

THE TEACHING AND LEARNING OF ENGLISH SHORT VOWEL SOUND [ɪ] IN THE CLASS OF SECONDE

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Abstract

The purpose of this research paper is to provide the didactic strategies likely to help both teachers of English and the secondary school learners to deal with the vowel sound teaching/learning process in classes. Here, the Explanatory method and the 3Ps method have been selected in order to ease the pronunciation of the English short vowel sound [ɪ] which is pronounced from its different graphemes which are written. In fact, the Explanatory method helps to explain the similarities and dissimilarities between the selected short vowel sound and its spellings from the following elements: Position, Stress, Grammatical category, Syllable and Borrowing. The 3Ps method helps to implement particularly the similarities and dissimilarities between the sound [ɪ] and its vowel letter “e” from a structured lesson plan in which the 3Ps process starts by the pre-requisites stage and ends by the evaluation one in the class of seconde at secondary school. It comes out from this study that the different graphemes of the English short vowel sound [ɪ] can be taught, learnt and assessed as other English language issues. Therefore, thanks to the provided strategies and activities in this work, teachers and learners can master and practice the relation between [ɪ] and its letters, not only, in isolated words accurately and appropriately but also in a wider and effective oral communication.

Key words: Teaching/learning, short vowel, sound

1. Introduction

The aim of this work is to provide the didactic strategies in order to help both teachers and learners deal with English sounds in secondary schools. Here, we want to enlighten the readers on the didactic aspect of dealing with the English short vowel sound [ɪ] successfully by taking into account the

Explanatory method so as to explain the link between the selected sound and its different ways of spelling in one side and, the 3Ps method: (*Presentation, Practice and Production*) in a given structured lesson plan to implement *the teaching/learning of [ɪ] based on “e” in the class of seconde* in another one. In other words, while dealing with this article, our intention is focused on the classroom context where learners can get guidance and feedback from the teacher’s information about the types of English vowel sounds before the selection process related to the learners’ level or class. Naturally, concerning the vowel sounds, the English language has recorded twelve (12) pure vowels or monophthongs and eight (08) diphthongs. In fact, talking about pure vowels, they are both lax and tense. The lax vowels are also called short vowels which are: [ɪ, ʊ, e, æ, ɒ, ʌ, ə.] whereas, the tense vowels are also called long vowels which are: [i:, ʊ:, u:, ɜ:, ɑ:]. Elsewhere, this article is concerned with the teaching process rather than descriptive one because the same way we teach the different aspects of the verb separately, the way we should do so with the different graphemes of a sound which represent the different features of a given sound (Ndongo-Ibara: 2016). In so doing, we want to make both teachers and learners in secondary school remember that English is first a language; that is, a tool of communication. Thus, thanks to the teaching and learning of English sounds, learners should be able to communicate accurately and fluently in English.

2. The relevance of Explanatory method in sounds teaching

This section aims at showing the importance of teaching and learning English sounds from the *explanatory method*. In fact, this method has been used for the first time by *Ndongo-Ibara*¹ when teaching the course of English phonetics and phonology at the Teacher training College in order to prepare the prospective teachers of English to face the course of pronunciation at secondary school. Therefore, the purpose of the Explanatory method is to help both teachers and learners of francophone countries master and be familiar with the study of sounds during the teaching and learning process of English as a second language. Basing on the content of pronunciation teaching items mentioned in the English syllabus in Congo, Ndong Ibara (2016:413) writes:

In this connection, phonetic course on English sound patterns and prosody should be taught the same way grammar notions are taught to students. These courses make students aware of English language peculiarities regarding its sounds, stress, intonation, and grammar.

¹ Pr. Yvon-Pierre Ndong-Ibara is the specialist of Linguistics at LVE (Langues Vivantes étrangères) and the teacher of phonetics and phonology at ENS (Ecole Normale Supérieure): Marien NGOUABI University since 2012.

Evidently, the study of English sounds or the teaching of English pronunciation items is recommended and requested to teachers of English to train learners during the teaching and learning of English language at Junior and Senior secondary schools in Congo. Thus, Ndongo-Ibara thinks that it is important to provide the teaching strategies and learning activities so that the course of pronunciation might be taught, learnt and assessed like other issues of the English language. To clarify, the establishment of these strategies stands for demystifying or simplifying the study of sounds, stress and intonation like grammar, vocabulary or language functions in classes. Talking about the reject or lack of expertise at Marien Ngouabi University and INRAP² before 2012 to consider this language item as the most important aspect in teaching and learning English because the sound is the first picture when dealing with a second language acquisition, Ndongo Ibara (op.cit: 414) highlights:

This long lasting English language practice in Congo is due to the fact that the teaching of English phonetics and phonology at the Teacher Training College is considered a “poor relation” or a neglected course in language teaching/learning. Teachers’ trainers put forward the idea that phonetics is “devilish” or “hanging judge” so they do not want to face all the hassles of teaching this course.

In fact, the “devilish” or “hanging judge” reported by Ndongo Ibara concerning the Congolese educational authorities’ attitude about the course of phonetics and phonology illustrates the latter’s incapacity to transpose the “scientific knowledge” (English phonetics and phonology) into the “teaching/learning knowledge” (English pronunciation). Consequently, at secondary school, learners find English sounds very difficult because they are not familiarized with this language sound system. They naturally think that it is impossible to catch them up. Martinez – Flor et al. (2006), Ahaga Garcia (2007) and Yolanda Joy Calvo Benzies (2013: 4) assert that:

English pronunciation is considered to be one of the most difficult skills to acquire and develop. This may be due to a number of factors, e.g. the irregular correspondence between spelling and pronunciation and the impact of the learning process of factors such as age, motivation and amount of exposure to the L2.

Since learners are not motivated by teachers on the study of English sounds, they, unfortunately, prefer to focus on other language items such as grammar lessons, reading comprehension, for their examinations. In fact, talking about the teaching of English sounds refers to the importance of this

² INRAP: Institut National de Recherches et d’Actions Pédagogiques (National Institute for Research and Pedagogical Actions)

latter on the teaching and learning process of English language in the Congolese secondary schools. For, taught and learnt as a foreign language, the study of sounds in English must be taken into account since it enables both teachers and learners to know how to pronounce English words correctly, to be familiarized with the English sound systems and avoid misunderstanding each other during the classroom interaction. This is what Hariré (2012) quoted by Calvo Benzies (Ibid) writes that “*The importance of sounds for effective communication means that foreign language teachers need to emphasize pronunciation teaching in their classes*”. Besides, concerning the learners’ lack of motivation towards the English course and the focus on some language items, just, for their examinations, the teaching of English sounds aims to develop the learners’ competence, confidence and improve the learners’ level of proficiency in spoken English. For this reason, Liang – chen Lin (2014: 16) states that:

Many of English language learners (ELLs) confront difficulties in learning English pronunciation. Problems in pronunciation weaken their communicative competence (...) More precisely, it is necessary that teachers develop their awareness on diverse sound structures.

In other words, in case of teaching and learning English language process, the study of English sounds helps teachers in terms of self-motivation and self-esteem. This is because when we want to talk in English language, the most important thing that we require is confidence. Thus, if the English teachers master how words are produced and how they are pronounced correctly, it would raise their confidence to speak in English. Besides, it would help teachers to develop their confidence level in front of their learners while they are teaching and speaking in English.

Therefore, this is the ambition of the Explanatory method elaborated by Ndongso Ibara to facilitate the English sounds teaching/learning process in the Congolese education system which is strongly dominated by the French language acquisition from the Primary school. In this perspective, Ndongso Ibara (idem) enlightens:

It appears that once this course is acquired by students, teachers will no longer be obliged to write whole lessons on the board, but they can dictate their course because students are already familiarized with English sound patterns.

This passage shows that the teaching of English sounds will facilitate the oral communication between a teacher and learners in classes. Otherwise, the study of sounds helps teachers of English to teach in English and dictate

lessons thanks to the intelligibility of learners to copy down the dictations or lessons without using their eyes to see what is written on the board.

Elsewhere, it is important to underline that the *Explanatory method* was inspired from the *audio-lingual method*. In fact, the audio-lingual method has been developed by Cripwell and it works for the value of teaching/learning the phonemic system of any language considered as a foreign or second language at the school environment.

However, this method covers some shortcomings in the teaching/learning of English as a second language in African francophone countries. This is the view point of Cripwell (1974:21) about the shortcomings of the audio-lingual method when he writes: « *L'apprentissage de fragments de la langue sans lien entre eux ; la répétition des même erreurs ; la possibilité que la majorité des élèves ne soit pas très intéressés par l'apprentissage de la langue* ». In other words, Cripwell wants to highlight that the shortcomings of this method are essentially focused on the lack of the appropriate strategies that can motivate the learners who are conducted or registered in the English learning process to practice the target language by themselves without referring to the repetition or memorization techniques. In this perspective, Mayer (2004:15) thinks that “*A challenge facing educational researchers is to discover instructional methods that promote appropriate processing in learners rather than methods that promote hands-on activity or group discussion as ends in themselves*”. Here, Mayor puts an accent on the type of method that provides a given process based on a set of teaching and learning strategies capable of boosting learners to be able to solve some tasks related to the target language themselves and to communicate orally with people from English speaking countries.

As a matter of fact, the above analysis shares the goal of my selected method to teach English sounds from the beginning of the learning process at secondary school. Therefore, the choice of the Explanatory method when teaching and learning English sounds means; teachers of English will get the learners' ears listen to dictations frequently, pronounce sounds in isolated or connected words accurately and speak the target language fluently. Talking about the impacts of dictations in teaching and learning English sounds, Brown (2004:132) and Buck (2006:7) mention that the use dictations helps learners to match the combination of sounds (which are not visible) to the group of words in sentences (which are visible) together to write a meaningful text.

Finally, the Explanatory method deals with the identification of sounds which look troublesome to learners, the relation between spellings and sounds, and the precision of phonetic features of English sounds in a given area. As a

matter of fact, to explain the relation “letter-sound”, Ndong Ibara (2012) provides the following elements: **Position** (*of a letter in a word*), **Grammatical category** (*of words*), **Stress** (*stressed or unstressed*), **Syllable** (*mono or polysyllabic*) and **Borrowing** (*origin of words*) in a lesson plan which covers the teaching method of 3Ps: **Presentation, Practice and Production**. To illustrate, this article has selected the English short vowel sound [ɪ] in order *to study the relation between this sound and its different spellings in one part and, to teach/learn [ɪ] based on “e” in Second class* in another one in the two following sections.

3. The English short vowel sound [ɪ]

The purpose of this section is to implement the Explanatory method from the study of the English short vowel sound [ɪ] and its spellings. As a matter of fact, the pronunciation of [ɪ] is written as follows: *a, e, i, y, ay, ey*. Next, the following subsection deals with the pronunciation of the sound [ɪ] spelt *a*.

3.1. The sound [ɪ] spelt *a*

This subsection aims at showing the correlation between the sound [ɪ] and the letter **a** in English. The analysis of this correlation is based on the following words in the first example (1).

(1)

- a-** damage, chocolate, luggage, palace, advantage...
- b-** camouflage...
- c-** calendar, arrive, about

This example covers three types of arguments to explain the correlation between the pronunciation of the English vowel sound [ɪ] and the spelling **a**. Firstly, it appears that when **a** is located in a loan word which is adapted phonologically in English, it is pronounced [ɪ] to create the nuance between the French pronunciation and the English one as in (1a). Secondly, if “a” is located in a word which has kept its spelling from the French language; it is not pronounced [ɪ] because that word has probably kept its French pronunciation in English as in (1b). Finally, **a** can’t be pronounced [ɪ] when it is followed by the English consonant [r] at the final position or when it is located at the initial position as in (1c). The following is the pronunciation of the vowel sound [ɪ] spelt *e*.

3.2. The sound [ɪ] spelt *e*

The pronunciation of the short vowel sound [ɪ] written *e* will be focused on two principles. It will be studied at the level of the morphology of a word

and its positions in a given word. The analysis of [ɪ] and e is illustrated in the second example (2).

(2)

- a-** because, delete, severe, describe
- b-** television, telegraph, telemeter
- c-** carpet, pocket, market,
- d-** eccentric, elastic, effect,
- e-** bet, leg, sell
- f-** ebb, echo, ebony, eddy

The example (2) unveils, firstly, that if **e** is part of an unstressed syllable (a part of a word which is considered as a prefix with the structure CV-), it is pronounced [ɪ] as in (2a). Secondly, if **e** is located in a polysyllabic word structured CVCV; it is pronounced [ɪ] in the second syllable at the middle position as in (2b). Thirdly, [ɪ] is spelt **e** when it is at the final position of a loan word ending with the suffix “**eC**” as in (2c). Finally, **e** is pronounced [ɪ] if it is at the initial position in an unstressed syllable of a polysyllabic word as in (2d).

However, **e** can't be pronounced [ɪ] when it is either in a monosyllabic word structured CVC (2e), or in a stressed syllable at the final position (2f). Next is the relation between [ɪ] and **i**.

3.3. The sound [ɪ] spelt i

This subsection illustrates the relation between the vowel sound [ɪ] and the grapheme **i** in connection with syllable and the position of this sound in different words included in the example (3) below.

(3)

- a-** big, sit, six, pig, with, sick
- b-** cooking, coffin, ignore, ugly
- c-** it, ink, itch, ill
- d-** private, climate, machine, police, idea, item

Evidently, the grapheme **i** can be pronounced [ɪ] when it is the unique vowel sound in a monosyllabic word structured CVC (12a). In addition, **i** refers to the pronunciation of [ɪ] when it is part of an unstressed syllable of a polysyllabic word (3b). Finally, this grapheme illustrates the sound [ɪ] when it is at the final position of a monosyllabic word as in (3c).

However, the written symbol **i** doesn't refer to the pronunciation of [ɪ] when it is part of a loan word whose pronunciation is either *imitated* (machine, police) or *adapted* (private, climate) according to the English phonological rules as in (3d). The following is the link between [ɪ] and **y**.

3.4. The sound [ɪ] spelt “y”

The pronunciation of the vowel sound [ɪ] written **y** will be tackled in two dimensions: the *grammatical category* of words and the *syllable* in different English words selected in the example (4).

(4)

- a- carefully, quietly, belly, laudably, lively, quickly
- b- fly, cry, falsify, deny, occupy
- c- sky, butterfly
- d- bury, sunny, rainy, mommy
- e- rhythm, symphony, myth, lynch sympathy, pygmy
- f- myself, psycho, dyke

The pronunciation of [ɪ] written **y** can be explained in several ways. It appears that when the letter **y** is part of the suffix “-ly” related to the adverbial, adjectival and nominal categories, it is pronounced [ɪ] as in (4a). Whereas, in words related to verbal category as in (4b), **y** is pronounced [aɪ]. In connection to **y**, the sounds [aɪ] and [ɪ] are different in English words. In fact, the spelling **y** is pronounced [ɪ] after the nasals “m”, “n” and the consonant sound [r] but, it is pronounced [aɪ] after other sounds respecting the above condition illustrated in (4a). Elsewhere, the behaviour of the letter **y** in connection with the nasal “m” has another argument. When the association of “m+y” makes a monosyllabic word, **y** is pronounced [aɪ] whereas, if this association is located in the last syllable of the polysyllabic word, **y** is pronounced [ɪ].

To illustrate, the words “butterfly” and “sky” in (4c) are related to the nominal category. But, the letter “y” in these nouns is pronounced [aɪ]. In “butterfly”, the selected spelling is influenced by the verb “fly” whereas, in “sky”, it is the unique vowel sound preceded by two consonants.

In addition to that, the word “bury” in (4d) refers to verbal category. It originates from German and it was written “byrgan” in Old English. Therefore, the pronunciation of the letter “y” in [ɪ] has been adapted in the new spelling of that word in the Modern English. Moreover, the analysis of (4e) reveals that **y** is realized [ɪ] when it is preceded by the nasal consonants

[m, n] in a given syllable or when it is part of a polysyllabic word whose each syllable has the letter “y”.

However, the example (4f) unveils the conditions justifying the whys the grapheme “y” is not realized [ɪ] in the selected words: “myself” is from “my” in which “y” has kept its pronunciation/spelling *ī* of Old English. In “psycho-”, the letter y is preceded by another consonant different from the nasal *on* as well as the in “dyke”, y is preceded by the consonant [d].

4. The vowel sound [ɪ] spelt “ay”

The purpose of this subsection is to explain the pronunciation of the vowel sound [ɪ] written **ay** through the grammatical category of the following words illustrated in the example (5) below.

(5)

- a- Monday, Saturday, Thursday, Friday...
- b- day, gay, Cay, quay

The example (5a) shows that the combination of letters **ay** justifies the pronunciation of the vowel sound [ɪ] in words exclusively related to days of week; that is, noun category. As a matter of fact, this is due to the history of English language which, in the past, has been dominated by the French language. Reason why, the ending of days of week sounds like the French vowel sound [ɪ]. To illustrate, it is important to mention that this way of pronouncing is nowadays attested by some native speakers in the USA. However, the example (5b) enlightens that this couple of letters **ay** is pronounced [eɪ] as in “day, gay and cay” and [i:] as in “quay” because **ay** is the unique vowel sound in words structured CV in English. The relation between **ey** and [ɪ] is our next subsection.

4.1. The vowel sound [ɪ] spelt ey

This subsection aims at clarifying the pronunciation of the short vowel sound [ɪ] spelt **ey** in connection to the category of words selected in the example (6) below.

(6)

- a- money, valley, journey
- b- honey
- c- pricey
- d- prey, key

It appears that the link between the vowel sound [ɪ] and the grapheme **ey** is possible when this latter is part of words related to nominal category;

borrowed from French language as in (6a) and from German as in (6b). Also, the couple of letters **ey** is pronounced [ɪ] as in (6c) because the selected word is an adjective which comes from the noun “price”, originated from Old French “pris”, is pronounced [aɪ] because of adaptation process in English language. Therefore, the first vocalic sound in the adjective “pricey/pricy” in the first syllable influences the second one in the second syllable. That is the reason why, **ey** is pronounced [ɪ].

Contrary to the English words quoted in (6a, 6b, 6c) the letters **ey** are pronounced [eɪ] for “prey” and [i:] for “key”. As a matter of fact, the pronunciation of these words has been imitated for the first and adapted for the second according to the phonological rules in English language.

4.2. Summary

After all is said and done, the pronunciation of the short vowel sound [ɪ] depends on the spellings **a**, **e**, **i**, **y**, **ay**, and **ey**. In fact, basing on the usage of these letters, I have demonstrated that the pronunciation rules of [ɪ] can be explained through *grammatical category*, *syllable*, *position*, *stress* and *borrowing*. Therefore, the correlation between **a** and [ɪ] is essentially explained by borrowing. Talking about **e** and [ɪ], the conditions justifying the link are stress, position and borrowing. Syllable, stress and position are the conditions illustrating the relation between [ɪ] and **i** whereas, the pronunciation of [ɪ] written **y** is essentially based on grammatical category, position and borrowing. Finally, while grammatical category is the only condition explaining the relation between [ɪ] and **ay**, borrowing deals with [ɪ] and **ey** in English language as in the following table.

Tableau n°1: Realisation conditions of [ɪ]

Sound	Spellings	Realization conditions	Examples
[ɪ]	a	<i>borrowing</i>	<i>damage, chocolate, luggage, palace,</i>
		<i>stress</i>	<i>because, delete, severe, describe</i>
	e	<i>position</i>	<i>eccentric, elastic, effect, television,</i>
		<i>borrowing</i>	<i>carpet, pocket, market</i>
		<i>syllable</i>	<i>big, sit, six, pig, with, sick</i>
	i	<i>accent tonique</i>	<i>cooking, coffin, ignore, ugly</i>
		<i>position</i>	<i>it, ink, itch</i>

	y	<i>grammatical category</i>	<i>carefully, quietly, belly, laudably,</i>
		<i>position</i>	<i>bury, sunny, rainy, mommy</i>
		<i>borrowing</i>	<i>rhythm, symphony, myth, lynch</i>
	ay	<i>grammatical category</i>	<i>Monday, Saturday, Thursday,</i>
	ey	<i>borrowing</i>	<i>money, valley, journey, honey,</i>

However, it is important to underline that the spellings “**a**, **e**, **i**, **y**, **ay** and **ey**” do not refer to the pronunciation of the short vowel sound [ɪ] according to the following conditions. As matter of fact, the correlation between [ɪ] and **a** is not possible on the basis of *borrowing* and *position* while *syllable* and *stress* justify the non realization between [ɪ] and **e**. And then, the sound [ɪ] is not written **i** from *borrowing* whereas, *grammatical category* and *borrowing* are conditions explaining the lack of harmony between [ɪ] and **y**. Finally, *borrowing* is the only one condition which illustrates the lack of correlation both between [ɪ] and **ay** and, [ɪ] and **ey** in English language as in the following table.

Tableau n° 2: Non realisation conditions of the sound [ɪ]

Sound	Spellings	Non realisation conditions	Examples
[ɪ]	a	<i>borrowing</i>	<i>camouflage,</i>
		<i>position</i>	<i>calendar,</i>
	e	<i>Syllable</i>	<i>bet, leg, sell, ebb</i>
		<i>stress</i>	<i>edgy, echo, ebony, eddy</i>
	i	<i>borrowing</i>	<i>private, machine, police, idea,</i>
	y	<i>grammatical category</i>	<i>fly, cry, falsify, deny, occupy</i>
		<i>borrowing</i>	<i>myself, psycho, dyke</i>
	ay	<i>borrowing</i>	<i>day, gay, Cay, quay</i>
	ey	<i>borrowing</i>	<i>prey, key</i>

5. The case study: [ɪ] based on “e” in Second class

This section aims at showing the way the lesson of English short vowel sound [ɪ] *based on “e” in Second class* is taught, learnt and assessed through the method of 3Ps (Presentation, Practice and Production). In fact, the 3Ps method is preceded by the Explanatory method so as to explain the correlation between the two selected items above during the teaching and learning process.

First of all, the teacher should refer to the pre-requisites questions to check the learners’ background information about the list of vowel letters in the English alphabet, the list of short vowel sounds in the English phonetic alphabet and their different spellings. After this, he selects the short vowel sound [ɪ] based on the grapheme “e” as the day lesson.

Secondly, the teacher uses the Explanatory method in order to provide the conditions related to the similarities and dissimilarities between [ɪ] and the grapheme “e”. At this Presentation stage, learners are requested to follow attentively the explanations and to listen to the teacher’s pronunciation of the selected sound in different words carefully.

Next, the teacher asks learners to repeat the provided examples after him and to give their own examples orally based on the different conditions he has provided. Here learners are requested to practice the selected language item both under the guidance of the teacher and freely by producing their own words in writing and orally.

Finally, the teacher authorizes the learners to copy down the summary of the lesson and provides two sorts of exercises to check if the learners have understood the taught lesson: the applied exercise and the follow up activity. The first exercise aims at checking if the learners skilled to select words whose the English short vowel sound [ɪ] is similar to the grapheme “e” whereas, the second one is to check if the learners are capable of providing their own words using the vowel sound [ɪ] written “e” at home.

Level: Seconde

Subject: English

Matter: Pronunciation

Title of the lesson: The English vowel [ɪ]

G.O.2: Expressing oneself orally

S.O.2.11: Articulating phonemes of English

Date: Friday, June 19th 2020

Duration: 1hour

Teacher: Roland Giscard ONDZE OTOUBA

Documents:

- *Pronunciation Practice Activities: A Resource book for Teaching English Pronunciation*, Martin Hewings.
- *Cours de Phonétique et Phonologie : 2015-2016*

Performan ce objective	Teaching strategies	Learning activities	Evaluation	Time	Obs.
P.O: At the end of the lesson, learners should be able to distinguish vowels as letters and vowels as sounds.	Beginning Warming up Good morning class! What's the date today?	Good morning sir! Today is, Friday, June 19 th 2020. R: There are five vowel letters in the English alphabet: a, e, i, o, u R: There are seven short vowel sounds: [ɪ, ʊ, e, æ, ɒ, ʌ, ə] in English phonetic alphabet.	Task: How many vowel letters are there in the English alphabet? Task: How many short vowel sounds are there in the English phonetic alphabet?	5mn	
	Pre-requisites -The teacher asks learners to provide a list of vowel letters in the English alphabet -The teacher asks learners to provide a list of short vowel sounds in the English	1. [ɪ]: lip 2- [ʊ]: book	Task 3: Provide seven English words related to		

P.O 1: At the end of this section, learners should be able to identify the different conditions justifying the pronunciation of the vowel sound [ɪ] based on the letter “e”.	phonetic alphabet. -The teacher asks learners to provide seven words illustrating 7 short vowels. -The teacher selects the short vowel sound [ɪ] and asks learners to provide its different spellings. DAY LESSON Today, we are going to study the English short vowel [ɪ] based on the letter “e”. Presentation The letter “e” is pronounced [ɪ] when: (1) “e” is part of an unstressed syllable (a part of a word which is considered as a prefix	3.[e]: met 4-[æ]: cat 5. [ɒ]: stop 6.[ʌ]: but 7. [ə]: about They are: a, e, i, y, ay and ey.	each short vowel sound. Task 4: Provide the different written forms of the vowel [ɪ]. Task: Look at the board and listen to the teacher’s pronunciation carefully.	15mn	
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	with the structure CV-). Eg: because, delete, severe, describe... (2) “e” is located in a polysyllabic word structured CVCV in the second syllable at the middle position. Eg: television, telegraph, telemeter... (3) “e” is at the final position of a loan word ending with the suffix “eC” Eg: carpet, pocket, market... (4) “e” is at the initial position in an unstressed syllable of a polysyllabic word. Eg: eccentric, elastic, effect... (5) “e” is not pronounced [ɪ] when it is either in a monosyllabic	Learners look at the teacher’s demonstration and listen to his pronunciation carefully.	Task: Repeat after me then provide your own words containing the vowel sound [e] orally. Task: Go and write your own words containing the vowel	10mn 15mn	
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	word structured CVC or in a stressed syllable at the final position. Eg: bet, leg, sell, ebb, echo, ebony, eddy... Practice The teacher pronounces the above examples slowly, asks learners to repeat and provide their own examples orally. Production -The teacher allows learners to go and write their own examples containing the vowel sound [e] written with “e” on the board. -Then, the teacher asks	Learners repeat after the teacher’s pronunciation and provide their examples orally. Answers [i:]: before, became, eclipse Others: berg, leg, pet, left, them, They copy down the summary of the lesson. Answers n°1 bedevil ecocide fedora jacket effector	sound [e] on the board. Task: Copy down the summary of the lesson in your copybooks. Task 1: Select words that have the sound[i] written “e”: ecocide, cede, cedar educe, effector, pet, jacket, edict, bedevil, fedora Task 2: Provide words using the vowel sound [i] written “e”.	10mn	
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	learners to copy down the summary³ of the lesson in their copybooks. Evaluation Applied exercise The teacher asks learners to select words with “e” pronounced [ɪ]. 2- Follow up activity The teacher asks learners to provide their own words using the vowel sound [ɪ] written “e” at home.	Answers n°2 echinoderm cement bedeck blanket target			
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6. Conclusion

This paper has been concerned with the way the English short vowel sound [ɪ] lessons are taught, learnt and assessed in connection with its different graphemes in general and between [ɪ] and “e” in the class of seconde in particular at secondary school. It has been based firstly on the relevance of the Explanatory method which helps both teachers and learners of francophone countries to be familiar with the similarities and dissimilarities between an

³ The summary concerns 1, 2, 3, 4 and 5 conditions provided by the teacher in the *Presentation* together with the list of words as illustration.

English sound and its different spellings during the teaching-learning process of English as a second language. Secondly, we have dealt with the implementation of the Explanatory method to study the link between the English short vowel sound [ɪ] and its written forms as follows: *a, e, i, y, ay, ey* in general. Thirdly, we have particularly selected the grapheme “e” in connection to the pronunciation of the English vowel sound [ɪ]. Here, we have underlined that the link between [ɪ] and “e” is attested from the following conditions: *stress, position and borrowing* whereas *syllable* and *stress* justify the lack of correlation between [ɪ] and e. As a matter of fact, this above demonstration has been structured from the 3Ps method (*Presentation, Practice and Production*) in order to enable both teachers and learners deal with the selected language item during the teaching and learning process in the class of seconde. Finally, we have provided a sample of a lesson plan which begins starts by the pre-requisites stage and closes by the evaluation one in order to motivate teachers of English provide their own before going into the classrooms at secondary school. Elsewhere, this paper shows a new way to teach English language in francophone countries. It offers new perspectives to researchers in didactics to implement the English pronunciation items in order to identify the learners’ specific problems related to the teaching-learning English sounds at schools.

7. References

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