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**[PRONUNCIATION TUTOR PROJECT  
FINAL REPORT – JUNE 14, 2014]**

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# 1 Introduction

## 1.1 Introduction & Purpose

This project is a required component of the MA TESOL program teaching pronunciation course at Sookmyung University. While most students in this MA program have acquired a great amount of practical teaching experience, few, if any of us, have devoted much time in the classroom to actually teaching pronunciation. This problem is further compounded by the lack of research conducted in this field as noted by Tracey Derwing and Murray Munro "... the study of pronunciation has been marginalized within the field of applied linguistics. As a result, teachers are often left to rely on their own intuitions with little direction." (2005) They go on to discuss the limited success of the various approaches that an instructors intuition leads to. (2005)

In order to improve our knowledge and practical ability in this area we are able to tutor four English learners in order to improve two specific areas of their English pronunciation; the first and main focus will be the use and knowledge of thought groups, the supplementary focus will be on improving the production quality of the vowel sound schwa /ə/. The tutor and tutees will meet five times over the course of four months during the spring semester of 2014. In the course of these meeting five lessons will be taught with these stated goals in mind. Finally, the tutees will complete an achievement test showcasing their, hopefully, improved abilities.

## 1.2 Definition of Terms

*Thought Groups* are sometimes called tone units or sense groups (Rogerson & Gilbert 1990). Thought groups are "a discrete stretch of speech that forms a semantically and grammatically coherent segment of discourse" (Celce-Murcia et al. 2010) Thought groups differ from written language in that there is no visual aide to give clues to divisions in thought. In spoken discourse speakers mark these divisions with pauses in the stream of speech. According to Celce-Murica et al there are four typical features of a thought group

1. is set of by pauses before and after;

2. contains one prominent element;
3. has an intonation contour of its own;
4. usually has a grammatically coherent internal structure.

(2010, pg. 222)

*Schwa* /ə/ is the vowel produced in the mid-central region of the mouth with the muscles relaxed and the mouth slightly open. (Celce-Murcia et al. 2010) This is the most common vowel in reduced speech in the North American variety of spoken English. Thus is it important that our students learn this production as it will aide in accent reduction. It requires attention because of its frequency of use and its difference from the Korean epenthetic vowel (으) which is produced higher in the mouth and with more muscle tension.

## 2 Participants

Four participants have volunteered for this project. Two are male and two are female. All are native Korean speakers, attending a national university in a city to the east of Seoul. The university is ranked within the top 25 universities in S. Korea. The participants are all enrolled in an elective intermediate level general English speaking course. The participants volunteered to participate in this study in order to obtain increased participation scores for the regular course. Prior to our first meeting a Kakao Talk group was organized through which written communication took place. After this group had been created, an online Google form was disseminated to the members. This form was created by myself and is included in the diagnostics section. The purpose of this form was to learn the background information for each of the participants. All participants had ten or more years of prior English education that included extra-curricular English instruction. In Korea there is a generally higher English ability amongst the middle and upper classes due to the fact that they are able to pay for private institutions for their children to improve their ability, thus we can assume at least a middle income bracket for all of the participants, although this should have no bearing on their performance through the sessions. This assumption is further evidenced by the fact that two of

the tutees had spent time abroad; this is beyond the financial ability of lower income groups in Korea. They were aged between 20 and 22 years old at the time of this project. The participants had different majors at the university: marine science (2) and one each of international trade, and safety engineering.

## 2.1 Tutees



Left to Right: Ace, Ann, Daniel, Gina



*Ace*

The first participant, Ace, is a male 22 year old third year international trade major. He has been studying English for “around 10 years”. This included study at a private English academy, and one year spent in the United States of America. Ace mentioned that he had received little or no specific pronunciation instruction in the course of his English studies.



*Daniel*

The second participant, Daniel, is also 22 years old majoring in safety engineering. Like Ace he has also spent about one year in the United States of America during his ten years of English Education. Daniel has received only minimal specific pronunciation instruction.



*Gina*

Gina, the third student is a 21 year old female marine science major. She had studied English for the longest of all the participants with 12 years of prior study. She had not spent any time in a native English speaking country. Similar to Daniel, she had received only rudimentary pronunciation instruction.



*Ann*

The fourth participant, Ann, also aged 21 and the second marine science major, had been studying English for ten years at the time this project commenced. Like Daniel and Gina, she had received some pronunciation instruction. Sally, the fifth and final participant, is also the youngest being 21 years old. She is majoring in Business management. She has 11 years of prior English study, that like Daniel, Gina, and Ann only included a basic amount of pronunciation instruction.

All data about the participants above was revealed through diagnostic Instrument 1, the results are collected in table 1

## 2.2 Tutor

The tutor for this project is a 33 year old Canadian native English speaker. He has been an English instructor for eight years mostly teaching Elementary aged students, but is currently in his first semester as a General English instructor at the above mentioned university. He has completed two TESOL 120+ hour certificate courses with distinction and honours, and is currently enrolled in his first semester of the MA TESOL course at Sookmyung University in Seoul. While he had no specific training in teaching pronunciation before this semester, he has learned a variety of languages including, French, German, Dutch, and Korean, and as such is equipped with a better than average of phonemic awareness.



### **3 Diagnostics**

The diagnostic tools used in this section of the project were taken mostly from the packet given to us by Prof. Van Vlack. Additional tasks were found in an online pronunciation assessment packet, created by Amy Gerhiser & Diana Wrenn (2007) and adapted by me for use here. The pictures used in the last stage of the diagnostic test were adapted from a speaking task used in the STG-TESOL certificate course and were distributed to me by Prof. Adam Boothe at Sookmyung. The tasks were adapted to remove the need for one participant to assess another's pronunciation. The diagnostics have been separated into three sections. First, an initial background information and needs assessment section, second by a self-assessment, and finally a pronunciation assessment section.

#### **3.1 Diagnostic Instruments Section One**

The initial participant information was gathered through the use of an electronic Google form adapted by myself from materials distributed to a masters level pronunciation class by Prof. Stephen Van Vlack, into an online form. Viewable here at [https://docs.google.com/forms/d/1sW1isVDrTSFdrIVgre5j9WusBw1HMRi5D\\_VXDVR7LvQ/view](https://docs.google.com/forms/d/1sW1isVDrTSFdrIVgre5j9WusBw1HMRi5D_VXDVR7LvQ/view) [form](#) as well as below



## Instrument 1

### Pronunciation Project

This form is to get some background knowledge about you.

**\* Required**

**What is your name? \***

**What is your age? \***

**What is your first language? \***

**How long have you studied English? \***

**Did you study outside of regular school? \***

private academy or with a tutor

- Yes
- No

**How much time and effort did you and your teacher do on your English pronunciation? \***

- None / almost never
- Some (if there was a mistake, but otherwise not focused on)
- A lot (often, focused on sounds that I had trouble with)

**What is your major? \***

**In your opinion, how will you use English most in your future career? \***

- Spoken
- Written
- Listening
- Reading

# Oral Communication Needs Assessment Part 1

For each of the following items please rate the importance to your studies. 1 - not very 5 - very

## 1. Participating in informal conversations

1 2 3 4 5



## 2. Participating in discussions

1 2 3 4 5



## 3. Giving short presentations (10 minutes or less)

1 2 3 4 5



## 4. Giving long presentations (longer than 10 minutes)

1 2 3 4 5



## 5. Giving information or instructions

1 2 3 4 5



## 6. Speaking confidently

1 2 3 4 5



**7. Speaking Clearly**

- 1 2 3 4 5



**8. Using Appropriate stress patterns in words**

1 2 3 4 5



**9. Using appropriate rhythm pattern in sentences**

1 2 3 4 5



**10. Using appropriate non-verbal communication**

body language / gestures

1 2 3 4 5



## Oral Communication Needs Assessment Part 2

For each of the following items please rate your current ability. 1 - low 5 - high

### 1. Participating in informal conversations

1 2 3 4 5



### 2. Participating in discussions

1 2 3 4 5



### 3. Giving short presentations (10 minutes or less)

1 2 3 4 5



### 4. Giving long presentations (longer than 10 minutes)

1 2 3 4 5



### 5. Giving information or instructions

1 2 3 4 5



### 6. Speaking confidently

1 2 3 4 5



**7. Speaking Clearly**

1 2 3 4 5



**8. Using Appropriate stress patterns in words**

1 2 3 4 5



**9. Using appropriate rhythm pattern in sentences**

1 2 3 4 5



**10. Using appropriate non-verbal communication**

body language / gestures

1 2 3 4 5



**Table 1**

What is your name?	What is your age?	What is your first language?	How long have you studied English?	Did you study outside of regular school?	How much time and effort did you and your teacher do on your English pronunciation?	What is your major?	In your opinion, how will you use English most in your future career?
Ace	22	Korean	Around 10years	Yes	None / almost never	International Trade	Spoken
Gina	21	Korean	12 years	Yes	Some (if there was a mistake, but otherwise not focused on)	Marine Science	Spoken
Daniel	22	Korean	10 years	Yes	Some (if there was a mistake, but otherwise not focused on)	Safety Engineering	Spoken
Ann	21	Korean	10 years	Yes	None / almost never	Marine Science	Spoken

Oral Needs Assessment Part 1 (Importance)					
What is your name?	1. Participating in informal conversations	2. Participating in discussions	3. Giving short presentations (10 minutes or less)	4. Giving long presentations (longer than 10 minutes)	5. Giving information or instructions
Ace	4	4	3	2	4
Daniel	3	3	3	3	3
Gina	3	3	3	3	3
Ann	4	4	4	4	4
(Average)	3.5	3.5	3.25	3	3.5
What is your name?	6. Speaking confidently	7. Speaking Clearly	8. Using Appropriate stress patterns in words	9. Using appropriate rhythm pattern in sentences	10. Using appropriate non-verbal communication
Ace	4	3	3	3	4
Daniel	3	3	3	3	3
Gina	4	5	5	5	3
Ann	4	5	4	3	4
(Average)	3.75	4	3.75	3.5	3.5

<b>Oral Needs Assessment Part 2 (Current Ability)</b>					
<b>What is your name?</b>	<b>1. Participating in informal conversations</b>	<b>2. Participating in discussions</b>	<b>3. Giving short presentations (10 minutes or less)</b>	<b>4. Giving long presentations (longer than 10 minutes)</b>	<b>5. Giving information or instructions</b>
<b>Ace</b>	4	4	3	2	4
<b>Daniel</b>	3	3	3	3	3
<b>Gina</b>	2	2	2	1	3
<b>Ann</b>	3	2	3	2	3
(Average)	3	2.75	2.75	2	3.25
<b>What is your name?</b>	<b>6. Speaking confidently</b>	<b>7. Speaking Clearly</b>	<b>8. Using Appropriate stress patterns in words</b>	<b>9. Using appropriate rhythm pattern in sentences</b>	<b>10. Using appropriate non-verbal communication</b>
<b>Ace</b>	5	4	3	3	4
<b>Daniel</b>	3	3	3	3	3
<b>Gina</b>	2	2	2	2	3
<b>Ann</b>	3	3	3	3	3
(Average)	3.25	3	2.75	2.75	3.25

### **3.1.1 Analysis of Oral Communication Needs Assessment (Importance)**

Ace thought that participating in formal and informal conversations was moderately important. Similarly rated were giving information or instructions, speaking confidently, and using appropriate non-verbal communication. Ace felt that giving presentations longer than 10 minutes was unimportant

Daniel had no strong feelings about the importance of any of the speaking situations or skills.

Gina felt that speaking clearly, and using stress appropriately were very important. She also rated speaking confidently as moderately important.

Ann felt that all of the skills were moderately important except for speaking clearly which was rated as very important, and using appropriate rhythm which was just given an important ranking.

The tutees averages scores for this section of the questionnaire indicated that speaking clearly was the most important skill, followed by speaking confidently and using appropriate rhythm and stress.

### **3.1.2 Analysis of Oral Communication Needs Assessment (Current ability)**

Ace described his ability to speak confidently as his highest rated skill. He feels that he is good at participating in discussions both formal and informal, giving instructions, speaking clearly and using non-verbal communication. He feels that he is weakest at giving presentations longer than 10 minutes.

Daniel felt that he was average at all of the skills.

Gina felt that generally her abilities were poor, her best skill was giving instructions, and her worst skill was giving long presentation.

Ann felt that her skills were generally average, but that she was weakest at participating in discussions and giving longer presentations.

The tutees felt that giving longer presentations was their poorest skill, and that they possessed slightly better than average ability at giving instructions, speaking confidently and using non-verbal communication.

### **3.1.3 Reflection on diagnostic section one**

This electronic form was used over a paper form due to the increased efficiency it offers for gathering information. Also, as the participants are all university students their time is extremely limited, in order to get the most out of the time we did have anything that could be done outside of the sessions, was. The form gathered the necessary personal background information about the participants, as well as assessed the oral communication needs of the participants and their attitude towards the various aspects of pronunciation; this data was not analyzed for pronunciation. I feel that this form was an appropriate way to gather background information quickly and efficiently. The questions were straightforward and did not pose any problems for the tutees. I would use this form again to quickly gather information.

## **3.2 Diagnostic instruments section two**

This is a written self-awareness assessment (instrument 2). On this instrument the participants will, in writing discuss their opinion of different speaking situations and pronunciation problems as well as their attitude to different aspects speaking English and pronunciation, in general. I chose this as a diagnostic tool, because motivation and attitude can greatly impact uptake. (Gardner and Lambert, 1959) Therefore, in order to make sure that my tutees would be willing to work on their pronunciation this assessed their attitudes.

## Instrument 2

### Student Awareness

Name: \_\_\_\_\_

- 1) What is your easiest speaking situation?
  
- 2) What is your most difficult speaking situation?
  
- 3) In what area would you most like to improve?
  
- 4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?
  
- 5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?
  
- 6) In what situation do you feel comfortable speaking in English?
  
- 7) In what situation do you feel comfortable speaking in English?
  
- 8) What specific problems do you think you have with pronunciation?
  
- 9) What areas of pronunciation would you like to work on most and what are your goals for this course?

Student Awareness

Name: ACE

1) What is your easiest speaking situation?

when I am in closed friends or people who know me

2) What is your most difficult speaking situation?

~~First time to meet someone~~

3) In what area would you most like to improve?

writing ~~at~~

4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

when I was in USA, I entered a ~~store~~ <sup>store</sup> hand shop

→ In Korea's W sound is different

and I asked "I am looking for ~~something~~, but they didn't

5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, understanding in stores, talking to strangers, chatting with friends)?

on the phone.

6) In what situation do you feel comfortable speaking in English?

when I meet Korean Englishman who speak English natively.

7) In what situation do you feel comfortable speaking in English?

8) What specific problems do you think you have with pronunciation?

I don't have enough information

9) What areas of pronunciation would you like to work on most and what are your goals for this course?

I want to have information.

## Student Awareness

Name: Daniel (Deok gyoon Kim)

- 1) What is your easiest speaking situation?

In restaurant, I'm ordering some meals

- 2) What is your most difficult speaking situation?

When I was attending a conference, I couldn't understand everything

- 3) In what area would you most like to improve?

Listening and Speaking

- 4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

I have a problem in pronouncing R and Q. There's no difference in R and L, K and Q in Korean language. That's the why

- 5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

Every situation, when I have difficulty in pronouncing Q

- 6) In what situation do you feel comfortable speaking in English?

To chat with my friends. They like my accent.

- 7) In what situation do you feel comfortable speaking in English?

- 8) What specific problems do you think you have with pronunciation?

I have mumbling and my sounds are listened like unclear

- 9) What areas of pronunciation would you like to work on most and what are your goals for this course?

Frankly speaking, I'm not interested in pronunciation.

It's just an accent. What I wanna improve by this course is conversation and special experience that I improve my English in different way.

Student Awareness

Name: Kwon hye min

- 1) What is your easiest speaking situation?

Say hello to someone!!

- 2) What is your most difficult speaking situation?

describe something

- 3) In what area would you most like to improve?

Speaking

- 4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

when I described my major  
I don't know.

- 5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

Chatting with friends & on the phone

- 6) In what situation do you feel comfortable speaking in English?

I'm always nervous when I speak

- 7) In what situation do you feel comfortable speaking in English?

English

- 8) What specific problems do you think you have with pronunciation?

l sound, r sound?

- 9) What areas of pronunciation would you like to work on most and what are your goals for this course?

I can't pronounce like native  
but I don't want to be  
nervous when speaking with  
partners

**Student Awareness**

Name: 이다운 Ann

1) What is your easiest speaking situation?

I want to know what time it is.

2) What is your most difficult speaking situation?

When native speakers talk to me first.

3) In what area would you most like to improve?

speaking

4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

I don't have chance to talk native speakers.

5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

talking to strangers.

6) In what situation do you feel comfortable speaking in English?

free talking with friends

7) In what situation do you feel comfortable speaking in English?

8) What specific problems do you think you have with pronunciation?

I don't know...

9) What areas of pronunciation would you like to work on most and what are your goals for this course?

I want to speak in English well.

### 3.2.1 Analysis of Self-awareness

Daniel and Ace feel comfortable in some real situations using English. Ann and Gina on the other hand who lack an immersion experience feel comfortable speaking English in fairly simple scenarios.

Two of the tutees describe their most difficult situation to be a situation where they have to listen to native speakers speaking. Gina, who performed had a great deal of difficulty with the spontaneous story telling task indicated that describing things was the most difficult English speaking situation.

Speaking was the skill selected by the tutees as the skill they would most like to improve. This is not unexpected. Most students in Korea feel that they need to improve their speaking.

The tutees, with the exception of Ann seem to be aware that there are differences in the phonemes between English and Korean. R/L and K/Q were listed as problematic phonemes.

Speaking on the phone was the activity that made the tutees the most anxious about their pronunciation. This is not unusual due to the inability of the interlocutors to dual code their messages for the hearer.

The tutees generally felt comfortable speaking English with native speakers or with close friends who may or may not be native speakers. This is not uncommon for low intermediate speakers as they do not have the repertoire of learned sounds that a more developed speaker would have, thus familiar people, with familiar pronunciations are the most comfortable.

Daniel and Ace were aware of their general problems with English. Daniel indicated that he is prone to mumbling and some mispronunciations. Ace, on the other hand indicated that he needs work on his intonation. This is interesting because his speaking tasks showed that he possessed the greatest ability, of the tutees, with intonation. Perhaps his awareness has made him more conscious of using the correct intonation patterns.

The tutees wrote a variety of answers for what they would like to gain from this project. Ace, wants to improve his pronunciation. Daniel, who has the least clear pronunciation, says that he just wants a chance to learn English in a different way, outside of regular class. Daniel wrote that he feels that pronunciation is not important, because it is just an accent. Ann and Gina both want to be more comfortable speaking English.

### **3.2.2 Reflection on diagnostic section two**

I think that this questionnaire worked well as a secondary method of assessing the tutees attitudes towards English as well as when and how they feel comfortable or uncomfortable using English. There was a mistake on the questionnaire where questions six and seven were duplicates. This should be amended before reusing. I feel that this was accurately completed and seemed to reflect my own observations of the tutees throughout the sessions as well as rounded out the picture of each tutee. With these completed forms I was able to address, if informally, their problems related to speaking.

Upon reviewing the results some things became immediately clear; the self-assessment did not give clear instructions. Several of the responses do not seem to fit for the participant's use of English. However, I was able to discern a lack of metalinguistic ability from the participants. When asked what specific pronunciation problems they have. One student did indicate that they had insufficient intonation and another indicated /l/ and /r/ as an issue. Another mentioned the /w/ problem for Korean speakers of English.

### **3.3 Diagnostic Section Three**

In the third and final section, the participants will rehearse and then video-record themselves reading a provided script. This section will be analyzed for pronunciation using a rubric (*Rubric 1*). The idea of this diagnostic was to get a sample of their practiced speech. The expectation is that this should be the highest quality of speech they are capable of because they were given time to rehearse it before recording it, as was noted in Chapter 8 of the book *Teaching Pronunciation* by Celce-Murcia et al (2010)

**Instrument 3****Diagnostic****Part 1**

*Read the following passage to yourself once or twice to understand the meaning. When you are ready press record*

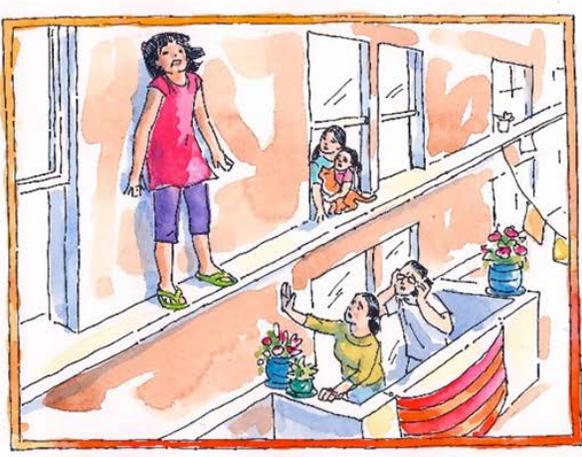
Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversation more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversation to mean disapproval, 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.

**Part 2**

- a) Read the text below silently to yourself to get the meaning. Then read it aloud.

In designing advertisements, advertisers can link stimuli. They try to create a certain kind of learning in which a neutral stimulus is connected to an unrelated stimulus. For example a pleasant image or sound is linked to a product or an image of a product. As a result of this conditioning, a warm feeling can be formed with a product. This can be a powerful tool in affecting the behavior of consumers. You might be surprised how much your own behavior as a consumer is affected by classical conditioning.

**Part 3**



The videos recordings of the paragraphs from Part 1 and Part 2 are available at the following web addresses.

**Table 2 (Diag. Test Section Three Part 1 & 2)**

Name	QR Code	Youtube link
Ace		<a href="http://youtu.be/Ebh5hQFBlzk">http://youtu.be/Ebh5hQFBlzk</a>
Daniel	 	<a href="http://youtu.be/SHQrUmgx1zk">http://youtu.be/SHQrUmgx1zk</a> (Paragraph 1)  <a href="http://youtu.be/thyvDai8h9Y">http://youtu.be/thyvDai8h9Y</a> (Paragraph 2)
Gina		<a href="http://youtu.be/COfd7XRm-SU">http://youtu.be/COfd7XRm-SU</a>
Ann		<a href="http://youtu.be/3xcyy4JEGHk">http://youtu.be/3xcyy4JEGHk</a>

**Table 3 (Diag. Test Section Three Part 3)**

Name	QR Code	Youtube link
Ace (& Sally)		<a href="http://youtu.be/auN2YyeAZSs">http://youtu.be/auN2YyeAZSs</a>
Daniel		<a href="http://youtu.be/HF1gKjLgG9M">http://youtu.be/HF1gKjLgG9M</a>
Gina & Ann		<a href="http://youtu.be/jKRliSiov6A">http://youtu.be/jKRliSiov6A</a>

The speech samples in the above videos were assessed using the following rubric, which was adapted by me for use in this project. The original rubric from which this was adapted from a rubric created by Amy Gerhiser & Diana Wrenn (2007) The rubric was adapted to remove the need for the tutees to assess each other and for the tutees to themselves to listen to their own answers. This was done because the goal of this task was to obtain speech samples to be able to the tutees suprasegmental features

**Rubric 1****Pronunciation Diagnostic Feedback Teacher's Guide**

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

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

*Provide examples from student's speech.. Encourage them to go back and listen to their recording and to find these examples.*

**Rubric 2**

Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /Id/. Circle the correct ending for each word numbered above.

1. /d/ /t/ /əd/ or /Id/
2. /d/ /t/ /əd/ or /Id/
3. /d/ /t/ /əd/ or /Id/
4. /d/ /t/ /əd/ or /Id/
5. /d/ /t/ /əd/ or /Id/
6. /d/ /t/ /əd/ or /Id/

Ace

Pronunciation Diagnostic Feedback Teacher's Guide

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

Elements of Speech	Difficulties	Examples
Consonants	Does the speaker have repeated problems with any consonants or clusters?	<del>that</del> UNsuccessful → sound (sf) at @ UNSUCCESSful r vs z <del>th</del> /r/
Vowels	Do vowel sounds negatively affect intelligibility?	this/hese
Syllables and/or grammatical endings	-s endings (Americans, relationships) -d endings (considered, appreciated)	-s -occasionally (dominate) dropped
Word stress	Does stress fall on the appropriate syllable?	✓ mostly ok
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?	very slight rhythm -mostly flat -question of the
Focus and special emphasis (Prominence)	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?	-not evident -very minimal prominence
Intonation/Pitch	Does tone rise and fall in the appropriate places? Or, does it sound monotone?	Slight raised intonation in questions
Thought groups and linking	Does the speaker pause at commas and other appropriate places?	Appropriate
Delivery (rate of speech, loudness)	Does the speaker speak too loudly or quietly, too fast, or too slow?	Normal, 2nd was a little quick

Provide examples from student's speech. Encourage them to go back and listen to their recording and to find these examples.

Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /ɪd/. Circle the correct ending for each word numbered above.

1. /d/ /t/ /əd/ or (ɪd)
2. /d/ /t/ /əd/ or (ɪd)
3. /d/ (t) /əd/ or /ɪd/
4. (t) /t/ /əd/ or /ɪd/
5. (d) /t/ /əd/ or /ɪd/
6. (t) /t/ /əd/ or (ɪd)

*David*

**Pronunciation Diagnostic Feedback Teacher's Guide**

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

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

} mouth seems tight

*Provide examples from student's speech.. Encourage them to go back and listen to their recording and to find these examples.*

Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /ɪd/. Circle the correct ending for each word numbered above.

1. /d/ /t/ /əd/ or /ɪd/
2. /d/ /t/ /əd/ or /ɪd/
3. /d/ /t/ /əd/ or /ɪd/
4. /d/ /t/ /əd/ or /ɪd/
5. /d/ /t/ /əd/ or /ɪd/
6. /d/ /t/ /əd/ or /ɪd/

Gina

Pronunciation Diagnostic Feedback Teacher's Guide

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

Elements of Speech	Difficulties	Examples
Consonants	Does the speaker have repeated problems with any consonants or clusters?	ʒ vs z
Vowels	Do vowel sounds negatively affect intelligibility?	slight
Syllables and/or grammatical endings	-s endings (Americans, relationships) -d endings (considered, appreciated)	-s induct -d vs ed occasional error
Word stress	Does stress fall on the appropriate syllable?	-good adress
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?	a little choppy but some rhythm
Focus and special emphasis (Prominence)	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?	Some prominence shown
Intonation/Pitch	Does tone rise and fall in the appropriate places? Or, does it sound monotone?	Some rising intonation in T's falling intonation as well
Thought groups and linking	Does the speaker pause at commas and other appropriate places?	good
Delivery (rate of speech, loudness)	Does the speaker speak too loudly or quietly, too fast, or too slow?	Normal - a little soft spoken

\* tends to be shy

Provide examples from student's speech. Encourage them to go back and listen to their recording and to find these examples.

Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /ɪd/. Circle the correct ending for each word numbered above.

1. /d/ /t/ /əd/ or /ɪd/
2. /d/ /t/ /əd/ or /ɪd/
3. /d/ /t/ /əd/ or /ɪd/
4. /d/ /t/ /əd/ or /ɪd/
5. /d/ /t/ /əd/ or /ɪd/
6. /d/ /t/ /əd/ or /ɪd/

Am

**Pronunciation Diagnostic Feedback Teacher's Guide**

Instructions: The diagnostic provides opportunities for you to check areas of your students' pronunciation. It is a guide to help you diagnose your students' difficulties. You do not have to make comments about every feature. It is best if you make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student's intelligibility.

Elements of Speech	Difficulties	Examples
<b>Consonants</b>	Does the speaker have repeated problems with any consonants or clusters?	θ / ð L/R ok → not audibly wrong.
<b>Vowels</b>	Do vowel sounds negatively affect intelligibility?	Americans do <u>not</u> have
<b>Syllables and/or grammatical endings</b>	-s endings (Americans, relationships) -d endings (considered, appreciated)	-s were ok
<b>Word stress</b>	Does stress fall on the appropriate syllable?	mostly correct
<b>Rhythm in sentences</b>	Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?	Same stress
<b>Focus and special emphasis (Prominence)</b>	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?	No prominence given
<b>Intonation/Pitch</b>	Does tone rise and fall in the appropriate places? Or, does it sound monotone?	monotone / flat
<b>Thought groups and linking</b>	Does the speaker pause at commas and other appropriate places?	Appropriate
<b>Delivery (rate of speech, loudness)</b>	Does the speaker speak too loudly or quietly, too fast, or too slow?	Normal

Provide examples from student's speech. Encourage them to go back and listen to their recording and to find these examples.

Indicate if the corresponding word from the passage above ends in /d/, /t/, /əd/, or /Id/. Circle the correct ending for each word numbered above.

1. /d/ /t/ /əd/ or /Id/
2. /d/ /t/ /əd/ or /Id/
3. /d/ /t/ /əd/ or /Id/
4. /d/ /t/ /əd/ or /Id/
5. /d/ /t/ /əd/ or /Id/
6. /d/ /t/ /əd/ or /Id/

### **3.3.1 Analysis of the diagnostic results**

#### **3.3.1.1 Analysis of Diagnostic Section Three (Parts 1 & 3)**

There was a general difficulty between /dz/ and /z/ some vowel confusion between /ɪ/ and /i:/. Intonation was generally flat. The effects were seemingly magnified in part three

#### **3.3.1.2 Analysis of Diagnostic Section Three (Part 2)**

The final diagnostic was recorded with the 2nd diagnostic (Ins. 2) but was scored using a different rubric (Rub. 2). Generally, the results varied for each speaker none affecting intelligibility greatly, although the /əd/ when used inappropriately can be jarring for a listener

### **3.3.2 Assessment of diagnostics used**

I am not happy with the diagnostics that I used. I was hoping with the first self-awareness diagnostic to get a better sense of where they feel they have difficulties with English and English pronunciation. I think that this could be modified to clarify instructions and hopefully come up with more usable information.

I was moderately satisfied with the 2<sup>nd</sup> task where the participants read the passages. It gave a good sample of speech to be analyzed. The rubric could be adjusted in order to look for better trends. The authentic story-telling task I expected to yield a better result, which perhaps was an error on my part in assuming the participants to be at a higher level.

## **4 Goals and objectives**

The stated goal for this project is to improve the intelligibility of the tutees for ELF communication. As such I have chosen to focus on improving the thought groups of the tutees as the main goal for this project with a secondary aim of improving the vowel quality. These goals coincide with the aims of the students and their perceptions of how they will use English in the future. All of the tutees, chose listening or speaking on the needs assessment form. I am inferring this to mean conversationally, and/ or including giving and listening to presentations of middle length, approximately 10 minutes.

## 4.1 Objectives for Ace

Ace is perhaps is equal to or slightly below Daniel in terms of English proficiency, however, there are still some areas to work on. He mentioned that he would like to improve his intonation I think that if he is able to improve his thought groups which can be seen in the video are consistently quite short. As that Ace's first language is Korean he has not entirely escaped the common problem areas. As was indicated in his results above he lacks the /i/ /i:/ distinction. A reasonable goal for this project would be to make him aware of the different uses of thought groups and to improve his ability to discriminate the aforementioned vowels.

## 4.2 Objectives for Daniel

Daniel is probably the most proficient English speaker of the tutees. He has indicated that he has little interest in pronunciation. His interest in this project was more geared by his general interest in having English conversation. Nonetheless, his accent is slightly unique. The best way to describe his current accent is that of chewing his words, which can affect his intelligibility. He really works his mouth around the words. He has a tendency in formal conversations to give answers like he is taking a test. His thought groups were seemingly appropriate, though short. He made some errors with vowels as well. Improving these areas should improve his intelligibility.

## 4.3 Objectives for Gina

Gina is generally more comfortable than either Ann or Sally speaking English, although she is not as proficient as either of the male tutees. She indicated that she is generally nervous when speaking to native English speakers. Gina has the common epenthesis found in Korean speakers of English. It is my belief that reducing her anxiety will improve her thought groups and making her aware of additional vowels added by Korean English speakers will help.

#### **4.4 Objectives for Ann**

Similar to Gina and Ace, Ann wants to “speak English well”. Like the others she had appropriate thought groups, but they length could be improved in many instances. Similar to Ace, the distinction of /i/ /i:/ needs to be acquired, which although this error does not necessarily decrease intelligibility it will help to reduce her accent, which should improve her confidence and thus could allow her to speak more freely.

### **5 The Action Plan**

This is a five week tutor project. The tutees will meet the tutor five times over five weeks for approximately one hour per session. Each class is designed to improve the tutees discrimination of thought groups and their various uses as well as to reduce the “Korean accent” on their individual English through using schwa as a reduction technique and improving features of connected speech.

## Action plan syllabus

<b>Week / Date</b>	<b>Focus</b>	<b>Materials</b>
<b>Initial meeting</b> <b>March 24, 2014</b>	Initial meeting Diagnostic Test	Diagnostic Test Computer
<b>Session 1</b> <b>May 7, 2014</b>	Noticing and discrimination of thought groups <ul style="list-style-type: none"> <li>- Discussion of goals of the project.</li> <li>- Discussion about the current state of English.</li> </ul>	Video of "Between Two Ferns with Zach Galifianakis" Transcript of video
<b>Session 2</b> <b>May 13, 2014</b>	Different uses of thought groups <ul style="list-style-type: none"> <li>- Role of emotion on thought group length</li> <li>- Role of importance on thought group length.</li> </ul>	4 Videos(fast, slow, Kimoon Bahn, Guenhye Park) Handout
<b>Session 3</b> <b>May 20, 2014</b>	Different uses of thought groups <ul style="list-style-type: none"> <li>- Role of emotion on thought group length</li> </ul> Practice listening discrimination and feedback with peers	Videos (Agents of SHIELD) Script of Agents of SHIELD Handout MP3 player and headphones Mp3 files of tutee recording
<b>Session 4</b> <b>May 27, 2014</b>	Introduction to Schwa Drama techniques <ul style="list-style-type: none"> <li>- Use of drama techniques to improve the students use of thought groups</li> </ul>	Handout
<b>Session 5</b> <b>June 3, 2014</b>	Schwa practice Story telling (prepared speech) Story telling (spontaneous)	Handout
<b>Achievement Test</b> <b>June 5, 2014</b>	Final Achievement Test	Achievement test Computer

## 5.1 Session 1 Lesson Plan

Time (in minutes)	Target	Materials
5"	1. Review of project goals	
20"	2. Explanation of thought groups - examples of thought groups in Korean and 3. English - uses of thought groups - linking (connected speech)	Blackboard
20"	4. Script of interview - read script (1 <sup>st</sup> half of page) - mark possible thought groups divisions 5. Viewing of video - focus on divisions and differences between speakers speech patterns (comedian vs. politician)	Transcript of Video Between Two Ferns video with Zach Galifanakis and Barack Obama
5"	6. Homework Explanation - write down three or four sentences that they hear and mark the thought group divisions	

### 5.1.1 Materials for Session 1

The materials for this session were prepared by myself. For ease of use during the lesson the video was downloaded, as was the transcript. The transcript was printed and distributed to the students. The transcript was edited to remove advertisements and other webpage features. The video is linked below and the transcript is on the following pages.

Video: Between Two Ferns with Zach Galifanakis and Barack Obama	<a href="http://FunnyOrDie.com/m/8omu">http://FunnyOrDie.com/m/8omu</a>	
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## Transcript

Transcript of [Between Two Ferns with Zach Galifianakis and Barack Obama](#) downloaded from

<http://www.thewrap.com/obama-zach-galifianakis-between-two-ferns-full-transcript/>

Galifianakis: Sorry I had to cancel a few times. My mouse pad broke last week and I had to get my Great Aunt some diabetes shoes and uh

Obama: Uh, you know what, Zach? It's no problem. I mean, I have to say, when I heard that, like people actually watch this show, I was actually pretty surprised.

Galifianakis: Shh, shh! Hi, welcome to another edition of "Between Two Ferns." I'm your host, Zach Galifianakis and uh, my guest today is Barack Obama President Barack Obama.

Obama: Good to be with you, Zach.

Galifianakis: First question. In 2013, you pardoned a turkey. What do you have planned for 2014?

Obama: We'll probably pardon another turkey. We do that every Thanksgiving. Was that depressing to you? Seeing that, uh, one turkey kinda taken out of circulation? A turkey you couldn't eat?

Galifianakis: So, how does this work? Do you send Ambassador Rodman to North Korea on your behalf? I read somewhere that you'll be sending Hulk Hogan to Syria, or is that more of a job for Tonya Harding?

Obama: Zach, he's, he's not our ambassador.

Galifianakis: What should we do about North Ikea? (Looks at paper) Kor North

Obama: Why don't we move on?

Galifianakis: I have to know. What is it like to be the last black president?

Obama: Seriously? What's it like for this to be the last time you ever talk to a president?

Galifianakis: It must kinda stink though, that you can't run, you know, three times. You know?

Obama: No. Actually, I think it's a good idea. Uh, if I ran a third time, it'd be sorta like doing a third "Hangover" movie. It didn't really work out very well, did it?

Obama: Now I have to say that I've seen this show before and, uh, some of the episodes have probably been a little better than this. You know, for example, the one with Bradley Cooper, that was a great show.

Galifianakis: (muffled) Bradley Cooper

Obama: He kinda carried that movie, didn't he?

Galifianakis: Uh, which, which film are you speaking of?

Obama: Uh, those "Hangover" movies. He, he, basically, he carried them.

Galifianakis: Yeah, everybody loves Bradley. Good for him.

Obama: Good lookin' guy.

Galifianakis: Being like that in Hollywood, that's easy! Tall, handsome, that's easy. Be short, fat, and smell like Doritos and try to make it in Hollywood.

Galifianakis: Is it going to be hard in two years when, uh, you're no longer president and people will stop letting you win at basketball?

Obama: How, how does it feel having a three inch vertical?

Galifianakis: It's a three inch horizontal so

Galifianakis: Where are you planning on building your presidential library, in Hawaii or in your home country of Kenya? Because, I mean, both places seem like they would be

Obama: Zach, that's a ridiculous question.

Galifianakis: Well, you know, not to bring up the birth certificate question, but you really never did really produce your real

Obama: (Interrupting) Where's your birth certificate? Why, why don't you show it to us right now?

Galifianakis: I don't want to show anybody my birth certificate cause it's embarrassing.

Obama: What's embarrassing about it?

Galifianakis: My weight on it. It says I was born 7 lbs, 8 — hundred ounces.

Galifianakis: You know what I would do if I were president, Mr. President? I would make same-sex divorce illegal, then see how bad they want it.

Obama: I think that's why you're not president. And that's a good thing.

Galifianakis: You said if you had a son, you would not let him play football. What makes you think he would want to play football? What if he was a nerd like you?

Obama: You think a woman like Michelle would marry a nerd? I why don't you ask her whether she thinks I'm a nerd.

Galifianakis: Could I?

Obama: No. I'm not going to let her near you.

Galifianakis: So do you go any websites that are dot-coms, or dot-nets or do you mainly just stick with dot-govs?

Obama: No, actually, we go to dot-govs, have you heard of Health Care-dot-gov?

Galifianakis: Here we go, okay, let's get this out of the way, what did you come here to plug?

Obama: Well, first of all, I think it's fair to say that I wouldn't be with you here today if I didn't had something to plug. Have you heard of the Affordable Care Act?

Galifianakis: Oh yeah, I heard about that, that's the thing that doesn't work. Why would you get the guy that created the Zune to make your website?

Obama: Health Care-dot-gov works great now and millions of Americans have already gotten health insurance plans and what we want is for people to know that you can get affordable health care and most young Americans, right now they're not covered and the truth is they can get coverage all for what it costs to pay your cell phone bill.

Galifianakis: Is this what they mean by drones?

Obama: The point is that a lot of young people think they're invincible.

Galifianakis: Did you say invisible? Because uh

Obama: No, no, not invisible, invincible. Meaning that they don't think they can get hurt.

Galifianakis: I'm just saying that nobody could be invisible, if you had said invisible.

Obama: I understand that, if they get that health insurance they can really make a big difference, and they've got until March 31st to sign up.

Galifianakis: I don't have a computer so how does

Obama: Well, then you can call 1-800-318-2596.

Galifianakis: Oh, I don't have a phone, I'm off the grid, I don't want you people like, looking at my texts. Know what I mean?

Obama: First of all, Zach, nobody's interested in your texts but second of all, you can do it in person, and the law means that insurers can't discriminate against you if you've got a preexisting condition anymore.

Galifianakis: Yeah, but what about this, though? (Rolls up sleeve and shows Obama his arm)

Obama: That's disgusting. How long have you had that?

Galifianakis: Oh, just four months.

Obama: Really?

Galifianakis: Spider bites. I got attacked by spiders.

Obama: Zach, you need to get that checked right away, you need to get on Health Care-dot-gov, because that's one of the most disgusting things I've ever seen.

Galifianakis: Is your plug finally over?

Obama: Uh, I suppose so.

Galifianakis: So which country were you rooting for in the Winter Olympics?

Obama: Seriously? I'm the president of the United States. What do you think, Zach?

Galifianakis: I want to thank President Obama for being on the show.

Obama: I'm going to press this.

Galifianakis: Don't touch that, please! (Obama presses red button, the backdrop falls to reveal the show is being filmed in the White House)

Galifianakis: Thanks for the interview and thanks for letting me shoot my show here all these years.

Obama: You've been shooting these shows here in the diplomatic room? Who gave you permission to do that?

Galifianakis: Bush.

Obama: Seriously? Who gave him clearance?

(Galifianakis shakes Obama's hand)

Galifianakis: Watch the spider bite!

Obama: That's the other hand.

Galifianakis: They're everywhere.

### 5.1.2 Session 1 Reflections

We met at 8:30am on the first day back after the so-called “Golden Week(end)” The students were not sure what to expect as I had not given them much information leading up to this, on purpose.

Now that we were beginning, after the initial small talk to get them primed for English.

We dove into the subject: Thought groups.

Materials prepared:     Between two ferns with Zach Galifanakis and Barack Obama (video)

                                  Between two ferns with Zach Galifanakis and Barack Obama (transcript)

- 1) First I told them what we were going to work on and why. Gave them some example of people that use thought groups well, in spite of their “strong” or “thick” accents they are regarded as proficient users of English
- 2) Using Korean as an example I showed that in Korean, as well as English that words are linked together in speech. I explained how the linking does not cross thought group borders.
- 3) I handed out the transcript and had them read it. After they had read it I explained a little about the show because they were unfamiliar with it, I explained about how timing and thought groups are used in comedy to increase the humour, as well as to highlight importance.
- 4) I had them guess where they would insert the pauses between thought groups, we then watched the video to confirm their guesses. I highlighted the differences between the words on the page and the speech of each person, as well as how there were pauses called for by the transcript that were not there.
- 5) I assigned them homework to write down three or four sentences that they hear in English or Korean and to think about how the pauses are used to highlight meaning and prominence.

None of the students spoke much today. I need to make them talk more.

Next meeting is tentatively planned for May 13<sup>th</sup> at 3:30. The focus will be on how thought groups are used to convey meaning and prominent ideas. Homework should be to record their speech and post it on the web then to write down and mark the thought groups of another tutee.

## 5.2 Session 2 Lesson Plan

Time (in minutes)	Target	Materials
3"	1. Review of first session	
15"	2. Explanation of how though groups change with emotion. 3. Video 1 – fast/ slow anecdote (nervous, calm) Complete Video 1 section of handout Discuss their answers and reactions to the video	Blackboard Handout Video 1
5"	4. Video 2 – very fast (excited) Video 2 section of handout - What words did they hear? - Discussion of why those words were more clear (prominence)	Video 2 Handout
25"	5. Video 3 - Kimoon Ban and Obama (relaxed/informal) and Video 4 - Guenhye Park – formal - how did the speakers sound? - discussion of who was the better English speaker - Examination of Ban’s and Parks speech styles	Video 3 Video 4 Handout

### 5.2.1 Materials for Session 2

Video: Kids React to Nirvana	<a href="http://youtu.be/rbUsWXMLVfE">http://youtu.be/rbUsWXMLVfE</a>	
Video: Talking Too Fast - Social Skills Teardown with Ramit Sethi	<a href="http://youtu.be/NWpMxuVAd3I">http://youtu.be/NWpMxuVAd3I</a>	
Video: President Obama Meets with UN Secretary General Ban Ki-moon	<a href="http://youtu.be/oHnQSTa0uW0">http://youtu.be/oHnQSTa0uW0</a>	
Video: South Korean President Park Address To Joint Meeting Of Congress	<a href="http://youtu.be/d2c9RjllT6E">http://youtu.be/d2c9RjllT6E</a>	

# Session 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Video 1:**

How does the first sample of the student’s speech make you feel?

\_\_\_\_\_

How do you think she feels?

\_\_\_\_\_

How does the second sample of the student’s speech make you feel?

\_\_\_\_\_

How do you think she feels?

\_\_\_\_\_

Which sample do you think was more easy to understand?

\_\_\_\_\_

**Video 2:**

What words do you think are important in her speech?

_____	_____
_____	_____
_____	_____

**Video 3:**

How does Obama sound?

\_\_\_\_\_

How does Ban Ki Moon sound?

\_\_\_\_\_

**Video 4:**

How does Park Guen Hye sound?

\_\_\_\_\_

**Opinion**

What are the main differences you can hear between the different speakers?

---

Which speakers were the most easy to understand?

---

Which speakers were the most difficult to understand?

---

Think about your English speech:

Who do you think you sound more like?

---

How do you think you can improve?

---

**Reflection**

What did we do in today's session?

---

---

What did you learn about in today's session?

---

---

How do you feel about what you learned?

---

---

### 5.2.2 Session 2 Reflection

The plan for this week's session was to continue to expose the tutees to variations in thought groups in order improve their listening discrimination. A secondary goal was to show how they change with emotion, but that prominence is still displayed. This session lasted one hour, the hour before our regularly scheduled class.

To warm them up I asked them to explain to me what we had talked about in the first session. This took approximately three minutes. The students appeared more comfortable today and were much more willing to offer their opinions. Ann, and Gina remained relatively quiet, often not answering unless directly questioned.

I prepared four different videos. The first video showed a native English speaker telling an anecdote. The student tells the anecdote the first time at a somewhat normal speed. The story is then repeated slower. The goal for this task was have the tutees assess how speed affected them as a listener, and to think about how the speaker appeared emotionally. The second part of the video was to show how even though she was speaking slower, there were still chunks of language being used and the words still blended and that thought groups were still evident. .

This video was somewhat successful as the tutees answers reflect what I expected them to find. The first, fast anecdote was "confusing" "uncomfortable" and frustrating. The second half was rated as comfortable for both parties.

I think that this was helpful to them because sometimes they try to imitate "native"-like speed but lose on accuracy when they do so, with this video the lesson was that it is not so much the speed but the features of the thought groups that make them appear more fluent. This section took about 15 minutes to work through.

The second video featured a teenage girl talking very quickly. The goal of this task was to have them try to pick out the prominent words from her speech.

The discussion at the completion of this task was more fruitful than their answers on the handouts. If I was to try this task again I might give them a list of words to pick out the words that they thought she was displaying as important. This section lasted approximately five minutes.

The final two videos were of Ban Ki Moon and Park Geun Hye speaking in English. In the Ban video he is speaking casually with some reporters and making some general off the cuff statements. The tutees were asked to write how Obama and Ban sound. Finally, they were shown the video of Park and asked to describe her speech. This went as expected. The tutees reported that Obama seemed “slow”, “calm”, “boring”. Ban was described as being “calm” and “slow”, and “easy to understand”. This section also lasted about fifteen minutes. As we were discussing it we re-watched sections of the videos several times to examine specific features.

The last section of the session had the students think about what they had observed in the different speakers and to comment on their perception of their own ability. Writing their answers and the ensuing discussion lasted about ten minutes.

Surprisingly two of the students reported that they sound similar to Ban. Depressingly, one student reported that they needed to watch more American dramas like Sherlock to improve....

I felt that this session went much better than the first one. Partly, because I was better prepared also the tutees were more active.

### 5.3 Session 3 Lesson plan

Time (in minutes)	Target	Materials
3"	1. Warm-up/Review	
30"	2. Explanation of how thought groups change with social roles and in different situations. 3. Video 1 (Agents of SHIELD) - First viewing – What is happening in the video? - Distribute script – have ss. Read the section to be studied – check comprehension of vocab. - Second viewing – ss. Should mark thought group division (replay several times) - focus on dialogue between boss and new employee – discuss how his voice is different from normal conversation.- what is his emotional state? – how about the employee	Video 1
20"	3. Role Play - have students work in pairs to try and recreate the dialogue. - have students practice with different emotions	Handout
5"	4. Homework - practice reading the paragraphs and record yourself using Kakaotalk	Handout

#### 5.3.1 Materials for Session 3

Video: Agents of SHIELD: Season 1 Episode 22	<a href="https://drive.google.com/file/d/0B8PElCwTSK3vcC0yZWpDdlVhVFk/edit?usp=sharing">https://drive.google.com/file/d/0B8PElCwTSK3vcC0yZWpDdlVhVFk/edit?usp=sharing</a>	
---	---	---

## Session 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Record yourself using your kakaotalk and send me the file.

1. morris the martian was flying around the solar system one day when he saw a strange light in front of him what is that he thought to himself morris was scared but he flew a little bit closer so that he could see it better hello he called out there was no reply hello is anyone there he called but again there was no reply suddenly a creature appeared in front of the light boo it shouted poor morris was really scared and he flew off home and hid under his bed
2. my name is jacqueline i am a clerk at daves grocery store sometimes i work at a cash register when i no working there i work in the service counter the grocery store has a bank a flower shop, and a pharmacy there is an atm between the entrance the store is on main street all most everybody in town shops to daves
3. almost all of the people in charge the captain the first mate the chief petty officer and the other senior members of the crew were surprised when the news came through the ship was sinking if they had been down in the engine room they would have had a very different view of things the surprise was not that the ship was sinking but that it had ever floated in the first place when the captain found me i was knee deep in water is there anything we can do he said i paused for a second or two and then said man the lifeboats

## Script

Coulson: Previously on "Marvel's Agents of S.H.I.E.L.D.

" Hill: We should have seen Hydra coming.

But they don't stand a chance.

Coulson: John Garrett does.

If you're gonna work within S.H.I.E.L.D.for Hydra, you can't ever get attached.

I know that you care about us, Ward!

Ward: You're right.I do.

- Ward! Ward! - Ward!

Ward: It's a weakness.

Skye: You're still Mike Peterson.You have a son.

- You and me what are we? - We're a team.

Deathlok: So, is someone seeing everything you see? Waiting to push a button and blow a hole in your skull if you disobey?

Skye: Garrett doesn't just want GH-325 for his Centipede soldiers. He wants it for himself.

- Ward: What are you feeling? - The universe.

- Coulson: Skye left them a little surprise.

- Skye: A trojan horse. It's been slowly mapping every system they've uploaded it to.

If there's a computer system in that barber shop, we don't have to chase him anymore.

1x22 - "Beginning of the End"

Zeller: Sorry about the security red tape you know, intellectual property, blah, blah, blah. You'll get used to it. So, basically, I've been here since day one. It started with me on my computer in a basement, and now look what we've grown into.We've got 20 active systems, and we're growing fast.

I was gonna ask about the construction next door.

Ah, yeah, we're planning to add another 100 systems by the end of the month.That's Sally.

Hey, Sally.

So, what are you just really into this sort of thing, - or what brings you to the company?

- Um the Incentives program?

Yeah.No one's turned that down yet.

Anyway, so, every operator is in charge of one unit.

You will receive an e-mail 24 hours before it goes online.

Now, some are volunteers, but some are here for the same reason that you're here –

Woman: Hey, Zeller.

- We're in position.

- Okay.

This is good for you to learn on your first day.

- What's going on?

- These guys? We don't like these guys.

Yes, sir, we have them in sight.

Copy that.

Okay, people let 'em have it.

Coulson: Could sure use a little light in here.

Triplett: I got this.

So, who do we talk to about getting a haircut?

[grunting] If it isn't the Cavalry.

Don't ever call me that.

[computer beeping] Bring the house down.

[grunting] Time to go!

**End of video**

### 5.3.2 Session 3 Reflection

The goal for this session was to have the students try some different techniques to use emotion to affect their thought groups. This session lasted approximately one hour before our regularly scheduled class.

I prepared a clip of an American TV program Marvel's Agents of SHIELD. This was chosen specifically because of the way I think that the writer Joss Whedon writes dialogue. I think it more closely resembles natural conversation than many other programs shown on television. The section that we studied intensely had a manager giving an orientation session to a new employee. This particular clip was very good for careful voice quality of the actors. There is a lot of subtext to the lines that they say and there is a good amount of emotion. The characters both have family being held hostage, so although the dialogue appears very light there is a sorrow and fear behind their speech. I wanted to see if the students were able to pick up on this.

Similar to the second session, I warmed the students up by quickly (2-3 minutes) reviewing what we had discussed in the previous session. They were able to somewhat accurately describe the goals of the last lesson. Daniel is becoming quite confident. Ace was absent today, but he will make up the session at a later time. Gina, and Ann both attended but remained quiet. I cannot seem to drag them out of their shell. Gina seems to be a little less reluctant to participate but Ann is giving me problems. I think I will have to ask Ann to meet privately for a session to see if she is able to produce more.

We watched the clip three times. I asked them to describe the emotions that the characters were displaying. Daniel answered that the manager seemed urgent and nervous and sad. We talked about why he might sound like that. They are unfamiliar with the show so I had to give a little background. I then gave them the script for the clip and had them watch again and try and mark the thought groups. I showed them how even though the script had punctuation how the actors said the lines was different. This section was about thirty minutes.

Now that the tutees were prepped with a little freedom from the punctuation of the script we tried reading it several different ways, fast, slow, happy, sad, angry, etc. I was impressed how much more natural they sounded with repeated practice. I commented that even though they were not native speakers they could have acted in the drama. Their fluency was much better. The thought groups and chunking were evident. I wanted to end here because they sounded good and I was lamenting that I didn't film the session. This section lasted about twenty minutes. The tutees seemed to really enjoy this session. It was not as heavily planned as the second session and had much more production. The comments from the students about the session were much more positive.

The last thing we did before we ended was to discuss the homework. They were given three different texts. They were instructed to take it home and practice it several times and to record it using Kakaotalk. When they had created a sample they were content with they were instructed to send it to me.

### **5.3.3 Tutee recordings from Session 3**



<https://drive.google.com/folderview?id=0B8PElCwTSK3vWlpkUTNMUGFDaGc&usp=sharing>

## 5.4 Session 4 Lesson Plan

Time (in minutes)	Target	Materials
3"	1. Warm-up/Review	
10"	2. Schwa - Explanation of what Schwa is and how/when it is used in speech - tongue twisters -	Schwa handout
15"	3. Peer Evaluation and Feedback - listen to partners paragraphs, mark thought group divisions and discuss with them about how they can improve their speech (teacher will monitor these discussions)	MP3 files Kakaotalk Headphones
10"	4. Information Gap - Students in pairs will ask each other about the missing information, and how the two pictures are different - focus on sentences and avoiding one word answers	Handout
10"	5. Dialogue - read the dialogue -practice the dialogue with partner -use different emotions	Handout
2"	5. Homework - Listen to their own recordings and re-record the paragraphs from the previous session	

## 5.4.1 Materials for Session 4

## The Schwa, or “uh” sound /ʌ/

*Tongue Twister:*  
*Fuzzy Wuzzy was a bear,*  
*Fuzzy Wuzzy had no hair;*  
*Fuzzy Wuzzy wasn't very fuzzy, was he?*

To make this sound: Relax your jaw and drop your tongue to the bottom of your mouth. The sound comes from the back of your mouth. Pretend that someone has just hit you in the stomach, and you say “uh.”

### Practice Words

- |                |                |
|----------------|----------------|
| 1. among       | 16. hungry     |
| 2. under       | 17. jump       |
| 3. because     | 18. love       |
| 4. become      | 19. number     |
| 5. butter      | 20. other      |
| 6. come        | 21. pumpkin    |
| 7. consider    | 22. someone    |
| 8. contain     | 23. subject    |
| 9. compare     | 24. suddenly   |
| 10. completely | 25. summer     |
| 11. control    | 26. touchdown  |
| 12. cover      | 27. understand |
| 13. done       | 28. umbrella   |
| 14. from       | 29. wasn't     |
| 15. gun        | 30. wonder     |

### Practice Sentences

- Get out from under the bushes because you don't want to get poison ivy.
- He was among the smartest of his peers.
- The butter will become liquid if you leave it in the sun.
- I hope you will consider letting him come to the party.
- Let's compare the recipes that contain pumpkin.
- It appears that he completely controls her.
- Lift off the cover and see if the casserole is done.

8. I'm not very hungry in the heat of summer
9. I love to jump rope for exercise.
10. There are a number of other options we should consider.
11. Someone brought up the subject of budget cuts.
12. After being behind, our team suddenly scored a touchdown.
13. I wonder why she carries a polka-dotted umbrella.
14. Did you understand that this wasn't an optional task?

#### Tongue Twisters

- Busy buzzing bumble bees.
- Rugged rubber baby buggy bumpers.
- A skunk sat on a stump and thunk the stump stunk,  
but the stump thunk the skunk stunk.
- Come, come,  
Stay calm, stay calm,  
No need for alarm,  
It only hums,  
It doesn't harm.
- Luke Luck likes lakes.  
Luke's duck likes lakes.  
Luke Luck licks lakes.  
Luck's duck licks lakes.  
Duck takes licks in lakes. Luke Luck likes.  
Luke Luck takes licks in lakes duck likes.

*—Fox in Socks by Dr. Seuss*

**TRAVEL** (information-gap activity)



- Work with your partner. Try to find the **8** differences in the ads.

**25% student discount**

Explore your World

# ADVENTURES TRAVEL

Choose any one of our summer travel specials:

- Enjoy five days and six nights in exciting Tokyo, starting from only \$3,999.
- Travel to the warm beaches of Rio de Janeiro, and stay four days and five nights, starting from only \$1,915.
- Spend a week in Egypt and travel by camel to the Great Pyramids. Starting from only \$2,399.
- Visit the United Kingdom and see the Queen! Starting from only \$3,799.

**We make travel fun!**  
Don't wait. Get your tickets!

Japan

Brazil

Egypt

United Kingdom

Call now and talk to one of our travel experts to plan your summer holiday:  
**555-9606**

Or find us on-line to find out more:  
[www.AdventureTravel.com](http://www.AdventureTravel.com)

- Work with your partner. Decide together which one place you want to travel to the most.

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**TRAVEL** (information-gap activity)

**B**

- Work with your partner. Try to find the **8** differences in the ads.



- Enjoy five days and six nights in exciting Tokyo, starting from only \$3,999.
- Travel to the warm beaches of Rio de Janeiro, and stay four days and five nights, starting from only \$1,950.
- Spend a week in Egypt and travel by camel to the Great Pyramids. Starting from only \$2,399.
- Visit the United Kingdom and visit world-famous museums. Starting from only \$3,799.



**We make travel fun!**  
Don't wait. Get your tickets now!



Japan



Brazil



Egypt



United Kingdom

Call now and talk to one of four travel experts to plan your summer holiday:

555-9606

Or find us on-line to find out more:  
[www.AdventureTravel.com](http://www.AdventureTravel.com)

- Work with your partner. Decide together which one place you want to travel to the most.

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Wife

Husband

Hi, honey, I'm home

\_\_\_\_\_close the door ?

Sure.....but the cat's on the table.  
\_\_\_\_\_put/out ?

Ok. The radio's too loud. \_\_\_\_\_  
\_\_\_turn/ down ?

No problem. Oh! The food on the  
stove's burning. \_\_\_\_\_  
\_\_\_\_\_take/off?

Oh my God....yes, quickly. And  
the children's clothes are  
everywhere on the floor.  
\_\_\_\_\_put/away?

I'm already on to it. Hey, I want to  
watch the news \_\_\_\_\_  
turn/on \_\_\_\_\_?

I'll do that . Oh, the phone's ringing.  
\_\_\_\_\_pick/up and  
see who's calling.

It's for you. Wow ! Look outside.  
It's raining. \_\_\_\_\_bring  
the clothes in ?

Oh, I'm sorry, I'm too busy.

OK, I'll do it myself. \_\_\_\_\_  
get off the phone quickly. I'm hungry.

### 5.4.2 Session 4 Reflection

Today's session goal was to introduce the schwa and how it is used. Secondly, continuing with discrimination the students were to listen to samples of the other tutees speech and mark the discerned thought groups. Finally, trying to elicit more production two different tasks were prepared. This session was conducted in the hour preceding the regularly scheduled class.

First, we warmed up with a brief discussion of the previous session that lasted about three minutes.

Secondly, a worksheet for schwa was handed out. The first item on the worksheet was the tongue twister "fuzzy wuzz" we had some fun with that trying it and practicing it focusing on the sounds.

I showed them how schwa is used in place of many vowels, and that it is the default sound in English in opposition of the (으) sound in Korean. We discussed proper articulation. I help Gina work on lowering and relaxing her tongue. She was able to produce a reasonable sound. The next item on the worksheet was a list of words that contain the schwa sound. Before production I had them try and guess which vowels were reduced and which ones were not. They were able to do reasonably well. I planned for this section to take approximately 10 minutes but it actually took about 15.

The students were sent the audio files from different tutees and asked to mark the thought groups. The students were given approximately ten minutes to complete this task then an additional five to discuss with their partner their findings. This section went well the students were commenting on how natural or choppy their partner sounded and how well or poorly the words were blending.

Moving on to production I distributed an information gap activity. I was hoping that they would ask each other questions to complete the gap. I set up the activity by modeling some questions and answers and making sure that they had the appropriate schema activated.

However, this activity was a complete failure, for the next five minutes the tutees stared at their paper and refused to ask a single question. I do not understand what happened. I can guess that perhaps it too closely resembled a regular English lesson. I had planned for this to take about ten minutes but it felt like an eternity. I tried to model a few more times and even when they managed to find a difference between the two halves they didn't hear it. There was a slogan for the travel agency in the activity that was different but they didn't notice it...

The last activity for this session was a conversation between a husband and wife. There were some blanks that the students could fill in with words of their choosing. The dialogue could be emoted in several ways to change the emotions. The plan was that this would alter the thought groups. Again, the students refused to participate. I was very frustrated by this point. I attempted to model with Daniel, which he did but poorly. At this point I surrendered and finished the session.

Their homework for this session was to listen to their own recording and think about the feedback they had received from their partner and to re-record the texts from session three.

## 5.5 Session 5 Lesson Plan

Time (in minutes)	Target	Materials
3"	1. Warm-up/Review	
10"	2. Schwa - focus on articulation - reduction - controlled practice	Schwa handout
15"	3. Storytelling (Prepared speech) - distribute handout - ss. Will mentally prepare the story based on the pictures - ss. In pairs will tell each other the story (focus on thought groups)	Handout
20"	4. Story (spontaneous speech) - ss. Will tell their partners about the best moment of their life. - partners will retell the story to the group	
2"	5. Schedule Achievement Tests	

## 5.5.1 Materials for Session 5

### Unit Nine The Schwa /ə/

The schwa is the most frequent vowel sound in English speech. It gives English a unique sound and rhythm, as well as being a major factor to an English accent when Anglophones speak other languages.

**How to make the sound:** make the schwa with your jaws slightly open, your lips relaxed, and your tongue in the same position as when you wake up (everyone uses the schwa upon wakening!). Schwa is nearly always short.

#### Where is it found?

1. /ə/ can usually be found in function words which are unstressed in the sentence:

a, am, an, and, are, as, at, but, can, do, for, had, has, have, her, him, his, if, in, is, it, its, of, on, or, than, that, the, their, them, to, was, will, with, you, your.

2. /ə/ can be found in prefixes and suffixes as well:

in-, suc-, to-, ad-, be-, un-, -ible, -able, -ish, -ment, etcetera.

3. /ə/ can be found in content words as well:

able, according, account, action, affair, afraid, ago, agree, allow, alone, along, amount, animal, arrive, article, attempt, away, battle, beautiful, became, become, began, begin, believe, belong, broken, business, captain, certain, certainly, character, children, college, command, common, company, complete, condition, consider, contain, continue, control, decide, declare, degree, demand, desire, destroy, difference, different, direct, direction, discover, distance, double, enemy, England, enough, even, experience, family, famous, forest, garden, general, gentlemen, given, golden, happen, heaven, human, husband, hundred, idea, important, Indian, industry, interest, island, kitchen, listen, little, market, material, method, million, minute, moment, mountain, movement, nation, national, natural, necessary, notice, office, officer, often, open, opinion, people, period, pleasant, position, possible, practice, prepare, probably, problem, promise, public, purpose, question, reason, receive, regard, remain, remember, reply, report, require, result, return, season, second, service, settle, seven, several, single, special, station, success, sudden, suddenly, supply, suppose, system, table, taken, thousand, today, together, tomorrow, travel, trouble, uncle, various, village, visit, woman, women.

**Exercise One:**

Find all the possible schwas in the following sentences. Then read them aloud.

- |   |   |
|---|---|
| 1. It's five to two and we're late.             | 2. A table for four, please, around seven if possible.    |
| 3. She can type 60 words per minute.            | 4. George'll cut them into smaller pieces if you ask him. |
| 5. Pass the spoons and forks, please.           | 6. I'm going to appeal this decision, you know.           |
| 7. The President said that that was his policy. | 8. You could've informed me about it.                     |
| 9. Do you have to work late this evening?       | 10. Good-bye, see you later.                              |
| 11. I don't know, but we could ask them.        | 12. I thought it was really exciting.                     |
| 13. Where are my leather gloves?                | 14. Marilyn is taller than Charlotte.                     |
| 15. There were seven or eight of them present.  | 16. Pierre is famous everywhere he goes.                  |
| 17. The officers expressed several opinions.    | 18. The train services many villages around here.         |
| 19. Can you remember the directions there?      | 20. There are a lot of mountains in British Columbia.     |

**Exercise Two: Listen and Repeat**

Repeat the phrases below. The underlined word will contain the schwa.

- |                       |                                 |                          |
|-----------------------|---------------------------------|--------------------------|
| each <u>and</u> every | cold <u>as</u> ice              | feel <u>at</u> ease      |
| John <u>had</u> gone  | That <u>would</u> be wonderful. | These <u>are</u> cheap.  |
| three <u>or</u> four  | Wait <u>for</u> your brother.   | None <u>have</u> broken. |
| box <u>of</u> apples  | cup <u>of</u> tea               | we <u>can</u> stay       |
| more <u>than</u> that | Get <u>some</u> sleep.          | close <u>to</u> home     |
| that <u>was</u> that  | There <u>are</u> some.          | ten <u>to</u> two.       |

**Exercise Three: Same or Different**

You will hear two sentences or phrases. If they are the same, write S in the space provided; if they are different, write D.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### Titanic Worksheet



1 Why is the Titanic famous ?



2 Where did the Titanic start ?



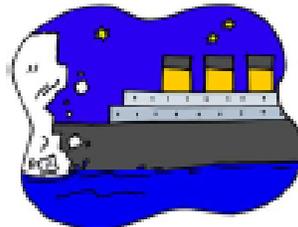
3 What did it cross ?



4 Where was it going to?



5 What is the sailor doing?



6 What happened ?



7 And then?



8 Who got into the lifeboats ?



9 What happened to many people ?



10 Why didn't they go back to rescue the drowning people ?

Label the pictures with the following vocabulary.

lifeboat, women, afraid, cold, children, drowning sailor, iceberg, sinking, sank, right ahead, unsinkable accident, hit, iceberg,

### 5.5.2 Session 5 Reflection

After the complete breakdown of session 4 I was determined to make this fifth and final session successful. The goal for today's session was to reinforce the material covered in the last session regarding "schwa reductions" and to give the tutees a chance to show off their now hopefully improved thought group usage with some rehearsed and finally with some spontaneous speech.

We warmed up with a quick review of what we accomplished, or failed to accomplish last class. We reviewed the schwa and practiced the tongue twister before I distributed the worksheet. We went through the worksheet giving them each a chance to produce some words with schwa reductions. When they started to show some fatigue with that we moved on to the Titanic worksheet.

The Titanic worksheet was given out and they were allotted time to prepare a story, without writing, just using the worksheet. After a little time they told their story aloud. This worked surprisingly well. Perhaps because the worksheet has pictures, some questions to spur their story building, and it also has some relevant vocabulary.

The last task for today's session was to have the students work in pairs to tell each other their happiest memories. They were not allowed to take notes, once the stories had been told the tutees were to tell the others what their partner's happiest memory was. This went well, although the thought groups were much shorter and interrupted with a lot of thinking pauses.

We ended by scheduling the achievement test for the Thursday of this week.

## **6. Reassessment of the Initial Diagnostic Results**

Due to the broad nature of the initial diagnostics the videos of the initial diagnostics were reassessed using a newly created Rubric. The rubric is on the following page. The rubric was created by me, based on more suprasegmental features. The reassessed diagnostic results and analysis will follow the rubric.

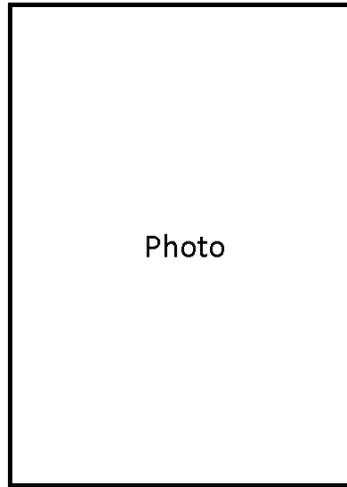
Rubric 3

### Diagnostic Test rubric

**1. General assessment of speech**

Tutee: \_\_\_\_\_

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	◇	◇
Speed	◇	◇	◇	◇
Fluency	◇	◇	◇	◇
Tone range	◇	◇	◇	◇
Volume	◇	◇	◇	◇
L1 interference	◇	◇	◇	◇



**2. Detailed assessment of speech**

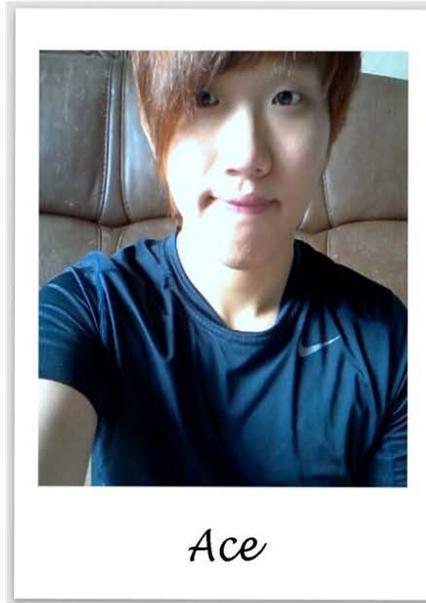
Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	◇
Comment:				
Tone choice	◇	◇	◇	◇
Comment:				
Rhythm & prominence	◇	◇	◇	◇
Comment:				
Linking (connected speech)	◇	◇	◇	◇
Comment:				
Schwa usage	◇	◇	◇	◇
Comment:				

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Ace

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	◇	◇
Speed	◇	◇	◇	◇
Fluency	◇	◇	◇	◇
Tone range	◇	◇	◇	◇
Volume	◇	◇	◇	◇
L1 interference	◇	◇	◇	◇



### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	◇
	Comment: In this task he is using punctuation from the writing to dictate his thought groups			
Tone choice	◇	◇	◇	◇
	Comment: He is fairly flat but he does adjust his tone occasionally			
Rhythm & prominence	◇	◇	◇	◇
	Comment: He does stress the prominent word often but not always			
Linking (connected speech)	◇	◇	◇	◇
	Comment: He does link sometimes but this usually corresponds to pre-learned chunks.			
Schwa usage	◇	◇	◇	◇
	Comment:			

\* Generally pretty good but does sound a little choppy as he is reading.

## Diagnostic Test rubric

### 1. General assessment of speech

Tutor: Daniel

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	◇	◇
Speed	◇	◇	◇	◇
Fluency	◇	◇	◇	◇
Tone range	◇	◇	◇	◇
Volume	◇	◇	◇	◇
L1 interference	◇	◇	◇	◇



Daniel

### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	◇
	Comment: He is not pre-loading a lot of reading sounds very choppy			
Tone choice	◇	◇	◇	◇
	Comment: He does occasionally use a variety of tones in his sentence			
Rhythm & prominence	◇	◇	◇	◇
	Comment: When a sentence contains familiar vocabulary he has good rhythm and prominence			
Linking (connected speech)	◇	◇	◇	◇
	Comment: He does better than others at linking especially familiar chunks, but still sounds quite choppy			
Schwa usage	◇	◇	◇	◇
	Comment: He does not reduce often.			

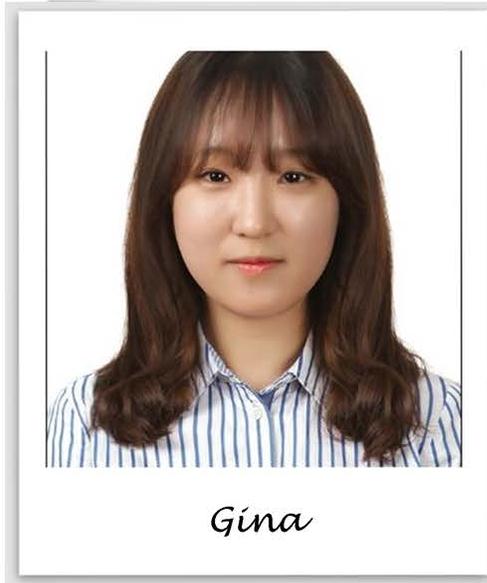
\* word stress is often wrong - behaviour  
 - correct stress placement  
 - wrong vowel

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Gina

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	◇	◇
Speed	◇	◇	◇	◇
Fluency	◇	◇	◇	◇
Tone range	◇	◇	◇	◇
Volume	◇	◇	◇	◇
L1 interference	◇	◇	◇	◇



### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	◇
	Comment: After T.G.'s follow the first but she sometimes not connect with an extended T.G. she has do pause unnaturally.			
Tone choice	◇	◇	◇	◇
	Comment: She sounds a little flat but does show falling intonation generally.			
Rhythm & prominence	◇	◇	◇	◇
	Comment: She shows good rhythm and prominence on words!			
Linking (connected speech)	◇	◇	◇	◇
	Comment: She does not display much linking.			
Schwa usage	◇	◇	◇	◇
	Comment: Some evidence of schwa reduction.			

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Ann

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	◇	◇
Speed	◇	◇	◇	◇
Fluency	◇	◇	◇	◇
Tone range	◇	◇	◇	◇
Volume	◇	◇	◇	◇
L1 interference	◇	◇	◇	◇



Ann

### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	◇
	Comment: sounds a bit choppy. She is a little slow processing what she is reading			
Tone choice	◇	◇	◇	◇
	Comment: generally pretty flat, some evidence of falling intonation			
Rhythm & prominence	◇	◇	◇	◇
	Comment: in frequent use of prominence, rhythm is not often evident			
Linking (connected speech)	◇	◇	◇	◇
	Comment: little to no linking evidence			
Schwa usage	◇	◇	◇	◇
	Comment: some good use of schwa usage classical not classical			

## 6.1 Analysis of Paragraphs

### Clarity

All four of the tutees were intelligible, and comprehensible however, the two boys both had less clear pronunciation than either of the girls. Ace had the lowest rated clarity, of the four tutees.

### Speed

Ace and Gina read the paragraphs quickest, while Daniel and Ann read slower. I believe that Ann read slower due to her proficiency. Daniel, on the other hand read slower, I believe because he knew that he was being assessed on his pronunciation and thus tried to be clearer.

### Fluency

All four tutees were rated at three out of four for fluency, I believe this is due to the time given to rehearse. The fluency of the tutees

### Tone Range

Korean speakers of English tend to sound more tonally flat in English. This was reflected in their recordings. Ace and Gina both showed better than average tonal control, while Daniel and Ann were about average.

### Volume

All of the tutees spoke at a reasonable volume.

### L1 interference

All of the tutees have an accent, but it generally does not interfere with intelligibility or comprehensibility.

### Thought group division

Ace had the clearest, most natural thought group divisions. The other students were less natural for a variety of reasons. Daniel and Ann both have difficulty processing in advance and as such when an unfamiliar word is encountered creates an unnatural pause. Gina on the other is better at

following the thought groups defined by punctuation in the text, but does sometimes get caught unprepared with an insufficient air supply in longer sentences.

### Tone Choice

The two males, who have spent some time abroad showed better than average tone choice and control than either of the girls. All of the tutees sounded somewhat flat, but the boys were able to demonstrate both falling and rising intonation occasionally, while the girls were only showing flat or falling intonation.

### Rhythm and Prominence

As mentioned earlier Ann was having difficulty pre-loading the words, this means that she is reading a word pronouncing it and moving on to the next word. As a result, the rhythm of her speech and prominence are not often evident. The other tutees showed somewhat better rhythm and prominence.

### Linking

The tutees had some problems with linking, this may have something to do with the task they were asked to perform, but they were able to demonstrate linking in familiar chunks. Ann did not demonstrate any discernable connected speech elements. Daniel showed the most evidence of linking, possibly due to previous experience.

### Schwa usage

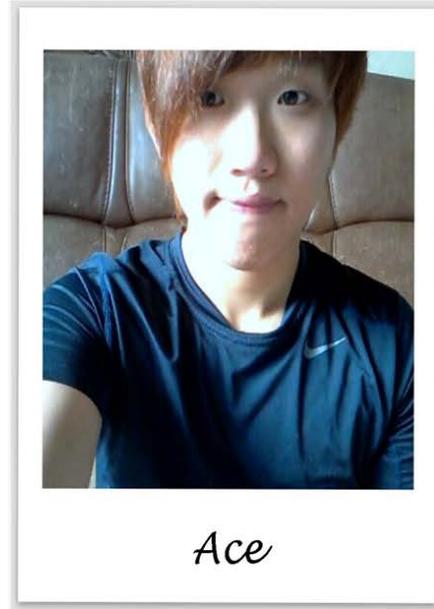
The two girls showed better than average schwa usage, meaning reduction. The boys as indicated above had a more pronounced accent than the girls and as such their vowels are less accurate.

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Ace

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	✓	◇
Comment: <i>Some good use of thought groups, somewhat natural</i>				
Tone choice	◇	◇	✓	◇
Comment: <i>Good use of rising and falling intonation</i>				
Rhythm & prominence	◇	◇	✓	◇
Comment: <i>Evidence of prominent stress</i>				
Linking (connected speech)	◇	◇	✓	◇
Comment: <i>eg she wants (chunks!)</i>				
Schwa usage	◇	◇	✓	◇
Comment: <i>good evidence of reduction</i>				

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Daniel

Category	Score			
	1 (low)	to	4 (high)	
Clarity	◇	✓	◇	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	✓	◇	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



### 2. Detailed assessment of speech

Category	Score			
	1 (low)	to	4 (high)	
Thought group division	◇	✓	◇	◇
Comment:	frequent unnatural pause/choppy			
Tone choice	◇	✓	◇	◇
Comment:	generally flat, some evidence of rising intonation			
Rhythm & prominence	◇	✓	◇	◇
Comment:	some rhythm but no strong prominent stress			
Linking (connected speech)	◇	◇	✓	◇
Comment:	good evidence of connected speech			
Schwa usage	◇	✓	◇	◇
Comment:	vowel reduction with different vowel			

## Diagnostic Test rubric

### 1. General assessment of speech

Tutee: Gina

Category	Score			
	1 (low)	to	4 (high)	
Clarity	◇	✓	◇	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	✓	◇	◇	◇
Volume	◇	✓	◇	◇
L1 interference	✓	◇	◇	◇



### 2. Detailed assessment of speech

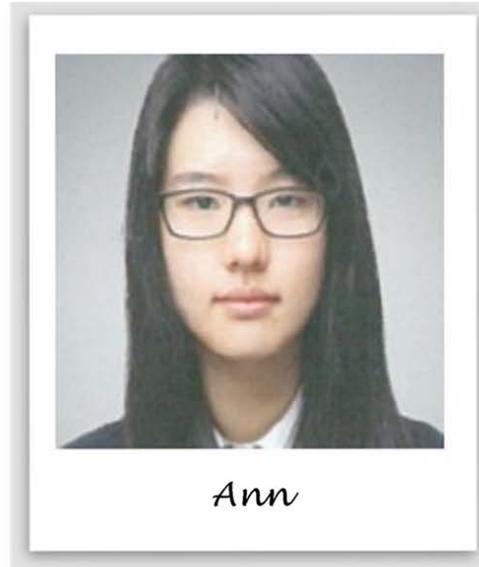
Category	Score			
	1 (low)	to	4 (high)	
Thought group division	◇	✓	◇	◇
	Comment: almost all one words. short choppy unnatural thought groups			
Tone choice	✓	◇	◇	◇
	Comment: very flat			
Rhythm & prominence	✓	◇	◇	◇
	Comment: no rhythm or prominence displayed			
Linking (connected speech)	✓	◇	◇	◇
	Comment: No evidence of connected speech			
Schwa usage	✓	◇	◇	◇
	Comment: No evidence of reduction			

## Diagnostic Test rubric

Tutee: Ann

### 1. General assessment of speech

Category	Score			
	1 (low)	to	4 (high)	
Clarity	◇	✓	◇	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	◇	✓	◇	◇
Volume	◇	✓	◇	◇
L1 interference	◇	✓	◇	◇



### 2. Detailed assessment of speech

Category	Score			
	1 (low)	to	4 (high)	
Thought group division	✓	◇	◇	◇
Comment:	Very short/choppy T.G very unnatural			
Tone choice	✓	◇	◇	◇
Comment:	Flat no evidence of rising or falling intonation			
Rhythm & prominence	◇	◇	◇	◇
Comment:	No evidence of rhythm or prominence			
Linking (connected speech)	✓	◇	◇	◇
Comment:	No evidence of connected speech.			
Schwa usage	✓	◇	◇	◇
Comment:	No evidence of reduction			

## 6.2 Analysis of Story creation

The results from this task were generally poor. Ace was the exception, he was able to produce intelligible response, while maintain features of fluency. The other tutees were assessed much lower.

### Clarity

The two girls and Daniel were all less clear in this task Ace, on the other hand, was considered more intelligible. This is interesting when compared to the paragraphs task, where Ace was considered the least clear. It is my assumption that he seemed poor when compared to the highest capabilities of the other tutees produced through reading; however, when the tutees were required to produce spontaneous speech Ann, Gina, and Daniel were much weaker and less able to produce comprehensible output due to their unfamiliarity with the situation.

### Speed

Here again Ace was the closest to natural speed. Ann, Gina, and Daniel were all slow. In the paragraphs task Gina was able to speak faster. Again, I believe this is due to the increased processing required to produce spontaneous speech.

### Fluency

Here both Ann, and Gina were rated less fluent. They seemed to have a great deal of difficulty describing the pictures they were viewing and creating a story. Ace did a good job at creating a story and was rated more fluent. Daniel was rated more fluent but his utterances took the form usually required for a TOEFL type answer. He was less creating and a story and more just describing the picture. In the paragraphs task all four tutees were rated generally fluent. The fact that they were just pronouncing required less processing and made them able to appear more fluent.

### Tone Range

For this task Gina, Ann, and Daniel came across as generally pretty flat, meaning that they did not display a large range of tone. Ace was able to display a greater range than the others. Gina, who

was able to produce a good range in the paragraphs task was unable to do so here. Many of her responses were one-word utterances and displayed no tonal variety.

### Volume

Similar to the paragraphs task the tutees were all able to speak at a reasonable volume for this task.

### L1 Interference

Similar to the paragraphs task the tutees speech all had features found in L1 (Korean). Gina displayed some self-talk in Korean as she tried to construct utterances.

### Thought group division

In this task the thought groups were generally shorter than the ones shown in the paragraphs task, but that is to be expected. Perhaps this is due to unfamiliarity with the subject matter of the pictures. Ace once again came out with the best performance, seeming somewhat natural. Ann had a great deal of difficulty with this task, producing mostly one word utterances, thus she sounded very choppy and unnatural. Daniel and Gina had an increased number of thought groups that sounded somewhat unnatural. These results mirror the results from the paragraph task.

### Tone Choice

Ace was alone in being able to display some tonal variation. There was good evidence of rising and falling intonation. The others all had difficulty displaying any sort of variation. Ann, and Gina were very flat. Daniel was able to show a few instances of rising intonation, but was generally flat, which is lower than his assessment in the paragraphs task.

### Rhythm and Prominence

Ann, and Gina spoke mostly in one word utterances for this task and as such did not display any sort of rhythm or prominence. Ace was able to produce longer utterances and did show some features of both. Daniel was able to use some rhythm but failed to display any prominence. When compared to the paragraphs task, Gina, Daniel, and Ace were all able to show both features. Again, this shows the effect of processing the spontaneous speech on the tutees speech.

### Linking

Ace and Daniel were able to show good use of linking, mostly in chunks. Ann and Gina were unable to do so as they spoke in such small utterances. This was true for the paragraphs task. This seems to allude to a lack of awareness of pre-learned chunks.

### Schwa usage

Gina, and Ann did not display any evidence of reduction, while both Daniel and Ace did. This is the opposite of the previous paragraphs task. This is interesting in that in the task that requires spontaneous speech both boys showed vowel reduction to schwa however, when they were reading for the paragraphs task they did not.

## **6.3 Reflection upon reassessment of diagnostic test results**

I was generally ok with the materials created for the test. I had an unexpected issue with the last task where the tutees had to produce spontaneous speech, which of course is more difficult than the paragraph reading task. In an attempt to lessen the impact of this I had the tutees perform this story creating task in pairs, when possible. My thinking was that if they had another person to work with they would be able to co-construct a story. This turned out not to be the case; instead, there were extended silences, and a lot of giggling and generally not a lot of language being produced. I think if I were to do a task like this again I would perhaps do it as an information gap task. I would also give the tutees a chance to become familiar with the necessary vocabulary before attempting the task. The paragraphs task was able to produce a good sample of the higher performance from each of the tutees. It is clear from the results that the Daniel and Ace having had an experience living in an English environment gave them increased strategies for making themselves comprehensible.

## 7. Achievement Test

In order to assess if any measurable progress was made through the sessions a post test was designed and administered. This achievement test was given individually in a semi-private office. No time limit was set for the test. The achievement test consisted of six different parts. Many of the components of the test were identical to the initial diagnostic test. This was done to gauge if the sessions changed the attitudes or expectations towards pronunciation. The rubric that was used to assess the speech samples was identical to the one used in the re-assessment of the (Rubric 3) initial diagnostic.

### 7.1 Section One

This section consisted of electronically administered google survey form. The form was the same as the form used in the diagnostic, except that the questions related to background information were removed, as that data was unnecessary at this time.

The form is available online at:



[https://docs.google.com/forms/d/1sW1isVDrTSFdrIVqre5j9WusBw1HMRi5D\\_VXDVR7LvQ/viewform?usp=send\\_form](https://docs.google.com/forms/d/1sW1isVDrTSFdrIVqre5j9WusBw1HMRi5D_VXDVR7LvQ/viewform?usp=send_form) it is also shown below.

## Pronunciation Project

This form is to assess if your opinions about pronunciation have changed since before the sessions began

\* Required

1. What is your name? \*

\_\_\_\_\_

### Oral Communication Needs Assessment Part 1

---

For each of the following items please rate the importance to your studies.

1 - not very important

5 - very important

2. 1. Participating in informal conversations

*Mark only one oval.*

1    2    3    4    5

---

3. 2. Participating in discussions

*Mark only one oval.*

1    2    3    4    5

---

4. 3. Giving short presentations (10 minutes or less)

*Mark only one oval.*

1    2    3    4    5

---

5. 4. Giving long presentations (longer than 10 minutes)

*Mark only one oval.*

1    2    3    4    5

---

6. 5. Giving information or instructions

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

7. 6. Speaking confidently

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

8. 7. Speaking Clearly

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

9. 8. Using Appropriate stress patterns in words

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

10. 9. Using appropriate rhythm pattern in sentences

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

11. 10. Using appropriate non-verbal communication

body language / gestures

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

---

## Oral Communication Needs Assessment Part 2

For each of the following items please rate your current ability.

1 - low

5 - high

12. **1. Participating in informal conversations**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

13. **2. Participating in discussions**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

14. **3. Giving short presentations (10 minutes or less)**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

15. **4. Giving long presentations (longer than 10 minutes)**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

16. **5. Giving information or instructions**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

17. **6. Speaking confidently**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

18. **7. Speaking Clearly**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

19. **8. Using Appropriate stress patterns in words**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

20. **9. Using appropriate rhythm pattern in sentences**

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

21. **10. Using appropriate non-verbal communication**

body language / gestures

*Mark only one oval.*

1	2	3	4	5
<input type="radio"/>				

**Table 4 Analysis of Oral Communication Needs Assessment (Importance) – Pre vs. Post**

Oral Needs Assessment Part 1 (Importance) - Pre											
	What is your name?	1. Participating in informal conversations	2. Participating in discussions	3. Giving short presentations (10 minutes or less)	4. Giving long presentations (longer than 10 minutes)	5. Giving information or instructions	6. Speaking confidently	7. Speaking Clearly	8. Using Appropriate stress patterns in words	9. Using appropriate rhythm pattern in sentences	10. Using appropriate non-verbal communication
Pre	Ace	4	4	3	2	4	4	3	3	3	4
	Daniel	3	3	3	3	3	3	3	3	3	3
	Gina	3	3	3	3	3	4	5	5	5	3
	Ann	4	4	4	4	4	4	5	4	3	4
	(Average)	3.5	3.5	3.25	3	3.5	3.75	4	3.75	3.5	3.5
Oral Needs Assessment Part 1 (Importance) - Post											
	What is your name?	1. Participating in informal conversations	2. Participating in discussions	3. Giving short presentations (10 minutes or less)	4. Giving long presentations (longer than 10 minutes)	5. Giving information or instructions	6. Speaking confidently	7. Speaking Clearly	8. Using Appropriate stress patterns in words	9. Using appropriate rhythm pattern in sentences	10. Using appropriate non-verbal communication
Post	Ace	4	4	4	2	4	4	4	3	3	5
	Daniel	3	3	2	2	3	5	4	2	2	3
	Gina	5	4	3	3	4	5	5	5	5	5
	Ann	4	4	4	4	3	4	3	3	3	4
	(Average)	4	3.75	3.25	2.75	3.5	4.5	4	3.25	3.25	4.25

Table 5 Analysis of Oral Communication Needs Assessment (Ability) – Pre vs. Post

Oral Needs Assessment Part 2 (Ability) - Pre											
	What is your name?	1. Participating in informal conversations	2. Participating in discussions	3. Giving short presentations (10 minutes or less)	4. Giving long presentations (longer than 10 minutes)	5. Giving information or instructions	6. Speaking confidently	7. Speaking Clearly	8. Using Appropriate stress patterns in words	9. Using appropriate rhythm pattern in sentences	10. Using appropriate non-verbal communication
Pre	Ace	4	4	3	2	4	5	4	3	3	4
	Daniel	3	3	3	3	3	3	3	3	3	3
	Gina	2	2	2	1	3	2	2	2	2	3
	Ann	3	2	3	2	3	3	3	3	3	3
	(Average)	3	2.75	2.75	2	3.25	3.25	3	2.75	2.75	3.25
Oral Needs Assessment Part 2 (Ability) - Post											
		1. Participating in informal conversations	2. Participating in discussions	3. Giving short presentations (10 minutes or less)	4. Giving long presentations (longer than 10 minutes)	5. Giving information or instructions	6. Speaking confidently	7. Speaking Clearly	8. Using Appropriate stress patterns in words	9. Using appropriate rhythm pattern in sentences	10. Using appropriate non-verbal communication
Post	Ace	4	4	4	2	3	4	3	2	2	4
	Daniel	4	4	3	3	3	5	3	4	4	4
	Gina	3	2	3	2	2	3	3	3	3	3
	Ann	3	2	3	2	2	2	2	2	3	3
	(Average)	3.333333333	2.666666667	3	2.333333333	2.333333333	3.333333333	2.666666667	3	3.333333333	3.333333333

### **7.1.1 Analysis of Oral Communication Needs Assessment (Importance) - Post**

After receiving the treatments Ace rated giving short presentations and speaking clearly as moderately important. The biggest change between pre and post session was that he now felt that non-verbal communication was very important.

Daniel on the other hand believed post treatment that giving presentations was unimportant, as was using appropriate word stress and rhythm patterns. He did however, come to believe that speaking confidently was very important, compared to pre-session when he ranked it as just important. He also felt that speaking clearly was more important than before the sessions began.

In the post-treatment assessment Gina felt that participating in discussions, giving instructions and speaking confidently was more important than before the sessions began. Similar to Ace she also felt that appropriate non-verbal communication was very important compared to her pre-session ranking of just important.

Ann did not think anything was more important after the sessions. However, she did believe that giving instructions, speaking clearly, and using appropriate words stress were less important than before the sessions.

There was a shift in the group average score in the post treatment ranking. The skill ranked as most important was speaking confidently. Also, using appropriate stress and rhythm was seen as less important than before. This is interesting because the majority of the sessions dealt indirectly with stress and rhythm, but half of the tutees thought that it was less important after the treatment. Also interesting is the fact that both Gina, and Ace thought that using non-verbal communication was more important after the sessions.

### **7.1.2 Oral needs assessment (Ability)**

Ace felt that he improved in his ability to give short presentations, but interestingly he felt that he ranked his ability to give information, speak confidently, speak clearly, and to use appropriate stress and rhythm was worse than prior to treatment. I'm not sure whether this means that he feels the sessions made him worse or he was just more accurately able to gauge his ability after the treatment concluded.

Daniel felt that he improved greatly in his ability to speak confidently, but to a lesser degree in participating in discussions both formal and informal. He also felt he was better at using appropriate word stress, sentence rhythm and using non-verbal communication.

Gina felt that she had generally improved her abilities but that her ability to give information had decreased.

Ann felt that she was worse at giving information, speaking confidently, speaking clearly, and using appropriate word stress.

On average the tutees felt that they were worse at giving information and speaking clearly after the sessions than before, but that they were generally better at all of the other skills.

### **7.1.3 Reflection on Google form**

I think that this form was the most efficient way to gather this information. The information obtained by the survey is immediately included into a table that is viewable in real time, even as the tutees are responding. I would use this form again. The data from this form in itself is not very informative but when compared to the initial diagnostic information it does give some useful information.

## **7.2 Section two**

This was an assessment of their perceptions of their speaking skills and their level of comfort. It is identical to the form used in the initial diagnostic. Similar to the second section, by itself the information obtained here is only important when compared to the answers obtained in the initial diagnostic.

**Student Awareness (Post-treatment)**

**Name:** \_\_\_\_\_

- 1) What is your easiest speaking situation?
  
- 2) What is your most difficult speaking situation?
  
- 3) In what area would you most like to improve?
  
- 4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?
  
- 5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?
  
- 6) In what situation do you feel comfortable speaking in English?
  
- 7) In what situation do you feel comfortable speaking in English?
  
- 8) What specific problems do you think you have with pronunciation?
  
- 9) What areas of pronunciation would you like to work on most and what are your goals for this course?

## Student Awareness (Post-treatment)

Name: Ace

- 1) What is your easiest speaking situation?

When I talk with foreigners who are from all countries except Korea.

- 2) What is your most difficult speaking situation?

~~Talk with Koreans~~ I don't care where.

- 3) In what area would you most like to improve?

Whatever I say, I want to make a right sentence, ~~I want~~.

- 4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

I think Korean doesn't speak some sounds like L, R and F and P, B and V

~~So~~ also ~~we~~ we have English so we don't know that is English.

- 5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

Sometimes I am anxious, when I call to others.

- 6) In what situation do you feel comfortable speaking in English?

Same  
when ever situation but especially when I meet American, I feel <sup>better</sup> ~~comfortable~~  
than meet British or Australian.

- 7) In what situation do you feel comfortable speaking in English?

- 8) What specific problems do you think you have with pronunciation?

I think sometimes I don't have intonation.

- 9) What areas of pronunciation would you like to work on most and what are your goals for this course?

Say naturally

Student Awareness (Post-treatment)

Name: Kim dook yoon (Danial)

1) What is your easiest speaking situation?

To chat with my friends

2) What is your most difficult speaking situation?

To make a speech

3) In what area would you most like to improve?

Expressions

4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

I would be nervous if I'm in that situation. It is because I didn't make an eyecontact.

5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

That situation usually on the phone.

6) In what situation do you feel comfortable speaking in English?

To chat with my friends

7) In what situation do you feel comfortable speaking in English?

8) What specific problems do you think you have with pronunciation?

I speak Korean. That's the problem

9) What areas of pronunciation would you like to work on most and what are your goals for this course?

I learned about schwa sound and thought group

and my goal is just keeping my English speaking skill.

I'm totally satisfied with it.

Student Awareness (Post-treatment)

Name: Lina

1) What is your easiest speaking situation?

Say Hi!!

2) What is your most difficult speaking situation?

when I describe something

3) In what area would you most like to improve?

~~I want~~ Speak naturally

4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

He couldn't understand  
when I describe my  
main subject

5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

on the phone

6) In what situation do you feel comfortable speaking in English?

chatting with friends

X In what situation do you feel comfortable speaking in English?

8) What specific problems do you think you have with pronunciation?

thought group?? anxious.

9) What areas of pronunciation would you like to work on most and what are your goals for this course?

thought group

## Student Awareness (Post-treatment)

Name: Ann

1) What is your easiest speaking situation?

in English class

2) What is your most difficult speaking situation?

when I meet native speakers

3) In what area would you most like to improve?

speaking clearly

4) Please describe a situation in which you feel that native speakers have misunderstood you because of your pronunciation. Why did this happen?

~~when I meet~~ I explain how go to swimming pool  
(~~was~~)

5) Is there a particular situation that makes you anxious about your pronunciation (e.g. on the phone, in stores, talking to strangers, chatting with friends)?

talking to strangers

6) In what situation do you feel comfortable speaking in English?

in English class

7) In what situation do you feel comfortable speaking in English?

8) What specific problems do you think you have with pronunciation?

I don't know

9) What areas of pronunciation would you like to work on most and what are your goals for this course?

I want to speak in English clearly.

### 7.2.1 Analysis of post treatment self-awareness

Ace now feels that speaking to non-Koreans is the easiest situation for him to speak English. Daniel on the other hand now feels that speaking with friends in English is comfortable. Ann feels that English class is the easiest place to speak English, which is at least a broader situation over her initial response of asking the time. Gina still feels that greeting someone is the easiest situation.

Daniel is the only tutee whose answer changed for the describing the most difficult speaking situation. Daniel initially felt listening to native speakers to be quite difficult but he now feels that making a speech is more difficult. Ann and Gina both gave the same answers pre and post treatment.

Ace is now wants to “make the right sentence” which I interpret to mean that he would like to use proper grammar, syntax and suprasegmentals. Compared with his pre-session answer of writing he is more broadly focused now. Daniel seems to have realized the importance of chunks of speech, expressions, which is more specific than his pre-session response of listening and speaking. Gina and Ann would both like speak naturally and clearly.

Ace remains concerned about some specific phonemes affecting his pronunciation, but has also indicated that there are words that are English in origin, but have been appropriated for use in Korean and that some Korean speakers of English may be unaware of this. Ann and Gina had specific experiences after the treatments that they had not had before the treatment. Someone was unable to understand Gina’s description of her main subject. Ann had tried to give instructions to someone on how to get to a swimming pool. Perhaps, this is the reason that both Ann and Gina felt that they were worse at giving information or instructions than prior to the treatment.

Gina, Ace, and Daniel all felt that talking on the phone was the situation that caused them the most anxiety. Ann perhaps clouded by the memory of trying to give instructions in English about how to get to the swimming pool listed talking to strangers as the most nerve-inducing activity.

Daniel and Gina felt comfortable chatting in English with friends. Ace felt the most comfortable chatting with Americans, but less so with British or Australians. Ann now feels comfortable in English class, which compared to her pre-session answer of free-talking with friends. I feel that this is a small victory for Ann being comfortable in the place where most of her English learning is taking place.

Ace continues to feel that his intonation is his biggest problem. Daniel now feels that he uses too much “Konglish” instead of mumbling. Gina feels that her thought groups are her biggest pronunciation problem now. Ann remains unsure.

Ace and Ann would like to speak more naturally. Daniel remains satisfied with his pronunciation, but is also aware of thought groups now, as is Gina.

Generally, there are no big shifts in self-awareness between the pre and post session answers. I think that Ann being comfortable in English class is good for her future English education. Ace remains aware of the importance of intonation and that it is generally poor in Korean speakers of English. I would not expect great changes given the relatively limited length of the sessions.

### **7.2.2 Reflection**

I was pleased with the data obtained with this form. In the diagnostic stage it gave me an idea of the tutees general perceptions. In the achievement test it provided me with an easy way to measure if the sessions had altered their perceptions or comfort in any way.

### **7.3 Section three**

This section was a repeat of the task from the diagnostic test. The tutees were given two paragraphs and time to rehearse them before recording their speech. The recordings were assessed according to the rubric 3 diagnostic.

## Achievement Test

### Part 1

*Read the following passage to yourself once or twice to understand the meaning. When you are ready press record*

Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversation more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversation 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.

### Part 2

- a) Read the text below silently to yourself to get the meaning. Then read it aloud.

In designing advertisements, advertisers can link stimuli. They try to create a certain kind of learning in which a neutral stimulus is connected to an unrelated stimulus. For example a pleasant image or sound is linked to a product or an image of a product. As a result of this conditioning, a warm feeling can be formed with a product. This can be a powerful tool in affecting the behavior of consumers. You might be surprised how much your own behavior as a consumer is affected by classical conditioning.

The recordings of these paragraphs are available at the following web addresses:

Name	QR Codes	Youtube link
Ace	 	<a href="http://youtu.be/Yn4xiu58pSk">http://youtu.be/Yn4xiu58pSk</a> (Paragraph 1)  <a href="http://youtu.be/y64X--fCnj4">http://youtu.be/y64X--fCnj4</a> (Paragraph 2)
Daniel	 	<a href="http://youtu.be/mo5aKD1_0GI">http://youtu.be/mo5aKD1_0GI</a> (Paragraph 1)  <a href="http://youtu.be/oVP1_soG748">http://youtu.be/oVP1_soG748</a> (Paragraph 2)
Gina	 	<a href="http://youtu.be/n1pGZg5xmXI">http://youtu.be/n1pGZg5xmXI</a> (Paragraph 1)  <a href="http://youtu.be/WoYR8FNQyUY">http://youtu.be/WoYR8FNQyUY</a> (Paragraph 2)
Ann	 	<a href="http://youtu.be/rKaH-eGmvIE">http://youtu.be/rKaH-eGmvIE</a> (Paragraph 1)  <a href="http://youtu.be/2veqp15351Q">http://youtu.be/2veqp15351Q</a> (Paragraph 2)

### 7.3.1 Analysis of Paragraphs (post)

In the post-treatment recordings of the paragraphs there were somewhat few changes. Ace improved his tonal range. Ann was a little closer to a natural speed. Gina and Ann's speech seemed to have less Korean interference in these samples than the in the pre-treatment samples. However, Gina's voice came across more flat than in the pre-treatment recording.

Ann, Gina, and Ace displayed better evidence of linking. Ace especially showed some improvement using connected speech, the words rolled together in a more natural way. Ann and Gina both improved but not as much; when compared to the initial diagnostic where they showed no evidence of linking, but in the post-treatment recording there were a couple of instances of linking.

Daniel admitted that he was quite hung-over when he arrived to do his achievement test. This seems to have affected his speech, which makes sense to me, when one is not feeling well, their voice quality is more depressed as was the case with Daniel. This would account for the decreased score in tone choice and rhythm. In a first language English speaker I do not think that sickness inhibits connected speech, however, in a non-native speaker they would be less able to focus and therefore, may produce less connected speech in unfamiliar chunks that require more processing.

Overall, there seemed to be a slight improvement from the pre-session diagnostic, whether this can be accounted for by the sessions remains to be seen.

### 7.3.2 Reflection

I used the same two paragraphs as the diagnostic test. I have not measured the difficulty of the paragraphs; due to this fact I did not want to chance skewing the difficulty in the achievement test. If I was to repeat this I would change the paragraphs and perhaps use less challenging paragraphs. I think that if the paragraphs were less difficult it would be easier to get more fluent and perhaps accurate samples. I think that the subject matter in the paragraphs was unfamiliar to the tutees and made them sound less fluent than they are.

### 7.4 Section four

This task was very similar to the task used in the initial diagnostic, however in the achievement test the task was performed alone. Also, this time, the tutees were given a chance to view all the slides in advance and prepare before recording the video.



The videos are available at the following web addresses:

Name	QR Codes	Youtube link
Ace		<a href="http://youtu.be/PEr9clPD61A">http://youtu.be/PEr9clPD61A</a>
Daniel		<a href="http://youtu.be/wzb2pdsMKls">http://youtu.be/wzb2pdsMKls</a>
Gina		<a href="http://youtu.be/ZQvkiOH9gzc">http://youtu.be/ZQvkiOH9gzc</a>
Ann		<a href="http://youtu.be/Lwhv6cnIGdA">http://youtu.be/Lwhv6cnIGdA</a>

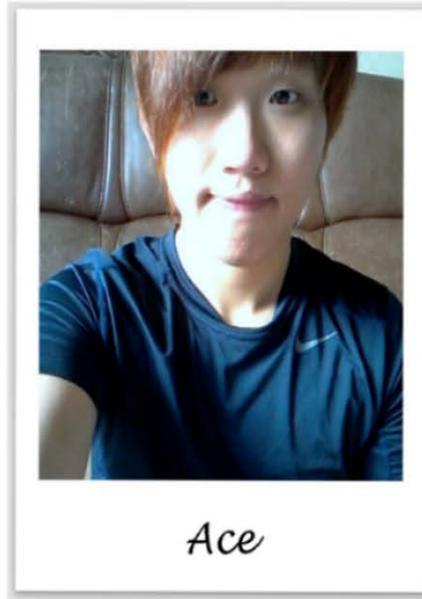
Slides

Achievement Test rubric

Tutee: Ace

1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	✓	◇
Comment:	Somewhat natural			
Tone choice	◇	◇	✓	◇
Comment:	falling intonation			
Rhythm & prominence	◇	◇	✓	◇
Comment:	Good Rhythm and prominence			
Linking (connected speech)	◇	◇	✓	◇
Comment:	Chunks are often linked			
Schwa usage	◇	◇	✓	◇
Comment:	Good			

Story

Achievement Test rubric

Tutee: Daniel

1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	✓	◇
Comment:	clear division somewhat neutral			
Tone choice	◇	◇	✓	◇
Comment:	generally uses appropriate intonation			
Rhythm & prominence	◇	◇	✓	◇
Comment:	good use of rhythm and prominence			
Linking (connected speech)	◇	◇	✓	◇
Comment:	good linking evidence			
Schwa usage	◇	◇	✓	◇
Comment:	good schwa usage			

Story

### Achievement Test rubric

Tutee: Gina

#### 1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



#### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇		✓	◇
Comment: <i>Somewhat unnatural</i>				
Tone choice	◇		✓	◇
Comment: <i>generally flat</i>				
Rhythm & prominence	◇		◇	◇
Comment: <i>slow -&gt; some evidence of rhythm / slight prominence</i>				
Linking (connected speech)	◇		✓	◇
Comment: <i>Some chunks show linking</i>				
Schwa usage	◇		✓	◇
Comment: <i>Some evidence of reduction</i>				

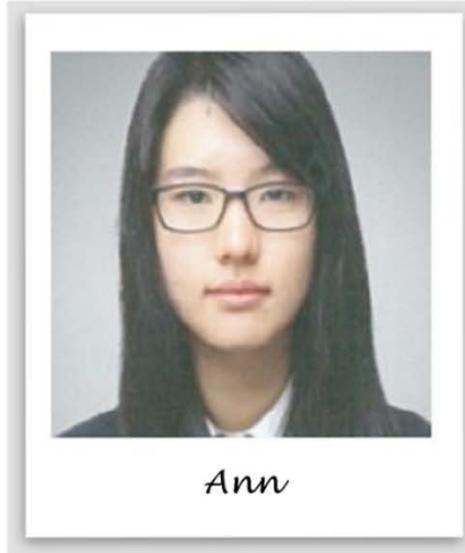
Story

### Achievement Test rubric

Tutee: Ann

#### 1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	◇	✓	◇	◇
Volume	◇	◇	✓	◇
L1 interference	◇	◇	✓	◇



#### 2. Detailed assessment of speech

Category	Score		
	1 (low)	to	4 (high)
Thought group division	◇	✓	◇
Comment:	Slow choppy speech/somewhat unadvised		
Tone choice	◇	✓	◇
Comment:	generally flat		
Rhythm & prominence	◇	✓	◇
Comment:	Some rhythm and prom,		
Linking (connected speech)	◇	✓	◇
Comment:	Some linking		
Schwa usage	◇	✓	◇
Comment:	Some schwa use.		

#### **7.4.1 Analysis of Story creation task**

Ace showed no change at all between the pre and post session assessment.

Daniel, despite his hangover was rated as more clear, and using a larger tonal range than in the initial diagnostic. Daniel also showed improvement in thought group division, tone choice, and rhythm.

Gina, similar to Daniel also showed improved clarity and tonal range. She was also louder and her speech was less influenced by Korean speech features. Gina showed improved intonation patterns, rhythm, connected speech and vowel reduction using schwa.

While this task was performed differently than in the initial diagnostic I feel that there were improvements in the suprasegmental speech features, as well as vowel reduction using schwa in some cases. Which are all features that were covered during the sessions.

#### **7.4.2 Reflection**

When this section was completed in the initial diagnostic it did not work well in pairs, so for the final achievement test I had the tutees perform this alone. I think that it worked better, also allowing the students to prepare helped to improve the quality of the speech. If I was to do this task again I would prepare them with some vocabulary to help them.

## 7.5 Section 5

The fifth and final section consisted of two parts. First the tutees viewed a video, created by me, that was a compilation of an audio recording done by the author of the story “The paper bag princess” by Robert Munsch. (1980) The audio was set to the pictures of the book. The text that normally goes with the pictures was removed. They were able to view the video multiple times.

The second part of this section was to view the slides in a PowerPoint slideshow, created by me, and to retell the story. The expectation was that they would be able to produce higher quality speech if they had, had their schema activated.

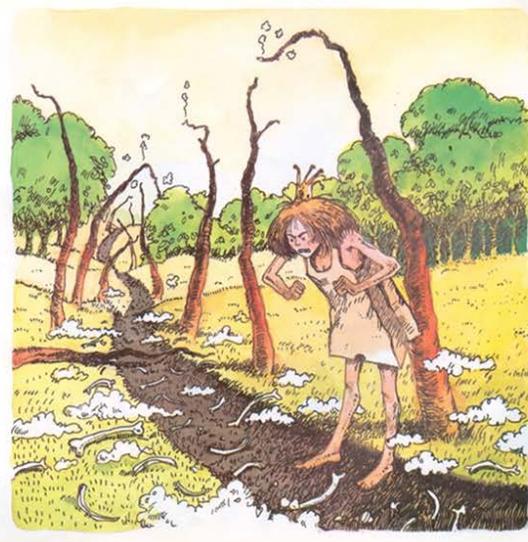
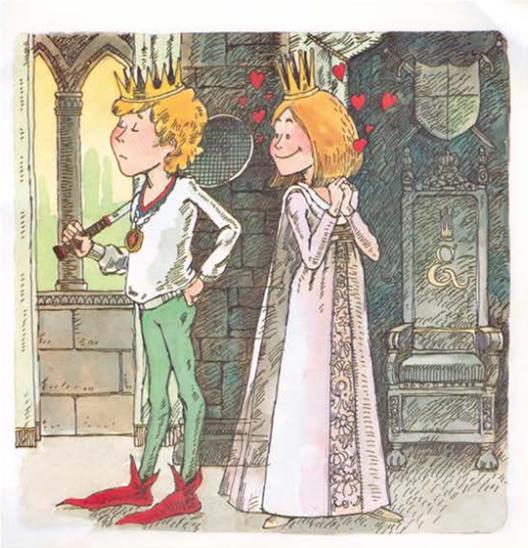
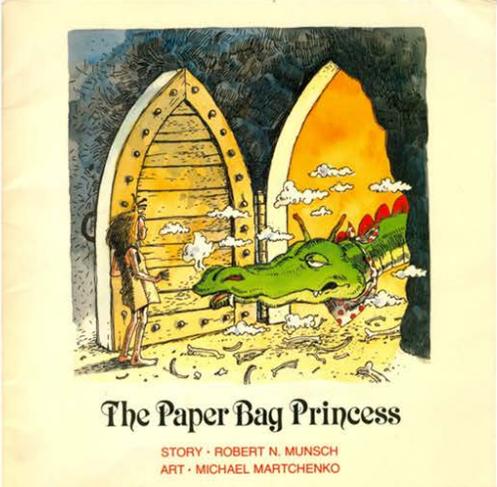
### Part 1

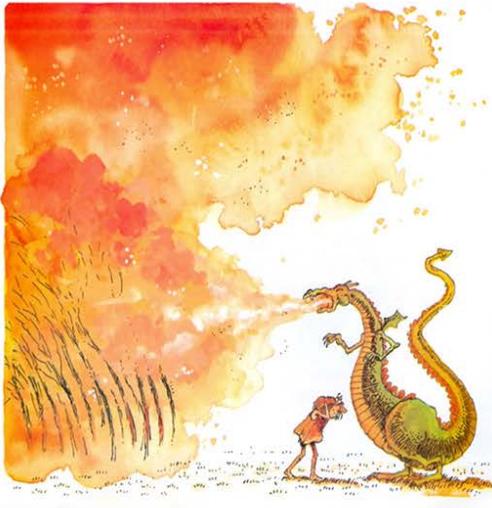
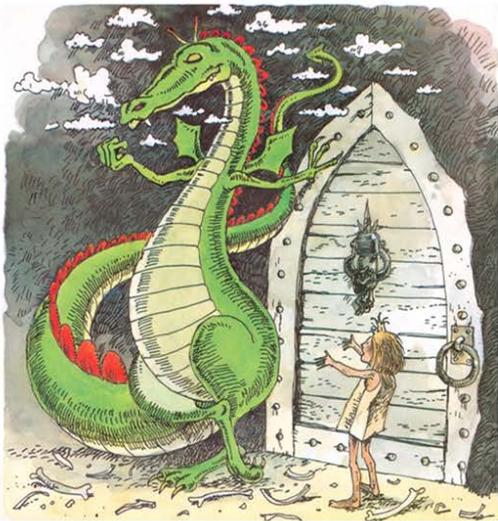
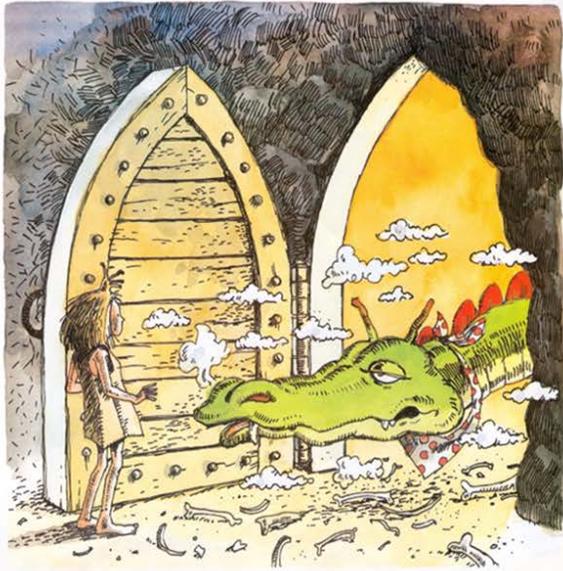
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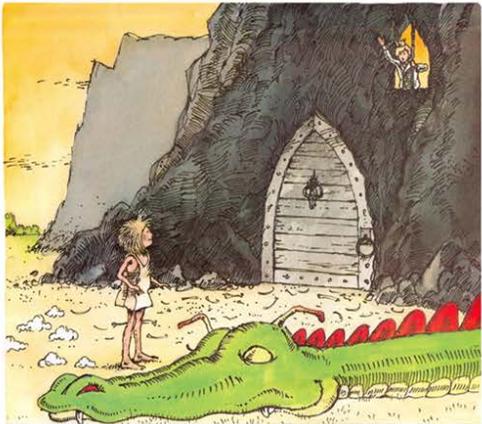
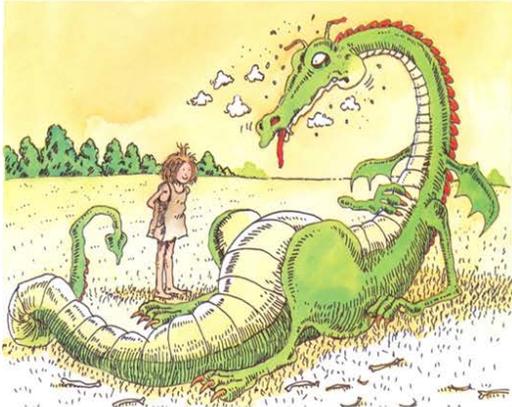


Part 2

The Paper Bag Princess  
by Robert Munsch









The videos recording of this story are available at the following web addresses:

Name	QR Codes	Youtube link
Ace		<a href="http://youtu.be/uZxyLTjDB7g">http://youtu.be/uZxyLTjDB7g</a>
Daniel		<a href="http://youtu.be/ME2s5njgc28">http://youtu.be/ME2s5njgc28</a>
Gina		<a href="http://youtu.be/h73wXCITGH8">http://youtu.be/h73wXCITGH8</a>
Ann		<a href="http://youtu.be/94oiNvKWQwo">http://youtu.be/94oiNvKWQwo</a>

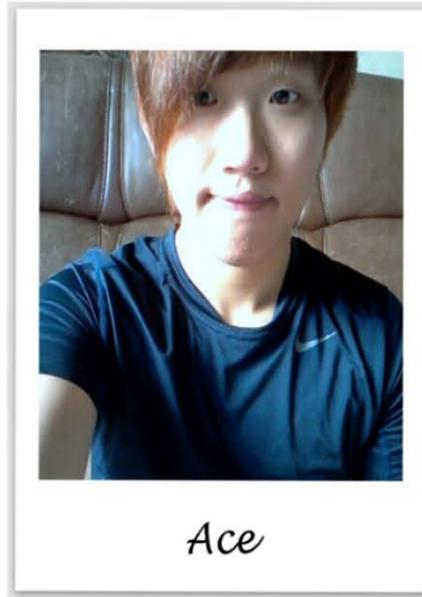
Retell

Achievement Test rubric

Tutee: Ace

1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	◇	✓
Comment:	Strong thought group division → natural			
Tone choice	◇	◇	✓	◇
Comment:	falling intonation, pitch is also used			
Rhythm & prominence	◇	◇	◇	✓
Comment:	Very good Rhythm and prominence			
Linking (connected speech)	◇	◇	◇	✓
Comment:	Good linking used			
Schwa usage	◇	◇	✓	◇
Comment:	Good			

Retell

### Achievement Test rubric

Tutee: Daniel

#### 1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	◇	✓	◇	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



#### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	✓	◇	◇
Comment:	very slow and somewhat unnatural			
Tone choice	◇	✓	◇	◇
Comment:	flat			
Rhythm & prominence	◇	✓	◇	◇
Comment:	slow unnatural rhythm / little evidence of prominence			
Linking (connected speech)	◇	✓	◇	◇
Comment:	little linking evidence			
Schwa usage	◇	◇	✓	◇
Comment:	good schwas			

Retell

### Achievement Test rubric

Tutee: Gina

#### 1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	✓	◇	◇
Fluency	◇	✓	◇	◇
Tone range	◇	✓	◇	◇
Volume	◇	◇	✓	◇
L1 interference	◇	✓	◇	◇



#### 2. Detailed assessment of speech

Category	Score		
	1 (low)	to	4 (high)
Thought group division	◇	✓	◇
Comment:	short / somewhat unnatural		
Tone choice	◇	✓	◇
Comment:	flat		
Rhythm & prominence	◇	✓	◇
Comment:	little rhythm / poor prominence		
Linking (connected speech)	◇	✓	◇
Comment:	some chunks		
Schwa usage	◇	✓	◇
Comment:	Some evidence		

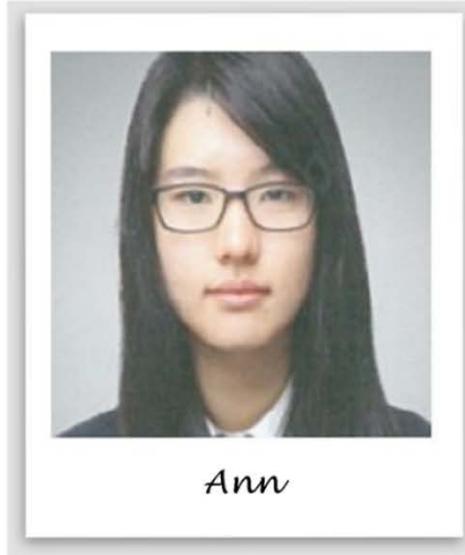
*Petell*

### Achievement Test rubric

Tutee: *Ann*

#### 1. General assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Clarity	◇	◇	✓	◇
Speed	◇	◇	✓	◇
Fluency	◇	◇	✓	◇
Tone range	◇	◇	✓	◇
Volume	◇	◇	✓	◇
L1 interference	◇	◇	✓	◇



#### 2. Detailed assessment of speech

Category	Score			
	1 (low)		to	4 (high)
Thought group division	◇	◇	✓	◇
Comment:	<i>good somewhat natural</i>			
Tone choice	◇	◇	✓	◇
Comment:	<i>flat</i>			
Rhythm & prominence	◇	◇	✓	◇
Comment:	<i>Some</i>			
Linking (connected speech)	◇	◇	✓	◇
Comment:	<i>Some linking</i>			
Schwa usage	◇	◇	✓	◇
Comment:	<i>Some</i>			

### 7.5.1 Analysis of Story Retell task

Ace was clear and spoke at near natural speed for the duration of this task, his tonal range and volume were good, but his speech is still strongly influenced by Korean. He showed good thought group divisions that were approaching natural ability. As he was telling the story he showed good variation in intonation, using falling intonation as well as pitch control for effect. His rhythm and prominent stress was clear. As he was speaking somewhat freely he used a very good amount of connected speech, because he was able to use a large number of pre-learned language chunks.

Daniel seemed somewhat uncomfortable with this task, perhaps owing to his internal discomfort from the hangover he was speaking slower, and with less tonal variation. He was somewhat unnatural with his thought group divisions. His tone and rhythm were both depressed as well.

Gina performed similar to her previous story creation task, although she seemed to have less tonal range than in the previous task.

Ann performed better than in the story creation task, she spoke with greater speed, fluency, and tonal range. She showed better thought group division using somewhat natural divisions.

Generally, I expected the results to be more drastic in this task. I expected that if the story was exposed to the tutees in advance they would be better able to retell the story and thus would have more processing ability open for the features of speech that we worked on throughout the sessions.

### 7.5.2 Reflection

I think that this task worked better than the slides alone. Although, the story is meant for children, it is easier than the paragraphs and the subject matter is more entertaining than the slides used in the previous section.

## 8. Conclusion

This project taught me a lot about how tricky it is to attempt to try teaching specific pronunciation. There are a number of things that we can do to help our students achieve better, comprehensible speech. The problem lies in that much like a personal trainer, we as teacher can teach the form, mouth shape, tense lax, intonation patterns, but if they don't try and do it themselves they will not get much out of it. My tutees were initially hesitant about the idea, but I believe and as you can see in the next section from their comments that for the most part it was enjoyable for them even though it was perhaps as beneficial as they, and I had hoped. What I learned about thought groups was that while they are a somewhat critical feature of natural, highly comprehensible speech, without the vocabulary to back up the words that are being produced it is almost impossible to obtain natural sounding thought groups. The majority of the unnatural sounding speech patterns were caused by their processing time required to locate and produce the correct word. I would like to try this project again on a larger scale, but it would need a lot of reworking. The materials would be readjusted for the most part. I may be able to incorporate features of it into my regular lessons. That is perhaps the biggest takeaway I can get from this project, while it is difficult to teach pronunciation and there is not always a great effect from great effort, but that having our students notice a pronunciation feature will most likely help them in the future.

## 8.1 Tutee Concluding Sentiments

**Ace** “It was little bit bother me because we met around 5times but we spoke English and learn how we prounce so it was not bad and it remind me about what is thought group.”

**Daniel** “At the first, What i wanna get from the projet were confidence and some useful expressions. and I trained to speak more natural from thr project. I didnt predict to the way of this style and I was satisfied with the project. Im not sure about whether what i want from the class is succeeded or not. But Im sure for how i can speak more natural. It was an good experience for me actually.”

**Gina** “That was very special experience I learned about how to speal naturally  
I will keep try to speak naturally”

**Ann** “I learned about pause and shwa. I watched comedy show in english and i listened many people how speak....(?)”

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