

琉球大学学術リポジトリ

2005年宮古地区中学校英語教員の資質向上のための 研修

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**2005年宮古地区中学校英語教員の資質向上のための研修
A 2005 Training Project for Improving the
Quality of the Junior High School English
Teachers' Teaching Ability on the Miyako
Islands: A Proposal for the Action Plan to
Cultivate "Japanese with English Abilities"
(Aug. 1 & 2, 2005)**

I

Kiyoshi Yoshimura

A. Brief self-introduction and the purpose of the training project

皆さん、こんにちは、好称, bonjour, Guten Tag, xin chao, good afternoon, talofa, everybody. After graduating from Miyako Senior High School in 1964, I went to Okinawa Island to attend the University of the Ryukyus to continue my study of English. Having graduated from the university, I went to the Graduate School of University of Hawaii for a M.A. in English. I've been working for my university since 1972, the year of the Reversion of Okinawa to Japan. I've been mainly teaching a few English courses as part of general education and specializing in British literature-related courses at my university.

Although I grew up in Hirara City, my last name is Yoshimura, a typical mainland Japanese family name. I was born in a small town called Shinfa near Tainan in Taiwan. As you know, Taiwan used to be a Japanese colony after Japan won the Sino-Japanese War in 1895.

Many Okinawans moved to Taiwan after Japan annexed it and lived there until the end of the Pacific War (1941-45). My father once explained to me that he changed his family name from Taira to Yoshimura to hide his family's Okiawan identity from mainland Japanese in Taiwan because Okinawans, just like Taiwanese, were discriminated by mainland Japanese in those days. So, using a typical Japanese family name Yoshimura was a sort of self-defense against racial discrimination to my family.

Today I'm very glad to be here with you and I'll do my best to give you some suggestions on how to cultivate your English teaching ability. And I do hope that we will be able to improve our English teaching skills together by doing many varieties of activities in interactive ways.

Questions

1. When was Taiwan colonized by Japan?
2. Why did my father change his family name from Taira to Yoshimura?
3. Who discriminated the Okinawans in Taiwan?
4. What language did the Okinawans in Taiwan use when they talked to each other?
5. What language do you think the Okinawans in Taiwan used when they talked to mainland Japanese and Taiwanese? How about the people from Miyako? Which dialect do you think they used when they communicated with the mainland Okinawans?
6. Can you describe the linguistic hierarchy in Taiwan in those colonial days?
How did the Japanese colonial system in Taiwan categorized the peoples into a linguistic hierarchy?

B. Icebreakers: Short jokes for the ESL/EFL classroom
(<http://iteslj.org/c/jokes-short.html>)

1. A: Just look at that young person with the short hair and blue jeans. Is it a boy or a girl?
B: It's a girl. She's my daughter.
A: Oh, I'm sorry, sir. I didn't know that you were her father.
B: I'm not. I'm her mother.
2. Three EFL students are walking the road to their class.
A: It's windy.
B: No, it isn't. It's Thursday.
C: Me too. Forget the class, let's go for a drink!
3. A teenage girl had been talking on the phone for about half an hour, and then she hung up. "Wow," said her father. "That was short. You usually talk for hours. What happened?" "A wrong number," replied the girl.
4. Father: What did you do to help your mother?
Son: I dried the dishes.
Daughter: And I helped pick up the pieces.
5. My student who did not speak much English wanted to impress me one day. She had to walk past me when I was talking to someone. She said, "Excuse me, can I pass away?"
6. The teacher was beginning the lesson and noticed a student dozing. She said sharply, "Taro, are you ready?" Taro, jolted to attention, replied, "No! I am man!"
7. A young man comes before the Customs agent:
A: State your citizenship.
B: American (pronounced with a Spanish accent).
A: Hold on there, buddy. Say that again.

B: I sed American.

A: I'm going to give you a test.

B: No, no senor, no need for test, I tell you I'm American.

A: Yeah, sure buddy. OK, let's see . . . I've got it. Make a sentence with the following colors: green, pink and yellow.

B: Oh, senor, I tell you I'm American. But OK, let's see . . . I was at my bruder-in-laws house and the phone went 'green, green, I pinked it up and sed yellow!'

8. Student: Are 'pants' singular or plural?

Teacher: They're singular on top and plural on the bottom.

9. Teacher: Nick, what is the past participle of the verb to ring?

Student: What do you think it is, Sir?

Teacher: I don't think, I KNOW!

Student: I don't think I know either, Sir!

Questions:

1. Which joke is the funniest among the above-quoted jokes?
2. Are there any enjoyable jokes in your English textbook *Columbus 21*?
3. When you tell jokes to your students in class, do you use English or Japanese or both?

C. Now please introduce yourself.

1. State your full name and the school you work for.
2. Where were you born and raised?
3. How long have you been working as an English teacher?
4. Have you ever been to any English-speaking countries?
5. What is your most difficult English teaching problem now?
How would you like to solve it?

6. Who is your ALT? Is he/she an excellent ALT?
7. What would you like to learn in this training project?

D. Multicultural contact chart

1. How much contact do you have with cultural diversity?
2. How much are you interested in getting to know other cultures?

Find out how much intercultural contact you have. Circle the answer in Column A, B, or C that fits your situation. Then add up your score.

Questions

	Questions	A	B	C
1	I talk with non-Japanese:	rarely	sometimes	often
2	I have been to foreign countries:	never	1-30 days	more than 30 days
3	I email messages in English:	rarely	sometimes	often
4	I have moved in my lifetime:	never	1-2 times	more than 3 times
5	I have handicapped friends and acquaintances:	none	one	more than one
6	I have made phone calls in English:	rarely	a few times	many times
7	I belong to a volunteer organization (s):	none	one	more than one
8	I have attended religious services of a religion that I don't belong to:	never	once	more than once
9	I have offered to help travelers in a public place:	never	1-2 times	more than 3 times
10	I try new food from different countries:	rarely	sometimes	often

No points for answers in Column A

Number of answers in Column B x 1 point each = points

Number of answers in Column C ___ x 3 points each= ___ points
 point total []

How was your score? Compare your score with your group members.

More than 15	Very multicultural
10~14	Fairly multicultural
5~9	A little multicultural
0~4	Oh No! Very ethnocentric 極めて自文化中心主義的

(Abe et al. 30-31)

E. Brief history of English: Choose the most appropriate word for each of the following parentheses.

Even though at one time it could not have been predicted, of particular concern today is the spread of American English. English did not exist when Julius Caesar invaded Britain in 55 B.C. The native Celts spoke languages that survive today as Welsh, Gaelic, and Breton. In 449, the Jutes (modern Denmark) first arrived on the Kent coast of Britain. The Germanic dialect of the Jutes along with those of the Angles (Germany) and the Saxons (Germany) was soon become known as English (derived from OE Englisc, Qnglisc [Angles+ish]). The Germanic invaders took little from the language of the Celts they displaced, but soon began its characteristic assimilation of words from other languages-first (1.) from Christian missionaries arriving in 597, then Old Norse from Danish (2.), then (3.) from Norman rulers since 1066. (Stevenson, 1999)

In 1582, a scholar observed, "The English tongue is of small account, stretching no further than this island of ours,

may not there over all.” In little more than 25 years, English has spread across the ocean and has not stopped expanding since. In 1620 a group of British settlers called the (4.) arrived in Plymouth, Massachusetts, in the Mayflower. Since then English had become the official language of the settlers of North American British colonies. In early (5.) days, some 5 million people spoke English. By 1930, the number has risen to 200 million. By the mid-1960s, counting those who use English as a second language, the number of people speaking English had doubled to 400 million. By 1990, the number had risen to about 700 million, or one in (6.) seven people. English is the native language in 12 countries and an official or semiofficial language in 33 countries. Its study is required or popular in at least 56 other countries. (Jandt 144, 160)

Choices:

- a. French
- b. Vikings
- c. Pilgrim Fathers
- d. every
- e. colonial
- f. Latin

F. English as an International Language

Columbus 21: 3 Unit 1: Takuya’s Speech

How many people in the world speak English? It’s spoken in the U. K., the United States, Canada, Australia and so on. It’s also used as one of the official languages by over seven hundred million people. So one out of eight people in the world **speak** English.

Let me share one of my experiences. I visited Canada last summer. When I visited Chinatown, they talked to each other in Chinese, but spoke to me in English. It was a challenge for me to

live all in English. I try to use more English back in Japan, too. I always talk to Susan, one of our classmates, in English.

The world is getting smaller and smaller these days. We can contact each other either by e-mail or the Internet. I exchange e-mail with Min-soo, one of my Korean friends, in English. English is fun when it is used for communication. So, friends, let's have fun with English. (p. 4)

Many people think that English is the most common language in the world. It is true? If we are speaking about mother tongues, _____ (1000 million) comes before English (350 million). Spanish (250 million), Hindi (200 million), and Arabic (150 million) follow English. However, in terms of the number of people who speak English as their second language or international language, English is the most widely spoken.

Questions:

1. Can you name two other well-known countries where English is native to the people?
2. Why do you think the word "speak" in paragraph 1 is typed in bold letters?
3. Fill in the underlined blank.
4. According to Fred E. Jandt, English is the native language of 12 countries. Can you name six other countries where English is native besides the six countries already mentioned?

South America: Peru, Brazil, Argentina, Guyana, Chile

Caribbean: Bahamas, Barbados, Grenada, Jamaica, Cuba, Dominica, Trinidad and Tobago

Larry Smith's illuminating insight of English as an international language:

When any language becomes international in character, it cannot be bound to any culture. . . . A Japanese doesn't need an appreciation of a British life-style in order to use English in his business dealings with a Malaysian. . . . English is the means of expression of the speaker's culture, not an imitation of culture of Great Britain, the United States or any other native English speaking country. English belongs to the world and every nation which uses it does so with different tone, color, and quality. (本名 184-85)

G. World Englishes

1. "English belongs to the world and every nation which uses it does so with different tone, color, and quality." -Larry Smith
2. At a party someone from India meets a Japanese:
Indian: Are you an American?
Japanese: No, I'm a Japanese.
Indian: Why do you speak English like an American?
Japanese: (本名 46)
Why do you think the Japanese couldn't answer the question?

World Englishes

Have you ever heard the expression "World Englishes"? If you have, what exactly does it mean? It means that there are many varieties of English-not just American English or British English, for example. It implies that English is actually used by a great many people around the world as a common means of communication. English is spoken by two billion people, but only

350 million speak it natively. Over 100 million non-native speakers use English domestically as a second language and 70 million use it for communication with the outside world. As a result, some countries of Asia, Africa, and Europe have developed their own varieties of English, which are not exactly the same as American or British English. So these are new Englishes. Japanese English then is a respectable language in its own right. (Nakada 31-32)

Questions:

1. Is English important as a means to imitate, for example, British culture?
2. What language should we use to express or explain our own culture to the people from other cultures?
3. What is meant by "World Englishes"?
4. How many people speak English natively?
5. How many non-native users of English are there around the world?

1. My Japanese and international students' use of English and Japanese

Listen to the CD and appreciate different types of Englishes and Japaneses recorded by the students.

1. Kinjo Sawako
2. Arakawa Tomoyo
3. Nakama Kazuki
4. Kinjo Yukiya
5. Hu Wen (China)
6. Li Hounq Mei (China)
7. Phan Phuong Thao Thi (Vietnam)
8. Julien Dagaud (France)

9. Vanessa Marie Moulston (France)
10. Mathiew Bellier (France)
11. Celia Spoden (Germany)
12. Melissa Carmel Stephenson (Australia)

2. Asian Englishes:

a. Indian English

An Indian woman says: "I have a day free next week, so let's prepone our meeting that was scheduled for the week after." Her American colleague is bewildered-not knowing that in Indian English "to prepone" a meeting is the opposite of "to postpone it," that is, to bring it forward.

b. Malaysian English

As we know most Asian cultures value saving face. Many North Americans may have trouble understanding the Japanese *mentsu* or *giri*, for example, but for Koreans or Chinese or Malaysians it is easier (Shawles and Abe 4).

(1). I lost a lot of face by being unable to answer this question.

(2). How can you do that to me? I really got no face now. (本名 56)

Consult your English-English dictionary to find out the usage of the word "face saving."

(1).

(2).

c. Singaporean English: Syntactic Reduplication

(1). When I see them, I just nod nod my head.

(2). My son's results terrible man, all FFFF! (本名 60)

d. Japanese English

Choose the most appropriate English word or phrase for each of the following bald-typed Japanese English words or phrases.

- (1). Mrs. Kamiunten is a **paper driver** (), but her husband is a taxi driver. (神運天、紙運転)
- (2). Bob Sap, a big black American K-1 fighter, lives in a very small **one-room mansion** () during his stay in Japan.
cf. See line 5 of verse 2 of Shimoji Isamu's "The Wind of Mainland Japan."
- (3). The teacher gave us a lot of prints () for homework.
- (4). (a). **Heartful** () Network is a comprehensive website in which everybody can provide or receive or exchange various kinds of information on protective care and social welfare.
(b). I would like to offer my **heartful** () thanks for the banana cake.
cf. a heart felt apology, a heartwarming response to our appeal for help, a hearty welcome
- (5). Last night I ate a **chicken** () at a backyard chicken barbecue.
cf. a. We raise our own chickens (bird).
b. Boy, that fried chicken (meat) smells good.
- (6). Idaho Springs is a **bed town** () forty miles west of Denver.
- (7). Last summer Kieth had a **cooler** () installed in his studio apartment.
cf. He brought a cooler full of beer and soft drinks to the beach party.
- (8). Last night I had to stay in a **terminal hotel** () because my plane did not fly due to some engine trouble. 末期ホテル
cf. She has terminal cancer.
He is under terminal care in a hospital.
The new air terminal is very large and well-designed.
- (9). Where can I find **Hotchkiss** ()? (Hotchkiss is an American

inventor of the stapler.)

- (10). Ichiro slammed a running home run () in the eighth inning to break a 3-3 tie with the Yankees.
- a. bedroom town/community
 - b. hearty/heartwarming
 - c. some chicken
 - d. handouts
 - e. studio apartment
 - f. licensed driver who seldom drives
 - g. inside-the-park home run
 - h. AC/aircon/air conditioner/conditioning
 - i. air terminal hotel
 - j. stapler

Can you think of any examples of Japanese English which native speakers of English might have trouble understanding?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

H. Are your students ESL learners or EFL learners?

English as a second language is often contrasted with English as a foreign language. Someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication (China, Japan, and Korea, for example), is said to be learning English as a foreign language. Someone who learns English in a setting in which the language is necessary for everyday life (for example, an immigrant learning English in the US) or in a country in which English plays an important role in education, business, and government (for example in Singapore, the Philippines, India, and Nigeria) is learning English as a second language. (Richards and Schmidt 180)

Most of Japanese start to learn English as a foreign

language when they are 12 years old. And in most of the cases, they learn English not from their ears but from their eyes. Further, the Japanese language has English-alphabetic representation of its sounds, so-called *romaji* representation. Children learn this representation before they get 12. In other words, when they start to learn English, each of English alphabet is already and strongly mapped to a particular Japanese sound in their brains. The first year students of your junior high school have already learned a great number of English loanwords in Japanese such as コンピュータ (computer)、サッカー (soccer)、アメリカ (America)、ゲーム (game)、ジーンズ (jeans)、メニュー (menu)、プログラム (program)、ラジオ (radio) and many pseudo-loans, i.e. made-in-Japan “English” words such ライブハウス (lit. “live house” which means a coffee shop or a bar with live music provided by a jazz or rock band)、シャッターチャンス (lit. “shutter chance” which means the best moment to press the camera shutter)、コインランドリー (lit. coin laundry which means laundromat or launderette)、シルバースーツ (lit. “silver seat” which refers to seats reserved for old people on trains and buses). However, these words are used as part of Japanese in internal communication and English is necessary for most Japanese ESL learners only in intercultural settings which rarely occur in Japan.

Since the language which the learner produces differs from both the mother tongue and the target language, it is sometimes called an interlanguage, or said to result from the learner's interlanguage system or approximative system. In language learning, learner language is influenced by several different processes. These includes:

- a borrowing patterns from the mother tongue
- b extending patterns from the target language, e.g. by analogy
- c expressing meaning using the words and grammar which are

already known (Richards and Schmidt 267)

Japanese English teachers realize that they must first motivate their students to learn English and then to teach them the target language. They also know that the stronger the motivation, the more quickly and efficiently their students will learn the target language. Do you think that you are very good at motivating your students?

As far as motivation is concerned, it refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second-and foreign language. Some students are driven by intrinsic motivation to enjoy language learning itself, and others need extrinsic motivation to learn the target language, which includes external factors such as parental pressure, societal expectations, academic requirements ("English is essential to enter a good senior high school."), or other sources of rewards and punishments. (Richards and Schmidt 333-34)

What should you do when some students feel a lack of motivation in their language learning ("I don't like leaning English." "I don't need English in my daily life." "I would not take English if it were not a required subject.")? You have to find out reasons why they are not interested in learning English. Only after that you will be able to find means to solve the problem of your students' lack of motivation in English learning.

I. How do you teach English pronunciation to the first year students?

It is very important for Japanese English teachers to learn the IPA (International Phonetic Alphabet) and to study the phonetic differences and similarities between English and Japanese as part of their teaching kills.

Whereas intuitions about the L2 pronunciation system simply make 'NS' teachers better informants, intuitions about learners' L1 pronunciation make 'NNS' teachers better instructors by enabling them to deal more effectively and sensitively with learners' difficulty with English pronunciation. This is because, as speakers (often native) of the same L1, they are aware of the strangeness for their learners of certain English items, perhaps particular sounds or clusters, the use of aspiration, the width of the pitch range, or the difference in length between stressed and unstressed syllables, and so on. They appreciate which items their own L1 group consider to be stereotypical markers of Englishness (i.e. those which they would produce if mimicking an L1 English teacher), and whose production may thus pose a particular threat to learners' L1 identities and risk the ridicule of their peer group and consequent classroom embarrassment. They probably found the same items strange, embarrassing, or threatening to produce at some point in their own learning of English, and are able to recall the feeling and emphasize with their learners. This ensures that they will not approach the learning of these features of English in a purely mechanical way-as merely a matter of learners 'getting their tongues round' the items concerned. (Jenkins 223)

1. Transcription of Japanese Sounds

ア [a]	イ [i]	ウ [u]	エ [e]	オ [o]
カ [ka]	キ [ci]	ク [ku]	ケ [ke]	コ [ko]
サ [sa]	シ [ʃi]	ス [su]	セ [se]	ソ [so]
タ [ta]	チ [tʃi]	ツ [tsu]	テ [te]	ト [to]
ナ [na]	ニ [ni]	ヌ [nu]	ネ [ne]	ノ [no]
ハ [ha]	ヒ [çi]	フ [ɸu]	ヘ [he]	ホ [ho]

マ [ma]	ミ [mi]	ム [mu]	メ [me]	モ [mo]
ヤ [ja]		ユ [ju]		ヨ [jo]
ラ [ra]	リ [ri]	ル [ru]	レ [re]	ロ [ro]
ワ [wa]				
ン [N]				
ガ [ga]	ギ [gi]	グ [gu]	ゲ [ge]	ゴ [go]
ザ / ^d za/	ジ [dz _v i]	ズ [dzu]	ゼ [^d ze]	ゾ [^d zo]
ダ [da]	ヂ [dz _v i]	ヅ [dzu]	デ [de]	ド [do]
バ [ba]	ビ [bi]	ブ [bu]	ベ [be]	ボ [bo]
パ [p ^h a]	ピ [p ^h i]	プ [p ^h u]	ペ [p ^h e]	ポ [p ^h o]

ur unrounded (非円唇母音ウ)

c: voiceless palatal stop (無声硬口蓋閉鎖音) cf. k: voiceless velar stop

ʃ: voiceless alveo-palatal fricative (無声齒茎硬口蓋摩擦音)

ɲ: voiced palatal nasal (有声硬口蓋鼻音) cf. [n]: voiced alveolar nasal

tʃ: voiceless palatal fricative (有声硬口蓋摩擦音)

ɸ: voiceless bilabial fricative (無声両唇摩擦音)

cf. [f]: voiceless alveo-palatal groove fricative

ɾ: voiced alveolar flap/tap (有声齒茎彈音)

cf. [r]: voiced alveolar semivowel [l]: voiced alveolar lateral

N: voiced uvular nasal (有声口蓋垂鼻音)

cf. [n]: voiced alveolar nasal

ɟ: voiced palatal stop (有声硬口蓋閉鎖音) cf. [g]: voiced velar stop

dz_v: voiced alveo-palatal fricative (有声齒茎硬口蓋摩擦音)

cf. [z]: voiced alveolar groove fricative

^dz: voiced alveolar fricative (有声齒茎摩擦音)

p^h: voiceless bilabial aspirated stop (無声両唇呼気閉鎖音)

Compare and contrast phonetically the following katakana words with their corresponding English words.

1. シンプル [ʃimpuɯ] simple [sɪmpl]

2. シーディー [ʃi:di:]	CD [sf:df:]
3. ファーストフード [fɑ:sʊtʰu:do]	fastfood [fá:stfù:d]
4. ファイブ [faiɸu]	five [faiv]
5. フレンド [fɸuaendo]	friend [frend]
6. ヒート [çi:to]	heat [hi:t]
7. ハイヒール [haiçi:ɸu]	high heels [hái hf:lz]
8. キープ [ci:pu]	keep [ki:p]
9. キス [cisu]	kiss [kis]
10. ニーズ [ni:z(ɸ)]	needs [ni:dz]
11. ニート [ni::to]	NEET [ni:t]
12. ライト [ɸaito]	right [rait]
13. ロック [ɸo ³ k u]	rock [rAk]
14. ライス [ɸaisu]	rice [ras]
15. ラッキー[ɸa ³ ki:]	lucky [lÁki]
16. ラブ [ɸabu]	love [lʌv]
17. ランチ [ɸantʃi]	lunch [lAntʃ]
18. サンキュー [saNkyu]	thank you [θæŋk ju:]
19. サード [sa:do]	third [θə:rd]
20. サーティーン [sa:ti:n]	thirteen [θə:rtʃi:n]
21. スリー [suɸi:]	three [θri:]
22. バースデー [ba:s(ɸ)dei]	birthday [bè:rθèi]
23. レザー [ɸedza:]	leather [lèðə]
24. ブラザー [buɸa ⁴ za:]	brother [brÁðə]
25. マザー [ma ⁴ za:]	mother [mÁðə]
26. バケーション [bake:ʃon]	vacation [veikéiʃən]
27. ビデオ [bideo]	video [vídiou]
28. ボイス [bois(ɸ)]	voice [vois]
29. ボランティア [boɸantia]	volunteer [vələntʃə]
30. バージョン [ba: dzon]	version [vè:rʒən]

2. *Columbus 21 English Course: 1*

Words List (pp. 100-06) 「音声のポイント」 [英語と日本語の発音] (pp. 108-09)

a. Try to teach your students English consonant pronunciation using the Japanese syllabary (50音活用の英語発音指導). Use the syllables of the サ-gyo for [θ] and the ザ-gyo for [ð].

(1). [θ: voiceless dental fricative consonant]

(a). 1. tha 2. thi 3. thu 4. the 5. tho

(b). 1. thank you 2. think 3. ? 4. theft 5. thorn

(2). [ð: voiced dental fricative consonant]

(a). 1. tha 2. thi 3. thu 4. the 5. tho

(b). 1. that 2. this 3. ? 4. them 5. those

(3). [l: lateral consonant] Use the syllables of the ラ-gyo for practice. Perhaps the easiest way to learn to make this sound is to press the tip of the tongue firmly against the teethridge and then, being sure to keep it there, try to pronounce ルー. Breathing in and out through the mouth with the tongue in this position, too, will help you to "get the feel" of the sound (Gerhard 66).

(a). 1. la 2. li 3. lu 4. le 5. lo

(b). 1. lark 2. live 3. Luke 4. let 5. long

What is most difficult for the Japanese is when the letter l is the last consonant pronounced in an English word, e.g., apple, nickel, beautiful, etc.

You might find the following practice helpful to your students.

ap → apple, sing → single, Eng → English, fee → feel

schoo → school beauti → beautiful

trip → triple simp → simple

(4). [r: glide consonant] Use the syllables of the ラ-gyo for practice.

Whereas the tip of the tongue remains in constant contact with the center of the teethridge for [l], the tongue does not touch the roof of the mouth at all for [r] but it rolls (Gerhard 66-67).

(a). 1. ra 2. ri 3. ru 4. re 5. ro

(b). 1. rice 2. read 3. rude 4. ready 5. road

Remember that because Japanese does not have [l] and [r], many Japanese often substitute the flapped [ʔ] (flap: 弾音: 舌尖を上歯茎付近に向けてはじく音) for [l] or [r].

(5). [f: labio dental consonant] Use the syllables of the ファ-gyo.

(a). 1. fa 2. fi 3. fu 4. fe 5. fo

(b). 1. far 2. feet 3. food 4. face 5. four

Can you think of any words in Miyako dialect with [f] sound?

child: calf: bag: two:

nail: drug: mouth: black cloud:

(6). [vi: labio dental consonant] Use the syllables of the ヴァ-gyo for practice.

(a). 1. va 2. vi 3. vu 4. ve 5. vo

(b). 1. Valentine 2. video 3. ? 4. vegetable 5. voice

Can you think of any words in Miyako dialect with [v] sound?

you: fearful: asleep: wear a hat:

b. Exercise: Transcribe each of the following words in the phonetic alphabet. Avoid substituting [ɔ:] for [ou] as most Japanese EFL learners do.

(1). all [ɔ:l]

(16). know []

(2). alone [əlóun]

(17). no []

(3). also [ɔ:lsou]

(18). oh []

(4). baseball [béisbò:l]

(19). open []

- | | |
|-----------------------|-----------------------|
| (5). call [kɔ:l] | (20). over [] |
| (6). cold [] | (21). phone [] |
| (7). course [] | (22). program [] |
| (8). daughter [] | (23). snow [] |
| (9). for [] | (24). so [] |
| (10). ghost [] | (25). those [] |
| (11). go [] | (26). toast [] |
| (12). goal [] | (27). video [] |
| (13). hello [] | (28). window [] |
| (14). hold [] | (29). zero [] |
| (15). home [] | (30). sold [] |

3. Two types of language transfer and three types of phonological segmental deviation

Language transfer means the effect of one language (native language) on the learning of another. Two types of language transfer may occur. Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the same word table, which can have the same meaning in both languages. Negative transfer, also known as interference, is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language. For example, a French learner of English may produce the incorrect sentence *I am here since Monday* instead of *I have been here since Monday*, because of the transfer of the French pattern *Je suis ici depuis lundi* ("I am here since Monday."). Although L1 to L2 transfer has been investigated

most widely, it is also generally recognized that there can also be transfer from an L2 to one's native language, as well as L2 to L3 transfer from one second or foreign language to another. (Richards and Schmidt 294) We can categorize segmental deviation types conveniently into three groupings:

- a. sound substitution and conflation;
 - (1). sound substitution: For example, Japanese [l] for [r] and vice versa: English [ɪŋgrɪʃ], rice [laɪs]
 - (2). conflation refers to the phenomenon in which two or more distinct speech sounds in the target language are pronounced by a single sound. For example, [s] and [θ] being pronounced [s] tend to be caused by the kinds of phonemic and articulatory difficulties: See you later. I think [sɪŋk] so.
- b. consonant deletion (or elision); for example, a sound may be omitted altogether, such as the omission of the /r/ in 'price,' typically by a Taiwanese speaker of English.
- c. addition;
 - (1). epenthesis: 語頭や語中の不要な挿入音: the addition of a sound word-initially or between sounds to facilitate a difficult articulation, for example, the epenthetic [l] in the word 'mince' [mɪnts] or the [p] in 'comfy' [kɑmpfi].
 - (2). paragoge (パラゴージ 不要な語尾音添加): the addition of a sound, particularly a vowel, to the end of a word, for example, a Korean speaker of English typically pronounces the word "luggage" as [lɑɡɪdʒi] instead of [lɑɡɪdʒ](Jenkins 34-37)

The Japanese, Taiwanese, and Korean languages show a strong preference for CV (Consonant-Vowel) syllable structure, and speakers of these languages therefore have considerable difficulties in producing

many consonant clusters of English (Jenkins 65). Consequently, most Japanese English learners tend to pronounce English words as shown in the following examples:

street [stri:t] → [sutori:to] dream [dri:m] → [dori:mʊ]
dry [drai] → [dorai] ground [graund] → [gurawundo]

Can you give us a few examples of paragoge you found in class recently?

1. and 2. it 3. that 4. hit 5. but 6. chat 7. salad
8. chocolate 9. bed 10. get 11. flute 12. fruit 13.
14. 15. 16. 17. 18.

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