in American universities that the traditional meaning of "current English" must periodically be revised to fit the constant expansion of areas within journalism and mass communication. Language usage, and hence language teaching, cannot be restricted to any single period of interpretation; it must be amended as the times change.

The two approaches discussed in this paper towards the study of current English are, in my opinion, valid and non-contradictory. On the one hand, there are fields which require specialized study because the language itself is specialized. On the other hand, pace must be kept with the general language as it is used, for if not we have lost the significance of having languages. In both cases there are numerous possibilities through which teaching and research can advance, either by broadening our perspectives or by zeroing in on a specific focus. We must keep both in mind. Just as the study and teaching of current English in American institutions is becoming increasingly more complex, as I have indicated, while American scholars endeavor to teach more effectively in response to all levels of community, national, and international developments and demands, our study of current English in Japan has likewise entered an involved stage of development and thus has created an immediate responsibility we cannot shirk.

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How to Eliminate the Faulty Speech Sounds in Japanese English

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It is a great privilege for me to have been given this opportunity to share some of the problems that concern me in teaching English. What I am going to say may be nothing new to you, but I am sure you are confronted with similar problems in your own classes.

What I am going to try to do in my talk is to identify the common mistakes
in the production of English speech sounds and suggest some ways in which they can be corrected.

First, I want to talk about the problems in producing segmentals while speaking English. Most of the errors are made by substituting Japanese speech sounds for English ones. That is to say, the Japanese student substitutes the Japanese sound which he thinks most approximates the English sound for which there is no exact equivalent in Japanese. As R. H. Gerhard says in his book, A Handbook of English and American Sounds (Shimizu Shoin, Tokyo, 1956):

Most Japanese, when they speak English, actually use only the sounds of Japanese and, whether consciously or unconsciously, substitute for unfamiliar English sounds the Japanese sounds which most nearly resemble them, just as most foreigners in this country try to speak Japanese without making a real effort to master and make use of the new sounds which Japanee contains. (p. xvii).

Now, I would like to introduce some of the English speech sounds which the Japanese language does not use and therefore are most frequently mispronounced by Japanese learning English.

My first example is [æ]. This sound is not present in Japanese and its use in the pronunciation of English makes English sound genuine since [æ] is a sound peculiar to English. Many English words have this sound and unless one masters it, one cannot say one has mastered English, however quickly or grammatically correctly one may speak the language.

Making this [æ] sound is not so difficult for Japanese, but unless we concentrate on making the sound consistently while we speak, we tend to substitute the Japanese ｧ sound. Even quite advanced students of English who have studied abroad often forget and use the Japanese ｧ.

When I ask my students, "What is a cat?" they say, "It is an animal (アニマル)." When they are speaking English, they use the same sounds that they use in pronouncing the Japanese 'economic animal'.

In the case of the word 'match', the problem is the same in that the word already exists in the Japanese language. They say, "Have you got a 'much'?" when they mean to say "Have you got a match?", so it can hardly be distinguished from "Have you got much?" They should be encouraged to compare the two words 'match' and 'much'. Comparison is one of the best ways of teaching correct sounds.

When I teach this [æ] sound, I always give them pairs of words that distinguish the sounds being contrasted, and sometimes I give them three words
to contrast three different sounds; for example, 'hat,' 'hut,' and 'hot,' sometimes showing the American sound of 'hot' which is a little close to ア.

Less than 10% of the students I teach can use the [æ] sound correctly consistently. The consistent production of a sound in every situation is very important. Not that many students cannot produce the sounds, but they are not consistent in producing them in all the words in which they are used. For instance, they can say 'thank you' correctly, yet when they say 'understand' they say [andastand], if not アンダスタンド.

This sound should be taught as [æ], not ア, from the very beginning. When we teach words with this sound, even at the university level, we have to pay special attention to this matter. I always ask them to imitate the baa of a sheep or goat, or I ask my students to shape their mouths like a frog which has just been stepped on. Then their lips will be straight and not round in the pronunciation of this sound. Also the position of the tongue will be forward with the tip of the tongue touching the lower front teeth. If there is a student who still cannot make this sound, I ask him to position his mouth and tongue just like he would before vomiting. This technique never fails in producing a good English [æ] sound.

The sound that is next most commonly mispronounced is the [ɔː]. J. D. O'Connor says in his Better English Pronunciation (Seibido, Tokyo, 1973), "Vowels must be learned by listening and imitating." That is certainly true. In teaching the correct English sounds, the teacher does not need so many verbal explanations, but he should be able to demonstrate the correct sounds to his students. When the teacher is saying [bikóuz] or [ɔvkoʊʊs], how can the students learn to pronounce these words correctly?

The sound [ɔː] is very often mispronounced as [ou] and vice versa. Many students say 'cold' when they should say 'called' and 'called' when they mean to say 'cold'.

Again, by using the method of the comparison of like sounding words we can teach the students to distinguish them. Here are some minimal pairs with which the students are familiar, but likely to mispronounce.


Now the pronunciation of [ɔː] and [ou] should not be difficult. When I teach the long [ɔː] sound to my students I tell them to keep the position of their lips and tongue fixed. Also I tell them to keep the mouth open at
the same width or even a bit wider as the sound is being pronounced, but that it should never be made smaller while pronouncing it. In the pronunciation of [ou], on the other hand, this aperture should be made gradually smaller and the lips gradually rounder while the sound is being made.

To produce this [ou] sound, O’Connor describes it as follows:

To get [ou] as in [sou] ‘ so,’ start with [se:] and then glide away to [u] with the lips getting slightly rounded and the sound becoming less loud as the glide progresses. Be sure that the first part of the diphthong is [ə:] (a real English ə:) and not [ɔ:] or anything like it, and be sure that the sound [ə] a diphthong, not a simple vowel of the [ə:] type. [ou] and [ə:] must be kept quite separate.

When I teach the difference between [ə:] and [ou] I always have my students sing “Row, Row, Row your Boat,” and if they say “Raw, Raw, Raw your Bought” then, I explain the meaning in Japanese, およ、およ、あなたのお買った.

Another technique I use in teaching the distinction between [ə:] and [ou] is to ask them to repeat the sentence “My major is law.”

The next sound which is rather difficult for Japanese to make is [o:]. The pronunciation of this [o:] is different in British and American English. Some students pronounce the words, for instance, ‘turn’ as [tə:n] ターン in which the [ə:] sound is incorrectly pronounced and some say [tæ:n], some even say [taun]. Of course in the word ‘turn,’ there are many pronunciation points involved, but ‘turn’ being pronounced ‘town’ is indeed a problem. In both British and American English you should not change the position of the mouth while producing the [ə:] sound.

To produce this sound in American English, two points must be stressed: tongue position and the position of the lips. The tip of the tongue should be raised to a retroflexed position towards the roof of the mouth, without touching anything in the mouth. The lips should be rounded. The position of the lips and the tongue should not be changed while producing this sound. In British English, the tip of the tongue is not raised. The tongue is flat with the tip of the tongue against the lower teeth and the lips straight and unrounded.

Another problem students have with English vowel sounds is distinguishing between [i:] and [ɨ]. For example, the word ‘meaning’ is often mispronounced [miːniŋ], and the word ‘live’ is mispronounced [liːv] ‘leave’.

One would hope that the problems I have covered are dealt with by most English teachers but there are others that have been neglected. One is the
distinction between the English [u] or [u:] and Japanese [w] ウ or [w:] ウー. The English [u] sound has the shade of the [o] sound as the lips are rounded whereas in the case of [w] ウ, they are not. When the student pronounces words containing the [u] sound, he does not purse his lips sufficiently and produces the Japanese [w] sound instead. If the students can be taught to avoid the above errors, they can avoid speaking Japanese English.

Another is the error of omission, for example, the [l] sound in ‘studying’, ‘enjoying’, or ‘playing’.

In the case of consonants, explaining how the sounds are produced with the aid of diagrams is very helpful.

I teach both English majors and non-English majors. The English majors, even though they know the theory, cannot pronounce the ‘th’ sound correctly. Less than 30% of the seniors English majors can produce it well. Often they pronounce it correctly, but when it comes to pronouncing simple words in even short phrases such as ‘to the corner’ or ‘the other day’, they substitute the Japanese ジ or ッ for the ‘th’s and they say [tazakō:nə] or [dʒiáza:dei]. To deal with these students, I ask them to circle the ‘th’s before oral reading and then during oral reading I ask them to let me see their tongues. If only their ‘th’s were pronounced correctly, their English would sound much better.

Another common error in the production of English consonants is the confusion between [b] and [v]. Good test sentences for these two consonants are “How have you been?” and, “I have a bad habit.” They tend to say [hau habju:vin] and [aihababædævit]. [f] after [m] is also usually mispronounced. “I’m fine,” and ‘comfortable’ as is [v] after [b] in the word obvious. In pronouncing ‘I’m fine’, the students should be told to push out their lower lip after pronouncing the [m] sound. This will produce the [f] sound correctly.

The [n] sound also is often neglected when teaching English, especially as a final [n]. Sometimes even native speakers don’t notice when students don’t pronounce the final [n] correctly, in words such as ‘done’ or ‘fine’ or ‘when’. If the Japanese [ŋ] シ is substituted for the English [n] in the word ‘done’, it may sound like ‘dung.’ Another example is the phrase ‘when I’ which becomes [hweŋai].

Another mistake students often make is to nasalize the hard ‘g’ to produce a soft ‘g’ as in the examples [vininə] for ‘vinegar’ or [jʊnə] for ‘sugar’ or [ŋaun] for ‘gown’ but this mistake is not so important as the others.
The greatest problem, however, is the [l] and [r] sounds. Take the words 'perfectly,' 'correctly,' and 'recently'. Almost all students pronounce the [l] as [r]. I would like to emphasize this point. In the case of the [l] sound, the tip of the tongue touches just above the upper front teeth, but in the case of the [r] sound, the tongue must not touch the roof of the mouth, or alternately, the student should try to bite both edges of the tongue with the back teeth. This is the knack.

Now I would like to go on to the second part of my talk. As I have already mentioned in the case of the word 'animal', the Japanese put the same stress on each syllable. In English, however, only certain syllables are stressed, the other syllables being pronounced less distinctly and loudly and at a much quicker speed. The accented syllables are always pronounced longer and louder; the unaccented much quicker and softer. This stress does not affect the consonants so much but mainly affects the vowels. Clifford H. Prator, Jr. in the third edition of his book, *Manual of American English Pronunciation*, says on page 1:

One of the most typical features of English is the manner in which its unimportant, unstressed vowels are pronounced.

And also on page 18, he says:

No feature of English phonetics is simpler or more fundamental than this: unstressed vowels are usually pronounced [e] or [i].

By observing this rule we can eliminate many of the pronunciation mistakes in Japanese English.

The third part of my talk I have termed 'speech level'. As in Past II, this section deals with the problem of Japanese giving each syllable the same stress when speaking English as I have observed in the previous section. They place the same stress on each word and enunciate it at the same speed. When I ask students, "What do two and three make?", they don't understand the meaning of the sentence, neither can they write it down. In the case of "What does your father do?", it is the same problem. When I dictate this sentence to my senior English majors, they write down "What is your father do?" Even first-year junior high school students should know that this is grammatically wrong. The reason is that they do not know how softly 'function words' are pronounced. In my dictation class they usually leave out 'function words'. They also have difficulties with the contracted forms such as 'there's', 'I should've' as with simple conjunctions.
such as 'and' and 'but', and prepositions that are combined with articles, for example 'for the' 'for there's' or 'if there's' and especially 'with a' or 'with the'. I could add many others, but I have given a few examples that I hope will help you to see the problem more clearly.

Finally I would like to repeat what I said in the Second Part. The consonants are not affected by whether a syllable is stressed or unstressed. It is the vowels that are affected, and in stressed positions all the vowel distinctions are maintained in all the eleven vowels, and in unstressed positions also these distinctions are observed.

What is the best solution for these problems?

1) Teachers should acquire a large repertoire of practical hints that they can give students to improve their pronunciation of frequently mispronounced words. This is perhaps more important than just a knowledge of theory.

2) More class time should be spent on the problems of hearing and speaking English.

3) College entrance examinations should be changed with a greater emphasis on oral-aural skills.

4) The best teachers of English should be employed at junior high school level when students are first introduced to the language and are at the most receptive and formative stage. Bad habits learned in junior high school can seldom be eradicated later.

新聞英語の特色
——-ly 副詞——

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I. まえがき

Brian Foster は The Changing English Language (Pelican Books, 1970, p. 222) で次のように述べている。