

Pronunciation Tutor Project



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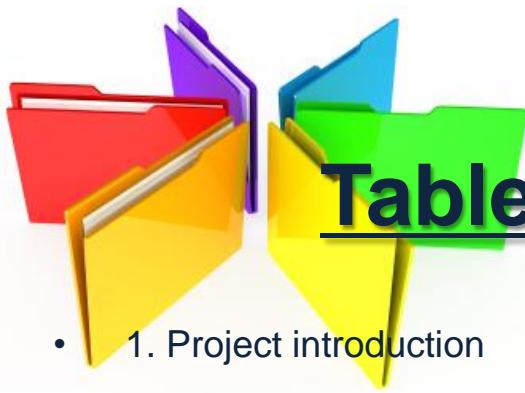


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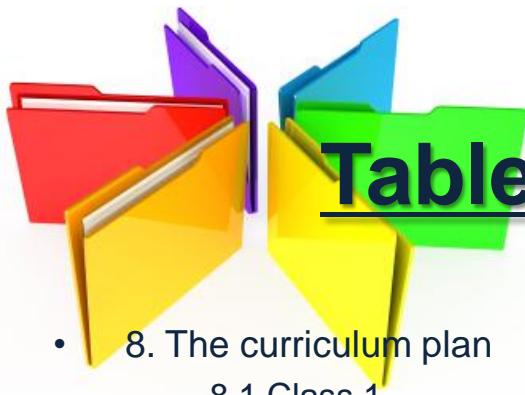


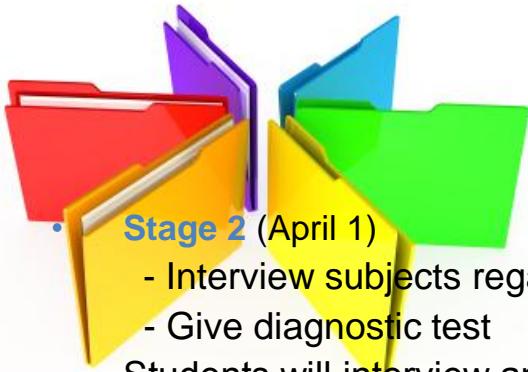
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1. Project Introduction

- **Overview:** This project is designed to provide an opportunity of teaching pronunciation in the real world. Student will go through a series of stages and offer effective tutoring to small group of people. Students will make effective use of the information presented in the class by providing efficient teaching techniques and appropriate materials. The ultimate goal in pronunciation tutor project is to be intelligible in communication and different accents in a multilingual, multicultural world are acceptable. It realistically focuses on clear and comprehensible pronunciation.
- Meaningful learning subsumes new information into existing structures and memory systems , and resulting associative links create stronger retention.(Brown, 2007) Thus, the task and activities will contribute to accomplish the goals of the lesson or course, A new topic will be introduced, by appealing to students' interests and academic goals. This project offer training in a communicative teaching approach.(Savigon, 2005, among others) Fluency will take on more importance than accuracy in order to keep learners meaningfully engaged in language use. Tasks will equip students with the skills for communication and classrooms will be characterized by authenticity, real-world simulation and meaningful task.
- **The plan:** The basic plan for this project involves six basic stages. Students will plan for what to teach and review what they have done for each of the stages.
- **Stage 1** (March 18)
 - Find /select subjects
Students will find their own valid subjects.
Subjects will have a full explanation of the project and arrange the schedule.



- **Stage 2** (April 1)

- Interview subjects regarding goal and background
- Give diagnostic test

Students will interview and survey the subjects' background and goals regarding English pronunciation. They will also create and give a diagnostic test in order to identify the subjects' strengths and weaknesses regarding English pronunciation.

- **Stage 3** (April 15)

- Analyze the results of test
- Devise a plan

Students will analyze the results to see what areas of English pronunciation needs to develop the most. Based on the analysis of the test results a specific plan will be created for how they propose to develop and enhance those needed skills.

- **Stage 4** (April 29)

- Create set of materials to meet goals

Based on the plan, students will put together specific materials to help their subjects develop and enhance their pronunciation skill. Students are also expected to keep a journal on the progress of the sessions.

- **Stage 5** (June 3)

- Create achievement test
- Assess progress

Students will create achievement test to assess the progress of the subject. Having devised the test, students will use it to assess the results of their plan and sessions with the subjects.

- **Stage 6** (June 17)

- Write up report

In this final stage students will write up the entire project from stage 1 to stage 5. Students will revise and combine the different parts to create a solid cohesive report of the entire project.

2. Tutor profile

- **Name:** Han Dahye
- **Age/Grade:** graduate student
- **Language experience:**

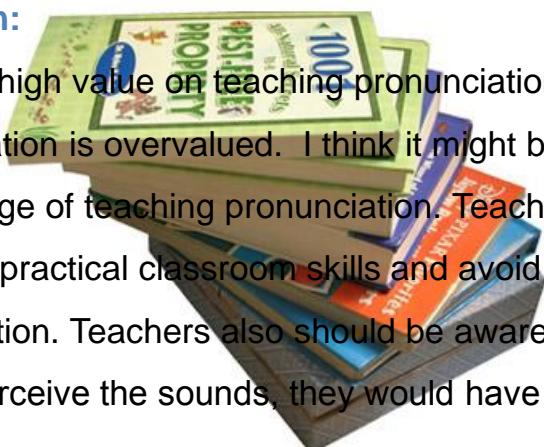
I have been studying English for 10 years in the public school system and had experience studying abroad for 1 year. My undergraduate major is fashion design and I am currently studying TESOL at Sookmyung university at graduate level. I have never had opportunity to attend English classes at a language institute as a student.

- **Teaching experience:**

I have been teaching English for almost 2 years at private language institutes. My students are usually elementary school students whose purpose is to score well on the test. My classes mainly aim at teaching vocabulary and grammar, and unfortunately, I have not had any chance to teach speaking skill.

- **Opinion on teaching pronunciation:**

English teachers in Korea do not put high value on teaching pronunciation, whereas the importance of pronunciation is overvalued. I think it might be because they lack tools and knowledge of teaching pronunciation. Teachers should have opportunities to acquire practical classroom skills and avoid the teaching of individual sounds in isolation. Teachers also should be aware that if students don't have a chance to perceive the sounds, they would have no chance to produce it.



Tutee profile 1

- **Name:** Tutee A
- **Age/Grade:** adults
- **Proficiency level**
 - Speaking: Intermediate low
 - Listening: Novice high
 - Reading: Intermediate low
- **General background:** She is majoring in fashion design and speaks English less than 20% a day. Sometimes she has to send an email in English at work.
- **English study background:** She has studied English for 8 years. She also has 1 year experience of studying English in Australia and travels abroad once a year. Since she has lived in Itaewon for a long time, she has been exposed to an English speaking environment.
She feels comfortable with informal English conversation and thinks it is easy to pronounce the sounds. She wants to develop the vowel sounds and practice intonation and rhythm of English.

Tutee profile 2

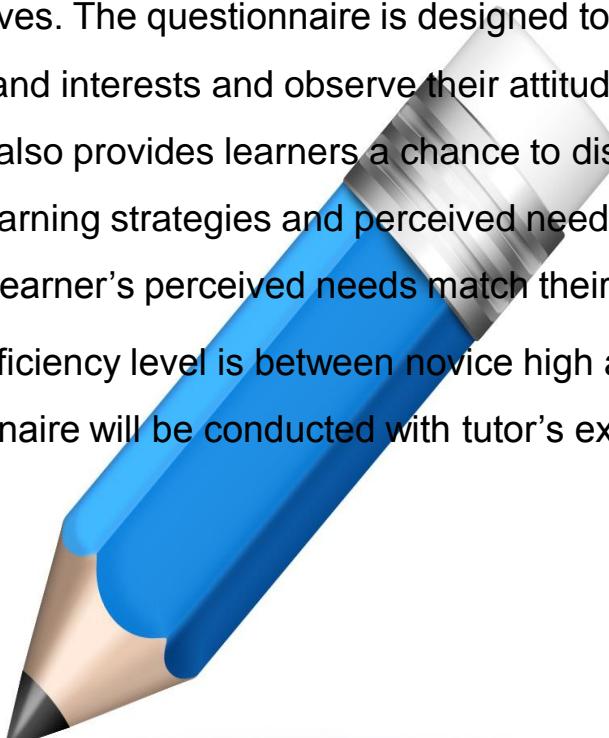
- **Name:** Tutee B
- **Age/Grade:** adults
- **Proficiency level**
 - Speaking: Novice mid
 - Listening: Novice mid
 - Reading: Novice high
- **General background:** She works as a makeup artist and have no chance to speak English in her daily life. However she is very enthusiastic about learning English. She is currently studying English at a language institute.
- **English study background:** She has studied English for 6 years. Her English teachers were all Korean. She has not had exposure to native speakers. She has not had opportunity to practice English outside of classroom. She enjoys learning English a lot and likes to be active in the classroom.

Tutee profile 3

- **Name:** Tutee C
- **Age/Grade:** adults
- **Proficiency level**
 - Speaking: Novice mid
 - Listening: Intermediate low
 - Reading: intermediate low
- **General background:** She works as a makeup artist and enjoys learning English. As her sister lives in Canada, she visits Canada regularly.
- **English study background:** She has studied English for 14 years. She has been learning English at private language institute for almost 2 years. She has spent most time on learning grammar and teachers whom she has had so far are all Koreans.
Even though she has made efforts to study English more than any other tutees, speaking English seems too stressful for her. She worries about making mistakes and tries to avoid English conversation.

3. Needs Analysis

Needs analysis is an important step to understand learners and develop the course . The overall purposes of the course will be identified by student's desires, motivations and requirements. The needs analysis questionnaire is categorized into two sections: student's background and knowledge. It enables a teacher to see through the eyes of the learners themselves. The questionnaire is designed to analyze learner's language ability and interests and observe their attitudes towards pronunciation. It also provides learners a chance to discover their preferences of learning strategies and perceived needs. However It is not granted that learner's perceived needs match their actual needs. Since tutees' proficiency level is between novice high and intermediate low, the questionnaire will be conducted with tutor's explanation.



Heekyung So's Needs Analysis

Needs Analysis Questionnaire

General Background

1. What is your name? heekyung soh
2. What is your native language? Korean
3. What is your major? Fashion design
4. Have you ever studied English abroad? (England, America, Australia, other) Yes, Australia.
5. Approximately what percentage of time do you speak English each day as opposed to your native language? 10%

Circle one: 0-20%, 20%-40%, 40%-60%, 60%-80%, 80%-100%

6. In what type of setting are you currently speaking English?

- A. Internet
- B. School
- C. Work
- D. Institute

English Study Background

7. Please describe your experience in learning English.
- A. How long have you studied English? 8 years.
- B. Where have you studied English? Middle school, high school, college, Australia
- C. What kind of English teachers have you had, i.e. native speakers and/or non-native speakers? both.
- D. Have you had exposure to native speakers in your travel/study experiences? Yes.

Knowledge of English Pronunciation

8. Have you ever used the IPA (International Phonetic Alphabet) to get an idea of how a word is pronounced? No, searching internet.
9. If yes to #8, do you have any specific words that you found difficult to pronounce? X
10. Have any of your previous English teachers taught you about pronunciation? No, I don't remember.
- If yes, can you give some details? X

11. Do you think it is hard to pronounce the words in the chart below?

Mark your difficulties	easy	normal	hard
thin, the	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
rage, chin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
moon, neither, long	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people, top	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake, river	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
feet, fit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
pot, pit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
hat, bet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Knowledge of English Intonation

12. Are you familiar with American English intonation patterns? Yes.

13. Are you familiar with reduced speech forms? No.

Ease/difficulty of Various Listening Contexts

14. Please use E for Easy and D for Difficult

Telephone Conversations	<input checked="" type="checkbox"/>	Taking Lecture notes	<input checked="" type="checkbox"/>
News Broadcasts (Radio)	<input checked="" type="checkbox"/>	Following Directions	<input checked="" type="checkbox"/>
News Broadcasts (Television)	<input checked="" type="checkbox"/>	Joke Comprehension	<input checked="" type="checkbox"/>
Soap Operas	<input checked="" type="checkbox"/>	Idiomatic Expression	<input checked="" type="checkbox"/>
Academic Listening CD/Tapes	<input checked="" type="checkbox"/>	Phrasal Verbs	<input checked="" type="checkbox"/>
Restaurant Ordering	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

Self-Awareness

15. In what situation do you feel the most comfortable speaking English? Ordering / meet kindly people in traveling.

16. What area of pronunciation would you like to work on most?

(e.g., vowel sounds, consonant sounds, word stress, sentence intonation, rhythm, etc)

british accent, vowel sounds, intonation, rhythm.

Hyun-jung Ju's Needs Analysis

Needs Analysis Questionnaire

General Background

1. What is your name? Ju Hyun Jung
2. What is your native language? Korean
3. What is your major? design
4. Have you ever studied English abroad? (England, America, Australia, other) Korea
5. Approximately what percentage of time do you speak English each day as opposed to your native language?
Circle one: 0-20%, 20%-40%, 40%-60%, 60%-80%, 80%-100%

6. In what type of setting are you currently speaking English?

- A. Internet
- B. School
- C. Work
- D. Institute

English Study Background

7. Please describe your experience in learning English.

- A. How long have you studied English? 6 years
- B. Where have you studied English? middle school, high school
- C. What kind of English teachers have you had, i.e. native speakers and/or non-native speakers? non-native speaker
- D. Have you had exposure to native speakers in your travel/study experiences?
No

Knowledge of English Pronunciation

8. Have you ever used the IPA (International Phonetic Alphabet) to get an idea of how a word is pronounced? a little
9. If yes to #8, do you have any specific words that you found difficult to pronounce?
R, L, A /æ/
10. Have any of your previous English teachers taught you about pronunciation? NO
If yes, can you give some details? IPA only

11. Do you think it is hard to pronounce the words in the chart below?

Mark your difficulties	easy	normal	hard
thin, the	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
page, chin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
moon, neither, long	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
people, top	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake, river	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
feet, fit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
pot, pit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
hat, bet	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Knowledge of English Intonation

12. Are you familiar with American English intonation patterns? NO
13. Are you familiar with reduced speech forms? hard

Ease/difficulty of Various Listening Contexts

14. Please use E for Easy and D for Difficult

Telephone Conversations	<input type="checkbox"/> D	Taking Lecture notes	<input type="checkbox"/> D
News Broadcasts (Radio)	<input type="checkbox"/> D	Following Directions	<input type="checkbox"/> E
News Broadcasts (Television)	<input type="checkbox"/> D	Joke Comprehension	<input type="checkbox"/> D
Soap Operas	<input type="checkbox"/> D	Idiomatic Expression	<input type="checkbox"/> D
Academic Listening CD/Tapes	<input type="checkbox"/> D	Phrasal Verbs	<input type="checkbox"/> E
Restaurant Ordering	<input type="checkbox"/> E	Others	<input type="checkbox"/> X

Self-Awareness

15. In what situation do you feel the most comfortable speaking English?
friends talking
16. What area of pronunciation would you like to work on most?
(e.g. vowel sounds, consonant sounds, word stress, sentence intonation, rhythm, etc)
vowel sounds

Song-yi Jeong's Needs Analysis

Needs Analysis Questionnaire

General Background

1. What is your name? Jean Song Yi
2. What is your native language? Korean
3. What is your major? Beauty
4. Have you ever studied English abroad? (England, America, Australia, other) No
5. Approximately what percentage of time do you speak English each day as opposed to your native language?

Circle one: 0-20%, 20%-40%, 40%-60%, 60%-80%, 80%-100%

6. In what type of setting are you currently speaking English?

- A. Internet
- B. School
- C. Work
- D. Institute

English Study Background

7. Please describe your experience in learning English.
- A. How long have you studied English? 14 years
 - B. Where have you studied English? School (Institute)
 - C. What kind of English teachers have you had, i.e. native speakers and/or non-native speakers? Non native speakers
 - D. Have you had exposure to native speakers in your travel/study experiences? Yes about many

Knowledge of English Pronunciation

8. Have you ever used the IPA (International Phonetic Alphabet) to get an idea of how a word is pronounced? No
9. If yes to #8, do you have any specific words that you found difficult to pronounce?
Vowel
10. Have any of your previous English teachers taught you about pronunciation?
If yes, can you give some details? No

11. Do you think it is hard to pronounce the words in the chart below?

Mark your difficulties	easy	normal	hard
thin, the	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
page, chin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
moon, neither, long	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
people, top	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lake, river	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
feet, fit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
pot, pit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
hat, bet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of English Intonation

12. Are you familiar with American English intonation patterns? Yes
13. Are you familiar with reduced speech forms? Yes

Ease/difficulty of Various Listening Contexts

14. Please use E for Easy and D for Difficult

Telephone Conversations	<input checked="" type="checkbox"/>	Taking Lecture notes	<input checked="" type="checkbox"/>
News Broadcasts (Radio)	<input checked="" type="checkbox"/>	Following Directions	<input checked="" type="checkbox"/>
News Broadcasts (Television)	<input checked="" type="checkbox"/>	Joke Comprehension	<input checked="" type="checkbox"/>
Soap Operas	<input checked="" type="checkbox"/>	Idiomatic Expression	<input checked="" type="checkbox"/>
Academic Listening CD/Tapes	<input checked="" type="checkbox"/>	Phrasal Verbs	<input checked="" type="checkbox"/>
Restaurant Ordering	<input checked="" type="checkbox"/>	Others	<input checked="" type="checkbox"/>

Self-Awareness

15. In what situation do you feel the most comfortable speaking English?

I meet a foreigner on the street

16. What area of pronunciation would you like to work on most?

(e.g., vowel sounds, consonant sounds, word stress, sentence intonation, rhythm, etc)

vowel sounds, consonant sounds

4. Diagnostic test

- This diagnostic test is designed to diagnose the segmental aspects and suprasegmental features of English. It aims to identify students' strength and weakness of pronunciation. It is divided into three categories, each of which has different purpose.

The first category is to understand how students recognize the different vowel sounds. Students are also asked to distinguish the different vowel sounds in the second category. It focuses on students' ability to perceive the sound. Regrettably, unreliability The last category has several sentences which students need to speak aloud. It is provided to elicit information on how students produce different consonant sounds and how they deal with the suprasegmental features.

- The first four questions are selected from the online pronunciation test provided by Shafston House college.

The website of Susan C. Anthony offers many useful information.

sources: <http://www.shafston.edu/component?option.com>

<http://www.susancanthony.com/resources/esl/prondiag.html>

Diagnostic test 1

- **Pronunciation Diagnostic Test**

Name:

- **Which word has a different vowel sound?**

1. A)die B) did C)cry D) lie
2. A)more B) four C)hour D)raw
3. A)clear B) fear C)bare D)rear
4. A)wealth B)breathe C)health D)melt

- **Listen carefully and check whether the words are the same or different.**

1. Same / Different
2. Same / Different
3. Same / Different
4. Same / Different

- **Speak each sentence aloud.**

1. Please sit in this seat
2. Don't let them be late
3. The step is steep
4. He told how they toiled
5. It won't fit in the pit
6. That fin is thin.
7. That log is long.
8. I don't dare go there.
9. Is that the vet?
10. The owl likes oil.
11. My gun is gone.

A's evaluation sheet

	Evaluation sheets				Name: Hee-kyoung So
Sound	Examples	Not clear	Almost clear	Perfectly clear	Comments
/iy/	seat, beat, mean, steep	O			Tense vowels ("mean"-final voiced consonant)
/ɛ/	mess, bet, vet, let		O		Lax vowels (lip -slightly spread)
/æ/	mass, that		O		Lax vowels (lip -spread)
/i/	fit, pit, sit			O	Lax vowels
/aw/	owl, how	O			Diphthong "how" was okay "owl" wasn't clear
/ow/	won't		O		Tense vowels
/p/	please, pit			O	Plosive (voiceless)
/f/	fit, fin		O		Fricative(voiceless)
/b/	beat, bit, bare			O	Plosive (voiced)
/g/	gun, gone			O	Plosive (voiced)
/ð/	that, there, them		O		Fricatives (voiced)
/θ/	thin		O		Fricatives (voiceless)
/v/	vet			O	Fricatives
/l/	like, long			O	Nasals (voiced)
/ŋ/	long			O	Nasals (voiced)

B's evaluation sheet

	Evaluation sheets				Name: Hyun-jung Ju
Sound	Examples	Not clear	Almost clear	Perfectly clear	Comments
/iy/	seat, beat, mean, steep	O			Tense vowels ("mean"-final voiced consonant)
/ɛ/	mess, bet, vet, let		O		Lax vowels (lip -slightly spread)
/æ /	mass, that		O		Lax vowels (lip -spread)
/i/	fit, pit, sit			O	Lax vowels
/aw/	owl, how	O			Diphthong "how" was okay "owl" wasn't clear
/ow/	won't		O		Tense vowels
/p/	please, pit			O	Plosive (voiceless)
/f/	fit, fin		O		Fricative(voiceless)
/b/	beat, bit, bare			O	Plosive (voiced)
/g/	gun, gone		O		Plosive (voiced) Confused with "/dʒ/"
/ð/	that, there, them		O		Fricatives (voiced)
/θ/	thin	O			Fricatives (voiceless)
/v/	vet	O			Fricatives Confused with "b"
/l/	like, long		O		Nasals (voiced)
/ŋ/	long			O	Nasals (voiced)
<ul style="list-style-type: none"> ● Can't check the distinction between /l/ and /r/. ● Affricates are missing. ● The distinction between /ɛ/ and /æ / is blurred 					

C's evaluation sheet

	Evaluation sheets				Name: Song-yi Jeong
Sound	Examples	Not clear	Almost clear	Perfectly clear	Comments
/iy/	seat, beat, mean, steep		O		Tense vowels ("mean"-final voiced consonant)
/ɛ/	mess, bet, vet, let		O		Lax vowels (lip -slightly spread)
/æ/	mass, that		O		Lax vowels (lip -spread)
/i/	fit, pit, sit			O	Lax vowels
/aw/	owl, how	O			Diphthong "how" was okay "owl" wasn't clear
/ow/	won't		O		Tense vowels
/p/	please, pit			O	Plosive (voiceless)
/f/	fit, fin			O	Fricative
/b/	beat, bit, bare			O	Plosive (voiced)
/g/	gun, gone	O			Plosive (voiced) Confused with "/dʒ/"
/ð/	that, there, them		O		Fricatives (voiced)
/θ/	thin		O		Fricatives (voiceless)
/v/	vet	O			Fricatives Confused with "b"
/l/	like, long		O		Nasals (voiced)
/ŋ/	long			O	Nasals (voiced)
<ul style="list-style-type: none"> ● Can't check the distinction between /l/ and /r/. ● Affricates are missing. 					

Diagnostic test 2

- This test is created to analyze the suprasegmental features of English pronunciation. The diagnostic test I provided needs to revise. Affricates were missing and it did not provide any chance to examine student's ability to distinguish between /r/ and /l/. The isolated items did not function properly to check how students deal with connected speech, stress, and rhythm. Using drama techniques will be particularly effective for beginning students. By providing a simple written script, their language ability does not limit the use of language to accomplish the test purpose.

This role-plays activity is performed to check student's rhythm patterns, stress, and intonation. It is useful to determine priorities of the course. Role-plays assign distinct roles to each student and ask them to speak through these roles. Dramatic activities have been shown to reduce anxiety , increase motivation, and enhance language acquisition. (Richard-Amato 1988) Realistic situation will help students to be engaged in real-world task. This type of performance-based test is meaningful , engaging, and authentic.

Let's do role-playing!

Waiter: Are you ready to order?

Customer: What do you recommend?

Waiter: Grilled lamb is very delicious.

Customer: What is ramp?

Waiter: It is sheep.

Customer: Ship?

Waiter: No. It's a white animal with wooly hair.

Customer: Oh. I see. But I don't like meat. Do you have fish?

Waiter: We have great boiled salmon.

Customer: Salmon? Hmm... I want steak. Do you have steak?

Waiter: We have rib-eye steak.

Customer: My name is Levi. I should take rib-eye steak.

Waiter: How would you like your steak done?

Customer: rare, please.

Waiter: Would you like to have salad or soup?

Customer: Is it free?

Waiter: Yes. It comes with steak.

Customer: Then I will have soup. No, wait. Can I have both of them?

Waiter: Sorry. You can have just one.

Customer: Why not? I am a customer. I want to talk to the manager.

Waiter: Okay.. I will serve you both of them.

Customer: Thank you very much.

Waiter: Would you like anything to drink?

Customer: A glass of wine and water please.

Waiter: White wine or red wine?

Customer: Do you have a sparkling wine?

Waiter: Yes. We have a sparkling wine.

Customer: Please give me a glass of sparkling wine.

Waiter: Okay, anything else?

Customer: That's all. I'm hungry. Please hurry.

(A waiter is serving food)

Customer: Why is this rib-eye steak too thin?

Waiter: No, it is quite thick.

Customer: Do you think it is thick? It is thin.

Waiter: You can talk to the chef if you want.

Customer: Your chef looks scary. I will just eat this.

Waiter: Thank you! Enjoy your dinner.

(After the meal, a customer is asking for the check)

Waiter: How was everything?

Customer: Not good. I want to pay.

Waiter: Here you are.

Customer: Is your tip included on the bill?

Waiter: No, that's separate.

Customer: Very good. I can't give you a penny. Your service is poor.

Waiter: You are such a fool. I want to pour this water to you!! Just leave.



Evaluation sheet

Soh Heekyung	Frequently	Sometime	Rarely
Intonation rises or falls depending on type of questions		v	
Student can produce the sentence stress.			v
Student can separate an utterance into thought groups.			v
Student is aware of the word stress		v	
Utter words or syllables are appropriately connected.		v	
Distinction between /iy/ and /i/ is clear.	v		
Distinction between /r/ and /l/ is clear.		v	
Individual comments : quite clear distinction between /r/ and /l/ no stress pattern.			

5. Analysis of the test results

- All of my tutees wish to develop their vowel sounds. They confessed to having a problem to recognize the distinction between tense and lax vowels . The test results show that the glided vowels were not clearly pronounced in particular. The diphthongs which involve a gliding movement are also problematic for students. They did not recognize the different vowel length. However vowel sounds seem to be pronounced fairly well and it doesn't harm the intelligibility of the speech seriously. The consonant sounds, as opposed to vowels, were mispronounced many times. I found that plosive consonants and nasal sounds were produced quite clearly whereas fricative sounds such as /p/, /f/, /r/, /l/ were not articulated properly. Consonant sounds can more affect intelligibility than vowels. In other words, mispronounced consonant sounds can threat the intelligibility. Besides, tutees have realized the area they really need to improve is consonant sounds. Incorrect placement of stress in the sentence occurred frequently. Students need to understand and acquire the sentence stress and intonation of English. In result, some of consonant sounds and the sentence stress will be mainly focused.

The test results of A

She is aware of the difference between tense vowels and lax vowels. She moved tongue and spread her lips properly to produce /i/ and /iy/. As she has been exposed to English speaking environment, she performed well on listening discrimination activity. However, when she read the sentences using the elicited words such as /p/ and /f/, I found /f/ is incorrectly pronounced as /p/. In contrary, she is able to articulate these sounds in isolation. It explains she is conscious of the differences but needs to practice more. When she asked a question, her utterances have rising intonation. She is not able to illustrate the stress patterns in sentences.

The test results of B

As she is the least experienced in learning English, her pronunciation has lots of mistakes. The biggest problem is that she is not able to produce any stress pattern in speech. Her utterance sounds flat and monotonous. There is not any evidence of consciousness on stress pattern. Furthermore the distinction between /r/ and /l/ is not clear at all. She definitely needs to practice involving the /l/ versus /r/ contrast. When she produced /r/, she only focused on rolling her tongue and did not realize her rounding lips kept producing /w/ sound instead.

The test results of C

Even though she has been studying English for a long time, she tends to be nervous when she speaks in front of people. While she was focusing on the accuracy of her speech, her intonation and stress pattern were missing. She focused too much on the segmental sounds and could not convey the overall meaning of the sentence. She wanted to her vowel sounds but her biggest problem is articulating /f/ and /v/ sounds. She needs communicative practices with more confidence. On the other hands, her vowel sounds are quite clearly articulated in the sentence.



6. Goals and objectives

- After having discussed with tutees, I was able to set up the clear goals of the project. Tutees are aware of what area they really need to develop since the diagnostic test. What they actually need to improve does not match their perceived needs. The goals and objectives are established to reflect both tutee's needs and the analysis of the test results. Their listening discrimination ability will be considered as well. .
- By the end of the project, tutees will be able to articulate consonant sounds /l/, /r/, /p/, and /f/. They will also understand the sentence stress pattern. The sentence stress will be given high priority. Instead of teaching only the role of articulation within words or phrases, students will learn its role in a whole stream of discourse. When dealing with the difference sound system of learner's own language, they employ a substitution strategy. (Walker 2010) This substitution strategy can cause serious confusion and, as a result, it fails to maintain intelligibility and comprehensibility. On the other hand, variation in the non-core features such as /ð/, /θ/, and vowel quality are acceptable with ELF approach. Therefore the project does not target those non-core items.

7. The action plan

Week / Date	Focus	Materials
1. March 30	Introduction to the project. Some basic information about the project will be provided. Arrange the schedule.	
2. April 6	Interview tutees regarding their own goals and background. They will have a diagnostic test.	<ul style="list-style-type: none"> • Needs analysis questionnaire • Diagnostic test
3. April 13	Tutees will have a chance to discuss the result of the test. They will decide what particulars of the sound systems will be taken for the project.	<ul style="list-style-type: none"> • Evaluation sheets • Analysis of the test results
4. April 20	Tutor will create the script of role play to look at how the suprasegmental features behave in the context. The language in the context should be authentic and deliver meaningful conversation.	<ul style="list-style-type: none"> • Role play scripts
5. April 27	The specific materials will provide to develop the consonant sounds /r/ and /l/. Pictures which show the position of the articulators will be given.	<ul style="list-style-type: none"> • Handouts including activities to produce consonant sounds /r/ and /l/.

Week / Date	Focus	Materials
6. May 4	Continue the practice of producing /r/ and /l/ in the context. And introduce the basic rules of word stress.	<ul style="list-style-type: none"> • Handouts
7. May 11	Tutees will understand the basic characteristics of English stress pattern. They will practice through the group activities.	<ul style="list-style-type: none"> • Various Activities • Handouts to help tutee's understanding on the stress pattern.
8. May 18	Tutees will learn about the basic rules of sentence stress. They will be aware of the importance of placing prominence. They also understand that it can change the meaning of utterance.	<ul style="list-style-type: none"> • Handouts including activities to produce the sentence stress
9. May 25	The specific materials will provide to develop the consonant sounds /p/ and /f/. Tutees will enhance their pronunciation skills put all together with various communicative activities.	<ul style="list-style-type: none"> • Shopping list forms and market fryer.
10. June 1	Tutees will have an achievement test to assess the progress of the project.	<ul style="list-style-type: none"> • Achievement test

8. Class 1

- **Consonant sounds /r/ and /l/**

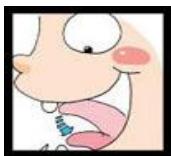
/r/



Tongue does not touch anything

Words list: right, wrong, road, rate, red, wrist, red, arrive, pirate, correct, Irene

/l/



Tongue touches the roof of the mouth behind the front teeth

Words list: light, long, load, late, led, list, alive, pilot, collect, Eileen

Listening discrimination Activity

Task 1 :

one of students reads the words and the other students circle the words they hear.

Is that Eileen / Irene?

There was a small lake / rake behind the cabin.

The teacher collected / corrected the homework.

They've already filed/ fired them.

It was at the end of the wall/ war.

Task 2 : Choose eight words from the words list above.

Then create a story using these words in any order.

One student tells a story, the other students listen and check off which words on the list were used.

right, write, light, long,
road, rate, load, late,
arrive, pirate, alive, pilot,
correct, Irene, collect, Eileen

What is 'dark I'?

Let's pronounce 'milk', 'well', 'April', 'doll'.

The reason why it is called a dark I is because that sound is a little bit dark-sounding. A 'dark I' is pronounced without using the tip of the tongue on the alveolar ridge. The back of the tongue is slightly raised.

Tongue twister

Let level Lisa Lester list the last lesser lesson at least

Romeo Ray and Robert Richard run the rustic rodeo in rural region

Leroy Rolland and Larry Rollo are regarded as rivals in the local literary realm.

Reflection

- The objective of the class was the consonant sounds /r/ and /l/. The first step was to raise the awareness of those sounds. I explained the tongue and lip position and jaw movement with some pictures showing the position of articulators. Using a mirror, students saw how their articulators are positioned and move. Word lists were provided and I had students listen and repeat them. Students performed two different activities. The first activity is listening discrimination exercise with minimal-pair sentences. One student was asked to read the words and the other students circled the words they heard. Then, students had a chance to engage in communicative practice using the same consonant contrasts. Students were asked to create a story using eight words from the list. While a student was telling a story, the other students listened and checked off which words on the list were used. In order to raise their awareness, the definition of 'dark l' was introduced. Lastly, students had tongue twister activity. The tongue twister activity contains similar sounding words with different meanings. It helps students improve fluency in the language.
- My tutees always complain English pronunciation is too difficult. They believe their particular accent should be corrected. I spend some time explaining how English has been changing and how much it is important to have our own accent. I explain them the purpose of the tutoring is not to eliminate it and as long as your speech is intelligible in the conversation, your accent is acceptable. The realistic goal should be set up first and explain why we are doing it. Then some encouragement and support are necessary. I could find my tutees were trying to be involved in the activities with more enthusiasm than before.

- I planned the practice moved from controlled activity to communicative activity. Their proficiency level is between novice high and intermediate low. The communicative activity is to create a story. Since they had never had experience of producing productive skills without teacher's guidance, it took time to complete the task. Especially Hyunjung who is the least experienced and exposed to English seemed to have trouble with the activity. Despite the concerns, their output was excellent. Each story was interesting and quite well-developed.
- I think students should have an opportunity to discuss the curriculums or objectives of the class. It makes students feel more involved in learning and more responsible for producing output. In order to make them produce something, teachers should try to have student-centered class. When students feel comfortable, they will not afraid of making their voice in the classroom. Fun activities will be very useful too.

8. Class 2

* The class will begin by reviewing the previous lesson.
Students will continue the practice of /r/ and /l/.

A. Words: Let's read aloud

lust - rust	long - wrong	liver - river	lack - rack
lace - race	lung - wrung	lay - ray	light - right
lock - rock	leaf - reef	lamp - ramp	lice - rice
elect - erect	climb - crime	play - pray	lolly - lorry
collect - correct	collect - correct	flame - frame	pleasant - present
bloke - broke			

B. Sentences: Practice the sentence in pairs

1. The rabbit raced around the large tree.
2. The long lecture made restless Rita sleepy.
3. Tell Bill to ride carefully down the road.
4. Remind lazy Ronald to wash the radish well.
5. The little lamb ran happily in the field.
6. Hundreds of runners lined up for the long race.
7. Please leave Larry to rest tomorrow.
8. April is a beautiful month for the Spring Cherry Blossoms.
9. The wrinkled old man loves writing letters.
10. Bryan told Lester to order lunch for three.

1 Label the pictures.

mountains

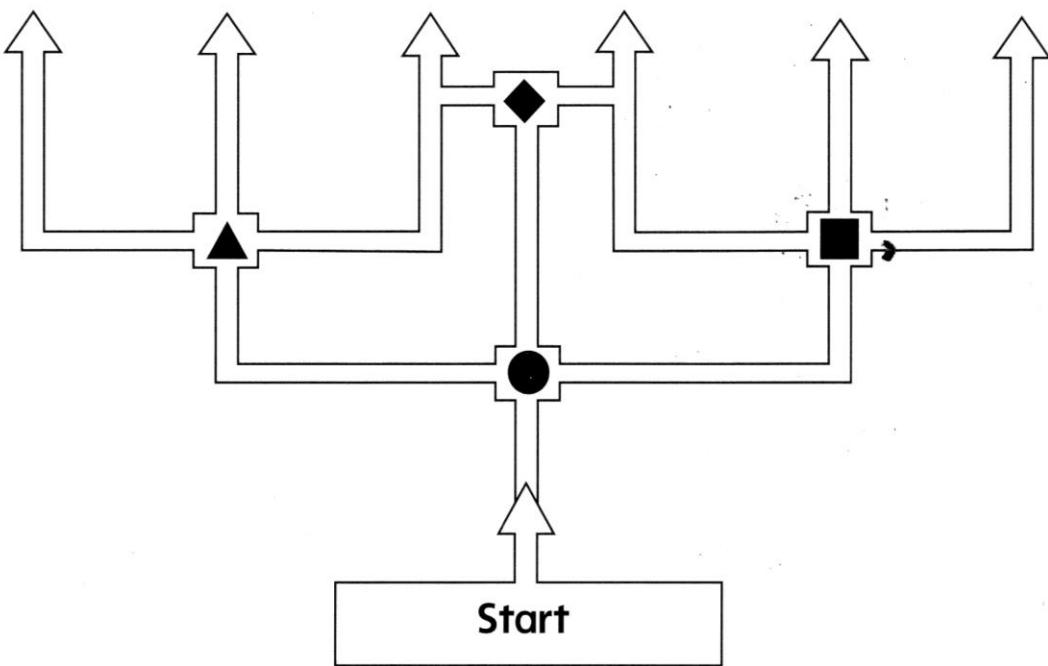
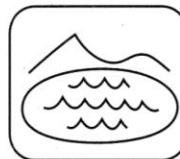
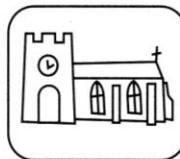
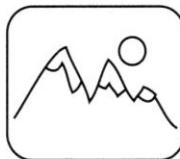
church

flowers

lake

house

tree



2 Now read and complete.

- 1 Turn left at the circle. Turn right at the triangle.
Where are you? At the _____.
- 2 Go straight at the circle. Turn right at the diamond. Turn left again.
Where are you? At the _____.
- 3 Turn _____ at the circle. Turn _____ at the square.
Where are you? At the flowers.

Word stress

Rules of Word Stress in English

There are two very simple rules about word stress:

1. **One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)
2. **We can only stress vowels, not consonants.**

Here are some more, rather complicated, rules that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

1 Stress on first syllable

rule	example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAble
Most 2-syllable adjectives	PRESent, SLENdEr, CLEVer, HAPpy

2 Stress on last syllable

rule	example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

3 Stress on penultimate syllable (penultimate = second from end)

rule	example
Words ending in -ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in -sion and -tion	teleVIsion, revelAtion

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleVIsion** and others say **TELevision**. Another example is: **CONtroversy**

Heavy syllables

Read these words aloud:

MONUMENT

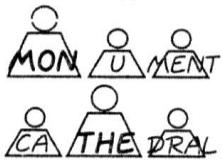


CATHEDRAL



Both words have three syllables (MON/U/MENT, CA/THE/DRAL), but the stress is different.

In **MONUMENT**, the stress is on the first syllable:
the first syllable is 'heavier' than the other two.

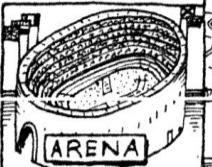
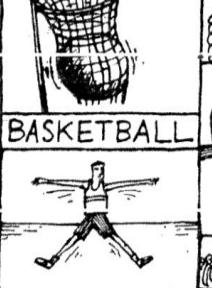
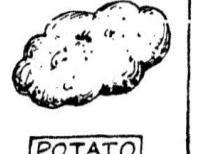


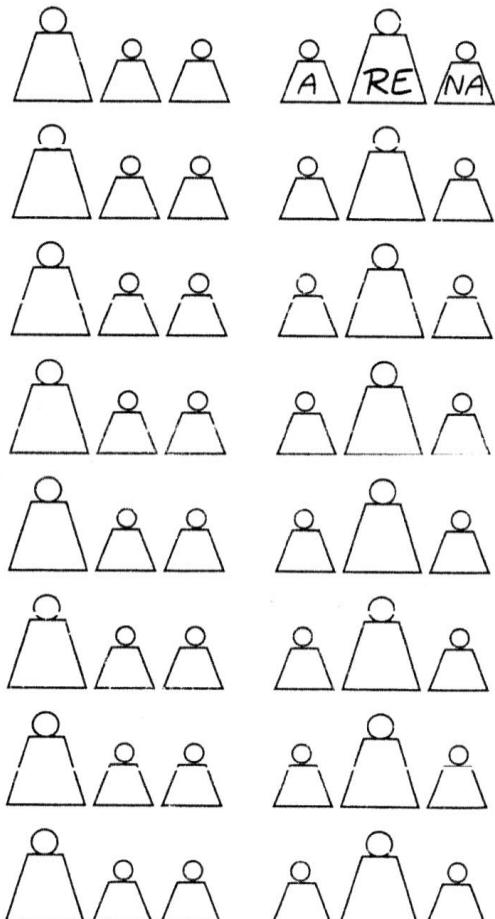
In **CATHEDRAL**, the stress is on the second syllable:
the second syllable is 'heavier' than the other two.



Here are sixteen more words. Write them on the correct groups of weights.

There are eight like this:  and eight like this: 

 ARENA	 ATHLETICS	 BALCONY	 COMPUTER	 EQUIPMENT	 EXERCISE	 FURNITURE	 INDUSTRY	 MOTORBIKE	 PHOTOGRAPH	 POLICEMAN	 ORCHESTRA	 POTATO	 UMBRELLA
--	--	--	--	---	--	--	---	--	---	--	--	---	---



Reflection

- The class started with reviewing the previous lesson of the consonant sounds /r/ and /l/. Practicing minimal pairs can help students distinguish the differences in pronunciation between /r/ and /l/. I demonstrated the pronunciation of the minimal pairs first. By having students working in pairs taking turn, they could reproduce the minimal pairs. They also practiced the sentences in pairs to interact with peers. Then they performed the picture-cued activity which requires students to ask and answer the questions. The basic rules of word stress was introduced. After explaining the concepts, students took a part in heavy syllables activity.
- When students are doing the minimal pair practice, the distinction is clear and their pronunciation is intelligible. Minimal pairs techniques are useful to exercise the contrasts that are difficult for learners because of specific first language backgrounds. However, when they read aloud the sentences, their relapsed into old bad habits. Word stress is just introduced to raise their awareness. I explained the variation of word stress exist within the English-speaking world and is not very important features for intelligibility in discourse.
- After having heavy syllables activity, one of tutees found her word stress pattern is very different from that of standard American English and was shocked by the results. The word stress pattern I used is widely known in Korea. I explained that it is normal to have different stress pattern because she spent her time in Australia. Songyi who has learned English for a long time and goes to English institute regularly got a perfect score on this activity. It means that still many private language institutes teach the word stress pattern. I clearly told them that different word stress is acceptable unless it does not cause any serious confusion.

8. Class 3

Game	Word guessing game– Each student will explain the words in the list. Who gets high scores will be the winner.
------	--

Student 1	Student 2	Student 3
Other students have to guess the words on your list. Before each guess, explain a word in English without acting it out. But do not say the word on your list.	Other students have to guess the words on your list. Before each guess, explain a word in English without acting it out. But do not say the word on your list.	Other students have to guess the words on your list. Before each guess, explain a word in English without acting it out. But do not say the word on your list.
A1. Lollipop	B1. Kangaroo	C1. Rabbit
A2. Window	B2. Sick leave	C2. 이자아 (Lee Jia)
A3. Refill	B3. iphone	C3. magazine
A4. England	B4. Japan	C4. Backpack
A5. License	B5. Umbrella	C5. Canada
A6. River	B6. 2NE1	C6. Sex and the city
A7. Homework	B7. Label	C7. Coin
A8. Credit card	B8. Cash	C8. Radio

7

The most important word

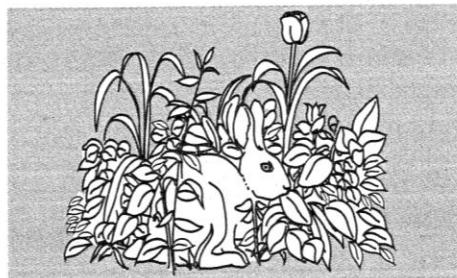
Are you going to eat supper at nine?
No, at six.

A

The most important thing

Look at these pictures. What makes the rabbit easy to see?

Hard to see



Easy to see



Easy to see

The rabbit is easy to see when:

- it jumps up
- it is extra long
- the rabbit is light, and the leaves are dark



B

The most important word

1 What makes a word easy to hear?

Easy to hear

In English, a word is easy to hear when:

- the strong syllable jumps up or down
- the vowel in the strong syllable is extra long
- the other words in the sentence are weak



Music of English



Listen. Say each sentence two times.



I wanted a cup of **tea**.



Not **coffee?**



I wanted a **cup** of soup.



Not a **bowl?**



Pair work: Misunderstandings

- 1 Customer, say **a** or **b**.
- 2 Server, answer.
- 3 Take turns as the customer and server.

Examples

Customer: I wanted **two** lemonades.

Server: Not one?

Customer: I wanted a cup of **soup**.

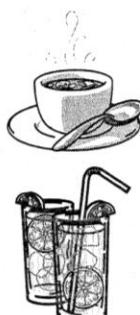
Server: Not coffee?

Customer

1. a. I wanted a cup of **soup**.
b. I wanted a **cup** of soup.

Server

- Not coffee?
Not a bowl?



2. a. I wanted **two** lemonades.
b. I wanted **two** **lemonades**.

- Not one?
Not Cokes?

3. a. But I wanted lemon **pie**!
b. But I wanted **lemon** pie!

Not ice cream?
Not apple?



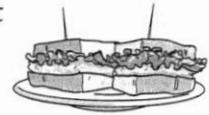
4. a. I asked for potato **salad**.
b. I asked for **potato** salad.

Not soup?
Not tomato?



5. a. This is a tuna **sandwich**!
b. This is a **tuna** sandwich!

Oh, did you want
tuna salad?
Oh, did you
want egg?



6. a. That's a **small** glass!
b. That's a small **glass**!

Oh, I thought you
wanted a small glass.
Oh, did you want
a cup?



听得 J Music of English

Listen. Say each sentence two times.

Are you going to eat supper at **nine**?

No, at **six**.

Are you going to get up at **seven**?

No, at **ten**.

Reflection

- The class began with word guessing games. While a student was explaining the words in her list without any body language, other students guessed the meaning and found the correct words. This game was used to encourage students to practice existing skills and offer relaxed and informal atmosphere. Each word list contains consonant sounds /r/ and /l/ and expected behaviors and results can be drawn through the activity. Then I explained about the most important words in the sentence. By using pictures of a rabbit, the rules for highlighting the most important information within a thought group were introduced. Students also had opportunities for practice in highlighting information and learned how prominence can change the meaning of an utterance. They could practice in placing prominence by asking and answering questions each other.
- Games is very useful to draw student's attention and helps a teacher to create contexts in which the language is useful and meaningful. Tutees were actively involved in the game and expressed their own point of view. When they got excited and amused, they revealed their real pronunciation. There were any distinctions between /r/ and /l/. They were already aware of the importance of highlighting the most information in the sentence. However they were surprised that placing prominence on the different element can change the meaning of the utterance.
- In order to make students feel the prominence in a sentence, I grabbed their arms whenever I highlighted the important words. They practiced the placement of prominence with grabbing their hands. Since it was not easy to receive their emphatic stress, I asked them to exaggerate their speech and overstate the importance of prominence. By doing that, their utterance will be more authentic and English will become more like a living language.

8. Class 4

**sentence stress

Rules for Sentence Stress in English

The basic rules of sentence stress are:

1. **content words are stressed**
2. **structure words are unstressed**
3. **the time between stressed words is always the same**

The following tables can help you decide which words are **content words** and which words are **structure words**:

Content words - stressed

Structure words - unstressed

Words carrying the meaning	Example
main verbs	SELL, GIVE, EMPLOY
nouns	CAR, MUSIC, MARY
adjectives	RED, BIG, INTERESTING
adverbs	QUICKLY, LOUDLY, NEVER
negative auxiliaries	DON'T, AREN'T, CAN'T

Words for correct grammar	Example
pronouns	he, we, they
prepositions	on, at, into
articles	a, an, the
conjunctions	and, but, because
auxiliary verbs	do, be, have, can, must

Exceptions

The above rules are for what is called "neutral" or normal stress. But sometimes we can stress a word that would normally be only a structure word, for example to correct information. Look at the following dialogue:

"They've been to Mongolia, haven't they?"

"No, **THEY** haven't, but **WE** have.

Note also that when "be" is used as a main verb, it is usually unstressed (even though in this case it is a content word).

and conTROversy.

4 Stress on ante-penultimate syllable (ante-penultimate = third from end)

rule	example
Words ending in -cy, -ty, -phy and -gy	deMOcracy, dependaBility, phoTOgraphy, geOlogy
Words ending in -al	CRItical, geoLOGical

5 Compound words (words with two parts)

rule	example
For compound nouns , the stress is on the first part	BLACKbird, GREENhouse
For compound adjectives , the stress is on the second part	bad-TEMpered, old-FASHioned
For compound verbs , the stress is on the second part	to underSTAND, to overFLOW

Students work in pairs. Each partner is given a strip of paper with an unusual sentence written on it. They keep this concealed. If possible they try to learn the sentence off by heart.

Then they start conversing about any subject, but their real object is to get their given sentence into the conversation without their partner realizing and before their partner is able to do the same. To do this successfully they have to move the topic of conversation towards a context in which their sentence could naturally occur.

Sample sentences for strips:

- 1. The farmer was carrying a yellow guitar.**
- 2. Elvis Presley was waiting on Brighton Station**
- 3. The bottles were full of green milk.**
- 4. She kissed him on the nose and went to bed.**
- 5. The French student wrote twenty love letters.**
- 6. The policeman was dressed in pink shoes and a bow-tie**
- 7. The plane landed on the roof of Buckingham Palace.**
- 8. The beauty queen made me a cup of tea.**
- 9. The fly took off again and landed on my pillow.**
- 10 The dog slipped on the banana skin and broke its leg.**
- 11. The water was so deep that the child had to call for help.**
- 12. The king was glad that nobody wanted his autograph.**

Each student will choose one of strips. Teacher will ask three given questions and a student answer the questions. The content words should be stressed.

Sample sentences for strips:

1. The farmer was carrying a yellow guitar.

Who was carrying a yellow guitar?

What was the farmer carrying?

What was the farmer doing?

2. Elvis Presley was waiting on Brighton Station

Who was waiting on Brighton station?

What was Elvis Presley doing?

Where was Elvis Presley waiting?

3. The French student wrote twenty love letters.

Who wrote twenty love letter?

What did the French students write?

What did the French do?

Reflection

- Students learned about the basic rules of sentence stress. The definitions of content words and structure words were introduced. The importance of sentence stress is emphasized because of its impact on intelligibility. After practicing sentence stress, students were trying to play the conversation games. Each student was given a strip of paper with an unusual sentence written on it. However they could not get their given sentence into the conversation due to their proficiency levels. Students read aloud those sentences and practice the sentence stress. Then I asked questions which demonstrate how placement of stress within a sentence depends heavily on the situational context. Lastly students were asked to choose three sentences and create a short story.
- Songyi's story – 'I and my baby invited palace for queen. So we go to there at that time, my baby say 'mom. Look at the bottles were full of green milk. I want to drink.' Queen after heard. The beauty queen made him a cup of milk tea and than we have a good time. So all time past is night now. He fall sleep. So she kissed him on the nose and went to bed'.
- Heekyung's story – 'I'm singer. when I was sing in the street. I was totally no good and poor. I though " if I have a guitar, it'll be better. next day, the farmer was carrying a yellow guitar. and i bought that guitar from farmer.the yellow guitar is magic guitar! so, I was much better. On the other hand, Elvis Presley was waiting he's friend on Brighton station and I was sing same place. He's saw me and thinking "wow!wondenful!"so, we organized a band and we are successed. our popular song is " the bottles were full of green milk!"

- Songyi and Heekyung created interesting stories whereas Hyungjeong's story was written in Korean. Later, she found it more difficult to translate them into English. Those stories contain lots of grammatical errors but the content of the story was very interesting and entertaining. Having controlled practice repeatedly must be boring. By providing open-ended tasks, I tried to give an opportunity to interact with the task and language more deeply. However, students might gain negative washback on the task. For beginners. It is not easy to demonstrate competence in writing. The integrated skill instruction lays a burden on them. Next time I will consider their proficiency levels carefully.

8. Class 5



Let's make a shopping list (pair works)

Your mom is sick in bed.
You will go out to do the grocery shopping instead of her.
There are several items for sale and your mom needs to buy at least 7 items.

Please make a shopping list.
You need to ask her questions to make a shopping list.

Q: Do you need _____ ?
A: Yes. I need _____. / No. I don't need _____.



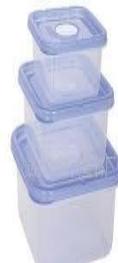
FARMERS MARKET SALE!!



plunger : \$3.5



Peanut: \$2.5



food container:
\$5.5



pork cutlet
\$8.80



fish and
chips :
\$4.3



grapefruit: \$1.8



toilet paper: \$1



Perrier : \$2.8



frozen pizza : \$3.8



Paprika : \$2.3



fresh milk : \$2.2



fried rice : \$5.5



french fries : \$1.2



Fruit punch: \$3.2



flour:
\$3.3

Consonant sounds /p/ and /f/

A. Words

pull – full	pin – fin	pond – fond	pinch – finch
pan – fan	pickle – fickle	pence – fence	pig – fig
purr – fur	leap – leaf	stripe – strife	cheap – chief
cup – cuff	snip – sniff	whip – whiff	sheep – sheaf
copy – coffee	sipped – sift	ripped – rift	leapt – left

B. Sentences

1. The funny fellow put the pen in the fire.
2. Faith tripped over the telephone at Fred's place.
3. The plump puppy followed Patricia for a long time.
4. A few people prefer waffles more than pancakes.
5. Pickles, plums, figs and pumpkin are all food.
6. Pat did not expect to sniff powdered pepper.
7. People often repeat different expression!.
8. The chef chopped the potatoes with a sharp knife.
9. The father completed the application for his handicapped son.
10. Your thoughtful influence has affected Penny in a wonderful way.

Reflection

- The class began with the making a list activity. This activity is created to achieve conversational competence. Students were trying to be engaged in meaningful tasks. After finishing the activity, they could guess the objectives of the class. They practiced minimal pairs and read aloud the sentences. By having students working in pairs taking turn, they were able to understand the differences easily and reproduce the minimal pairs. Lastly, I asked them to read the sentences again with sentence stress. While a students were producing the sounds with stress pattern, other students checked the mistakes. Then they got simple feedback from other students.
- Successful language learning lies in the feedback that a learner receives from others. Students can identify their strength and weakness. The affective feedback allows students to continue attempting to get a message across. They can produce /p/ and /f/ without any difficulties. However most of them failed to produce sentence stress. I recorded their performance and let them hear how they delivered the sounds and stress pattern. I was trying to give praise for strengths and constructive criticism of weaknesses.
- Students are getting used to giving feedback to peers. Giving and receiving feedback makes the task performance a motivating experience. They can also look back on their performance and share their opinions with a fresh eye.

9. Achievement test

- An achievement test is related directly to classroom lesson or a total curriculum. The specifications for the achievement test is determined by the objectives of the lesson, or course being assessed. The primary role of the achievement test is to determine whether course objectives have been achieved. The test is divided into two parts: Firstly they will be asked to read aloud the story ‘ Little red riding hood ’. The consonant sounds /r/,/l/,/p/ and,/f/ will be measured. 10 minutes will be provided to prepare and their answer will be recorded. The second part is answering the question with appropriate sentence stress. This part is created to check whether the content words are stressed. The conversation will be recorded. Before the test, I will show the check list and inform them of the test objectives.

Achievement test

1. You will read aloud the Little Red Riding Hood story. You will have 10 minutes to prepare.

Then you will read the story aloud. Your answer will be recorded.

Little Red Riding Hood

Once upon a time, in a far away place, Little Red Riding Hood lived in a village near the forest. One morning, Little Red Riding Hood went to see her grandmother. "Remember, go straight to Grandma's house," her mother said. "Please don't play with strangers!" "Don't worry, mommy," said Little Red Riding Hood, "I'll be careful." But Little Red Riding Hood forgot her promise to her mother. Suddenly, a wolf appeared beside her. "What are you doing out here, little girl?" the wolf asked. "I'm on my way to see my Grandma who lives near the forest." Little Red Riding Hood replied. Then she rushed down the path to her Grandma's house. The wolf arrived at Grandma's and knocked lightly at the door. "Oh thank goodness dear! Come in! I was worried that something had happened to you in the forest," said Grandma, thinking that the knock was her granddaughter. The wolf gobbled her up! The wolf wore grandma's night gown. A few minutes later, Red Riding Hood knocked on the door. "Who is it?" "It's me, Little Red Riding Hood." "Oh how lovely! Do come in, my dear," "Grandmother! Your voice sounds so odd." "Oh, I just have a cold, "But Grandmother, what big ears you have!" "The better to hear you with, my dear," replied the wolf. "But Grandmother, what big eyes you have!" "The better to see you with, my dear," replied the wolf. "But Grandmother, what big teeth you have!" "The better to eat you with, my dear!" roared the wolf and he began to follow the little girl. Little Red Riding Hood realized that the person in the bed was a wolf. A woodsman who was chopping logs heard her cry and ran towards the cottage as fast as he could. He grabbed the wolf and made him spit out the poor

Evaluation sheets

Name:	A	Date:	June 1 st
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a) Consonants

/r/	red	o	riding	o	roared	o
	replied	X	ran	o	realized	o
/l/	lightly	X	lived	o	little	o
/f/	far	o	forget	o	forest	o
	careful	o	follow	o	fast	o
/p/	please	o	play	o	promise	o
	replied	X	happily	o	appeared	o

b) Sentence stress

No. she is not playing the violin She is playing the guitar!	Not okay
The white cat is playing the guitar!	Okay
No. She is not going to go golfing . She is going to go scuba diving!	Not okay
She is wearing a diving suit, flippers, and swimming goggles	Not okay
No, it is not a frog . It is a cat .	Okay
She is sitting on the sofa and taking a break.	Okay

Evaluation sheets

Name:	B	Date:	June 1 st
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a) Consonants

/r/	red	o	riding	x	roared	o
	replied	o	ran	o	realized	o
/l/	lightly	x	lived	o	little	x
	far	o	forget	o	forest	o
/f/	careful	o	follow	o	fast	o
	please	o	play	o	promise	o
/p/	replied	o	happily	o	appeared	o

b) Sentence stress

No. she is not playing the violin She is playing the guitar!	okay
The white cat is playing the guitar!	Okay
No. She is not going to go golfing . She is going to go scuba diving!	Not okay
She is wearing a diving suit, flippers, and swimming goggles	Not okay
No, it is not a frog . It is a cat .	Okay
She is sitting on the sofa and taking a break.	Okay

Evaluation sheets

Name: C		Date: June 1 st				
a) Consonants						
/r/	red	x	riding	o	roared	o
	replied	o	ran	o	realized	o
/l/	lightly	x	lived	o	little	x
/f/	far	o	forget	x	forest	x
	careful	x	follow	o	fast	o
/p/	please	o	play	x	promise	o
	replied	o	happily	o	appeared	o
b) Sentence stress						
No. she is not playing the violin She is playing the guitar!				Not okay		
The white cat is playing the guitar!				Not okay		
No. She is not going to go golfing . She is going to go scuba diving!				Not okay		
She is wearing a diving suit, flippers , and swimming goggles				Not okay		
No, it is not a frog . It is a cat .				Not okay		
She is sitting on the sofa and taking a break.				Okay		

10. Conclusion

- The primary goal of teaching pronunciation should be intelligibility of the utterance. Learners who have different first language backgrounds communicate each other and a global language English plays a significant role in communication. The traditional pronunciation class's goal is to have native-like accent whereas the ELF approaches allows the accent variation. I spent lots of time explaining the ELF approach and explained that English is not dominated by inner circle countries. It is very important to raise student's awareness on this change. The consonant sounds /r/, /l/, /p/, /f/ are the most problematic sounds. It is essential to eliminate error from a speaker's pronunciation.

11. references

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