One of the reasons for causing students to dislike English education is that they cannot read the English textbook. Teachers instruct letter-sound relationships at the first stage. If students cannot understand reading, students will not be able to understand English lessons. My solution to this problem, therefore, is to implement the use phonics to teach letter-sound relationships in the class. Phonics is a set of rules to understand letter-sound relationships. Teachers start teaching English by teaching the sounds of the 26 letters of the alphabet. But even if teachers instruct the pronunciation of these sounds correctly, it is not enough because there are more than 26 sounds in the English language. Phonics rules can be a useful way to find the pronunciation of unfamiliar words. The teaching of rhyming words and spelling patterns are generally considered to be part of phonics instruction. This paper argues Phonics and Whole Language in line with Miller's theory. However, phonics is not often used in junior high school classrooms. A reason why it is not often used in junior high school classes is that its rules are many and complex. Why are Phonics rules so complex? Naoyama (2001) advanced the instructions to teach English to beginners at junior high school in her book “Developing program to raise students' interest and motivation toward English learning”. She argues that Matsuka's ten rules is a heavy burden for beginners and offered to decrease these rules. She suggests a division of one letter into two letters. These five rules exclude groaning vowel and silent consonant, but could we really cut two rules? How should teachers use phonics more effective with the textbook? This paper examines differences and similarities of Matsuka's phonics method with that of Tajiri's method as will be seen in study 1.
Matsuka Phonics is an American-based method, while Tajiri Phonics is principally directed toward Japanese students. This paper tries to select rules for beginners to read a textbook by themselves by examining Phonics' aspects and methodology. Its analysis shows that we cannot cut down any rules, despite that English rules have many letter combinations. This paper will try to analyze the vocabulary necessary to read the English textbook New Horizon. This paper tries to select the minimum letters of rules to read a textbook, focusing on first semester English curriculum requirements. How long can one use letters of rule that are applied in second and third semesters? What letters are the most useful to read a textbook in the class? This part analyzes its combinations based on the textbook. Which letters appear most often? I chose letters of rules as minimum rules, that (ng,th,ch,sh) of two letter consonants, (ea,ee,ay,ow) of polite vowels, (st,tr,br,sc,sp) of consecutive consonants, (oo,ou,ow) of two letter vowels, (er,ar,or,our,ir) of groaning vowels, (ll) of silent consonants, and vowels with e. When is it the best time to teach each of these letter combinations? This paper will try to make procedure of these combinations' teachings.