

# philippine studies

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## **A Teacher's Primer on English English Pronunciation**

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of Philippine history. However, the edition could have been improved. Nowhere are we told which text (1604 or 1879) has been used in preparing the present edition. There are no explanatory footnotes making the text more understandable, and most important of all, there is no index. In a work such as this which is filled with so many facts, names and places, the omission of a full index is almost inexcusable. Nevertheless, the translation is good and one should be grateful to the editors for at least making Chirino available in the original Spanish and in English translation.

William Dampier's *A New Voyage Round the World* is a travel classic. Most of his descriptions and adventures take place in America. However, he crossed the Pacific in company of Capt. Swan and on June 2, 1686, left Guam for Mindanao. On June 21, he arrived "at the Island St. John, which is one of the Philippine Islands." St. John's Island, Dampier said, was three or four leagues east of Mindanao. He continued describing the controversial island: "It is in latitude about 7 or 8 North. This island is in length about 38 leagues, stretching N.N.W. and S.S.E. and it is in breadth about 24 leagues, in the middle of the Island. The northernmost end is broader, and the southernmost is narrower. This Island is of a good height, and is full of many small hills...[the island] looks all over like one great grove" (p. 212). Apparently Dampier was describing the island of Siargao off the northeastern coast of Mindanao. He was unsure of the exact location and size of Mindanao but he does put the northernmost tip of Mindanao at 8°, and he also puts the Island of St. John in approximately the same latitude. Dampier crossed the channel to Mindanao on June 22 and remained in the island or coasting around it until January 14 of the next year. His vivid descriptions of the Muslim peoples, as well as the flora and fauna of the island make Dampier's account of the island one of the most valuable we have for the seventeenth century. It is not as accurate or detailed as Combes' *Historia de Mindanao y Joló* (1667) but it is eminently readable and thoroughly enjoyable.

NICHOLAS P. CUSHNER

## A TEACHER'S PRIMER ON ENGLISH

ENGLISH PRONUNCIATION: A MANUAL FOR TEACHERS. By Kenneth Croft. New York: Collier-Macmillan International, 1968. vii, 97 pp.

This book was originally written by Kenneth Croft, but was expanded and revised by members of the Materials Development Staff of English Services, Inc., under the co-direction of Edwin

Cornelius, Jr., and Willard D. Sheeler. Its stated purpose is to provide the English teacher, who has had no background in linguistics, with a practical introduction both to the phonology of English and to the general practices and modern techniques used in teaching and learning pronunciation.

Although its presentation of subject matter is non-technical in manner, its suggested methods of teaching pronunciation are certainly solidly based on scientific principles. The few technical terms which the author is unable to avoid are explained in the glossary, at the back of the book. There are no classroom drills in the manual, but only instructions on how to compose or administer them. Such drills are provided in three drill books prepared for classroom use entitled *Drills and Exercises in English Pronunciation*.

The book begins by explaining the nature of language and how it functions as a tool of communication. It explains the principles of habit formation and the part habits play in the process of second language learning. This section overemphasizes the role of habit in the acquisition of a second language. It does not mention the equally (if not more) important role played by learning of sets of abstract rules which characterize the language. More recent experimental data indicate that the language learner besides acquiring a set of habits also learns sets of abstract rules—i.e., internalizing the grammar of the target language.

This discussion of habits is followed by an exposition of the role of speech sounds, and specifically of the English phonemes, in the linguistic system of signalling. It goes on from here to clarify the relationship between speech sounds and the symbols used to represent them, both in traditional orthography, and in phonemic symbols.

In the next chapter, the teacher is given a brief but thorough review of the basic principles of phonetics, which are considered essential toward an understanding of the speech mechanism and all that is involved in the production of the various sounds of English. This is then followed by a discussion of the methodology of teaching correct pronunciation—including contrastive analysis, or the identification of areas of difficulty which arise due to the interference caused by the established habit patterns of the students' native language; and the composition of drills to eliminate such interference systematically and completely.

The book ends with a description of the phonology of American English, based on George L. Trager and Henry L. Smith's analysis as stated in their *Outline of English Structure*. The difficulty with Trager and Smith's analysis and description is that it is not a description of a specific English variety but a composite picture of

English sounds which occur in the various British and American dialects throughout Great Britain and the United States. Linguists have expressed doubt that such a phonemic analysis is valid, precisely because it corresponds to none of the existing varieties of English in England and the United States. This book *English Pronunciation* complicates the situation still further by using the term "American English" to designate the type of English it teaches. This term suggests that there is a homogeneous variety of English spoken throughout the United States. This is not supported by the studies of such authorities in American dialects as Raven McDavid, Hans Kurath, J. S. Kenyon, C. K. Thomas, Albert C. Baugh, and Albert H. Marckwardt. At best, the term is anachronistic; at its worst, it is a figment of the imagination.

TEODORO A. LLAMZON

## ON THE SCHOOL COUNSELOR

PROFESSIONAL PROBLEMS IN SCHOOL COUNSELING PRACTICE. Edited by Richard S. Dunlop. Scranton, Pennsylvania: International Textbook Company, 1968. xiv, 316 pp.

The various levels of counselor competency are clearly enunciated for the audience to which Dunlop addresses himself: post-masters' students; students in advanced stages of preparation, perhaps at the practicum level, and practitioners, who wish to promote the profession of counseling through a substantial grasp of the cognizant problems facing local guidance associations.

Dunlop's book, a collection of readings by noted counselor educators, is divided into four major sections: the counselor's role and function; the training of counselors and their admission to practice; professionalism, autonomy and competence in school counseling; and ethical considerations for the school counselor.

Farwell interprets the counselor's function as absolute counseling, whereas, Lortie pointedly inquires if the counselor is an "administrator, advocate or therapist". Counselor training considers state requirements as well as national certification, which is a thrust toward professionalization. Although the American Personnel and Guidance Association norms are examined, the material discussed and viewpoints advocated would find little or no conflict if applied in the Philippines.

The counselor preparation section has a threefold purpose: (a) the call for greater diversity and greater intensity of courses, practicum training and teaching experience; (b) an acknowledgement of the gap, and in some instances, the irrelevancy between preparation and actual