

## A SAMPLE

### VOWEL-LESSON

منظور این مقاله ارائه «روش تدریس» یکی از اصوات انگلیسی است که در زبان فارسی معادلی ندارد و فارسی زبانان طبعاً نزدیکترین صوت موجود در صدایی هم به صورت مستقل و هم در تقابلی با صوت زبان مادری دانش آموز صورت می گیرد. برای این منظور یک سلسله تمرین طی سه مرحله متمایز یعنی مراحل: تشخیص، تشکیل عادت و تولید به زبان آموز داده می شود. این مقاله ضمناً نمونه ای از «طرح درس» برای اصوات دیگر زبان انگلیسی است که برای معلمان زبان قرار گیرد.

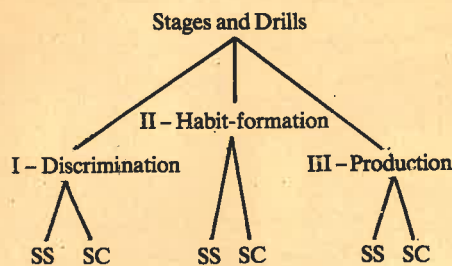
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The purpose of the article is to construct a sample lesson on a problematic sound that can be regarded as a model for those practising teachers who desire to construct similar lessons on other problematic consonant and vowel phonemes such as θ, ʃ, ʒ, θ, d, ŋ, w, etc.

The problem selected here is the vowel /ɪ/ (as in 'it') in isolation and in contrast with /i/ (as in 'eat'). Two assumptions have been made: (1) the Iranian student confuses the English /ɪ/ with /i/ both in hearing and producing, and (2) /i/ is easier for him than /ɪ/ because an equivalent of /i/ already exists in his mother tongue.

The teaching of a new sound should be methodically carried out in three distinct stages: (a) discrimination, (b) habit-formation, and (c) production. Each stage should be performed in exactly the same sequence as shown above; otherwise, the result will not be satisfactory. Every stage involves special drills which ought to be practised properly and systematically. The drills generally fall into two main types: single-sound drills (SS), and sound-contrast drills (SC). Since these drills are mechanical and imitative, they can be used not only for high-school students but also for the students at guidance-schools even if they are not familiar with some of the words. The teacher, however, should endeavour to select the words and phrases among the easiest ones.

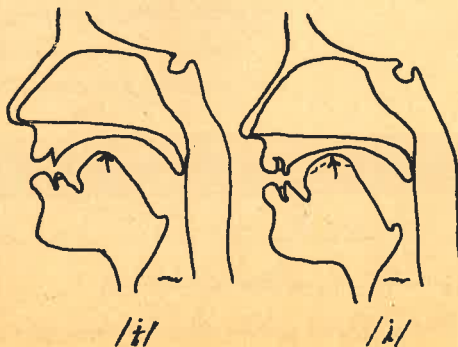
The stages and the drill-types are demonstrated in the following diagram:



In the following section, the stages and the related drills are described one by one.

#### I - Discrimination stage

The objectives of this stage are hearing and identifying the given sound properly. An optional introduction would be for the teacher to draw on the board or show a previously prepared face-picture of the main features of the sound as in the following examples:



He may also articulate the sound several times (with exaggeration) for the students to observe the manner and the point of articulation of the sound. Then he begins

with the systematic ear-training drills of which some examples are presented below:

#### 1 - Listening (SS and SC)

Students are asked to listen very carefully as the teacher reads to them the first column two or three times. He, then, reads the second column, and at last he reads across once or twice. In this drill the students can hear the target sound alone and in contrast as well.

Column I	Column II
/ɪ/	/i/
is	ease
it	eat
ill	eel
itch	each
did	deed
pitch	peach
sin	seen
sick	seek
ship	sheep
fit	feet
live	leave
rich	reach
his	he's

#### 2 - Same or Different (SC), minimal pairs

In this exercise the students are supposed to identify the similarity and the difference between the two sounds they hear in the minimal or non-minimal pairs of words. The first two pairs are presented as examples. (T. and ST. are used hereafter to represent «teacher» and «student(s)» respectively.)

T: Example	
T: sit - seat	T: (Different)
T: sit - sit	T: (Same)

Now the students respond.

T: sit – seat  
 T: sit – sit  
 T: ship – ship  
 T: feast – fist  
 T: live – leave  
 T: dip – dip  
 T: deep – dip  
 T: deep – deep  
 T: a good pitch – a good peach  
 T: a big ship – a big ship  
 T: a terrible sleep – a terrible slip  
 T: a big meal – a big mill

St: (Different)  
 St: (Same)  
 St: (Same)  
 St: (Different)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Different)

T: bit  
 T: leap  
 T: pill  
 T: he's  
 T: fill  
 T: his  
 T: leak  
 T: theme  
 T: Bill  
 T: peel  
 T: skim  
 T: rip  
 T: scheme  
 St: (Yes)  
 St: (No)  
 St: (Yes)  
 St: (No)  
 St: (Yes)  
 St: (Yes)  
 St: (No)  
 St: (No)  
 St: (Yes)  
 St: (No)  
 St: (Yes)  
 St: (Yes)  
 St: (Yes)  
 St: (No)

3 – Same or Different (SC), non – minimal pairs

T: Examples  
 T: sit – bid  
 T: seat – bid

Now the students respond.

T: sit – bid  
 T: seat – bid  
 T: sheep – deep  
 T: sick – feast  
 T: slip – green  
 T: grin – ship  
 T: peal – live  
 T: bid – it  
 T: sheep – is  
 T: slip – pitch  
 T: gyp – seat  
 T: pill – feet

T: (Same)  
 T: (Different)

St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Same)  
 St: (Different)  
 St: (Different)

b – Phrases

T: a good meal  
 T: a sick boy  
 T: a huge ship  
 T: a high pitch  
 T: a fresh peach  
 T: a long keel  
 T: a smoothing pill  
 T: a red beet  
 T: a soft drink  
 T: a dollar bill  
 T: an empty seat  
 T: a small bit

St: (No)  
 St: (Yes)  
 St: (Yes)  
 St: (Yes)  
 St: (No)  
 St: (No)  
 St: (Yes)  
 St: (No)  
 St: (Yes)  
 St: (Yes)  
 St: (No)  
 St: (Yes)

6 – Which word has the /#/ sound: 1 or 2? (SC)

a – Minimal pairs

T: Examples  
 T: still – steal  
 T: seat – sit

T: (1)  
 T: (2)

Now the students respond.

T: still – steal  
 T: seat – sit  
 T: leap – lip  
 T: pill – peel  
 T: sneaker – snicker  
 T: grin – green  
 T: rip – reap  
 T: week – wick

St: (1)  
 St: (2)  
 St: (2)  
 St: (1)  
 St: (2)  
 St: (1)  
 St: (1)  
 St: (2)

b – Non – minimal pairs

T: pick – leap  
 T: beast – kick  
 T: sheep – bit  
 T: hit – reach  
 T: mean – sin  
 T: bean – lid  
 T: steam – fish  
 T: sick – beat  
 T: read – ship  
 T: big – weak

St: (1)  
 St: (2)  
 St: (2)  
 St: (1)  
 St: (2)  
 St: (2)  
 St: (2)  
 St: (1)  
 St: (2)  
 St: (1)

4 – Which word is different: 1, 2, or 3? (SC)

T: Example  
 T: sit – seat – sit

T: (2)

Now the students respond.

T: sit – seat – sit  
 T: seek – seek – sick  
 T: pitch – pitch – peach  
 T: gyp – jeep – jeep  
 T: ship – ship – sheep  
 T: week – wick – week  
 T: hit – heat – heat  
 T: feet – fit – feet  
 T: it – it – eat  
 T: is – ease – is

St: (2)  
 St: (3)  
 St: (3)  
 St: (1)  
 St: (3)  
 St: (2)  
 St: (1)  
 St: (2)  
 St: (3)  
 St: (2)

5 – Yes or No. Does the sound /t/ occur or not? (SS)

a – Words

T: Example  
 T: Kill  
 T: tean

T: (Yes)  
 T: (No)

Now the students respond.

T: kill  
 T: team  
 T: it

St: (Yes)  
 St: (No)  
 St: (Yes)

7 – Which word has the /t/ sound: 1, 2, or 3? (SC)

T: week – wick – week  
 T: lip – leap – leap  
 T: heap – heap – hip  
 T: sit – sit – seat  
 T: hit – heat – heat

St: (2)  
 St: (1)  
 St: (3)  
 St: (3)  
 St: (1)

T: rech - reach - rich  
 T: peel - pill - peel  
 T: bit-beet-beet

St: (3)  
 St: (2)  
 St: (1)

T: feast -feast-fist  
 T: eat-it-eat

St: (3)  
 St: (2)

**8 - Which word has the /t/ sound: 1, 2, or both? (SC and non-minimal pairs)**

T: deep-pick  
 T: rip-steep  
 T: dip-pick  
 T: will-lift  
 T: middle-feet

St: (2)  
 St: (1)  
 St: (both)  
 St: (both)  
 St: (1)

T: miss-six  
 T: if-he's  
 T: gyp-jeep  
 T: leak-till  
 T: big-pig

St: (both)  
 St: (1)  
 St: (1)  
 St: (2)  
 St: (both)

9 - All the foregoing drills except the first one can be tested by asking the students to give written responses to them. In this way, it is possible for the teacher to evaluate the individual achievement. For this purpose, the teacher first asks the students to write numbers 1 to 12 from the top to the bottom on the left side of the page, then he pronounces the items of a certain drill for

them to write the required response beside each number.

**II - The Stage of habit - formation**

The objective of this stage is to form a new linguistic habit in the students by making them repeat and imitate what the teacher pronounces. The fact is that careful imitation and extensive repetition of many

words, phrases, and sentences are essential in this step. The teacher asks the students to repeat after him carefully. The following drills are the most common ones for this stage.

1 - **Mimicry.** First of all, the teacher asks the students to repeat after him in chorus, then in groups, and at last individually. The individualization of mimicry drills is strictly required.

**a - Word.**

T: dig	T: will
T: kiss	T: silk
T: kill	T: grin
T: gift	T: it
T: milk	T: ill
T: chill	T: itch
T: sin	T: inn

T: is  
 T: drill  
 T: print  
 T: women  
 T: swift  
 T: sink

**b - Minimal pairs**

T: knit-neat  
 T: ill-eel  
 T: dill-deal  
 T: will-we'll  
 T: list-least  
 T: bitter-beater

T: chick-cheek  
 T: itch-each  
 T: bin-been  
 T: did-deed  
 T: rid-read  
 T: tin-teen

**c-Phrases**

T: sea sick	T: a quick kick
T: a big sheep	T: a little bit
T: a sweet peach	T: a big ship
T: a long wick	T: a high pitch

T: a happy week  
 T: a sharp pin  
 T: a hidden field  
 T: a big beet

**d-Sentences**

T: He is sea sick.  
 T: Kim is busy.  
 T: Jim hit his feet.  
 T: We'll eat some peaches.  
 T: Bill has a big pig.

T: We build a big ship.  
 T: This fish is sweet.  
 T: She didn't neet it.  
 T: It is impossible for him to read it.  
 T: Jim is still eating his meal.

**2 - Mim-mem (mimicry and memorization).**  
 The students are asked to repeat the word

given; then to give the contrasting word in the minimal pair.

**T: Example**

T: sit	T: sit-seat
T: bead	T: bead-bid

Now the students respond.

T: sit  
 T: bead  
 T: seek  
 T: hit  
 T: sheep

St: sit-seat  
 St: bead-bid  
 St: seek-sick  
 St: hit-heat  
 St: sheep-ship

T: bitter  
 T: knit  
 T: we'll  
 T: deal  
 T: hill

St: bitter-beater  
 St: knit-neat  
 St: we'll-will  
 St: deal-dill  
 St: hill-heal

**3 - Substitution drill.** The students are asked to change the model sentence to a new sentence which will include the word given

by the teacher. The first sentence should be modeled by the teacher. A short and crucial instruction which the teacher should give to

perform this drill is similar to this sentence; "Repeat and change the sentence with the given words".

T: Is John ill?  
 T: six  
 T: big  
 T: sick  
 T: thin  
 T: rich  
 T: gyp

St: Is John ill?  
 St: Is John six?  
 St: Is John big?  
 St: Is John sick?  
 St: Is John thin?  
 St: Is John rich?  
 St: Is John gyp?

4 - Transformation drill. The students change the form of the teacher's sentence

T: Change into the question form, Example:

Now the students change the given sentences into the question form.

T: John is ill.

T: John is six.

T: John is big.

T: John is sick.

T: John is gyp.

into another form (question, negative, passive, simple past, future tense etc.). An

T: John is ill.

T: is John ill?

St: Is John ill?

St: Is John six?

St: Is John big?

St: Is John sick?

St: Is John gyp?

T: John is rich.

T: John is quick.

T: John is silly.

T: John is sinful.

St: Is John rich?

St: Is John quick?

St: Is John silly?

St: Is John sinful?

### III - The Stage of production

The objective of this stage is to elicit and activate the recently formed linguistic habit of the students. The drills make the students produce the given sound in words, phrases, natural utterances, short dialogues, and passages. Some examples of production-drills are as follows:

#### 1 - Reading the words

The two columns of the first drill in stage I should be visualized and read loudly by the students. The teacher may chalk them on the board or may prepare them on a poster beforehand and hang it in front of the class.

##### a - Phrases

a sweet peach  
a high pitch  
a big ship  
a huge mill  
a happy week  
a terrible sleep  
a long wick

##### b - Sentences

a sick sheep  
a steel mill  
a deep sea  
a sea sick  
a big meal  
a terrible sleep  
a sharp pin

Kim is busy.  
He is sea sick.  
Jim hit his feet.  
This is a steel mill.  
We'll eat some peaches.  
Kim sees a big pig.  
Please sit in this seat.  
These shoes fit his feet.

They ship the sheep.

Bill is still eating his meal.

Do you still steal sweets?

Three bees bit his lips.

I feel too sick to meet him.

Jim is sick and weak this week.

I eat this bit of meat.

You should neither chat nor cheat.

#### 4 - Short dialogues

Some short and useful dialogues including the related words should be prepared by the teacher and exercised in the class by the students. After a dialogue has been repeated several times, it could then be read through as well. A few short dialogues are given here as examples.

St. A: Will you have a drink of milk?

St. B: I will, if it's well chilled.

St. A: Why did Kim and Bill go up the hill?

St. B: They went up the hill to kill a big deer.

St. A: Is his sister still sick?

St. B: No, but she's still feeling weak.

St. A: Is your peach sweet?

St. B: I don't know.

St. A: Why don't you try a bit of it.

St. A: Is she still speaking to Miss Keen?

St. B: No, she is busy feeding the geese and pigs.

example is given below:

#### 3 - Natural Utterances

The teacher should use the words from both columns (and also other words containing /t/ and /i/) in phrases and short utterances. They may again be chalked on the blackboard or written on a large card in intelligible handwriting and in bold faces so that the students in the back of the class can read them clearly. Then he asks each student to read several lines. If a student commits any pronunciation error, the teacher corrects him promptly. Some examples of the above mentioned drills are as follows:

St. A: Tell her to be quick, or we miss the bus to the beach.

#### 5 - Passages

The teacher assigns a piece of text to the students. It may be from their textbook or an unseen passage. The teacher asks them to underline the words containing /t/ and /i/ sounds and helps them to identify the words properly. Then he asks individuals to read a part or the whole passage carefully and corrects their pronunciation errors; if any. He, at last, gives them more reading assignments as their homework.

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