

# **Final Report**

# **Tutor Project**

Sookmyung Women's University  
Graduate School of TESOL  
English Pronunciation  
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## **I . Introduction to the project**

English is changing consistently because a number of people who are native speakers or not use English for various purposes in the world. There are numerous circumstances which people can use English to communicate with each other, regardless of their nationality. For example, if there is a situation Chinese and Greek are together in the medical conference in Japan, what language do they use? Or, providing that Filipino and Korean are at the airport and they have to ask and answer about their flight, what can be helpful for their interaction? Nowadays, English is not belonged in one nation or community anymore. Therefore, English is a lingua franca which can be used for communication between people who come from different country and have different mother tongue. As a lingua franca, since English is used by diverse people in the world, many linguistic or non-linguistic features of English have been changing. For example, grammar, vocabulary use, pronunciation are used by different people in different way, it can be said that there is no standard for correct English model anymore.

For English pronunciation teaching, English teachers have to consider that English pronunciation is a lingua franca which diverse learners use. Compared to other linguistic or non-linguistic components in English, pronunciation can be the most various part according to the speakers. If American and Korean follow the same grammar and speak same sentences, is it possible that they have exactly the same pronunciation? Even they are alike 'native speakers' who use English as their mother tongue, it can be impossible for them to say exactly same pronunciation. For appropriate teaching English pronunciation, teachers have to decide what can we teach and how and when we can teach learners English pronunciation.

In this tutor project, there are several steps to practice English pronunciation together. First, my two tutees and I discuss what and how we think about English pronunciation in detail. Also, for practicing together in the future, it can be better for us to be familiar with one another through meetings several times. After that, for second, we make a diagnostic of their pronunciation in several ways to decide what we will focus on. With five week plans, we will practice certain points of English

pronunciation which we have decided to practice. Not only practicing together during the meeting, but also individual practice assignment will be given to them for five weeks.

## **II . Participant profiles**

### **( i ) Tutees' profiles**

I have two tutees who have studied English with me nearly 6 months to improve their English ability. Usually I have a class with them twice a week for about two hours each. Until now, our class has focused on the English grammar, vocabulary and some writing activities to use their grammatical knowledge. We nearly haven't touched pronunciation part. They don't have relationship with each other. Their personal backgrounds and levels, goals are quite different, I think. However, they are motivated in learning English now and it is possible to meet together for tutor project at least once a week, I chose them as my tutees.

I conducted a little survey on their attitude, preference, perception and awareness of English pronunciation. After discussing about several points related to it in advance during the meeting, I sent them the questionnaire by e-mail. They had a few days to complete it, so I think they had enough time to think about their perception of English pronunciation quite carefully. Also, I was surprised that they already have not only many thoughts about English pronunciation, but also their weakness and strengths in detail.

#### **(1) Kim Seung Chan**

##### **1. Name / Age / Gender / Occupation / Language ability**

My name is SeungChan, Kim. I am 24 years old man.

I am university student. And, I think I am good at using English.

##### **2. Briefly explain your English learning experience.**

When I was 8, my mother bought many English books for me. I think it made me had

a fun because these books were very simple and easy to learn. It was a chance to learn English for me. Later, I was given great grade in English in mid and high school. And I received private tutoring for English when I was 17. It was also great experience because my teacher was very good.

(The English class in mid,high school is excepted..)

3. Have you ever taken any kind of English pronunciation instruction?

If you have received English pronunciation instruction, how about that?  
I received private tutoring for English when I was 17. During that time, I learned English formal grammar, vocabulary, and pronunciation. But it was very basic.

4. Do you have preference in English pronunciation (Accent)? And if you have, why?

I prefer American pronunciation because it is easy to understand for me.

5. Do you have any dislike English pronunciation (Accent)? If you have, why?

Russian style... Because my mechanical vibration professor is Russian. I can't understand her speech at all. Her accent is strange for me.

6. Have you felt the difficulty communicating with the people who use English?  
Briefly describe the situation and your feeling.

As I mentioned previously, I can't understand my professor's speech at all. During conversation with her I think I am at a loss. And I think It is because I am accustomed to American style.

7. What do you think about your English pronunciation? And why do you think like that?

Not bad. I do better than my friends. But my girlfriend do better than me. So my pronunciation is not bad.

8. Do you think that you have a good English pronunciation? Or, do you want to correct your pronunciation? Tell me the reason why you think like that.

Not bad. I do better than my friends. But my girlfriend does better than me. So my

pronunciation is not bad. And I want to correct my pronunciation. If I know correct pronunciation, it will be easy to understand English.

9. What are your strong pronunciations? Or, what are your weakened pronunciations?

Tell me simply describe why it is difficult for you.

B, P pronunciation is strong. But, Th, f, v pronunciation is weakened.

It is difficult to move my under lip.

10. What is your goal and purpose of your English learning? Do you think this project is helpful to achieve that? Why?

My goal of learning English is proficiency in using English. And this project will be great help for me. During this project, I will use English and practice, and correct my pronunciation more than now. I think this process is essential part of learning English.

11. Do you have any motivation to learn English? Tell me what they are.

I want to trip abroad. And, later, I want to live other country. These are my motivation.

Also, I must have a good ability to use English to get a job in Korea.

One of the tutee, whose name is Kim seung chan, is a university student. He has taken a regular English course in the public school system, but he started learning English when he was 8 by reading English story books. Also, he has an experience in learning English with personal tutoring when he was in high school. At that time, he got a simple pronunciation instruction at practicing consonants, vowels level. Since it is widely used in Korea, he prefers American style pronunciation and hasn't a confidence in listening Russian style. The professor who teaches him one of the subjects at the university affected him about English pronunciation made by Russian. Generally, he is confident in his English ability such as grammar, reading and writing skills, while has a concern about speaking and listening. He is really motivated to learn English as a language to interact with others in travel or work situation, and has a goal to get a good score in English test such as TOEIC or OPIC to get a job in Korea.

(2) Kwak Yoon Jin

1. Name / Age / Gender / Occupation / Language ability

KWAK YOONJIN / 27(만25) / FEMALE / BANKER / 약간의 쉬운 의사소통만 가능한 정도

2. Briefly explain your English learning experience.

Just I completed the regular course from elementary school to high school. During the past 2 month, I get extracurricular study.

3. Have you ever taken any kind of English pronunciation instruction?

If you have received English pronunciation instruction, how about that?

4. Do you have preference in English pronunciation (Accent)? And if you have, why?

영국식 발음 : 흔치 않는 악센트에서 희소성이 느껴지며, 강한 T발음이 멋짐

5. Do you have any dislike English pronunciation (Accent)? If you have, why?

인도식 발음(인도, 인도네시아, 기타 동남아권) : ‘뚜루뚜루’ 거리는 식의 발음이 익숙지 않아 이해하기 어려움.

6. Have you felt the difficulty communicating with the people who use English?

Briefly describe the situation and your feeling.

대학교 인턴쉽으로 호주에 잠시 4개월 다녀왔을 때, 외국인과 늘 영어로 대화해야했던 적이 있다. 아무래도 원어민에 비해 나 스스로 영어 실력이 부족하다고 생각했기 때문에 크게 위축된 상태로 대화를 하다 보니 발음적으로나 문법적으로나 더 엉망진창인 대화가 이어졌다. 확실한 건 알고 모르는 지식의 차이보다는 자신감이나 적극적인 자세가 영어 실력을 향상하는데 큰 도움이 되는 것 같다.

7. What do you think about your English pronunciation? And why do you think like that?

흔히 일상적으로 사용하는 영어 단어에서만 미국식 발음이 나오지만, (예를 들면 a little) 말하는 문장과 단어에 큰 강세 표현이나 연음 처리 부족함.

8. Do you think that you have a good English pronunciation? Or, do you want to correct your pronunciation? Tell me the reason why you think like that.

고치고 싶은 발음 : s/z, b/v/f, r/l 등 비슷한 발음에 대한 정확한 구분이 없이 발음 중.

9. What are your strong pronunciations? Or, what are your weaken pronunciation? Tell me simply describe why it is difficult for you.

잘되는 발음 : 기본적으로 잘되는 발음은 딱히 없는 것 같다. 사실 어느 발음이 맞는지 정확한 기준이 없는 상태라 정상적으로 잘하고 있는지 판단하기 어려움.

어려운 발음 : s/z, b/v/f, th, r/l 발음 구분이 안 됨.

10. What is your goal and purpose of your English learning? Do you think this project is helpful to achieve that? Why?

우선은 자격증 취득을 목적으로 하는 영어 공부가 아니기 때문에, 스스로 만족할 수 있을 정도의 영어 실력을 갖추는 게 목표. 주로 상대방과의 의사소통을 목적으로 공부 중이기에, 발음이 향상되면 좀 더 내 의사를 표현하는데 수월할 것으로 보여 이 학습과정이 큰 도움이 될 것이라 생각한다.

11. Do you have any motivation to learn English? Tell me what they are.

기존에 해외여행을 종종 다녀왔지만 의사소통이 어려워, 여행의 다양한 혜택을 누리지 못한 적이 있다. 가이드 없는 자유여행을 통해 여행의 질을 높이고자 영어 공부 중이다.

The other person, Kwak yoon jin, is a banker who has been working at a bank about 3 years. She had taken English classes at the public school, and never has studied English personally at an institute or tutoring, study. Therefore, regarding the pronunciation, she doesn't have a sample or model she can follow, she said. She likes England pronunciation because she thinks it has scarcity compared to other pronunciations. She said she feels strong /t/ attractive especially. On the other hand, the pronunciation made by Indian speakers is not preferred due to their distinctive pronunciation affected by their mother language, Indian. She expressed that she can't understand 'turuturu' sounds in Indian English. During her 4months internship in Australia, she felt that her English ability was not enough to communicate with native speakers and recognized that confidence could affect a lot English proficiency.

In general, she wants to correct almost things in her English pronunciation such as linking, stress, intonation as well as small parts like consonant and vowel sounds. Her biggest motivation to do this project is traveling abroad without a guide freely, while she doesn't have a plan to take English proficiency tests for a while.

## **( ii ) Tutor's profile**

Since I'm studying in TESOL graduate school now, I think it can be good for me to do the survey as my tutees do. As a tutor and a student, I thought about myself in using English and my perception of pronunciation. My tutees and I have some kinds of similarities in learning experiences and attitude. Also, we have similar problem when we use English

### **1. Name / Age / Gender / Occupation / Language ability**

Da hyeon, noh / 27(international age: 25) / FEMALE / English teacher at TOEIC institute / Korean, English

### **2. Briefly explain your English learning experience.**

After taking the regular courses in public school system almost a decade, I took the English conversation course and Basic English course at university. Although the last two courses proceeded with native speakers, there was not difference compared to previous English courses in my opinion. During university, I took a TOEIC class to take a TOEIC test in order to graduate from university for nearly two years. After that, in language institute, I have attended conversation practice course with native speaker for about a year. That was nearly my first time to speak with others in English and practice speaking English every day.

### **3. Have you ever taken any kind of English pronunciation instruction?**

If you have received English pronunciation instruction, how about that?

I have taken an English pronunciation instruction at language institute with native speaker. There was a pronunciation book they have made for pronunciation teaching. At the beginning of the class, the teacher spoke loudly several words that include certain sounds we had to practice. After students' repeating words, teachers read

five or six sentences which are longer and still include target sounds. Students had to speak one of the sentences per person. When the student made an error or mistake in pronouncing the sentence, teachers helped the student to correct their pronunciation. In my memory, there was a listen and repeat method only to practice pronunciation. Also, materials were not related to our needs and situation. When the teacher was changed according to the level, students had to practice with different teachers who are come from different countries. They were African, Californian, Spanish, American.

4. Do you have preference in English pronunciation (Accent)? And if you have, why? Actually, I don't have any preference in English pronunciation. Of course, when I first hear the new accents or pronunciation of others, I can be embarrassed and have difficulty understanding the speech. However, with concentrating on the speech, it is not really hard to understand what the speaker says regardless of their accent. I think the most important thing in pronouncing English is whether the pronunciation is understandable or not. Certain accents can be not the biggest problem in using English.

5. Do you have any dislike English pronunciation (Accent)? If you have, why? I don't have any experiences with people who are not native speakers. Also, I think I don't have dislike English pronunciation or accents until so far. Actually, I don't have many opportunities to listen to others' speeches yet except native speakers.

6. Have you felt the difficulty communicating with the people who use English? Briefly describe the situation and your feeling.

When I have a conversation with other students in graduate school students, sometimes I have difficulty speaking my ideas due to the lack of vocabulary or certain expressions. At that time, I usually use different or easier words to explain my ideas. I was quite nervous and embarrassed a lot at first nowadays it is more comfortable for me to speak English with others. I think my anxiety is quite high according to the type of people speaking with me, and the degree of formality. For me, it is more difficult to speak English in informal situation. I have studied English at

school and institute it is unusual for me to use English outside of classes.

7. What do you think about your English pronunciation? And why do you think like that?

I think my pronunciation is quite understandable because I don't have difficulty communicating with others due to my pronunciation. The difficulty can come from other parts such as vocabulary, expression, grammar. However, I have never been to abroad, I haven't had any real chance to test my pronunciation.

8. Do you think that you have a good English pronunciation? Or, do you want to correct your pronunciation? Tell me the reason why you think like that.

Of course I want to improve my English pronunciation in certain points. However, on the other hand, my problem can be related to fluency, not pronunciation I think. As I mentioned above, my difficulty in using English can be related to fluency rather than certain pronunciation.

9. What are your strong pronunciations? Or, what are your weaken pronunciation? Tell me simply describe why it is difficult for you.

I think my pronunciation is not the same as native like, but I haven't studied English pronunciation in detail yet. Also, for me, it is more important to achieve proficiency than correct my pronunciation like native speaker. When I speak English, I usually try to pronounce clearly enough to be understood by others. Of course, sometimes I confused about the differences between some subtle different vowel sounds. However, I don't think they have harmful effect on my understanding and my pronunciation.

10. What is your goal and purpose of your English learning? Do you think this project is helpful to achieve that? Why?

My goal of English learning is to use English for any purposes as I use Korean. Also, as I don't have many experiences in using English in real context, I wonder whether my speech can be understandable by others or not. Probably, after practicing a lot and using English for diverse purposes to improve proficiency, I will use English

more fluently and freely than now. This project is absolutely helpful for me to pronounce more appropriately and understandably because I have to prepare the activities, materials, and be aware of the correct pronunciation. With this tutor project, I as well as my tutees can improve our pronunciation and have confidence in speaking English.

11. Do you have any motivation to learn English? Tell me what they are.

My strong motivation to learn and practice English is that I want to become a good English teacher. Now, I am a TOEIC teacher helping students learn English grammar, vocabulary, some kinds of skills of English tests. However, I want them to learn English as a language which they can use when they interact with others. English is an essential source to study, work, travel to and do a lot of things now. Although everything is not easy and sometimes not going well, I will show my students that you can use English as a language even you are in Korea like me in the future. In order to do that, I have to improve consistently my English, I think.

### **III. Diagnostic test**

For diagnostic, I chose reading the words, reading the paragraph and describing the picture, as my tutees are in different levels of proficiency. Kim Seung Chan can speak his ideas in English and has a grammatical, vocabulary knowledge to do so. Also, except that when he encounters unknown words, he is quite well pronouncing English, I think. However, the other tutee, Kwak Yoon Jin, has a little problem in speaking English due to the lack of confidence, vocabulary and grammatical knowledge. I think she is shy when speaking English. Also, she is hardly speaking her thoughts in English because of the English proficiency and the lack of confidence.

Therefore, I chose relatively controlled activities to diagnostic their pronunciation. Before recording their speaking, I gave them a few days to prepare it and explained in detail what will they do, why we need to do that. During the separated meeting, they recorded their speaking by themselves without me.

**( i ) Reading the words**

Aunt, Roof, Route, Wash, Oil, Theater, Iron, Salmon, Caramel, Fire, Water, Sure, Data, Ruin, Crayon, New Orleans, Pecan, Both, Again, Probably, Spitting image, Alabama, Lawyer, Coupon, Mayonnaise, Syrup, Pajamas, Caught, Naturally, Aluminium, Envelope

(Rogerson-Revell, P. (2011). *English phonology and pronunciation teaching*. London: Continuum.)

**( ii ) Reading the paragraph**

(1) Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

(Weinberger, S. (2014). *Speech Accent Archive*. George Mason University. Retrieved from; <http://accent.gmu.edu>.)

(2) Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don't appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into the middle of someone's sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are taught explicitly not to interrupt.

(Deena R. Levine and Mara B. Adelman, *Beyond Language: Intercultural Communication for English as a Second Language* (Englewood Cliffs, N.J.: Prentice Hall, 1982), p.23.)

### **(iii) Describing the picture**

#### **IV. Analysis of the diagnostic results**

Since my tutees' proficiency is relatively not high, I chose the rubric that is below. Standards of diagnostic are quite big segment such as consonants, vowels, endings etc. After listening to their speech over and over again, I made diagnostic of their pronunciation according to the standard. Personally, I think their problems about pronunciation can be mistakes because they probably felt uncomfortable to record their English speaking similar to some kinds of tests. So, I tried to think about that not only negatively, but also positively. I focused on the repeated problems which can have harmful effect on intelligibility rather than unrepeated mistakes.

**( i ) The rubric used for diagnostic**

Elements of Speech	Difficulties	Examples
Consonants	Does the speaker have repeated problems with any consonants or clusters?	
Vowels	Do vowel sounds negatively affect intelligibility?	
Syllables and/or grammatical endings	-S endings (Americans, relationships) -d endings (considered, appreciated)	
Word stress	Does stress fall on the appropriate syllable?	
Rhythm in sentences	Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?	
Focus and special emphasis(Prominence)	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?	
Intonation/Pitch	Does tone rise and fall in the appropriate places? Or, does it sound monotone?	
Thought groups and linking	Does the speaker pause at commas and other appropriate places?	
Delivery (rate of speech, loudness)	Does the speaker speak too loudly or quietly, too fast, or too slow?	

## **(ii) Analysis of diagnostic for Kim Seung Chan**

I think his English proficiency is quite good, maybe it is intermediate mid or high level. He can make correct English sentences, also speak English with confidence. Generally, his free talking and natural speaking are much better than reading a text, word list. As this project is going, his speaking and pronunciation are better and better, I think.

### **(1) Consonants**

For consonants, he has a little problems pronouncing /th/ sounds in front, middle, ending place. 'three', 'their', 'nothing' these kinds of words were spoken repeatedly because he was worried about /th/ sound and corrected several times. Another problem is that his /r/ sound was heard like a vowel. Especially, when /r/ sound was pronounced, his tongue touched something in the mouth. Interestingly, he pronounced quite well when /r/ is in the first place of word, such as 'red', 'rats', 'rude'. When /r/ sound is in the middle or ending or words, he pronounced them almost //, like 'every', 'scream', 'caramel', 'interrupt', 'syrup' etc. He is aware of individual /r/ sound, it seemed like quite difficult to do it naturally.

### **(2) Vowels**

His vowel sounds were very nice, and had not negative effect on intelligibility, considering his proficiency. Sometimes there was a problem distinguishing [i] from [ɪ], [ə] from [ʌ], but that was not serious enough to harm intelligibility.

### **(3) Syllables and/or grammatical endings**

All grammatical –s endings were very good in his speaking like 'bags', 'communications', 'turns', 'Americans'. As he already has grammar knowledge in rather high level, it was easy for him to add –s sound at the end of the words and sentences. In –ed endings, he had a problem pronouncing it. For example, when he said 'considered', 'finished', 'observed', 'noticed', almost he didn't pronounce –ed endings, just spoke like infinitive, 'observe', 'consider'. Also, he didn't know about that –ed endings can be pronounced –t endings as the words 'finished', 'watched' do. When he said –sh ending in 'fresh', 'wash', his pronunciation was close to just 'si'.

#### (4) Word stress

Word stress was quite good in relatively shorter words. He is already know almost phonetic symbols which Korean students have learned in public school system to produce English so seemed like that he understood how can he speak words appropriately, even with unknown words, the word stress was quite good, I think. However, in relatively loner words such as 'explicitly', 'unsuccessful', 'contributing', he didn't put any stress in the word. According to the vowel sounds, he spoke them equally. Probably, he didn't catch where he could put stress in long words although he seemed like that he already knew word stress.

#### (5) Rhythm in sentences

When he spoke about his own ideas or the sentence which he understood the meaning of it, he had a relatively natural rhythm. While he was describing the picture with his thoughts, he spoke English most naturally. On the other hand, when he read the paragraph, his speaking sounded a little bit awkward since he spoke in almost same tone as Korean does. I think he was a little bit nervous when he read something due to the concern about accuracy of his pronunciation. Personally, his speaking rhythm was not bad, but quite good.

#### (6) Focus and special emphasis (Prominence)

#### (7) Intonation / Pitch

For focus and special emphasis (prominence) and intonation/pitch, the result is similar to that of above. When he described the picture, he put the emphasis on key words, content words by speaking more loudly. For instance, saying 'the old man and old woman were surprised. They jumped', he put the stress in underlined words. Basically, he put the stress on subject and verb consistently. For intonation, he included exclamation during his speaking to express surprise like 'oh!', 'wow!', 'uh ha'. Also, he fell the ending of the sentence to express his certainty, saying 'the number of rats is, maybe twenty, ah, maybe twenty yeah'. Unlike natural speaking, he spoke too flat in monotone with no big emphasis in any words when he read paragraphs. As I mentioned above, he could be under a little tension.

#### (8) Thought groups and linking

I think he has a good sense of thought groups and linking. During his natural speaking, he usually divided into his speaking subject and verb, objective and adverb like that. It was quite easy to follow his speaking with comprehension. Sometimes his thought groups were rather long, it was not damage the understanding. Often, he made a mistake dividing thought groups after saying relative pronoun like that, 'have you noticed that / some people interrupt conversations ~'. Except that, his thought groups transmitted his message effectively. Words linking and sentence linking were good. Especially, he pronounced very well prolonged sounds in word levels.

#### (9) Delivery (rate of speech, loudness)

He spoke English loudly and clearly enough to be understood by others with confidence. When he spoke English, he seemed like interested in speaking English and having fun. Reading paragraph, his speaking was a little bit faster, but that was not harmful for comprehension.

### **(iii) Analysis of diagnostic for Kwak Yoon Jin**

During our meeting, she is usually shy when speaking English alone or with others to communicate. However, I think she has a great potential to improve her pronunciation. First of all, she just hasn't enough experience to produce English. During the travel abroad, she was always with other people or guide. Although she feels a little shy and uncomfortable to speak English yet, I believe she has several advantages in speaking English. With more confidence, her pronunciation is going to be getting better and better.

#### (1) Consonants

Except for relatively easy consonants to produce such as /p/, /b/, /s/, /k/, she had a difficulty pronouncing the sounds which she has to use her lips to make. For example, she had a trouble in producing /f/, in 'from', 'frame', 'sofa' etc. She produced /f/ nearly similar to /p/. Also, /v/ was difficult for her in many words like 'have', 'conversation', 'five', 'approval'. For /v/ sounds, she didn't use her lips and

produced similarly when she produces /b/. Her /r/ is close to // sound regardless of that where /r/ exists, front, middle and final. I think, maybe he felt awkward about that she had to use her tongue and lips because in Korean, she doesn't have to do so. It probably will be going to be better as soon as she will be relaxed when speaking English. For another problem, she had difficulty with the words including consonant clusters. For instances, 'caught', 'envelope', 'new Orleans' were not produced appropriately since she didn't know how to read those things. After letting her know how to read and listening to them several times, they were still not good.

## (2) Vowels

Considering her proficiency, she quite well pronounced every vowel not to harm intelligibility. Of course vowel sounds were not exactly the same ones made by native speakers who use English as a mother tongue, they were quite understandable. Also, she seemed like not having difficulty with it.

## (3) Syllables and/or grammatical endings

Actually, I think this part can be the most difficult part for her because it is related to grammatical knowledge. She hardly pronounced -s endings and -ed endings. It was rare case she read or speak -s, -d endings. In reading paragraph, she read most appropriately 'books', 'bags', 'Americans'. However, she often omitted grammatical -s ending from the words and sentences. I think, in real conversation, it can be not a serious problem to understand, but it can be harmful for intelligibility. -ed ending was also problem since she didn't produce it at all. She said about that she knew that she had to produce -ed ending in the sentence when she read the passage, it was very shy and unfamiliar to her. Maybe her biggest problem in pronouncing English can be a lack of confidence. I will encourage her to do these things more naturally.

## (4) Word stress

As I mentioned above, she felt awkward when she spoke in English. Therefore, she didn't any strong stress in the words. Regardless of the length of words, she pronounced all syllables with same tone. So, her speaking sounded like a

Korean. I think it is also related to confidence and shyness in speaking English.

#### (5) Rhythm in sentences

She didn't have a natural flow in her speaking because of, I think, her proficiency. Compared to reading a text or list of words, describing the picture was more monotonous speaking. She seemed like a little bit uncomfortable to make sentences alone. She spoke very flat as other Koreans do their mother tongue.

#### (6) Focus and special emphasis (Prominence)

She usually spoke subject a little bit stronger and louder than other parts of sentence. I think she didn't have the concepts of English stress, key words, content words, contrasts yet. It can be not bad since I can help her to get a perception of those things which are natural in English.

#### (7) Intonation / Pitch

In her speaking, she often raised sentence endings as other people do in front of comma or question mark. I think this point can make the listener quite confused about the language she use. It sounded like almost Korean. However, it can be much better by listening to others' speaking and practicing speaking, I think. Although intonation and pitch are really important in English, she doesn't have to mimic identically American or British do.

#### (8) Thought groups and liking

In thought groups, there was a difference between natural speaking and reading texts. When she read the text, she quite well divided the sentence into the meaningful segments like that: 'We also need a small plastic snake / and a big toy frog / for the kids.' Of course, as the sentence was relatively short, it was probably quite easy for her to bind meaningful phrases. In longer texts, she paused more often than in the shorter text, but generally she had a good sense of thought groups which can transmit the meaning in the sentence. On the other hand, when she described the picture by herself, she could seldom divide thought groups because of her proficiency, I think. Since it was not easy to make sentences, she just produced

the word units slowly.

**(9) Delivery (rate of speech, loudness)**

Her volume of voice was quite small, but it had not serious effect on intelligibility. After practicing speaking English with more comfortable atmosphere, she will speak louder than now definitely. Also, her speech speed was not enough to understand smoothly.

**(iv) What the tutees think about the results of diagnostic**

When showing them my analysis of diagnostic, they were really shy because I picked only several things than they had expected. They had really worried about their pronunciation after diagnostic, but I thought they were concerned about their English proficiency. I explained a little bit about the difference between proficiency and pronunciation. While we were talking about the results, they found out some similarities of mistakes they have made. They seemed like more relaxed and interested in this project, since they realized that not only their problems are really common things among Korean people, but also they can help each other to improve their pronunciation regardless of their English level.

**V. Goals and objectives**

**( i ) Goals of the project**

As a tutor in this project, I chose several ending sounds to have my tutees practice upcoming five weeks. I realized that my two tutees have difficulty pronouncing different ending sounds. For example, both of them didn't pronounce appropriately –ed endings included in the second paragraph of reading the paragraph diagnostic. They nearly omitted –ed ending sounds, or couldn't pronounce appropriately even they wanted to do so. In addition to, their –s ending, -sh and –ch ending were sounded like Korean because they produced those endings as they do Korean. I think these difficulties they have can affect negatively the intelligibility and comprehensibility of their speaking. Therefore, I chose –ed ending, -s ending, -sh and –ch ending to practice together for five weeks. The goal of this practice is to

improve accuracy and comprehensibility of my tutees' speaking by pronouncing English appropriately. In addition, through this project, I want that my tutees will have confidence in speaking English. I really want them know that practice is the best way to improve their English abilities, also it is not very important to use English like native speaker anymore in real contexts.

### **( ii ) Objective of the project**

At the end of this project, tutees can pronounce –s ending sounds related to grammatical intelligibility.

At the end of this project, tutees can pronounce –ed ending sounds appropriately in reading texts, natural speaking.

At the end of this project, tutees can pronounce /r/ and /l/ sounds appropriately to be understandable to others in most situations.

At the end of this project, tutees can pronounce /f/ and /v/ sounds adequately to be understandable to others in most situations.

### **VI. The action plan**

During upcoming five weeks, I will have my tutees follow this simple plan which I will extend in detail in the future. I will meet them once a week for two hours to practice pronunciation and to do activity together. Also, by giving them some assignments they will use for their own practice during a week they can have individual practice time. I'm going to describe the simple weekly plan which includes materials, approaches and assignments.

Since my tutees' English proficiency is not high, I chose rather controlled activity and assignment for them. When they have to do free talking, I will give them useful materials for talking such as their prepared writing. As the project is going, the practice activity will be much less controlled and more authentic compared to at the beginning. Furthermore, if it is necessary, I will use some sorts of grammatical knowledge for explaining the reason why they have to pronounce ending sounds appropriately. All meetings for practice will be recorded by me or themselves in order

to go over after each tutoring.

### **( i ) Schedule**

We will have a 2hours tutoring session once a week, on Fridays, five times through 5 weeks with each different lesson plan. Also, after the all sessions, I will have a test session which we can check what we did during tutoring sessions. For assignments, I will give them basic style assignment such as reading an article or doing online quiz but if they want, they will use a lot of times to do the homework.

### **( ii ) Materials**

I want to use visual things a lot like videos, charts, pictures and so on to practice pronunciation. Of course I will use the audio materials like listening files for minimal pair activity, for mimicking for my tutees. Also, I will use several games to make them more interested in pronunciation practice more with fun. Those things I mentioned above are helpful to get rid of anxiety and nervousness about speaking English. Recorder will be an essential device to help for my tutees to check their pronunciation and for me to check their achievement and improvement in detail.

### **( iii ) Approach**

I will use audio-lingual approach a lot because this session is related to directly pronunciation needing listening and speaking. For productive activities such as speaking and writing, I have to use receptive skills such as reading and listening as input.

## **VII. Description of and reflection on all meetings**

### **( i ) First meeting**

On March 21, we have gathered together at first time. Actually, there were three tutees who wanted to participate in this project, but due to her work, she gave up. I explained how this project will be going and why we will do it briefly. To be relaxed, we didn't use English too much, because I thought I had to listen to their opinion about this project at first. After talking about the project, we shared our ideas about English and English pronunciation. First, since they are studying English for the different reason, we talked about respective situation in which we are studying English. There were a lot of stories about English learning and teachers, circumstances, experiences and so on. Having a conversation almost three hours about those things, we arranged our meeting on Friday 7 p.m.

### **( ii ) Second meeting**

On April 4, we met again in my workplace study room. The room was quite because any students don't use it on Friday. It was good for us to concentrate on our discussion. We talked about English pronunciation in detail based on the previous talking. I gave them the survey including a series of questions they have to answer and had a free talking time with it. We used English largely, except having difficulty expressing ideas seriously. I was surprised that they had already a lot of perception of pronunciation on their own. At the same time, I was worried that they have too negative thoughts about their pronunciation compared to native speakers. I explained briefly, but sincerely that how English pronunciation and teaching of it are changing and why they do. On that day, they seemed like more relaxed about this tutor project, since they realized that they don't have to follow native speakers' pronunciation. After this meeting, I sent them the survey to complete by the next week.

### **( iii ) Third meeting**

On April 11, I returned the completed survey from my tutees and reviewed their answers together. Not for judging their answers, I just read and asked some

more additional information that I will need. We compared the answers of them and found out that they had quite different background and experience of English learning. After discussing the answers of survey, I showed them a picture and script, list of words I will use for diagnostic. In order to unburden their worries and pressure about diagnostic, I demonstrated how they can do diagnostic recording by myself. Also, I described the purpose of diagnostic fully enough they can understand. The purpose of this diagnostic is to check their pronunciation characteristic, not to grade their pronunciation compared to native speakers. They were quite interested in reading something loudly or describing the picture by their own words. Since they haven't had that kind of experience recording their speaking, it could be fun for them. I asked them to send me the video of their diagnostic, as I didn't want to monitor them during diagnostic.

#### **(iv) Fourth meeting**

On April 18, we looked at the result of the diagnostic together. I tried to strengthen their strong points in English pronunciation first. Also, I carefully mentioned about their difficulties which can affect their intelligibility negatively. Although they were worried about their mispronounced pronunciation, I talked them about that their nervousness and burden could affect their pronunciation. Also, I ensured that we don't have to correct all the mistakes and errors. If some errors can affect their intelligibility and comprehensibility, we have to focus on those things first. We discussed together what point we are going to focus on in practice stage. Additionally, I told them some sorts of activities which we can use to practice pronunciation interestingly such as role-play, tongue twisters, listening discrimination and so on. I decided to consider using the preferred activities by them since it would be helpful for them to concentrate on our practice with fun.

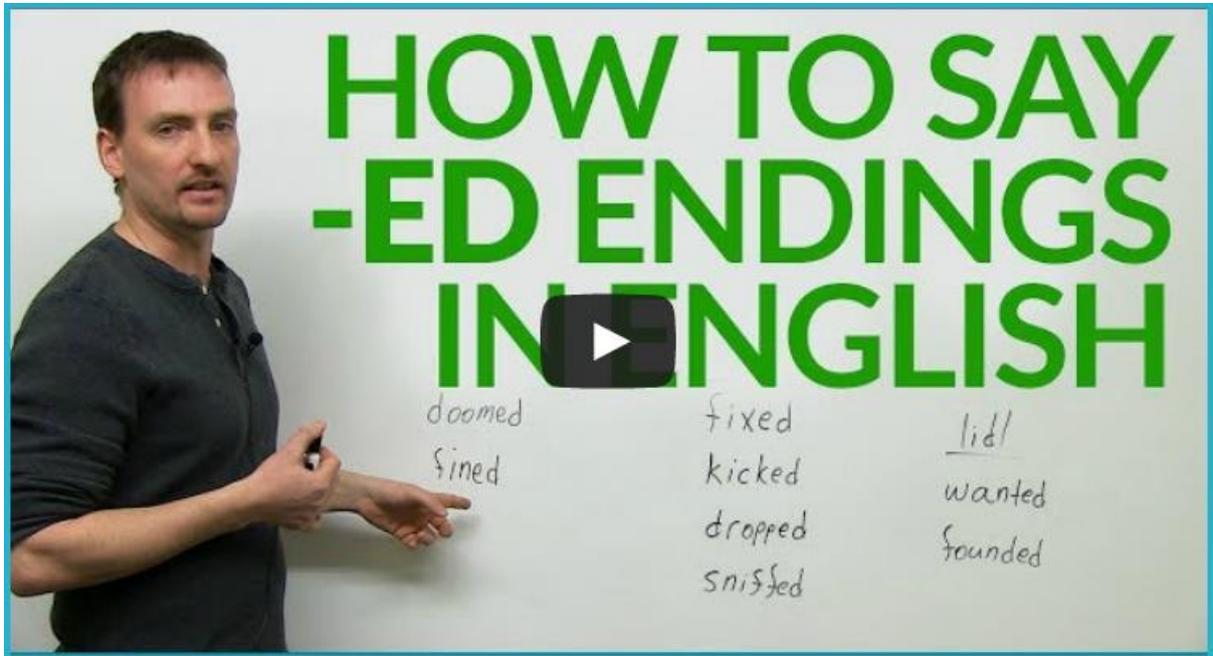
## VIII. Lesson Plans

### ( i ) Week 1 lesson plan for –ed ending

Materials	Procedures	Interaction	Time
Words list	1. Have tutees read the words including –ed ending	s<>s	10''
Video	2. Discuss differences among –ed endings 3. Tutees watch the video explaining different –ed ending sounds	t<>s	20''
Chart	4. short practice different –ed endings during watching video 5. Explain –ed ending sounds with charts and examples	s<>s t>s	20''
Words list	6. Short practice each –ed ending sounds	s<>s	10''
	6. Tutees listen to different –ed endings and choose the right one(Minimal pair activity)	t>s	10''
Words list	7. Tutees do minimal pair activity by producing –ed ending words in person	s<>s	15''
Paragraph	8. Tutees read the paragraph including –ed endings	s	15''
	9. Tutees fill in the blanks in the paragraph with the correct –ed ending sounds	s	10''
Sequence pictures	9. Show tutees the sequence picture and explain making story with the picture	t>s	10''
	10. Tutees have time to prepare the making story with sequence picture	s<>s	15''
Articles	1. Read the news article including –ed endings	Assignment	
Webpage	2. game correcting the right –ed ending sounds online		
Picture	3. Complete the story with sequence picture by using –ed endings		

**(1) Materials**

- ① Words list: Wanted, Needed, Watched, Fixed, Played, Used
- ② Video



(<http://www.engvid.com/how-to-say-ed-endings-in-english/>)

**③ Charts and Examples**

If the base verb ends in one of these <u>sounds</u> :		example base verb*:	example with -ed:	pronounce the -ed:	extra syllable?
unvoiced	/t/	want	<u>wanted</u>	/ <u>ld</u> /	yes
voiced	/d/	end	ended		
unvoiced	/p/	hope	<u>hoped</u>	/ <u>t</u> /	no
	/f/	laugh	laughed		
	/s/	fax	faxed		
	/S/	wash	washed		
	/tS/	watch	watched		
	/k/	like	liked		

voiced	all other sounds, for example...	play	<u>played</u>	/ d/
		allow	allowed	
		beg	begged	

(<http://www.englishclub.com/pronunciation/-ed.htm>)

## Pronunciation of ED



The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/id/	/t/	/d/
<p><b>T</b> wanted <b>D</b> needed</p> <p><b>Voiced Sound</b> = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i></p>	<p><b>P</b> helped <b>K</b> looked <b>SH</b> washed <b>CH</b> watched <b>GH</b> laughed <b>TH</b> breathed <b>SS</b> kissed <b>C</b> danced <b>X</b> fixed</p> <p><b>VOICELESS</b></p>	<p><b>L</b> called <b>N</b> cleaned <b>R</b> offered <b>G</b> damaged <b>V</b> loved <b>S</b> used <b>W</b> followed <b>Y</b> enjoyed <b>Z</b> amazed</p> <p><b>VOICED</b></p>

[www.grammar.cl](http://www.grammar.cl)   [www.woodwardenglish.com](http://www.woodwardenglish.com)   [www.vocabulary.cl](http://www.vocabulary.cl)

(<http://www.grammar.cl/english/pronunciation-ed.htm>)

### ④ Words list for Minimal pair activity

/id/ - decided, wanted, started, waited, visited, invited

/d/ - learned, listened, played, enjoyed, lived, stayed, opened, loved

/t/ - stopped, looked, washed, watched, cooked, walked, helped, worked

/ɪd/ - sounded, mended, painted, suggested, ended

/d/ - arrived, smiled, cleaned, called, hoped, allowed, cried, imagined

/t/ - missed, relaxed, kissed, coughed, promised, walked, finished, liked

⑤ Sentences for minimal pair activity

Directions: Pronounce the following “ed” endings. Write **(T)** for a “t” sound, **(ID)** for an “id” sound, and **(D)** for a “d” sound.

Example: We wrapped the Christmas presents last night.

    **T**    

- |  |       |
|--|-------|
| 1) I <b>laughed</b> at the joke.                             | _____ |
| 2) Our work is <b>finished</b> .                             | _____ |
| 3) The snake <b>killed</b> the mouse.                        | _____ |
| 4) The teacher <b>helped</b> the student.                    | _____ |
| 5) When I was younger, I <b>wanted</b> to walk on the moon.  | _____ |
| 6) We <b>hiked</b> to the top of the mountain.               | _____ |
| 7) James <b>rented</b> his apartment.                        | _____ |
| 8) We can't go swimming because the pool is <b>covered</b> . | _____ |
| 9) That old house is <b>haunted</b> .                        | _____ |
| 10) We <b>hunted</b> for her keys, but could not find them.  | _____ |

(<http://www.englishforeveryone.org/Topics/Pronouncing-ED-Endings.htm>)

⑥ Paragraph

Directions: Read the following passage using the correct pronunciation for “ed” endings. Write **(T)** for a “t” sound, **(ID)** for an “id” sound, and **(D)** for a “d” sound in the space provided.



The bear **jumped** ( ) out of its cage and into the crowd. She must have **realized** ( ) that this was her best chance to escape. The bear's trainer **looked** ( ) as though he were about to faint from the terror of it all; it **seemed** ( ) like his worst nightmare come true. He **scrambled** ( ) to his feet and **started** ( ) waving his hands and shouting to get the bear's attention. She **stopped** ( ) her wild rampage only for a moment at the sound of her trainer's pleas. She quickly **turned** ( ) back to the crowd and **resumed** ( ) knocking people to the floor. The trainer suddenly had an idea. He **reached** ( ) into his pocket and **pulled** ( ) from it a large chocolate **covered** ( ) treat – a known favorite of the bear. He **shouted** ( ) the bear's name once more and she **turned** ( ) to face him. She saw the treat and ran in full gallop towards him. He threw the treat into the cage and the bear **followed** ( ). He **locked** ( ) the door behind her and fell to the floor in relief. Apparently, the bear **valued** ( ) food more than freedom.]

(<http://www.englishforeveryone.org/Topics/Pronouncing-ED-Endings.htm>)

⑥ Sequence picture



(Picture-Cued Story-Telling (Brown 2004, 181)  
(<https://sites.google.com/site/winokure/picture-cuedstory-telling>)

# Figure Skating Protest: South Korea Olympic Committee Claims Biased Judging Cost Yuna Kim

**AP** | By BARRY WILNER

Posted: 02/22/2014 6:37 am EST | Updated: 02/22/2014 6:59 am EST



SOCHI, Russia (AP) — The South Korean Olympic Committee has protested the results of the women's figure skating competition, although the sport's international governing body said Saturday it has not yet received the letter.

International Skating Union rules always have required such protests be filed immediately after the event.

The Koreans believe the judging was biased and cost Yuna Kim a second gold medal. The 2010 champion finished with silver, behind Russian teenager Adelina Sotnikova.

Much of the uproar over the women's free skate centers on what many perceived as a lack of artistry in Sotnikova's program. Yet her marks were comparable or better than those for the highly artistic Kim. Her technical marks were significantly better.

Bronze medalist Carolina Kostner of Italy also fell into the same category as Kim in her marks.

Asked to comment on South Korean media reports of the protest, International Olympic Committee spokesman Mark Adams on Saturday said any figure skating issues would be a matter for the ISU to handle.

"They have their processes and regulations," Adams said. "From what I understand the letter wouldn't trigger any investigation."

Huffingtonpost ([http://www.huffingtonpost.com/2014/02/22/figure-skating-protest-south-korea-yuna-kim\\_n\\_4836628.html](http://www.huffingtonpost.com/2014/02/22/figure-skating-protest-south-korea-yuna-kim_n_4836628.html))

# Shin-Soo Choo and the Dark Art of HBP

PRINT



With 20 HBPs in the team's first 83 games, Choo is on pace to get plunked 40 times this year. That would thrust Choo ahead of Don Baylor's 1986 total of 35, into second place behind Ron Hunt's record season of 50 HBPs in 1971. (The pre-1900 record is held by Hughie Jennings, who got hit 51 times.) Like Choo, Hunt was an OBP fiend, someone who reached base frequently in all kinds of ways. He led the league in times hit by pitch seven straight seasons, hit over .300 twice, and walked more than he struck out, setting Montreal Expos records for fewest strikeouts in a season with more than 400 at-bats (19 Ks in 401 AB in 1973, and 17 Ks in 403 AB in 1974) and fewest double plays for an everyday player in team history (one, in 1971). Hunt retired after the 1974 season with three HBP records: most times in a career (243), in a season (50, 1971), and in a game (three, tied with many other players). He would later have his career HBP record broken by Baylor, then by Craig Biggio, who still holds the modern record with 285 (Jennings retains the all-time mark with 287).

But it was Hunt's attitude more than just the sheer numbers that defined his baseball legacy. Unlike Biggio, a surefire Hall of Famer with a diverse skill set, Hunt's talents were somewhat limited, with the kind of scant power that netted just 39 career homers and a .347 slugging average. It's not that Hunt wanted to take all those lumps throughout the years — he had to. "Some people give their bodies to science," he was fond of saying. "I give mine to baseball."

Before this season, Choo didn't have that kind of reputation. He was certainly an on-base hound, posting a .384 OBP from 2008 through 2012 that ranked tied for 11th in baseball during that time. He did get plunked often, ranking sixth in the majors from 2009 through 2012 (despite playing just 85 games in 2011) with 48 HBPs and tying for second overall with 17 in 2009. These were fairly lofty numbers. What they were not was historic.

So what's changed? How and why has Choo gone from someone who'd take a bruise here and there to the Plunk King?

Huffingtonpost (<http://grantland.com/the-triangle/shin-soo-choo-and-the-dark-art-of-hbp/>)

## ⑧ Online Quiz

1 / 10

We can't go swimming because the pool is covered.

A.  "ed" sounds like *d*.

B.  "ed" sounds like *t*.

C.  "ed" sounds like *id*.

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EnglishMaven (<http://www.englishmaven.org/Pages/Pronouncing%20ED%20Endings.htm>)

### (2) Reflection

#### 1. Procedure

First, I introduced –ed endings as the subject of first tutoring: How do we pronounce the –ed endings? I gave my tutees six words (wanted, needed, watched, fixed, played, used) and asked to read them. Once we discussed the differences among the words, I showed them a video which presents explain three different –ed endings according to the words recorded by a native speaker. And, I explained –ed endings three variations /d/, /t/, /id/ in Korean with the chart including some examples to help their comprehension of the rules. During explanation, I encouraged them to produce each sound freely to be aware of the differences. After that, we pronounced many words together as a choral practice. When we pronounced each word, we talked about the –ed endings and reason why this word pronounced like that. They conducted the activity similar minimal pair. That is to check /d/, /t/, /id/ endings according to the words by reading the sentence. After checking the answers together with explanation and examples, they read the short paragraph including many –ed ending words. This paragraph also had many blanks to be filled in with answers

according to the –ed ending sounds. I gave them some assignments which are reading the new article including –ed ending words, playing –ed endings game online and preparing to make the sequence pictures story. For news article, as they have different interest, I gave them different article in baseball and figure skating. Since my tutee's proficiency is not advanced, the level of assignment materials is not too high and the activities were a little bit controlled.

## 2. Materials

- Video
- Chart for explanation
- Worksheet for minimal pair
- Paragraph for reading
- Online quiz
- Picture for making sequence story

## 3. Reaction

First, there are some common difficulties and strong points they have alike. They choose the /ɪd/ ending sound the easiest one to pronounce. They said that since there are only two case in which /ɪd/ sound occur, and the sound /ɪd/ is similar to Korean vowel, they felt relative comfortable to produce it compared to other –ed ending sounds. On the other hand, both of them had difficulties pronouncing /t/ ending sounds. Kim said that he is already aware that he has to end the word with /t/ sound, it is quite uncomfortable and unnatural to him. Especially, after 'x, f, sh, ch', -ed endings were pronounced /d/, not /t/, repeatedly. Kwak seemed more feel hard to pronounce /t/ endings. When she pronounced /t/ endings, she seemed confused with /t/ and /d/ endings. They asked me about the reason why the word 'fixed' and 'helped' are ended /t/ endings regardless of the last letter 'x' and 'p'. After explaining that the sounds can affect the pronunciation, not the only alphabetical letter, they understood. While they didn't completely comprehend why the rules go ahead like that, they were interested in these different ending sounds in same –ed endings.

Kwak had more trouble pronouncing –ed endings according to the rules.

Thus, I helped her to using word stress. For example, she had difficulty pronouncing 'watched' with /t/ ending sound. Since she pronounced all syllables with the same stress like this: 'wa-chi-de', I told her that if the stress put on the first syllable 'wa', the rest of sounds more naturally and appropriately. Also, she pronounced almost ending sounds with vowel sounds as Korean do. For example, 'wanted', she produced it like that: 'wan-ti-de'. So I explained a little bit the concept of voiced consonants and voiceless consonants.

Kim's pronunciation was relatively good, and had difficulty in producing /t/ sound and some exceptional words like aged, wicked, dogged and so forth. However, I think that problem comes from the lack of the vocabulary, so I didn't touch too much about it. Generally, I explained the basic rule of -ed endings according to the ending sounds, not much about all the exceptions to the rules.

**( ii ) Week 2 lesson plan for –s endings**

Materials	Procedures	Interaction	Time
Words list	1. Have tutees read the words including –s ending		10''
Video	2. Discuss differences among –s endings 3. Tutees watch the video explaining different –s ending sounds		20''
Chart	4. short practice different –s endings during watching video 5. Explain –s ending sounds with charts and examples		20''
Words list	6. Short practice each –s ending sounds		10''
Words list	7. Air control simple activity for voiced sounds		10''
Words list	8. Tutees listen to different –s endings and choose the right one(Minimal pair activity)		15''
Sentences	9. Tutees do minimal pair activity by producing –s ending words in person		15''
Bingo game worksheet	10. Tutees do tongue twister activity with –s ending 11. Tutees do bingo game with –s ending words (2 times)		30''
Words list	1. Read the words list including –s ending	Assignment	
Sentences	2. Practice tongue twisters with –s ending		

## (1) Materials

① Words list: Wishes, Helps, Words, Gloves, Buses, Looks

② Video



(<http://www.youtube.com/watch?v=BU6FoC9Rzyg>)



(<http://www.learning-english-online.net/areas/pronunciation/the-different-s-sounds/>)

③ Charts and Examples

# Pronunciation of S

## Plural Nouns - Verbs in Third Person



The pronunciation of words ending in S depends on the final consonant (sound). There are three ways to pronounce the S:

<b>/ɪz/</b> SIBILANT	<b>/s/</b> VOICELESS	<b>/z/</b> VOICED
<b>C</b> races <b>S</b> buses <b>X</b> boxes <b>Z</b> prizes <b>SS</b> kisses <b>CH</b> watches <b>SH</b> dishes <b>GE</b> changes	<b>P</b> sleeps <b>K</b> books <b>T</b> hats <b>F</b> cliff <b>PH</b> graphs <b>TH</b> myths	<b>B</b> crabs <b>D</b> words <b>G</b> bags <b>L</b> deals <b>M</b> dreams <b>N</b> fans <b>NG</b> sings <b>R</b> wears <b>V</b> gloves <b>Y</b> plays
<b>Sibilant Sound</b> a hissing or buzzing sound	<b>Voiced Sound</b> uses the vocal cords and it produces a vibration or humming sound in the throat	

[www.grammar.cl](http://www.grammar.cl)

[www.woodwardenglish.com](http://www.woodwardenglish.com)

[www.vocabulary.cl](http://www.vocabulary.cl)

(<http://www.woodwardenglish.com/how-to-pronounce-final-s/>)

## VERBS IN THIRD THE PERSON AND PLURAL NOUNS.

There are three different ways to pronounce the letter 's' ending in regular verbs and plural nouns.

When the final 's' sounds like gas escaping from a pipe. /S/	When the final 's' sounds like the sound a bee makes. /Z/	When the final 's' sounds like the verb 'to be' third person form 'is' .IZ/
<b>Unvoiced consonant sound ending in;</b> /f/, /k/ /p/, /t/, /θ/,	<b>Voiced consonant sound ending in;</b> /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /D/, /ð/, /v/	<b>Add a syllable with this sound ending in;</b> /s/, /tʃ/, /dʒ/, /z/, /ʃ/, /ʒ/
cough <b>s</b>	grab <b>s</b>	chance <b>s</b>
attack <b>s</b>	brood <b>s</b>	watch <b>s</b>
stop <b>s</b>	sting <b>s</b>	judg <b>s</b>
blast <b>s</b>	fail <b>s</b>	choos <b>s</b>
unearth <b>s</b>	com <b>s</b>	wish <b>s</b>
	earn <b>s</b>	miss <b>s</b>
	thing <b>s</b>	fix <b>s</b>
	roar <b>s</b>	
	go <b>s</b>	
	breath <b>s</b>	
	lov <b>s</b>	
Last letters; <b>h / k / p / t / th</b>	Last letters; <b>b / d / g / l / m / n in / r / o / the / v</b>	Last letters; <b>c / ch / ge / s / sh ss / x</b>

(<http://sharonsathome.com/2013/05/16/pronunciation-s-z-iz/>)

#### ④ Listening files

### The different s-sounds

Words can end in three different s-sounds:

- [s] which sounds like a snake:



- [z] which sounds like a bee:



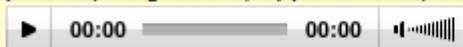
- [əz]



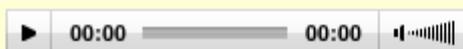
- A [s] sound follows words that end with a **voiceless sound** like [k], [p], [t]: for example after the simple present forms | meets, asks, starts, likes, hates | and the plural forms | plates, books, drinks, lips |. Listen to the words.



- A [z] sound follows words that end with a **voiced sound** like [b], [d], [l], [m], [n], [v], [r] or a **vowel-sound** (a, e, i, o, u, y, ie, ...): for example after the simple present forms | moves, goes, is, tells, drives | and the plural forms | planes, names, phones, neighbours, opportunities, boys |. Listen to the words.



- A [əz] sound follows words that end with so-called **sibilant sounds** like [ʃ], [ʒ], [ʒ], [ʒ], [dʒ], [tʃ]: for example after the simple present form | changes, watches, fixes | and the plural forms | boxes, glasses, houses | and the noun | bridges | Listen to the words.



(<http://www.learning-english-online.net/areas/pronunciation/the-different-s-sounds/>)

⑤ Examples for Minimal pair activity

Standard phonetic symbols	Viv's phonetic symbols	Example word
/p/	/P/	stops, ships
/t/	/T/	hits, pets
/k/	/K/	attacks, bricks
/f/	/F/	laughs, coughs
/θ/	/θ/	maths, moths

Standard phonetic symbols	Viv's phonetic symbols	Example word
/b/	/B/	grabs, robs
/d/	/D/	lids, rods
/g/	/G/	pigs, dogs
/v/	/V/	loves, leaves
/ /	/DZ/	breathes, lathes
/l/	/L/	hills, fails
/m/	/M/	comes, trams
/n/	/N/	earns, burns
/ /	/Ñ/	songs, paintings
any vowel sound	any vowel sound	plays, employees, flees, goes, news

Standard phonetic symbols	Viv's phonetic symbols	Example word
/s/	/S/	buses, places
/z/	/Z/	chooses, sizes
/ʃ/	/SH/	washes, wishes
/tʃ/	/TCH/	watches, matches
/dʒ/	/DJ/	Judges, pages

(<http://www.vivquarry.com/wkshts/pron.html>)

## ⑥ Tongue Twisters

### S [\(Top\)](#)

Sam's shop stocks short spotted socks.

Sarah saw a shot-silk sash shop full of shot-silk sashes as the sunshine shone on the side of the shot-silk sash shop.

The sawingest saw I ever saw saw was the saw I saw saw in Arkansas.

Say this sharply, say this sweetly;  
Say this shortly, say this softly;  
Say this sixteen times in succession.

Selfish shellfish.

Shelter for six sick scenic sightseers.

She sells seashells on the seashore.  
The shells she sells are seashells, I'm sure.

She stood on the balcony inexplicably mimicking him hiccuping, and amicably welcoming him home.

She was a thistle sifter and sifted thistles through a thistle sieve.

Shredded Swiss cheese.

Shy Shelly says she shall sew sheets.

Silly Sally swiftly shooed seven silly sheep.  
The seven silly sheep Silly Sally shooed  
Shilly-shallied south.  
These sheep shouldn't sleep in a shack;  
Sheep should sleep in a shed.

Sinful Caesar sipped his snifter, seized his knees, and sneezed.

The sinking steamer sank.

Sixish. Sixish. Sixish.

(<http://thinks.com/words/tonguetwisters.htm#S>)

⑦ Bingo Game sheet

## Words With S Sound At The End Bingo Cards

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
address	rice	fence	fireplace	dress
tortoise	caboose	face	mouse	bus
moose	yes	Free Space!	boss	lettuce
us	cactus	nurse	house	vase
race	necklace	erase	price	thermos

These cards are about **Words With S Sound At The End**. They were made using such words as address, class, fireplace, necklace, and thermos.

You can [create cards like these](#) using Bingo Card Creator. You can try it, totally free, for up to 8 cards.

You can also [download eight of these cards](#).

(<http://www.bingocardcreator.com/bingo-cards/speech-and-language/words-with-s-sound-at-the-end>)

⑧ Words list

1. mixes	16. threatens
2. mails	17. apologises
3. approaches	18. acknowledges
4. woes	19. expresses
5. forgets	20. brushes
6. remembers	21. absorbs
7. kisses	22. reminds
8. polishes	23. speaks

9. gloves	24. refuses
10. boxes	25. orders
11. expects	26. snoops
12. promises	27. weeds
13. burns	28. laughs
14. copies	29. brings
15. suggests	30. truths

[\(http://sharonsathome.com/2013/05/16/pronunciation-s-z-iz/\)](http://sharonsathome.com/2013/05/16/pronunciation-s-z-iz/)

## (2) Reflection

In the tutoring time, I introduced and explained with charts, Youtube video about –s ending sounds. We did some kinds of interesting activities such as tongue twisters, minimal pairs and Bingo game with –s endings.

In general, both of my tutees felt difficulty pronouncing –s endings, especially in /z/ and /iz/. During watching video, they seemed understood the different ending sounds. However, with practice together, their all –s ending words nearly heard /s/. They said that it is awkward to pronounce /z/ sounds and that affected /iz/s sound. I explained briefly about /s/ and /z/ sounds by using the concept of voice and voiceless consonants and demonstration. One of the tutee, Kwak, had much trouble in producing /z/ sound. She said that while she was learning English in the public school, all the –s ending sounds were heard just /s/ so she needs a preparation time to pronounce /z/ sound. Since I think that can affect the intelligibility, we practiced how to make /z/ sound quite long time. First, she produced /s/ sounds without voice, after that tried to add the voice to make /z/ sound. Although it was not perfect during our meeting, she said she got the feel of how to do it. Also, she felt difficulty in producing /iz/ sound due to the /z/ sound. I didn't focus on the /iz/ too much, as I want her to be aware of the different ending sounds and practice in the future.

Kim, the other tutee, hadn't known about the different –s ending sounds before tutoring. He produced quite well relatively the different ending sounds. However, he already has a habit to produce all –s ending words with /s/ sounds. He

said that he felt difficulty to pronounce /z/ and /iz/ without consciousness. And, he didn't understand why the different sounds were made. Although he understood he has to do that, he seemed a little bit confused why he has to do it. Even I explained that this problem can affect the intelligibility, he felt like awkward still the rest of the meeting.

I think, in order to help them understand the concept of intelligibility, it will be useful to use different sounds and accents from others in authentic situation.

**(iii) Week 3 lesson plan for /r/ and /l/**

Materials	Procedures	Interaction	Time
Listening files	1. Tutees listen to the sounds and write the words(listening minimal pair activity)		10''
Video	2. Discuss difference between /r/ and /l/ 2. Tutees watch the video explaining the difference between /r/ and /l/ and teaching how to pronounce /r/ and /l/ appropriately(2 vidoes)		10'' 20''
Pictures	4. Explain how to pronounce /r/ and /l/ with the simple steps and picture of articulation of each sound		20''
Sentences	5. Do tongue control practice for pronouncing /r/ and /l/(practice articulation)		15'' 20''
Paragraph	6. Tutees do tongue twister activity		20''
Words list	7. Tutees read the paragraph including /r/ and /l/ 8. Tutees do minimal pair activity by producing /r/ and /l/ sounds in person(speaking and listening)		
Words list	1. Brainstorm and write the words with /r/ and /l/ as many as possible	Assignment	
Webpage	2. Read the words list they made		
Webpage	3. Minimal pair quiz online		
Sentences	4. Practice tongue twister with /r/ and /l/		

## (1) Materials

- ① Listening files for minimal pair activity

### Listen & Repeat: 68 Words with “R” /r/

◀ TOEFL – 21 Idioms: Take Off, Take Over, Take Part In, ...

VOA – Philadelphia, Home of American Independence ▶



### Listen & Repeat: 145 Words with “L”

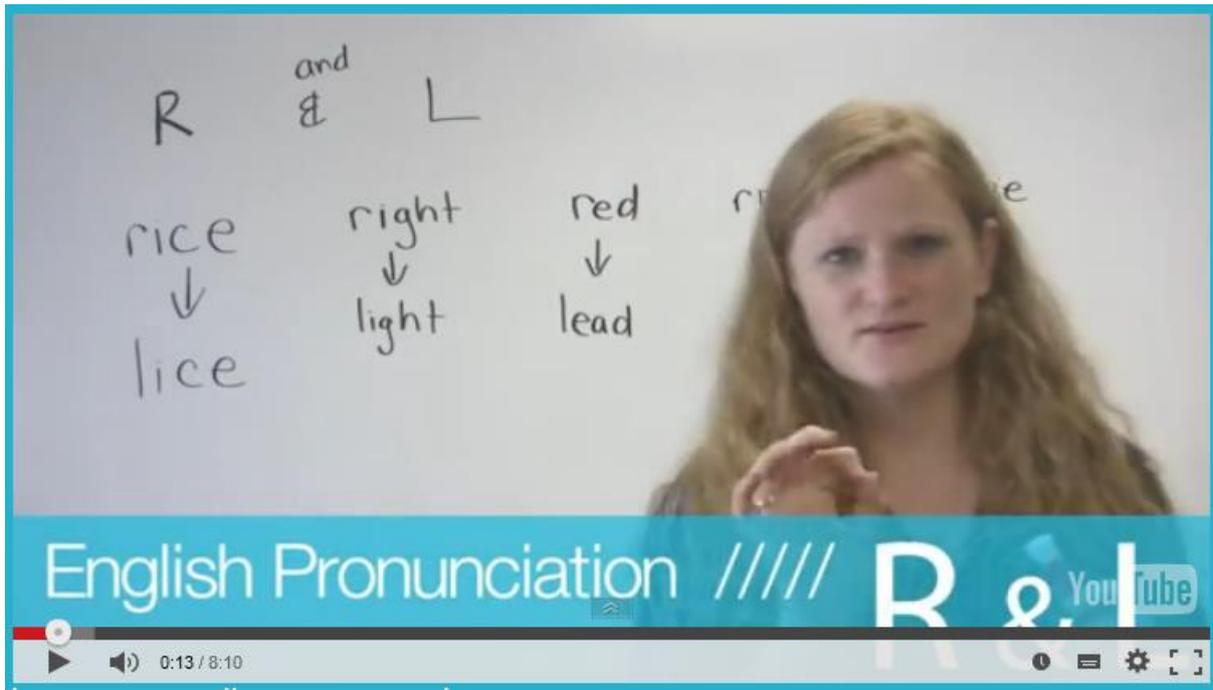
◀ Vocabulary with Pictures: Food & Drinks

Academic English – Cause & Effect: “Stem From” ▶



(<http://www.manythings.org/pp/>)

② Video



(<http://www.engvid.com/english-pronunciation-r-l/>)

### ③ Steps

- 1 I begin by demonstrating the difference between the two sounds. First I introduce the 'r' sound. I make a growling noise like a dog and point to the letter r that I have written on the board. All my students are Japanese and familiar with the problem in imitating this sound. I ask the students to copy me and show them the sound comes from within the throat with the tongue back. Facial expression like a dog for emphasis and 'fun.'

---

- 2 Next the 'l' sound. This is a high la la la sound. Tongue to the front and touching the front teeth and rising into the roof of the mouth. Pointing to the letter l on the board I ask the students to repeat. I swap from l to r and back asking the students to copy and checking pronunciation. I point upwards to emphasize the rising l sound.

---

- 3 The drill phase. Practicing minimal pairs of words written on the board e.g. frame/flare; crime/climb; right/light etc. Drill again.

---

- 4 Then practicing the target sounds in phrases and short sentences. Window frame; hot flare; Police! It's a crime; climb the hill; turn right; turn on the light. These examples are illustrated by miming actions and students read from prepared handouts.

---

- 5 The checking phase. I target sounds and students say which word they hear by saying R or L sound. Crown/lip/lake/clown/rip/rake/lap/rap etc. I repeat after the students make their first choice pointing at the tongue's position i.e. throat or teeth/roof of mouth and miming the words.

---

- 6 Finally demonstration by way of a communication activity. The students try to make as many fun sentences as they can with the R and L words already practiced. I pre-teach with a few examples on the board. "I met a clown wearing a crown. He was near a lake holding a rake.

<http://busyteacher.org/3595-how-to-teach-r-and-l-sounds.html>

④ Picture of articulation

## How to Pronounce the Letter L



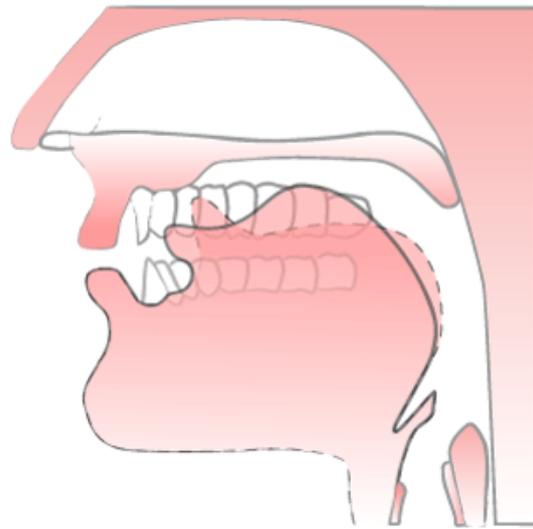
## How to Pronounce the Letter R



<http://www.learnenglish.de/pronunciation/lvsr.html>



*l* sound illustration



*r* sound illustration

(<http://www.pronuncian.com/Lessons/Default.aspx?Lesson=13>)

#### ⑤ Tongue twisters

##### **Twisters with "r" and "l"**

The rickety ladder rattled right and left before it crashed through the glass.

Rotten lettuce really reeks.

Loose, leafy lettuce reminds me of really pretty, green trees.

Real lemon, real lime, which would you pick every time?

Ribbons rolled, ribbons loose, hair untied, what's your excuse?

Tip and tap, rip and rap, lip and lap. Tip, rip, lip, tap, rap, lap.

(<http://www.speak-read-write.com/tonguetwister.htm>)

⑥ Paragraph for reading practice

## Buttery Tomato Pasta

Print 

52  | Posted by [Elise Bauer](#) on April 26, 2012



About once a week, for my entire upbringing, my mother would prepare a very simple side of pasta with a sweet, buttery tomato sauce. Usually she used elbow macaroni pasta, because usually a small bowl of tomato pasta would be served alongside [tuna macaroni salad](#), our standard Catholic fish-on-Fridays family meal. Mom would just make extra macaroni and stir in the tomato sauce for it. She did this because my dad requested it, and he wanted it because that's what his mother in Minnesota used to make for him. Oddly, the hot buttery tomato pasta was, and still is, a perfect taste complement to the cool, crunchy, acidic tuna salad.

This is my father's comfort food. Mom made it the other day with corkscrew pasta instead of elbow macaroni and I liked the way that the ridges in the corkscrews capture the sauce better. Apparently, a simple tomato sauce cooked with butter instead of olive oil is a classic in Italian cuisine. (News to us, my grandmother was German Austrian!) If you haven't tried making tomato sauce with butter, I recommend it. It's actually crazy good. We add a bit sugar to the sauce, because the sauce just tastes better to us when it's sweeter. My mother also adds a little bit of fresh or dried basil, not much, just a pinch. Not so much that you get distracted from the sweet, buttery tomatoes.

# Buttery Tomato Pasta Recipe

Print 

**Prep time:** 5 minutes

**Cook time:** 20 minutes

**Yield:** Serves 4.

*My mom insists that the trick to the tomatoes is the sugar, and I agree. Tomatoes are naturally acidic. You need to add sugar to balance the acidity and this particular dish should be a little on the sweet side, which is why we add sugar. Use the best quality canned tomatoes available. We recommend Muir Glen brand or San Marzano. The sauce has so few ingredients, it's important that the tomatoes you use are high quality. Cheap, generic canned tomatoes just will not taste as good.*

## INGREDIENTS

 Save Recipe

- 1/2 pound of fusilli pasta or elbow macaroni
- 1 14 ounce can of good quality whole tomatoes
- 2 Tbsp butter
- 2 teaspoons sugar (more or less to taste)
- Salt
- Pepper
- Pinch of dried basil or fresh sliced basil (optional)

## METHOD

**1** Half fill a 4 quart pot with water. Add a tablespoon of salt. Bring salted water to boil. Add pasta. Cook until al dente, tender but still a little firm.

**2** While the pasta water is heating and the pasta is cooking, prepare the tomatoes. Shred the canned whole tomatoes with your fingers as you put them in a small saucepan. Add any tomato juice left in the can to the pot. Add the butter. Heat to a simmer and stir to melt the butter. Simmer gently while the pasta is cooking. Stir in sugar, salt, and pepper to taste. If you have fresh basil, thinly slice a couple leaves and stir in. If not, if you want you can add a pinch of dried basil.

[\(http://www.simplyrecipes.com/recipes/buttery\\_tomato\\_pasta/\)](http://www.simplyrecipes.com/recipes/buttery_tomato_pasta/)

⑦ Words list for minimal pair activity

**Elementary**

alive arrive  
belly\* berry  
blight\* bright  
blue brew\*  
blush\* brush  
flee\* free  
fly fry  
lane\* rain  
led\* red  
lead\* read  
lice\* rice  
light right  
load\* road  
long wrong  
loom\* room  
lot rot\*  
play pray\*

**Pre-Intermediate**

blew brew\*  
clash\* crash  
collect correct  
glamour grammar  
glass grass  
lace\* race  
lamp ramp\*  
late rate\*  
law raw  
led red  
leader reader  
lied\* ride

lighter writer  
lock rock  
locker rocker  
luck ruck\*  
lush\* rush

**Intermediate**

clown crown  
fleas\* freeze  
glow\* grow  
lack rack\*  
lair\* rare  
lake rake\*  
lamb ram\*  
lane rain  
lather\* rather  
laze raise  
lead read  
leech\* reach  
lies rise  
lip rip  
list wrist  
lob\* rob  
locket rocket  
loot\* root  
lows rose  
pilot pirate

**Upper Intermediate**

belly berry  
blues bruise  
blush brush

flee free  
flees freeze  
laid raid  
lamp ramp  
lank\* rank  
lap wrap  
late rate  
lay ray  
lead red  
leer\* rear  
lentil rental  
lid rid  
lot rot  
loyal royal  
play pray

**Advanced/Proficiency**

blacken bracken  
blight bright  
blew brew  
clash crash  
flea free  
fleas freeze  
gland grand  
glow grow  
jelly jerry  
lace race  
lack rack  
lag rag  
lagging ragging  
lair rare  
lake rake  
lamb ram

lank rank  
lash rash  
lather rather  
law raw  
laze raze  
lead reed  
leek reek  
leap reap  
leech reach  
leer rear  
lib rib  
lice rice  
lick rick  
light rite  
limb rim  
lime rhyme  
link rink  
lit writ  
loam roam  
loaves roves  
lob rob  
lobe robe  
look rook  
loom room  
lute route  
lope rope  
lout rout  
lubber rubber  
luck ruck  
lug rug  
lump rump  
lung rung

lush rush  
lust rust

splat sprat  
splint sprint

(<http://www.englishclub.com/pronunciation/minimal-pairs-l-r.htm>)

⑧ Online Quiz

## Minimal Pair Practice & Quiz

Minimal pairs are pairs of words that have exactly the same pronunciation except for one sound.

**First, practice each pair.**

1. Listen.
2. Listen and repeat.
3. Quiz yourself.

**Then quiz yourself on all pairs.**

4. Start with the first pair. Quiz yourself only once on each pair. If you don't get them all correct, try again.

**Keyboard Commands**

- 1 = Listen to the word on the right.
- 2 = Listen to the word on the left.
- 3 = Choose the word on the left as the answer.
- 4 = Choose the word on the right as the answer.
- Space = Listen to a randomly-chosen word.
- Arrow Keys = Navigation

Start 

This is part of [American English Pronunciation Practice](#).  
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## Minimal Pair Practice & Quiz

<p>Practice</p> <p>[ wait ]                      [ wet ]</p>	<p>Correct</p> <p>0</p> <p>Wrong</p> <p>0</p> <p>[ Reset the Score ]</p>
<p>Quiz</p> <p>[ Listen, Then Choose ]</p> <p>[ wait ]                      [ wet ]</p>	

(<http://www.manythings.org/mp/m11.html>)

## ⑨ Tongue twisters

### Tongue Twisters

1. Laura and Larry rarely lull their rural roosters to sleep.



2. Sri Lankans are really leery of Landry's rules.



3. Climbing crimes are lures for crowded clowns.



4. There are free fleas for all the loyal royalty.



5. It's the right light with the glimmer in the mirror.



6. Collecting the corrections is the role of the elderly.



7. Are Roland and Sally rallying here in their lorry?



(<http://beyondgrammar.wordpress.com/2012/05/30/lr-pronunciation-drills/>)

### (2) Reflection

As other Korean do, my tutees had a little bit difficulty in pronouncing // and /r/ sound accurately. They were capable of discriminating the difference sounds between // and /r/ during minimal pair, pronouncing them by themselves still has a problem, I think. However, some kinds of sounds, for example, starting with /r/ word sounds were better than the beginning of the tutoring, changed with this tutoring. They felt interesting especially in tongue twister activity in these sounds practice. (ex: Real lime, Real lemon, which would you prefer every time?)

First, Kwak hadn't known about exactly how to pronounce /r/ sound, even // sound. After watching the video on /r/ and // sounds, she said that she understood the differences in pronunciation of them with articulation. Although they didn't learn about the articulation, we used a lot our tongue position, mouth shape changes, lips changes to pronounce correctly. She said that while it was okay to pronounce first and final /r/ sound in the words, she had trouble pronouncing middle /r/ sound in the word such as 'pretty, crashed, every'. Also, she said it was much easier to use word stress by making correct articulation. I think it was a good way to do. We talked about the tone of the sounds, she felt like that // sound is higher than /r/ sound. So, she has a curious about that other people who use English for communicative purpose can distinguish between /r/ and // sound according to the tone.

Kim also talked about the tone of the two sounds, // is relatively high and /r/ is relatively low. While he normally pronounced well during the reading the words and tongue twister script with relatively slow speed, it seemed more difficult to do it when he talked more freely. He talked about the stress too, placing stress on /r/ and // sound in the words made him much easier to pronounce them. Also, he had the same trouble to Kwak in pronouncing middle /r/ sound in the word.

They looked ashamed of pronouncing /r/ sounds while pronouncing // much comfortably. Their // sounds were pretty good to understand, so I didn't check too much on // sound. We focused on /r/ sound much more during the tutoring.

**(iv) Week 4 lesson plan for /f/ and /v/**

Materials	Procedures	Interaction	Time
Listening files	1. Minimal pair activity with listening		10''
Video	2. Tutees watch the video explaining how to pronounce /f/ and /v/ appropriately and showing how the sounds are different		20''
Mirrors	3. Tutees check their mouth by using mirrors during pronouncing /f/ and /v/		15''
Chart	4. Explain /f/ and /v/ sounds with charts and examples		20''
Chart	5. Explain the exception of /f/ and /v/ sounds		10''
	6. Tutees do air control activity with /f/ and /v/, and /s/ and /z/		10''
Paper	7. Do words wall game		25''
	8. Tutees have free talking time with the topic including /f/ and /v/ sounds a lot		30''
	1. Practice air control activity	Assignment	
Paragraph	2. Read the paragraph including /f/ and /v/		
Webpage	3. Minimal pair game online		

## (1) Materials

### ① Listening for minimal pair activity

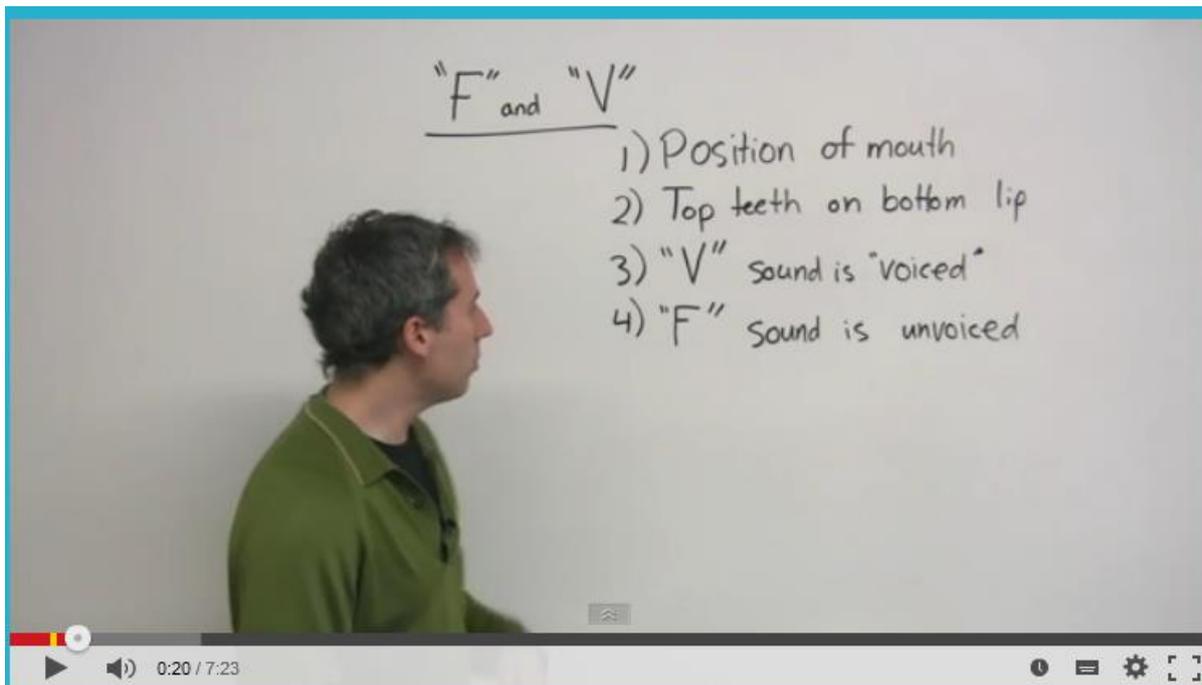
# Minimal Pairs - f or v

Click play to listen to the word and then click the word you hear. The meaning of the words. This is a pronunciation exercise, not a spelling exercise.

1.		<input type="radio"/> fat <input type="radio"/> vat	<input type="button" value="check"/>
2.		<input type="radio"/> vile <input type="radio"/> file	<input type="button" value="check"/>
3.		<input type="radio"/> volley <input type="radio"/> folly	<input type="button" value="check"/>
4.		<input type="radio"/> vain <input type="radio"/> feign	<input type="button" value="check"/>
5.		<input type="radio"/> fan <input type="radio"/> van	<input type="button" value="check"/>
6.		<input type="radio"/> ferry <input type="radio"/> very	<input type="button" value="check"/>
7.		<input type="radio"/> fault <input type="radio"/> vault	<input type="button" value="check"/>
8.		<input type="radio"/> feel <input type="radio"/> veal	<input type="button" value="check"/>
9.		<input type="radio"/> few <input type="radio"/> view	<input type="button" value="check"/>
10.		<input type="radio"/> vine <input type="radio"/> fine	<input type="button" value="check"/>

([http://www.adelescorner.org/pronunciation/minimal\\_pairs/f\\_v/f\\_v.html](http://www.adelescorner.org/pronunciation/minimal_pairs/f_v/f_v.html))

② Video



(<http://www.engvid.com/english-pronunciation-f-v/>)

③ Chart and examples

Consonant Sound Pair  
Voiceless /f/ & Voiced /v/

Sound-Spelling Pattern

	<u>/f/</u>		<u>/v/</u>
<u>f</u>	<u>friend flood</u> <u>flee fled</u> <u>before leaf</u>	<u>v</u>	<u>vet verse</u> <u>vine veal</u> <u>vale veil</u> <u>vial vile</u>
<u>ff</u>	<u>off coffee difficult</u>	<u>f</u>	<u>of</u>
<u>ph</u>	<u>photographer physician</u>		
<u>gh</u>	<u>laugh</u> <u>rough tough slough off enough</u> <u>cough trough</u>		
<u>silent l</u>	<u>calf half</u>		
	<u>Homophones</u>		<u>Homophones</u>

(<http://evaeaston.com/f-v-pattern.html>)

#### ④ Paragraphs for practice /f/

##### FISH

Talk about fish and going fishing. Have you ever been fishing? What would you take with you on a fishing trip? Where can you catch fish? Cut out paper fish and then make a small fishing rod with a pole, string and a magnet on the end. Put paper clips on the fish so you can catch them. Who can catch the most fish? Who can catch the biggest fish? Who can catch the first fish? Who can catch the fattest fish? Have fish and French fries for lunch or supper. Let your child help you make the meal and talk about the fish or fries while you are doing so. Where did the fish come from?

##### FEET

Take a good look at your feet. Talk about what you can do with your feet (e.g. walk, stand, wiggle your toes, etc.). Who has the biggest feet? Smallest feet? Funniest feet? How many toes are on each foot? (Five!) Trace your feet on a piece of paper and then cut them out. You can make a footpath to follow with all your footprints. If you go outside, you can make foot prints in the dirt (shoes on or off?). Who can make the best footprints?

##### FAMILY

Look in a photo album at pictures of the people in your family. How big is your family? Who are the oldest people in the family? Who are the youngest people? Who else is a part of the family? Do you go on a family vacation? Do you have family friends?

##### FAST

Take some time to talk about things that are fast. You could look in a magazine or catalogue and cut out pictures of things that are fast: motorcycles, cars, trucks, airplanes. Glue the pictures onto a piece of paper and hang it on the fridge. Are there any animals that are fast? (Cheetah, rabbit, antelope). Are fish fast? What about elephants?

##### FOOD

Everyone likes food. At mealtimes you can talk about the food you are eating. What

kinds of food do you eat for breakfast, lunch or supper? You could make a picture of favorite foods. Do you like to eat fruit, French fries, with fork?

(<http://www.rmcdc.com/LinkClick.aspx?fileticket=63GrKWdZ5CI%3D&tabid=579&mid=1737>)

⑤ Paragraphs for practice /v/

**Oral Reading**

**Lovers Never Leave Virginia**

Victor and Vivian were lovers. When they were seventeen, they moved to Virginia, where they lived for many years. They loved movies, especially very romantic ones. Every Valentine's Day, the lovers visited the theater in Belleville, where they viewed several versions of Romeo and Juliet, the famous love story. After the movies were over, they started planning their vacation. They planned to visit Vienna or Venice in Europe or Vietnam in Asia, but they never did. Their lives were too busy with their vocations and various trivial things that they couldn't leave Virginia.

Click for Audio

([http://www.eslgold.com/pronunciation/sound\\_v.html](http://www.eslgold.com/pronunciation/sound_v.html))

⑥ Online Quiz

## Minimal Pair Practice & Quiz

Minimal pairs are pairs of words that have exactly the same pronunciation except for one sound.

**First, practice each pair.**

1. Listen.
2. Listen and repeat.
3. Quiz yourself.

**Then quiz yourself on all pairs.**

4. Start with the first pair. Quiz yourself only once on each pair. If you don't get them all correct, try again.

**Keyboard Commands**

- 1 = Listen to the word on the right.
- 2 = Listen to the word on the left.
- 3 = Choose the word on the left as the answer.
- 4 = Choose the word on the right as the answer.
- Space = Listen to a randomly-chosen word.
- Arrow Keys = Navigation

Start 

This is part of [American English Pronunciation Practice](#).

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## Minimal Pair Practice & Quiz

<p>Practice</p> <p>[ fan ]                      [ van ]</p>	<p>Correct</p> <p>0</p> <p>Wrong</p> <p>0</p> <p>[ Reset the Score ]</p>
<p>Quiz</p> <p>[ Listen, Then Choose ]</p> <p>[ fan ]                      [ van ]</p>	

(<http://www.manythings.org/mp/m09.html>)

### (2) Reflection

When I did diagnostic with my tutees, they had a problem pronouncing /f/ and /v/ sounds accurately. Therefore, I wanted to practice these sounds together to improve intelligibility. Since Korean usually doesn't use the bottom lips when we speak

Korean, many of them are confused in using /b/, /f/, /v/ sounds. I think this problem can be problematic to communicate with others using English.

First about 15 minutes, they did minimal pairs activity with the recording made by English users. I don't know their exact nationalities, tutees were good at distinguishing the /f/ and /v/. As they were already know about the differences between two sounds, I showed them two videos in Youtube about how to pronounce /f/ and /v/ sounds appropriately. When watched them, they seemed like interesting and fun to use their bottom lips and front teeth. They used mirrors and stared at other's mouth to check their sounds for 15 minutes. I explained the sounds with charts more deeply almost 20 minutes by using the 'ph', 'gh', and 'of' and so on. Since they are exception to make /f/ and /v/ sounds, my tutees were surprised that they have to pronounce /f/ sounds when reading 'photo' or 'phone' and pronounce /v/ sound reading 'of'. Fortunately, while they felt a little bit difficult to be aware of exceptions, both of them were excited and fun about these sounds. They said that it was much easier to pronounce /f/ and /v/ compared to previous sounds.

Prior to the main practice activities, we had a time to practice controlling air. First, they made a sound /f/ with air flowing and then added voice, and then removed the voice again. They said this simple activity was more difficult than they had anticipated. They could remember the previous practicing with -s endings, especially /z/ sounds and used it in this activity. I gave them this activity as homework to make it more smoothly.

Kim was good at pronouncing /f/ and /v/ when he tried to pronounce them appropriately. However, when he didn't care about the pronunciation with consciousness, for example during more free-talking, he pronounced /p/ and /b/ sounds instead of /f/ and /v/. Kwak was in the same situation. Although she had a little problem in pronouncing voiced sounds such as /z/ and /v/, her pronunciation was relatively good to comprehend. To improve their automatic performance, we did two activities the words wall and question & answer talking with /f/ and /v/ for about 30 minutes for each. With little changes, such as introducing words walls which they have to come up with the maximum number of words including /f/ and /v/ sounds within the limited time, they enjoyed a lot doing the new types of practices together. Also, I tried to give them more natural conversation by doing question & answer

talking regarding to the topics related to their families, vacation and so on. As previous activities were relatively controlled, I had worried about more free-talking situation. However, they really tried hard to speak something to be understandable for each other and were not too much anxiety than I expected. So, I will use more talking style activities for next tutoring.

**( v ) Week 5 lesson plan for review**

Materials	Procedures	Interaction	Time
Paragraph	1. Give tutees each different paragraph		5''
	2. Tutees read the paragraph respectively		10''
	3. Have short practice time to read the paragraph		10''
Recorder	4. Tutees record voice reading the paragraph		20''
	5. Tutees listen to the others' recordings		20''
	6. Make the list of strengths and supplements about our tutoring items only		20''
	7. Share the ideas and discuss the feedback about the pronunciation		15''
Video	8. Make tutees listen to other's speaking in Youtube		30''
	9. Talk about what the people said in the video and discuss their pronunciation		15''
	10. discuss what is the most important to pronounce English		20''
Paper Pen	11. Make a simple paper poster what we did in the last session (strengths and supplements on tutoring items, what is the most important in pronunciation, how they think about others' pronunciation, etc.)		
	1. Review the assignments during tutoring for preparing the achievement test	Assignment	

## (1) Materials

- ① Paragraphs for reading and recording the speaking

### McCartney may come to Seoul



By Baek Byung-yeul

A Korean entertainment company said Friday it was seeing progress in talks with Sir Paul McCartney for a concert in Seoul in May. The former Beatles member performing here would mark a major event as the band, which never played in the country before it folded, continues to be arguably the country's favorite foreign music group.



Organizers at 9 Entertainment have already filed papers to the Korea Sports Promotion Foundation, the manager of state-built sporting facilities, to rent the Jamsil Olympic Stadium in southern Seoul on May 28 for the potential concert.

"Renting the venue is a process we have to go through when preparing for the performance of any artist. We are in talks to land (McCartney's) concert here, although the agreement isn't finalized yet," said an official from 9 Entertainment.

A representative from the Korean unit of the Universal Music International Group, McCartney's label, said he had received no information from headquarters about a potential performance here.

"The talks for setting up concerts usually take place between the artist and management people," he said.

[http://www.koreatimes.co.kr/www/news/culture/2014/06/143\\_152911.html](http://www.koreatimes.co.kr/www/news/culture/2014/06/143_152911.html)

## LG launches G3, aims to solidify top 3



By Yoon Sung-won

LG Electronics launched a new strategic smartphone, the "G3," Tuesday, which features the latest LG Group technologies.

Keen interest is now on whether the company can cement the top-3 seat it recently captured for the first time in the smartphone market with the new device.

According to data from the U.S. -based market researcher Strategy Analytics, LG Electronics holds third place in the global smartphone market in terms of turnover after Samsung Electronics and Apple, and ahead of Japan's Sony.

"As customers expect more from new smartphones, we realized that we needed to develop advanced technology to provide a simplified user experience. So we reflected that idea in our latest smartphone, the G3," Park Jong-seok, CEO of LG Electronics Mobile Communications Company said during a press conference at the company's headquarters in Yeouido, Seoul.

One of the biggest strengths of LG's latest strategic handset lies in its display systems, sourced from sister companies LG Display and LG Chem.

The G3 has a 5.5-inch "quad" high-definition (QHD) IPS display panel developed by LG Display, which is capable of producing clearer images with 538 pixels per inch (ppi), four times the resolution of existing full-HD AMOLED displays.

[http://www.koreatimes.co.kr/www/news/tech/2014/06/419\\_158045.html](http://www.koreatimes.co.kr/www/news/tech/2014/06/419_158045.html)

② Video



Liam Neeson & Conan Are Pasty Irishmen - CONAN on TBS

[http://www.youtube.com/watch?v=ba1B4Rn8\\_GE](http://www.youtube.com/watch?v=ba1B4Rn8_GE)



Benigni al Letterman Show - La vita è bella

<http://www.youtube.com/watch?v=BVUIhi8pe0c>

## **(2) Reflection**

For the last session, I prepared the whole review session for our all tutoring project. There are two reasons I decided to like that. First, I think they seemed need to organize the items we dealt with through four times tutoring. Since one is working at the bank and the other is studying in university, actually they don't have enough time to practice our target pronunciation and don't have many opportunities to speak English on duty or on study. Secondly, I wanted them prepare the achievement test will be taken next week. By discussing with them about the type of test, how much time it will take, how they can prepare the test and which test they prefer, I think they will do much better performance in achievement test.

First, I gave them each different news article which they are interested in respectively. After reading it with skimming, I checked their unknown vocabulary, expressions, and other curious things about it. And then, they had a time almost about 10minutes to practice reading for recording. After recording the paragraph respectively, they exchanged the files with each other to check strengthens and supplements. At first, they were a little bit afraid about the peer feedback, as the process was going, they laughed a lot and tried to make better pronunciation. Also, they only focused on the tutoring items; -ed endings, -s endings, /r/ and /l/, and /f/ and /v/ sounds, not all the things in their pronunciation. So I think it was more easy and comfortable for them to talk about their pronunciation together.

For second part, I showed them the videos in which different speakers are talking in English with different pronunciation. They were really interested in what they said and where they come from and their pronunciations. We discussed pronunciation role in English speaking and using. Kim said that he thought like that although there is no single standard pronunciation anymore, it is necessary to use appropriate pronunciation to be understandable to others. On the other hand, Kwak said that it is not important problem to use which pronunciation, but we can use the context in which we are talking in English. They talked about their own stance and the degree of the 'appropriate' pronunciation for quite long time almost 30 minutes. During this discussion, I realized that their speaking were really good at understandable to each other even they used English only. After the discussion, when I talked to them about their speaking fluency, they were surprised too.

## IX. Achievement Test

### ( i ) Achievement test

#### (1) Describing Pictures

##### ① Introduction of test

As we did in the diagnostic test, tutees will describe the pictures as detail as they can in order to show their knowledge of pronunciation about –s endings. Since prepared pictures include diverse things in it, tutees have to use plural expressions and third person singular verb to describe each woman's situation. This kind of task is not only relatively easy and already familiar with my tutees. Also this test is not only controlled to test the knowledge of pronunciation directly, but also needs relatively natural speaking for completing the test.

##### ② Test materials



([www.loveisnotatriangle.com](http://www.loveisnotatriangle.com))



([esol.britishcouncil.org](http://esol.britishcouncil.org))



([www.seattlepi.com](http://www.seattlepi.com))

③ Analysis of the test

I had prepared three pictures for describing picture task because my tutees

can choose the picture which they want to use for the test. It is more motivating for them, also makes them less nervous by indicating their own preference. In addition, as we did in this test in diagnostic, they will more comfortable and have more confidence at the beginning of the whole test. Also, as I said above, this test needs the targeted knowledge and some amount of free speaking to do it.

## (2) Reading paragraphs

### ① Introduction of test

As reading an article was used for diagnostic test, tutees will read the prepared paragraphs. I will use the news article including a lot of –ed endings due to the tense of the events. They will loudly read the article which is different from each other according to their interest.

### ② Test Materials



Los Angeles Dodgers' Mark Ellis is congratulated by Hanley Ramirez (13) after scoring a run during the fourth inning of Game 3 of the National League

baseball championship series against the St. Louis Cardinals Monday, Oct. 14, 2013, in Los Angeles. AP

LOS ANGELES (AP) — Led by a pair of precocious rookies, the Los Angeles Dodgers got themselves right back into the NL championship series.

Hyun-Jin Ryu outpitched Adam Wainwright with seven innings of three-hit ball, and Yasiel Puig celebrated twice on his RBI triple that helped Los Angeles beat the St. Louis Cardinals 3-0 Monday night in Game 3.

Adrian Gonzalez's RBI double ended a 1-for-17 drought for the Dodgers with runners in scoring position. An ailing Hanley Ramirez added a run-scoring hit as Los Angeles handed Wainwright his first postseason loss and trimmed its deficit to 2-1 in the best-of-seven series.

"The playoffs are one-day momentum swings," Dodgers manager Don Mattingly said. "Right now I feel like we've kind of grabbed it."

Puig's youthful exuberance, which energized the Dodgers as they surged from last place to first during a torrid midseason stretch, was on full display in the fourth inning.

The 22-year-old Cuban defector was so excited when he connected that he raised his arms immediately and stood in the batter's box to watch the flight of the ball toward right field, clearly thinking it was going out of the park.

Once he realized it wasn't, Puig started charging. He roared into third base and clapped his hands before raising them again as the sellout crowd of 53,940 cheered.

[http://www.huffingtonpost.com/2013/10/14/dodgers-cardinals-3-0-game-3-puig-ryu\\_n\\_4099356.html](http://www.huffingtonpost.com/2013/10/14/dodgers-cardinals-3-0-game-3-puig-ryu_n_4099356.html)

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In September 1991, chefs Jean-Georges Vongerichten and Todd English looked unstoppable. English had just been named the James Beard Rising Chef of the Year after leading his restaurant Olives in Charlestown, Mass., to two years of wide acclaim. Jean-Georges had just opened his first solo restaurant, JoJo, a bistro on New York's Upper East Side, after over four years as the chef of Lafayette, where he'd earned a rave four-star review from the *New York Times* at the age of 31. JoJo, meanwhile, was quickly becoming a smash hit. *Times* restaurant critic Bryan Miller said that the dining room was so packed that it often evoked "Epcot Center during spring break," and declared the food, light on cream

and butter, "cooking for the '90s." They were young, good-looking, prodigiously talented chefs cooking in a country that was just starting to grow taste buds -- why would anyone even want to stop them?

Twenty years later, they have become household names, received further accolades and thickened their wallets considerably. Jean-Georges now owns 27 restaurants, and English owns 20. Dishes they've invented -- Jean-Georges's molten chocolate cake and foie gras crème brûlée, English's fig-prosciutto pizza -- have become industry staples. They've made inroads to becoming a part of the mainstream, each releasing guides to home cooking this fall, and being featured in *People* magazine. They are celebrities and restaurateurs, rich and famous -- but are they still chefs?

That's the question that has haunted English, Vongerichten and the whole coterie of "emperor-chefs" since their ascension. (By "emperor-chef," we mean to exclude celebrity chefs, like Giada de Laurentiis and Ina Garten, who are more TV personalities than restaurateurs.) Pretty much everyone knows that, if you go into one of the 23 restaurants owned by Gordon Ramsay or the 13 owned by Bobby Flay, your chances of eating a meal actually cooked by the chef are slim to none. So the question of what the job of "emperor-chef" entails -- beyond appearing on TV, writing memoirs and cashing a fat check at the end of every month -- is a salient one.

It's a question that has been known to raise tempers. Alan Richman, the restaurant critic for *GQ*, is an especially harsh critic of empire-building by talented chefs. "Cooking is one of the most individual enterprises in the world," he told the Huffington Post. "There's nothing that lends itself less well to franchising than cooking."

Richman argues that the emergence of the emperor-chef -- a phenomenon he traces back to Wolfgang Puck, now the owner of 92 restaurants -- is a product of cooks' material aspirations. "For most of history, nobody got rich being a chef. Then they figured out a way to get rich -- it was TV and franchising," he said.

[http://www.huffingtonpost.com/2011/09/26/celebrity-chef-restaurants-jean-georges-todd-english\\_n\\_974745.html](http://www.huffingtonpost.com/2011/09/26/celebrity-chef-restaurants-jean-georges-todd-english_n_974745.html)

### ③ Analysis of the test

I had prepared two different articles including –ed endings basically because my two tutees have different interest in. It is more beneficial for them to read interested paragraphs. This test is also similar to that of diagnostic test. They will familiar with this and won't be too much nervous about it. Compared to the describing picture test, it is more controlled by just reading the sentences including targeted items. Also, the articles include not only –ed endings, but also other tutoring items such as –s, /r/ and //, and /f/ and /v/. I will check their other pronunciations at the same time in this test.

## (3) Quiz

### ① Introduction of test

In this test, tutees will conduct the quiz activity with each other more freely compared to previous two tests. First, they will decide to which person go first to correct the answers. After given the words list, one person will explain the target word with other expressions and words except the target word. After the other person listens to the explanation, will correct the answer. All answer words consist of tutoring items especially /r/ and //, and /f/ and /v/. Each person will take turns three times.

### ② Test materials

#### **/r/ and //**

Elementary	lane* rain
alive arrive	led* red
belly* berry	lead* read
blight* bright	lice* rice
blue brew*	light right
blush* brush	load* road
flee* free	long wrong
fly fry	loom* room

lot rot\*

play pray\*

Pre-Intermediate

blew brew\*

clash\* crash

collect correct

glamour grammar

glass grass

lace\* race

lamp ramp\*

late rate\*

law raw

led red

leader reader

lied\* ride

lighter writer

lock rock

locker rocker

luck ruck\*

lush\* rush

Intermediate

clown crown

fleas\* freeze

glow\* grow

lack rack\*

lair\* rare

lake rake\*

lamb ram\*

lane rain

lather\* rather

laze raise

lead read

leech\* reach

lies rise

lip rip

list wrist

lob\* rob

locket rocket

loot\* root

lows rose

pilot pirate

Upper Intermediate

belly berry

blues bruise

blush brush

flee free

flees freeze

laid raid

lamp ramp

lank\* rank

lap wrap

late rate

lay ray

lead red

leer\* rear

lentil rental

lid rid

lot rot

loyal royal

play pray

Advanced/Proficiency

blacken bracken

blight bright	lice rice
blew brew	lick rick
clash crash	light rite
flea free	limb rim
fleas freeze	lime rhyme
gland grand	link rink
glow grow	lit writ
jelly jerry	loam roam
lace race	loaves roves
lack rack	lob rob
lag rag	lobe robe
lagging ragging	look rook
lair rare	loom room
lake rake	lute route
lamb ram	lope rope
lank rank	lout rout
lash rash	lubber rubber
lather rather	luck ruck
law raw	lug rug
laze raze	lump rump
lead reed	lung rung
leek reek	lush rush
leap reap	lust rust
leech reach	splat sprat
leer rear	splint sprin
lib rib	

(<http://www.englishclub.com/pronunciation/minimal-pairs-l-r.htm>)

### **/f/ and /v/**

- |                                 |              |
|---------------------------------|--------------|
| Elementary and Pre-Intermediate | • fast vast* |
| • fan van                       | • fat vat*   |
|                                 | • ferry very |

- Fife\* five
- fine vine\*
- gif\* give
- leaf leave
- off of

#### Intermediate

- fear veer\*
- fee V
- file vile\*
- foul vowel
- half halve
- life live (*adjective*)
- proof prove
- safe save
- waif\* wave

#### Upper-Intermediate

- belief believe
- fail veil
- fault vault\*
- feel veal

- feign\* vain
- fender vendor
- fetch vetch\*
- foist\* voiced
- grief grieve
- reef reeve\*
- staff starve
- surf serve

#### Advanced

- calf carve
- chaff chav
- duff dove
- feign vein
- fie vie
- foal vole
- fox vox
- guff guv
- serf serve
- skiff skiv
- strife strive
- waif waive

(<http://www.englishclub.com/pronunciation/minimal-pairs-f-v.htm>)

#### ③ Analysis of the test

I think this test will be interesting for my tutees because they will compete with each other a little bit to correct the answers. They will need to speak what they want to say and have to paraphrase the word by using other vocabulary they had. It seems more natural speaking test. However, I can check their pronunciation on target items easily while they are talking with each other. Also, for the person who have to correct the answer, he or she will have to say the correct word including target items /r/ and /l/, /f/ and /v/.

#### **(4) Free talking**

##### ① Introduction of test

In this test, tutees will only use the topics prepared by me and talk about it completely freely. Compared to the previous tests which test tutees' knowledge, this test is more focusing on automatic pronunciation by practicing tutoring items. I will check their pronunciation we had practiced before together, not all the things in their speaking quality such as intonation, grammatical factors, word stress and so forth.

##### ② Test materials

I will use the topics for free talking to use tutoring target project more naturally. For example, when they talk about the last vacation, they definitely use the words 'vacation' or 'leave' including our target items /v/ and /l/, also -ed endings due to the past tense.

Topics: What did you do last week?

What did you do in last vacation?

##### ③ Analysis of the test

Through this test, tutees will talk about the topics more freely and naturally with tutoring items while they can't aware of using. In terms of their proficiency, this test will be a little bit difficult. However, during tutoring, they enjoyed gradually speaking English by themselves not considering too much grammar or pronunciation. Immediate speaking task can be helpful for them to use English as a language to communicate with each other. Also, since similar tasks were conducted during fourth and fifth tutoring, I think they will do their best to carry out this test enjoyably.

**(ii) Rubric for testing**

Letter	Sound	Examples	OK	X	
				Substitution	Omission
-ed	/t/				
	/d/				
	/ɪd/				
-s	/s/				
	/z/				
	/ɪz/				
r	/r/				
l	/l/				
f	/f/				
v	/v/				

**(iii) Results and Analysis**

**(1) Kim Seung Chan**

**① Results of the test**

## ② Analysis of the results

He generally was better at speaking English with confidence than before tutor project. He tried to speak what he wanted to express although he had a problem with the lack of vocabulary and grammatical knowledge.

I think that he had confused a little bit about pronouncing –ed endings especially in /t/ and /d/. He pronounced /t/ endings when he had to use /d/ endings. He seemed like conscious of the /t/ endings a lot. He mispronounced /t/ ending using /d/, but it happened only one time as a mistake. Also, he used /s/ endings many times when he had to pronounce /z/ ending. He seemed like that he didn't think about the –s endings seriously. His pronunciation emphasized /s/ sounds overall. For the other items, such as /f/ and /v/, /r/ and /l/, he made only few mistakes. Considering that he hadn't known how to pronounce our tutoring items in detail before the tutoring, I think he improved his pronunciation a lot through this project and seemed like that he got a great confidence in speaking English.

In more controlled test, which is reading the paragraphs, he was good at –ed endings because I told him that I will check the –ed endings only during the speaking. On the contrast, more free test such as describing pictures, quiz and free talking, he made a few mistakes that he hadn't made in reading paragraphs test. I think it is related to fluency and his proficiency. He said that although he practiced quite a lot out tutoring items by doing assignments, he didn't have many opportunities to use English in real life. Therefore, automatic pronunciation couldn't be achieved in specific items we practiced together. However, the amount of his speaking really increased compared to the first meeting or first tutoring.

**(2) Kwak Yoon Jin**

**① Results of the test**

## ② Analysis of the results

She had a problem with speaking English by herself without other's help seriously before the project because of the lack of confidence in English. However, in this achievement test, I realized that her speaking improved a lot not only pronunciation, but also intelligibility. She wasn't too much afraid about her English speaking through the test, as we focused and emphasized that the most important thing is intelligibility, not only grammar, pronunciation, and other factors related to 'native' like during our tutoring.

She made a few mistakes in pronouncing –ed endings, especially /d/ ending. She pronounced 'enjoyed' and 'stayed' with /id/ ending, not /d/, and omitted –ed endings in words 'named' and 'declared'. Also, she used /s/ ending for –s endings which has to be pronounced /z/, for example 'has' and 'bags'. Compared to ending sounds –ed and –s, she had more difficulty in pronouncing consonants items accurately. Especially, she said that she felt difficulty in pronouncing /r/ sound in the middle of the words. For example, 'room' or 'rice' is much better for her to pronounce because target /r/ sounds is in the first place in the word. 'ferry', 'pray', 'considerably' and 'variety' were almost pronounced like //l/. She said that when she wanted to pronounce /r/, she needed a time to think and try to do so for a while in her head. /v/ sound was the most difficult one for her because she had to use her lips, front teeth and voice at the same time. When she spoke in controlled test, she made much better /v/ sound compared to that of less controlled test.

Overall, she omitted some difficult sounds several times. I think it is maybe related to the lack of confidence in specific sounds. However, her speaking is more intelligible than before because she wanted to talk to others in English. Since she also hardly has chances to speak English speaker in real life, she has tried to practice target sounds by herself. While omitting or avoiding some difficult parts, she got a confidence in other sounds. In free talking test, she slowly spoke her experience as in detail as she can do with the other tutee. It was really impressive because she didn't give up speaking and kept going to delivery her thoughts in English.

## **X. Conclusions**

In achievement tests, although my tutees had a few mistakes on the tutoring items, I think they made a lot of improvement on not only their pronunciation, but also their speaking proficiency. Compared less controlled tests such as free talking and describing pictures, they had better job on more controlled test like reading the paragraphs. Since they didn't have enough time to practice speaking English in their real life, they couldn't make tutoring items on their own. However, in controlled test, they did very few mistakes with great consciousness. I could see their efforts to use their knowledge on pronunciation which they got during tutoring project and so happy to see improvement of the results of tests. In addition, I was surprised that their fluency improved a lot at the last day of tutoring. Compared the first tutoring, they really seemed comfortable to speak English so as to express their ideas by using their existing knowledge such as grammar, vocabulary or pronunciation. At first, they were seriously afraid about their speaking quality, especially in grammar and pronunciation. However, once they realized that grammar or native like pronunciation isn't the most important thing in English communication, they started to get rid of their anxiety and get a confidence in speaking English. I was really happy with the fact that this tutoring project changed their perception of English overall.

In more detail, on English pronunciation, they got a different point of view. One tutee Kim said that since he knew the importance of intelligibility and comprehensibility, he thought 'appropriate' and 'standard' English pronunciation is needed. He was still considering native pronunciation such as American and British the standard one. On the contrary, Kwak said that 'native like' pronunciation doesn't have any special meaning for her. She could remember that she was told her pronunciation was very cute and sounds like exotic and attractive when she was in Italy. For her, in pronunciation, the most important thing is the identity and confidence in what she can say in English. Although we had the same tutoring sessions all together, I felt interested and a little bit surprised that they had totally different point of view on English pronunciation at the end of the project.

I as well as my tutees had a wonderful time due to this tutoring project. I thought that if I will improve my pronunciation, I can be a model for pronunciation teaching by myself regardless of my nationality. It was great time with new concept

of English pronunciation for me. In the future, I want to include pronunciation things in my class not only listening, but also speaking tasks and activities. I got a confidence in teaching pronunciation in the future although I'm not a native speaker.