

Demonstration of Pronouncing Guidance by Using ‘The Pronunciation Check Sheet’

Aiming at Realization by Those Who Learning Japanese

SHINAGAWA Nagisa

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This thesis is one demonstration of pronouncing guidance in order to foster realization on pronunciation by those who learning Japanese.

In most pronunciation class, there is a problem that, though they can pronounce correctly in the class, as the time passes, the quality of their pronunciation is likely to become the level before the class. Can we find how to solve this problem?

In order to acquire correct pronunciation and to keep it for a long time, it is the most important to continue pronouncing exercise.

Realization is the most important to correct their pronunciation by themselves.

If they can realize their pronunciation, can correct it by themselves and can continue the process, I think they can acquire correct pronunciation after all.

To realize their pronunciation, first of all, I think it is important to become conscious of their pronunciation. These days, there are many thesis on demonstration of pronouncing guidance through ‘become conscious’ or ‘self-monitoring ability’. On those thesis, those demonstration are made in the self-conclusive pronouncing guidance class.

On the contrary, my pronouncing guidance class was moving ahead at the same time as other class to acquire the general Japanese knowledge was moving ahead. So, I did not depend on the self-conclusive pronouncing practice text. By using my unique textbook and unique training, I taught them how to ‘become conscious’, to cultivate their listening comprehension and to realize by themselves.

I report, from now on, how to teach them pronunciation for one year.

My pronouncing guidance class was moving ahead at the same time as the general Japanese knowledge class, and in my class I used the textbook of the general class. They must record the text in their recording equipment, read it using the equipment and have a short test (take dictation and reading). Furthermore, I taught them basic pronouncing knowledge and how to pronounce by using the textbook.

I taught them the basic pronouncing knowledge: ①mora, ②special sound, ③clear and unclear sound, devoicing, and diphthong and ④accent, in the former summer term and ⑤intonation in the latter winter term. Among these five knowledge, I thought much of ④accent.

Because, if they could acquire the sound sense of rise and fall, and memorize basic rules of accent, I thought that they can pronounce under those rules by themselves and, even if they pronounce incorrectly, they can correct their pronunciation with their sound sense of rise and fall.

I used the part of textbook in the general Japanese knowledge class, made 'the accent sheet' with translating Chinese character into hiragana, and taught them on the following:

- ① Put accent marks as they usually pronounce
- ② With listening proper pronunciation, put accent marks on 'the accent sheet'
- ③ With making sure correct accent marks and listening proper pronunciation, write down proper pronunciation on 'the accent sheet'.
- ④ Read out the above correct accent marks for many times.
- ⑤ With making sure the above correct accent and read the textbook.

I made 'the pronunciation check sheet' recording their pronunciation of the textbook to realize their way of pronunciation with both the sight and the listening.

Furthermore, I made 'the self-check sheet' to foster their realization of their pronunciation by themselves before looking at 'the pronunciation check sheet'.

After the above training for the whole one year, through questionnaire, I recognized they could 'realize' and made sure that their rate of correct answers in 'the accent sheet' was rising in both the dictation and pronunciation in comparison with that one year ago.

It is likely to return to the incorrect pronunciation in the meantime only if they correct it in the class.

If they could 'realize' by themselves, they can correct and keep upgrading the quality of their pronunciation after their acquisition of the credit.

I think it is quite important to share this demonstration because Japanese teacher might be in such teaching surroundings as he or she can not hold the pronunciation class or can not keep enough time to teach them the pronunciation.

(Shobi University)