getting directions, shopping, phone calls, a date and returning home, in addition to the targeted phonetic features.

A pre-introduction activity was developed to raise learners’ awareness of the crucial role of oral communication in an explicit way (see Appendix B). This introduction activity includes passages on the role of English, English as a lingua franca and the importance of English pronunciation in oral communication. For learners to be active while listening, they were given a fill-in-the-blank dictation form followed by comprehension questions. Then, to expose students to different varieties of English, a video clip with a listening activity was included (see Appendix C). For this activity, the author asked several individuals from different countries to say hello and introduce themselves to Japanese learners

of English. The volunteers were students who were visiting Boston and staying in a hostel and represent a mix of native and non-native speakers of English from places such as Britain, Italy, Brazil, South Korea, Australia, Germany and the U.S. No script was prepared nor was any practice held prior to the video shooting. The videos were recorded as examples of very natural discourse. To help student comprehension, multiple choice questions were included for each speaker.

One more element was incorporated to provide students with opportunities to access authentic information using English. The purpose of these assignment tasks was to build a bridge between students and the outside world. One of the disadvantages of learning in an EFL setting is the lack of connection with other parts of the world. The majority of students are only able to experience English language in the classroom via a textbook and sometimes from a CD. The most influential feedback they receive comes from their test scores. Most students never have the chance to participate in authentic language experiences. To overcome this problem, exercises were designed to provide learners with an opportunity to seek to obtain information in authentic scenarios in order to build the sense that the English they already possess actually can be used. The learners accessed information in English from web pages on the Internet. This type of authentic language experience is very attractive to learners and assists them to imagine a time in the future when they might travel abroad. Examples of these activities are provided in Appendix D.

The overall unit structure and order of activities are: (a) tongue twisters; (b) visual aids (hand gestures and drawing explanation of articulation points in Japanese); (c) marking the targeted phonetic points (underlining, colors, shapes); (d) sentence and word level listening activities (dictation); (e) chants (self-produced, exclusively contain the target consonants); (f) listening exercises (minimal pair, TOEIC Part I style); (g) topic dialogues (dictation and listening comprehension); (h) reading aloud/recitation (travel English, role play presentation); (i) travel tips (take home assignments); and (j) listening to pop songs (take home assignment to identify the target sounds and practice singing). Some of the activities were only included every two units. A sample unit is presented in Appendix E.

Throughout each unit, high frequency words that included the units' targeted sounds were included for the purpose of increasing the amount of practice of these sounds. In each unit, in the Topic Dialogue 1 section, Emi meets and interacts with different varieties of English speakers as interlocutor. These encounters occur mainly in her accommodation facility, the hostel. This section tries to build a broader international perspective for learners through the use of conversation samples in a lingua franca context. In this section, the recordings were made by interviewing actual individuals from each country.

Conclusion

The tailored curriculum and materials were implemented as a pilot program to examine the teachability and applicability of the course in two Japanese university classes of English. Through pedagogical practice, instruction was able to raise student awareness of pronunciation. The learners engaged in most of the activities with an earnest atmosphere of enjoyment. Improvement in students' pronunciation continued as the course of instruction progressed.

However, in spite of the attempt to show students that intelligibility is more important than sounding like a native speaker, the post-instructional survey still included comments such as 'I would like be able to speak like native English speakers', 'I want to be able to carry conversation with native English speakers' and 'I would like to be able to understand native English speakers' English'. It was thought that introducing and acknowledging the prevalence and validity of using English as a lingua franca and achieving the goal of establishing mutual intelligibility would contribute to a change in learners' attitudes towards English language learning, leading them to be more comfortable and confident when using the language. However, student preference for viewing native speakers as a model and norm still remained, proving how difficult attitude adaption can be. It is hoped that with the next revision of curriculum and materials, learners will become more confident and think more highly of themselves as English speakers: 'I can also be a model of English as international language if I practise enough to acquire a level of mutual phonological intelligibility'.

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Appendix A

Textbook sample showing situational context

[TOPIC DIALOGUE 1]

The protagonist, a Japanese university freshman named Emi, has just arrived at Boston Logan International Airport after a 17 hour flight (including one transit) from Tokyo International Airport. It is late at night and she is hungry, so she decides to grab a bite to eat before leaving the airport. There, she finds a familiar fast-food place, McDonald's, where she has part-time work in Japan. Now, she tries to order in English for the first time.

• • • **LISTENING** • • •

Listen to the dialogue without looking at your textbook. (Track 1-14)



• • • **DICTATION** • • •

Listen to the dialogue again and fill in the blanks. The dialogue will be repeated twice. (Track 1-15)

The cashier	Next, (1. please).	
Emi	Hello.	
The cashier	Hi. How are you doing? What can I (2. get) you today?	
Emi	I'm good. Yes, Ahh... can I (3. have) a cheeseburger and potato, please?	
The cashier	A cheeseburger and what?	
Emi	Potato. Ah... This (4. one).	
The cashier	Oh, French fries. What (5. size)?	
Emi	Large please.	
The cashier	Hum? Oh, (6. large).	
Emi	Yes, the large one. Oh, also a coffee and an apple pie, please.	
The cashier	Ok, a (7. coke) and ... an apple pie.	
Emi	Oh, no, no not coke. I want coffee.	
The cashier	Oh, a coffee. Which size?	
Emi	M...uh...medium, please.	
The cashier	Anything (8. else)?	
Emi	That's all.	
The cashier	Ok, so you need a cheeseburger, large fries, a medium coffee and an apple pie, (9. please)?	
Emi	Yes.	
The cashier	Here or to (10. go)?	
Emi	Sorry?	
The cashier	Are you going to eat here?	
Emi	Oh, yes. Here, please.	
The cashier	All right, it's four (11. thirty) five.	
Emi	Here it is.	
The cashier	Out of ten. Here is your (12. change) and... receipt.	
Emi	Thank you.	
The cashier	Thank you. Have a nice evening.	
Emi	Thanks, you too.	

< Word List >
get, one, large, else, go, thirty, change, Coke, I'm, please, have, right

• • • **COMPREHENSION CHECK** • • •

Choose the correct answer for the following questions based on the dialogue above. (Track 1-16)

- Q1. What did Emi want to order when she said potato? What is it called in American English? Circle the correct answer.
 A. French Fries B. French Flies C. France Fries
- Q2. Circle the item Emi did NOT order.
 1. French Fries 2. Milk Shake 3. Cheeseburger 4. Apple Pie 5. Coffee
- Q3. How much was the total?
 _____ dollars and _____ cents.
- Q4. With which bill did she pay?
 With a _____ dollar bill.
- Q5. What did Emi receive in addition to her change right after she paid?
 A _____

Appendix B

Pre-introduction unit

❖ Preparatory Introduction Unit ❖

~ What are World Englishes? ~

- ☆ Listen to the following explanation of World Englishes. Then, write down the missing words in the blanks. The recording will be repeated three times. [Track A♫]
(Answers are written in **bold**.)

< Let's practice! >

There are an estimated (1. **two**) billion people using English all over the globe. Some use it as their first language, some use it as a second language, and some as a (2. **foreign**) language, like Japanese people. The ability of these English speakers differs. However, among these 2 billion English users, (3. **eighty**) percent are (4. **non-native**) speakers of English. In our current era, English is not just for the people of Great Britain, the United States, Canada, Australia and New Zealand. English is used by all people as the (5. **lingua franca**) around the globe for (6. **international**) communication. A number of English varieties exist and Japanese English is one of the many varieties of English. Nevertheless, in actual communication, Japanese people often encounter difficulties in oral communication in English. Why is this so? There are a number of reasons, but one of the main reasons is (7. **pronunciation**). There are pronunciation points that Japanese English speakers need to acquire in order to be understood. Needless to say, the ability to (8. **understand**) other English speakers is also crucial in order to engage in spoken communication.

Let's develop your oral communication (9. **ability**) and join the community of World Englishes! Don't hesitate to (10. **communicate**) in English!

- ☆ Which of the following statements apply to the term 'lingua franca'? Choose the appropriate statement from A-D.
- A. English has been always a lingua franca for international communication.
B. Lingua franca is the language which American, Canadian, British, Australian, New Zealanders speak.
C. Lingua franca is a language which is only spoken in a particular part of the world as a first language.
D. English is a lingua franca for international communication in today's world.

Appendix C

Listening activity for video clips and scripts

- ☆ Here are some messages from students from all over the world who were visiting Boston.

1. Watch the video clips and let's find out about them. [Video 1 Ⓞ] / [Track B♫]

1. Sada

❖Country❖

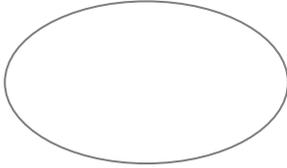
A. Germany B. Scotland C. New York

❖Length of her stay in Boston❖

A. A month B. Weekend C. Ten days



<p>2. Georgia</p> <p>❖Country❖ A.Norway B.India C.Italy</p> <p>❖'Hello' in her language❖ A. Óla B. Bonjourno C.Ciao</p> <p>❖Major❖ A. Physics B. Psychology C. Science</p> <p>❖Hobby❖ A. Volleyball B. Basketball C. Badminton</p>	
<p>3. Wesley</p> <p>❖Country❖ A. Brazil B. Venezuela C. Bosnia</p> <p>❖'Hello' in his language❖ A. Ciao B. Namaste C. Óla</p> <p>❖Occupation❖ A. Singer B. Student C. Engineer</p> <p>❖Major❖ A. Art B. Engineering C. Communication</p>	
<p>4. Jade</p> <p>❖Country❖ A. Philippines B. Thailand C. South Korea</p> <p>❖'Hello' in her language❖ A. An-nyeyong B. Namaste C. Sawatdi</p> <p>❖Occupation❖ A. Singer B. Student C. Engineer</p> <p>❖Major in Her Country❖ A. Music B. Accounting C. Architect</p>	
<p>5. Pia</p> <p>❖Country❖ A. Jamaica B. Switzerland C. Germany</p> <p>❖'Hello' in her language❖ A. Guten Tag B. Ni hao C. Hej</p> <p>❖Occupation❖ A. Doctor B. PhD. student & scientist C. Yoga instructor</p> <p>❖Hobby❖ A. Singing B. Sailing C. Dancing</p>	

<p>6. Amy</p> <p>❖Country❖ A. Austria B. U.S.A C. Australia</p> <p>❖Major in her country❖ A. Media & Communications B. Art C. Music</p> <p>❖Hobby❖ A. Fishing B. Watching Movies C. Singing</p>	
<p>7. Nicole</p> <p>❖Country❖ A. Australia B. U.S.A C. Austria</p> <p>❖Current country of study❖ A. New England B. Mexico C. New York</p> <p>❖Free time interest❖ A. Visit cafés B. Open cafés C. Shopping</p>	
<p>8. Salma</p> <p>❖Country❖ A. Australia B.U.S.A C. Austria</p> <p>❖City❖ A. San Jose B. San Francisco C. New York</p> <p>❖Specialised field of study❖ A. Clinical Psychology B. Medicine C. Math</p>	
<p>9. _____</p> <p>Hi. My name is _____</p> <p>_____</p> <p>_____</p>	

☆ Write your own self introduction and join the world Englishes community! ☆
Find a partner and introduce yourself to him/her.

<Script>

- Hi, my name is Sada. I am from Glasgow in Scotland. Quite far away from here but we are just here in Boston for the weekend and it's really good that we're having fun. And then we're going back to New York tonight. Cool!
- Ciao! I'm Georgia and I'm from Italy. I'm just graduating psychology and I'm staying here in Boston for five months. I like to play volleyball. I play volleyball in Italy every week three times a week and I'm here because I want to learn English. I'm not very well in English. My English is very basic and I'm here to learn and I choose Boston because a friend of mine stays here, lives here from ... for six years.
- Hello, my name is Wesley, from Brazil. *Óla para todos* ... I am a student of industrial engineering and I am here in the United States to improve my English. It's really important to learn how to speak different languages, to communicate to different people, and I hope if you have the opportunity, you do the same.
- An-nyeyong, ah my name is Jade Moon and I'm from South Korea and I'm attending in ESL ... ESL in Kentucky and now I come to Boston to travel in spring break. Yeah, and is the first time to travel abroad and alone and but I met good people, so yeah, and oh and I'm majoring in accounting in my country in Korea. Yeah, and my hobby is just reading books. I like read books in Korean but I don't like read books you know in English because it is difficult.
- Hi. My name is Pia. I'm from Germany. Um, hello is in Germany guten tag. And I'm a PhD student. I'm a scientist. Um ... Right now I'm working on Alzheimer's disease and yeah, I like it a lot. And my hobbies are sailing and yoga, which is, yeah, a lot of people do this in Germany. Yeah, and I like traveling and so yeah I traveled through a lot of countries and it's important to ... to speak English there, so learn English. Yes.

6. Hi, I'm Amy. I'm from Melbourne, Australia. Um ... I study at the University of Melbourne but I'm here at New York studying at Columbia University. I'm a media and communications student but at Columbia I'm studying arts and ... what do I like to do? I like shopping and I love watching movies.

7. Hello, my name is Nicole. I am from Sydney, Australia. I am currently studying in New York City as an exchange student as well. Umm...In my free time I like to try out different types of food, and visit different cafés and walk around New York. That's all. Thank you.

8. Hello, my name is Salma. I am currently here in Boston but I'm from San Francisco, California. I am studying psychology there at the University of California-Berkeley. I am currently doing a lot of research in clinical psychology and I'm really interested in it. And it's really important to know English just so that you can travel everywhere and you will meet a lot of people that also know English so it's a great way to connect across the world.

Appendix D

Accessing authentic information

~+ Assignments +~

< Unit 1 >

(Due Date: _____)

Before the announced due dates, try the following at home.

1. Practice the tongue twister and chants that we learned in class. Practice enough to memorize them.
2. Here are some chain restaurants you often find in American cities. Visit the web sites and check the menus. Then, find and write down two items from the menu in two restaurants you would like to try which contain the sounds of [l] or [r].

A. I'd like to try _____

and _____
at _____.
How about you?

B. I'd like to try _____
_____ and

at _____.

< STARBUCK'S USA >
<http://www.starbucks.com>

< YOSHINOYA USA >
<http://www.yoshinoyaamerica.com/>

< PANDA EXPRESS USA >
<http://pandaexpress.com/>

< DUNKIN' DONUTS >
<https://www.dunkindonuts.com/>

< MCDONALD'S USA >
<http://www.mcdonalds.com/us/en/home.html>

~✦ Assignments ✦~

< Unit 6 >

(Due Date: _____)

Before the announced due dates, try the following at home.

You have one day to visit New York from Boston. Make your transportation plans. You can choose to take a bus, airplane or a train. Find out the schedule and the price for a one way or a round trip.

Megabus: <http://www.megabus.com/>
Lucky Star Bus: <http://www.luckystarbus.com/>
Peter Pan: <http://www.peterpanbus.com/>
United Airlines: <http://www.united.com/>
Delta Airlines: <http://www.delta.com/>

~My Travel Itinerary~

The name of the bus / air / train company: _____

Departure date: _____ Departure time: _____

Departure place: _____

Return date: _____ Departure time: _____

Departure place: _____

Round trip ticket price: US\$ _____, about _____ yen

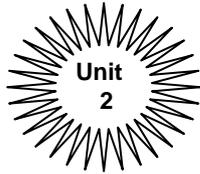
One way: US\$ _____ or about _____ yen



Date: _____ Name: _____ EIDN: _____

Appendix E

Sample unit



Check In

~Woof! Woof! What is this sound?~

<Step 1> Here is today's pronunciation point: /w/. This sound is used in words such as 'what', 'where' and 'swim'.

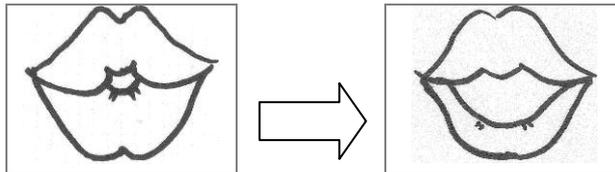
【TONGUE TWISTER】 [Track 2-1♪]

Listen to the following tongue twister and try to say it five times.

How much wood would you chuck if you could chuck wood?
/w/ ()

【PRONUNCIATION FOCUS】 [Track 2-2♪]

1. 口をすぼめて、スタートの形を作ります。(日本語の「ウ」よりももっとすぼめた、口笛を吹くことができるくらいの緊張した状態です。舌は引いた状態です。)
2. うなり声を出します。
3. 急速に緊張を解くと同時に息を吐きながら、次の母音を出します。(Waの場合「a」を出します。)



< Lip movement change >

- ☆この音は、持続されることなく、すぐに次の母音(a,i,u,e,o)の構えに移行するため、音声学の用語では、「移行音」(glide) 又は、「半母音」(semi-vowel)と呼ばれています。小さくせぼめられた息の通り道が急に広くなるという点がこの音の特徴です。
- ☆Unit 1 の [i] と [r] の音はそれぞれの音をどこで出すのかつづりで判断できました。[w] の音の場合、語中で 'w' と綴られていても、[w] の音とは限らないため判断しにくいかもしれません。(例、how, two, window) また、'once', 'quick', 'distinguish'などは、単語の中に 'w' のつづりが含まれていなくてもこの音が含まれているため発音をするときには注意が必要です。
- ☆/w/の音は語尾には現れません。

<Step 2> Take a look at the video clip and imitate the modeling. [Model 2-1 ◎]

<Step 3> Practice saying Part A below with the beat. Then, create B and model it for your partner. Exchange it with your partner and practice his/her Part B.

< Rhythmic Reading Aloud Practice >

A	Wa we wi wu / wa we wi wu we wo wa wo / we wi wo wu / wa we wi wo / wu we wa wo / wu
B	

<Step 4> Find the sound of /w/ in the【TONGUE TWISTER】section and write how many times you hear it in the blank. Then, try to say it carefully and slowly.

<Step 5> Listen and write down the following words and phrases that contain the sound of /w/ in the blanks. Then, underline the all the sounds of /w/. Each word and phrase is repeated twice. [Track 2-3♪] (Answers are written in **bold**.)

1	white	2	wool	3	wish	4	word
5	wine	6	wheel	7	water	8	will
9	swim	10	twin	11	sweet	12	twelve
13	twenty	14	woman	15	always	16	between
17	one	18	quite	19	request	20	language

21	man and woman	22	work week
23	wrong question	24	weekly weather
25	quick request	26	write once

(Your Score ____ / 26 Points)

<Step 6> Keep paying attention to the /w/ sound. Practice the previous words and expressions in <Step 5> with the correct beat. [Track 2-4♪]

<Step 7> Look around and find words that have the /w/ sound(s).

1		2		3		4	
---	--	---	--	---	--	---	--

<Step 8> Read the words you wrote down in <Step 7> to your partner. Ask him/her to write down what you pronounced. Switch roles when you have finished.

1		2		3		4	
---	--	---	--	---	--	---	--

<Step 9> Choose one word from your list and write it on the blackboard. Then, let's practice all the words together as a class.

[CHANTS]

Listen to the following chant and fill in the blanks. Then, underline all the /w/ sounds. Each chant is repeated five times. [Track 2-5♪] (Answers are written in **bold**.)

❖**Woodchuck**❖

How much wood (1. **would**) a woodchuck chuck

(2. **if**) (3. **a**) woodchuck (4. **could**) chuck wood?

A woodchuck would (5. **chuck**) as much (6. **as**) (7. **he**)

(8. **could**), if a woodchuck (9. **could**) chuck (10. **wood**).

< Word List >

a, could, wood, he, could, chuck, as, would, if, could(2)

'Woodchuck'

Since woodchucks dig holes and live underground, they are also called 'groundhogs'.



[EXERCISE 1]

Listen to the words and circle the one you hear. Check the meaning if necessary. Each word is repeated twice. [Track 2-6♪] / [Track 2-7 A&B♪]

	A	B		A	B
1	will (n. 意志)	ill ()	2	wood ()	cool ()
3	would ()	could ()	4	rule ()	wool ()
5	tall ()	wall ()	6	met ()	wet ()
7	he ()	we ()	8	wood ()	hood ()

(Your Score ____ / 8 Points)

[EXERCISE 2]

The following sentences from 1 to 5 give the definition of English words which all contain /w/ sounds. Find the word and write in the missing letters. Then, read them out loud with your partner and check the meaning in Japanese. Write the meaning in the () if necessary. [Track 2-8♪] (Answers are written in **bold**.)

- | | | |
|---|---------------|------------------|
| 1. The woman that a man is married to: a married woman. | __ _ F __ () | WIFE |
| 2. The fourth day of the week. | __ _ () | WEDNESDAY |
| 3. The wife of a king. | __ _ E __ () | QUEEN |
| 4. The planet earth. | __ _ L __ () | WORLD |

[TOPIC DIALOGUE 1]

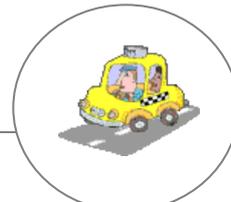
After Emi has a meal at the airport, she is ready to leave. She decides to take a taxi. She shows the address and a map to the driver and arrives at the hostel. Then, after she checks in, she meets one of her roommates.

• • • **LISTENING** • • •

Listen to the dialogue without looking at your textbook. [Track 2-9♪]

• • • **DICTIONATION** • • •

Listen to the dialogue again and fill in the blanks. The dialogue will be repeated twice. [Track 2-10♪]



Taxi Driver	Where to?
Emi	Hi. Boston, please. Here is the address.
Taxi Driver	Let's see ... All right.
Emi	How long will it take?
Taxi Driver	Um ... About <u>tw</u> enty minutes or so.
Emi	OK. <i>The taxi arrives at the hotel.</i>
Taxi Driver	<u>We</u> are here. It's <u>tw</u> elve <u>tw</u> enty.
Emi	Here you go. Keep the change, please. <i>Emi receives her luggage and enters the hotel.</i>
Emi	Hello.
Receptionist	Hi! May I help you?
Emi	Yes, (1. please). My name is Emi Sato. I have a reservation here. Here is the (2. reservation) form.
Receptionist	(3. Welcome) to Boston. Let me see ... (<i>checking the computer</i>) Yes, you have a reservation for 8 nights, 9 days.
Emi	Yes, that's right.
Receptionist	Ok, you are in (4. room) 211, bed number <u>one</u> . I <u>will</u> write it down for you. And ... the (5. total) is \$280.
Emi	OK. Uh ... can I use a traveler's check?
Receptionist	Sure, just sign (6. here) .
Emi	Good. Two hundred eighty ... Here you are.
Receptionist	Ok, here is your change ... and the key. Also I <u>will</u> give you the linen and towels. Please (7. bring) them back here when you (8. check) out.
Emi	All right, thank you. <i>Emi goes upstairs, knocks on the door, and is ready to open the door with her key card.</i>
Emi	Hello!
Yan	Hi!
Emi	Let's see... My bed number is (9. one) ... Which one is it??
Yan	This is yours. It says <u>one</u> , (10. here) .
Emi	Oh, thank you. I'm Emi.
Yan	Hi, I am Yan from (11. Malaysia) .
Emi	I am from Japan. Nice to meet you.
Yan	Nice to meet you, too. So, how long <u>will</u> you (12. be) here?
Emi	Ah ... for eight nights. And you?
Yan	I (13. won't) stay long. I'll be here (14. until) <u>Wednesday</u> . Then, I'm going to <u>Washington D.C.</u> to visit my friends.
Emi	Oh, how nice! So, how do you like Boston so far?
Yan	I like it very much. It's a beautiful city. Just the <u>weather</u> hasn't been very good. It has been raining and the (15. wind's) been so strong. But the (16. weather) forecast says tomorrow (17. will) be a beautiful day.
Emi	Oh, I'm glad to hear that. So, you are ready to go to bed?
Yan	Yes, I (18. walked) around all day, so I am pretty (19. tired) .
Emi	Ok, well ... good night.
Yan	See you in the (20. morning) .

< Word List >

total, won't, please, walked, here (2), check, one, will, reservation, weather, until, welcome, bring, tired, room, be, Malaysia, wind's, morning

. . . COMPREHENSION CHECK . . .

Listen to the dialogue again and answer the questions in English. [Track 2-11♪]

Q1. How many days does Emi plan to stay in the hostel? Circle the correct answer. (Answers are written in **bold**.)

A. **nine** B. five C. ten D. seven

Q2. Circle the item Emi does NOT receive after she pays the money at the reception.

A. card key B. **receipt** C. linen D. towels

Q3. Where is Yan from?

A. Indonesia B. Mexico C. **Malaysia** D. Portugal

Q4. Why will Yan go to Washington D.C. after visiting Boston?

To **visit her friend**.

Q5. How much in U.S. dollars **per night** does it cost for Emi to stay in this hostel?

35 dollars

【TOPIC DIALOGUE 2】

The following dialogues are related to the taxi. Take each role with your partner and then take turns reading each part. Listen and fill in the blanks. Each conversation will be repeated twice. [Track 2-12♪] (Answers are written in **bold**.)

- | | |
|--|---|
| 1. Customer: Hi. (Boston) (Museum), please.
Taxi Driver: Sure. | |
| 2. Passenger: I want to go to China Town. (Could) (you) (tell) (me) (how) (long) and how much it will take?
Taxi Driver: It's not far. It takes about ten minutes. And I would say about ten dollars. | <museum, Boston>
<long, you, tell, how, me, could> |
| 3. (getting close to the destination)
Guest: This is fine.
Taxi Driver: (That's) (twenty-one) (dollars). | <twenty-one, that's, dollars> |
| 4. Taxi Driver: Here we are. (This) (is) (the) (hotel).
Guest: Thank you. Just (keep) (the) (change), please. | <hotel, this, the, is>
<change, the, keep> |

【TOPIC DIALOGUE 3】

Your roommate is asking you a question about the hostel rules. Use the following form and take each role with your partner (A&B). Then create /w/-questions on your own (C&D). Ask your partner the question and write down his/her answer. [Track 2-13♪]

WELCOME TO HI BOSTON

Thank you for staying with us!

RULES & REGULATIONS

1. CHECK OUT

Before 11 am. Please be prompt.

2. MAXIMUM STAY

14 days per year.

3. QUIET HOURS

Between 11 pm & 7 am. Consider others and keep the rooms quiet.

4. SECURITY

Keep your receipt. Show it to the front desk when you come into the hostel.

5. REFUND

We will refund unused nights if you ask before 11 am.

6. PROHIBITED

No alcohol or illegal drugs. Public health laws prohibit sleeping bags.

7. SMOKING

No smoking including on the front steps or porch according to the instructions of the fire department.

8. LIABILITY

This hostel assumes no responsibility for property damage or loss. Also, it assumes no liability in case of injury or accident.

9. TELEPHONE MESSAGES

We do not have telephones in the rooms, we can **ONLY** take messages. The message board is in the lobby.

10. LINEN AND TOWELS

If you would like fresh bed linens or towels, please bring your used item to the front desk to exchange.

. . . A . . .
A: What do you have to show whenever you come into the hostel?
B: We have to show the receipt.

. . . B . . .
A: It is so noisy outside of the room. When do quiet hours start?
B: Let's see. It says here at 11 p.m.

. . . C . . .
You:
Your pair:

【SELF-EVALUATION】

☆ How is your pronunciation practice of /w/ going? Evaluate yourself and write down some comments. You can write either in English or Japanese.

<table border="1" style="margin: auto; width: 80%;"> <tr> <td style="text-align: center;">The sound of /w/ Not so good. So-so. Great!</td> </tr> </table>	The sound of /w/ Not so good. So-so. Great!
The sound of /w/ Not so good. So-so. Great!	
. . . Comments . . .	
Self-Evaluation Date: _____, 201 .	

【TRAVEL TIPS】

- ☆ Tipping the taxi driver is not a familiar custom in Japanese society. In the U.S., however, it is considered a courtesy to give 10 to 15 percent when you leave the car or after receiving help with your luggage.
- ☆ When you get out of the taxi, please make sure you close the door by yourself. Unlike taxies in Japan, the door will not open or close automatically.

【ASSIGNMENTS】

Before the announced due dates, try the following at home. (Due Date: _____)

1. Practice the tongue twister and chants that we learned in class. Practice enough to memorise them.
2. Use your searching ability on the Internet and find the following song and its lyrics. Write down the **chorus** (well-known thematic and often repeated lines) and underline the /w/ sound. (This song's chorus starts with the words 'I don't wanna close my eyes ... ') Once again, remember to **practise singing** with the correct /w/ sound.

. 'I Don't Want to Miss a Thing'
Aerosmith, 1998

<p>'I don't wanna close my eyes ... '</p> <p style="text-align: center;">~How do you like the song???~</p> <p style="text-align: center;">*****</p> <p style="text-align: center;">Q: How many times did you find the /w/ sound in this climax section?</p> <p style="text-align: center;">/w/ (_____) times.</p>
--

. . . Congratulations! . . .
Now, you can ride in a taxi and get around!

Junko Chujo is an associate professor at Takaoka University of Law. She has over 10 years of experience in the field of English education in Japan at various institutions including Kanazawa University, Toyama Prefectural University and Panasonic. She is currently a PhD candidate at Kanazawa University. Her specialised field of study is the development of English educational materials that can be implemented efficiently and effectively in Japanese university classes.

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