

Pronunciation Tutor Project

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English Pronunciation

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1. Introduction

. Overview

The purpose of the tutor project for English pronunciation has two aims. First, teaching or learning pronunciation might enable us to improve intelligibility and accuracy in English pronunciation. It should be helpful to communicate with people from all over the world in English and understand each other clearly. Since people tend to use their own pronunciation, somewhat of misunderstanding or lack of intelligibility can occur to communicate. Second, awareness of differences between Standard English pronunciation and our own English pronunciation might be useful to enhance understanding of English pronunciation. Students might find out their weakness or difficulties to pronounce English sounds during the project, and then try to fix or improve them to communicate more successfully. The knowing how I produce sounds and what standard is being made is able to help us to have awareness of differences between them. However, every difference does not seem to be problematic. Only problematic sounds which cause misunderstanding to communicate will be dealt with in this project.

It was greatly convenient that I can speak English when I travel overseas or have a meeting with people from various countries on account of that English is used in a variety of ways and places in the world. People might meet diversity people from other countries in their country or in other places; they could have a work with different countries' people and chat with strangers on the internet internationally. In these cases, how do they communicate each other? It is English. Due to globalization and technological development, English might be used as a tool for communication and it also might be one of the biggest issues in the world today. In addition, Walker notes (2010) "we have a situation where English is acting as a lingua franca. That is to say, it is acting as the common language for speakers whose mother tongues are different"(p.6). It means that a lot of people in the world are using English as a common or international language for communication even though English is not their mother tongue language. That is a reason why we want to learn or need to learn English.

Although we are using English, people from each country or area show different features such as vocabulary, lexical expression and pronunciation that are affected by their first language or other variables. Especially, it might be complex and difficult to teach or learn pronunciation for people who are not using English as their first language. Learners might encounter different sound inventories, rules for combining sounds into words and patterns of stress and intonation from their native language (Avery & Ehrlich, 1992), and those differences which are not experienced in learners' native language might influence on learners' pronunciation. For example, I often feel that pronouncing some words is very difficult or not natural on account of that Korean has different sound inventories, word rules and intonation from English. It sometimes causes misunderstanding in conversation. Therefore, teaching pronunciation should be considered to be necessary in ELF for better understanding and

communication.

According to the purpose of this project, the project will be scheduled by step by step. There are six basic stages from finding subjects for tutoring to writing final report for result of tutoring in this project in sequence of date. Each stage has specific purpose and task to do and explanation in each stage will be shown below. In addition, the date is able to be changed according to schedule.

. Timeline

Stage 1 (Week 3; March 20)

-Find/select subjects

To facilitate meeting schedules, students are encouraged to find their own valid participants. For those who cannot or would prefer not to find their own subjects, participants will be provided for them.

Stage 2 (Week 5; April 3)

-Interview subjects regarding goals and background (needs analysis)

-Give diagnostic test

In this stage I will gather information on the participants. I will first interview and/or survey the participants regarding their background and goals regarding English pronunciation. I will also create and give a diagnostic test in order to get a feel for the participants' strengths and weaknesses regarding English pronunciation.

Stage 3 (Week 7; April 17)

-Analyze the results of test

-Devise a plan

Having given the diagnostic test, I will analyze the results to see what an area of English pronunciation needs to develop the most. Based on the analysis of the test results, coupled with the results of the needs analysis, a specific plan will be created for how they propose to help the participants develop/enhance those needed skills.

Stage 4 (Week 9; May 1)

-Create set of materials to meet goals

-Meet and teach materials

This stage comprises several weeks of meetings and devised practice with the participants. Based on the plan created in stage 3, I put them together with specific materials to help participants develop/enhance their pronunciation skills. Class time will be given to go over the materials developed. I am also expected to keep a journal on the progress of the sessions.

Stage 5 (Week 14; June 2)

-Create achievement test

-Assess progress

In this stage I am to devise another measurement that can be used to assess the progress of the participants after the implementation of the plan and the practice sessions. In essence this is an achievement test. Having devised the test, I will use it to assess the results of their plan and sessions with the participants.

Stage 6 (Friday; June 14)

-Write up report

In this the final stage students will write up the entire project from stage 1 to stage 5. This write up comprises the final project for this course. Since I will be working on the different parts of the report in stages over the course of the semester, the final write up should not be too taxing. Mostly I will be working to revise and combine the different parts to create a solid cohesive report of the entire project.

2. Profiles

2.1 Tutor Profile

. Background information

Name	Heesuk Kim
Age	34
Length of residence	4 years (Thailand and India)
First language	Korean
Other languages spoken	N/A
Education	University graduate / Major in Sociology
Occupation	Graduate student / Major in TESOL

I have learned English as a required subject for 10 years at school and I also have English studying experience in New Zealand for one year during University period. Although my major is not related to English, I tried to concentrate to study English on account of personal interests. I wanted to get a job in other countries or be a tour guide and hotelier when I was a student at University. Therefore, I needed English ability to get a job that I want and to prepare English interview for the job. I tended to study focusing on speaking and listening for my purposes after graduation and pronunciation and reading skill in English was less important at that time. In addition, I have various working experiences in overseas. I used to work for Singapore airlines in Incheon airport for two years and I could meet people from all of countries there, especially Singaporeans. I could improve listening skill with various accents since I had to communicate with them every day. For example, all of passengers tried to talk to me in English and English in each country tends to be different based on their nationalities, hence, I had to be familiar with their English to understand customers' needs. Similar to this job, I had a job in Thailand and worked as a receptionist at the hotel for more than two years. My colleagues were able to speak English and guests were from Europe such France and Belgium mostly, Japan and Korea. I used English to communicate with guests; however, I also used Thai language and Korean when I talk with co-workers. It means we did not use proper language and we mixed all languages such as Korean, Thai and English. Therefore, pronunciation was also less important. Finally, I have work experience with Indians in India for one year. It was difficult to understand their English at the first time but it was getting comfortable in few months later. Although I have a lot of working experiences abroad, I did not have any teaching experiences.



I did not have opportunities to learn pronunciation properly in the class and I also have less awareness of importance for speaking distinctly. Since I believe that misunderstanding in conversation comes from low level speaking or grammar abilities, I had to focus on speaking and

grammar than others. In addition, I was familiar with Englishes which are in outer circle or expanding circle with various accents such as Singaporean English, Thai English and Indian English (as cited in Walker, 2010, pp. 2). Therefore, pronunciation does not seem to be important to communicate. However, I recognize that it is quite different between clear pronunciation and accents that show their identities. Pronunciation might also affect successful communication and lack of intelligibilities might cause misunderstanding. That is reason that I would like to learn English pronunciation and participate this project. There are two purposes; first, I would like to learn American Standard English pronunciation. I should learn and study American Standard English pronunciation properly to participate tutoring project. Second, it would be a great chance to experience teaching pronunciation. All kinds of activities and stages might help me to improve my teaching skills.

2.2 Participant Profiles

I have two mentees who major in TESL (Teaching English as a second language) at Sookmyung University for this pronunciation tutor project, and each student's personal information and language background are introduced during the interview on 25th of March in person. We had a time to introduce each other and shared background and interests information together for 2 hours.

2.2.1 Subject A

. Background information (learner variables)

Name	Mijin Kim
Age	20
Length of residence	N/A
First language	Korean
Other languages spoken	English
Education	University undergraduate
Occupation	Student
Frequency of use of English	1 hour per day
End purpose for learning English	Communication
Other English proficiency levels/scores	Reading – intermediate mid by self assessment
Level of motivation (1= low, 5= high)	2.5



Mijin Kim is in the third year of Sookmyung women's university and major in TESL (Teaching English as a second language). She was born in Korea and her first language is Korean.

She started to learn English officially from third grade in elementary school and has been studied English for 12 years at school. She went to YBM and had a lesson 5 times per week for one year when she was in second grade in elementary school. However, she does not have any overseas experience for studying English. She does not seem to expose to native speakers much and spend time to study English in private school compare to other students. In addition, she majored in Chinese at a foreign language high school.

She said that purpose of choosing her major and studying English is to communicate with people from other countries during the interview. Communication ability in English is her main concern since she would like to work in an international company after graduation. She does not seem to focus on pronunciation much generally since her main concern is communication, however, she is also expected to improve her pronunciation and enhance her self confidence regarding her speech, and she

showed positive attitude towards this project.

2.2.2 Subject B

. Background information (learner variables)

Name	Seulji Park
Age	19
Length of residence	2 years (USA)
First language	Korean
Other languages spoken	English
Education	University undergraduate
Occupation	Student
Frequency of use of English	5 ~ 6 hours per day and 4 days a week
End purpose for learning English	Improve fluency
Other English proficiency levels/scores	
Level of motivation (1= low, 5= high)	4



Seulji Park is in the second year of Sookmyung women's university and major in TESL (Teaching English as a second language). She was born in Korea and her first language is Korean.

She has a lot of language experiences. She went to English kindergarten for two years and a private elementary school. In the private elementary school, she had an English class with a native teacher three times per week. She has had exposure to native speakers and English environment a lot. Her mother was highly interested in English education; therefore, she tried many things to teach her daughter such as watching movies without subtitle and playing English CD materials all day. In addition, Seulji Park went to the United States as an exchange student when she was a high school student, and then studied at high school for two years in the United States.

She has a lot of interests in English and she also spends a lot of time for English studying. Getting a job in the United States such airlines or UNICEF is her final goal in life, and she also would like to settle down there if possible. Therefore, English ability is really important and learning American Standard English is meaningful for her. Although she has some self-confidence regarding her English abilities and awareness of pronunciation, she would like to improve her pronunciation accuracy and intelligibility through this project.

3. Diagnostic Test

3.1 Overview

The current issue emphasis of communicative approaches for English language teaching requires special attention on English pronunciation. Teachers need to attend to pronunciation for many reasons. Above all, Korean students are sensitive to pronunciation issue and want improvement (Kim & Margolis, 1999). As mentioned before, participants also have higher interests in pronunciation, and they tend to feel unhappy when they pronounce sounds not like native speakers. In a short, they are also sensitive to pronunciation and would like to improve their pronunciation.

Successful teaching pronunciation could begin from diagnostic test that is able to find out participants' strengths and weaknesses regarding English pronunciation. A variety of activities and materials for teaching pronunciation will be developed on stage 4 after diagnostic test and analysis, and participants might expect to improve their pronunciation overall or enhance their weakness in pronunciation through five times lessons. Therefore, efficient diagnostic test should be arranged for participants and effective lesson plans.

3.2 Diagnostic Test

A diagnostic test is basically developed to elicit students' patterns towards making mistakes. There are three sections in this diagnostic test, and then each section has several tests. Participants are required to read each word aloud in the test and record all of pronunciation.

First section is to check segmental level such as letters and sounds in pronunciation. Participants will be given three types of test for vowel sounds, consonant sounds and combining sounds. Participants might produce sounds naturally to find out correct sounds according to the questions, and they are able to recognize each sound during the test. Test 1 and 2 in Section A is multiple choices and come from English pronunciation in use (Hancock, 2003). Test 3 in this section was extracted from English phonology and pronunciation teaching (Rogerson-Pevell, 2011). I choose these items to check vowel and consonant in a word level specifically. Second, it is the test for syllables, words and sentences. Participants have to distinguish different syllables and stress places, moreover, stress errors might be checked in a sentence with two words combination according to the context or important meaning. In section B, Test 1 and 2 were modified from *English phonology and pronunciation teaching* (Rogerson-Pevell, 2011), and Test 3 is retrieved from ielts-yasi.englishlab.net (2009).

Finally, conversation is the last test for sentence stress, rhythm and intonation. Participants are asked to read long text aloud to measure sentence stress, rhythm and intonation in more authentic situation, and then they will discuss with peers and tutor with given questions to elicit more natural pronunciation overall. Section C has two kinds of test, reading long passage aloud and discussion regarding four questions. Test 1 is modified from second language pronunciation assessment handout packet (Gerhise & Wrenn, 2007) and Test 2 is created personally according to participants' interests.

3.3 Subject A test sheets

English Pronunciation Diagnostic Test

(A). Letters and sounds

Test 1. Read aloud and Circle the word with a different vowel sound.

Ex. Hot hold gone swan

1. black want mad hand

2. case lake name care

3. soap hope sold soup

4. what hot most salt

5. foot look blood push

6. rude luck run but

7. Leave beach bread clean

Score : 6/7

Test 2. Read aloud and Circle the word if one of the consonant letters is not pronounced.

Ex. camp crisp climb cost

1. lamb label cable cab

5. old pile half help

2. recipe repeat receipt rope

6. cold calm colour film

3. listen winter eaten after

7. hurry hairy hungry here

4. hour hate home hill

Score : 6/7

Test 3. Read aloud the words.

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

Score : 21/31

(B). Syllables, words and sentences

Test 1. Read aloud and Circle it. Which word has a different number of syllables from the others?

Ex. snakes sheep foxes cats

1. likes wants talks washes
2. wanted walked saved brushed
3. chicken chocolate afternoon different
4. about around asleep asked
5. fourteen forty fortieth hundred
6. builds rebuild builder building
7. supermarket waterfall holiday hairdresser
8. school texts over sports

Score : 6/8

Test 2. All the words of expressions in each group have the same number of syllables. Read aloud and Circle the one with stress in a different place.

Ex. October November December January

1. Saturday holiday tomorrow yesterday
2. morning fifty fifteen August
3. He told me. I like it. She finished. Close the door
4. go to bad! Don't worry! What's the time? Fish and chips.
5. table tourist tunnel remove
6. mistake famous become remove
7. playground shoe shop first class handbag
8. economics economy education scientific
9. It isn't true. I'll see you soon. No, it isn't. He's not at home.

Score : 6/9

Test 3. Read sentences aloud. (Need to pay attention on Bold words)

1. Every classroom in this school has a **blackboard**.
2. I went to the doctor for a **checkup** of my health.
3. He lives in a small **fishing village** on the coast where almost everyone makes a living from fishing.
4. A **luxury apartment** is one that is too expensive for average people to buy.
5. **Watermelon** is a popular fruit in summer.
6. He bought a **white mouse** from the pet shop.
7. **Drug trafficking** is a serious problem in the border areas between China and the nations to the south.
8. I couldn't understand what he wrote because his **handwriting** was so unclear.
9. It's only **human nature** to be envious of the success of others.
10. A **washing machine** is a machine for washing clothes.

Score :7 /10

(C). Conversation

Test 1. Read the following passage to yourself once or twice to understand the meaning. Then, read it aloud.

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

Test 2. Discuss the questions with your partner.

1. Please describe a person who you hate the most and Why?
2. Is there a particular situation that your boyfriend makes you angry or embarrassed?
3. Please describe an ideal man as your boyfriend or husband (ex. Body type, looking and fashion style) and Why do you like it?
4. Please describe your travelling experiences which are the most interesting.

3.4 Subject B test sheets

English Pronunciation Diagnostic Test

(A). Letters and sounds

Test 1. Read aloud and Circle the word with a different vowel sound.

Ex. Hot hold gone swan

1. black want mad hand

2. case lake name care

3. soap hope sold soup

4. what hot most salt

5. foot look blood push

6. rude luck run but

7. Leave beach bread clean

Score : 7/7

Test 2. Read aloud and Circle the word if one of the consonant letters is not pronounced.

Ex. camp crisp climb cost

1. climb label cable cab

2. recipe repeat receipt rope

3. listen winter eaten after

4. hour hate home hill

5. old pile half help

6. cold calm colour film

7. hurry hairy hungry here

Score : 7/7

Test 3. Read aloud the words.

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

Score : 27/31

(B). Syllables, words and sentences

Test 1. Read aloud and Circle it. Which word has a different number of syllables from the others?

Ex. snakes sheep foxes cats

1. likes wants talks washes
2. wanted walked saved brushed
3. chicken chocolate afternoon different
4. about around asleep asked
5. fourteen forty fortieth hundred
6. builds rebuild builder building
7. supermarket waterfall holiday hairdresser
8. school texts over sports

Score : 5/8

Test 2. All the words of expressions in each group have the same number of syllables. Read aloud and Circle the one with stress in a different place.

Ex. October November December January

1. Saturday holiday tomorrow yesterday
2. morning fifty fifteen August
3. He told me. I like it. She finished. Close the door
4. go to bad! Don't worry! What's the time? Fish and chips.
5. table tourist tunnel remove
6. mistake famous become remove
7. playground shoe shop first class handbag
8. economics economy education scientific
9. It isn't true. I'll see you soon. No, it isn't. He's not at home.

Score : 7/9

Test 3. Read sentences aloud. (Need to pay attention on Bold words)

1. Every classroom in this school has a **blackboard**.
2. I went to the doctor for a **checkup** of my health.
3. He lives in a small **fishing village** on the coast where almost everyone makes a living from fishing.
4. A **luxury apartment** is one that is too expensive for average people to buy.
5. **Watermelon** is a popular fruit in summer.
6. He bought a **white mouse** from the pet shop.
7. **Drug trafficking** is a serious problem in the border areas between China and the nations to the south.
8. I couldn't understand what he wrote because his **handwriting** was so unclear.
9. It's only **human nature** to be envious of the success of others.
10. A **washing machine** is a machine for washing clothes.

Score :9 /10

(C). Conversation

Test 1. Read the following passage to yourself once or twice to understand the meaning. Then, read it aloud.

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

Test 2. Discuss the questions with your partner.

1. Please describe a person who you hate the most and Why?
2. Is there a particular situation that your boyfriend makes you angry or embarrassed?
3. Please describe an ideal man as your boyfriend or husband (ex. Body type, looking and fashion style) and Why do you like it?
4. Please describe your travelling experiences which are the most interesting.

4. Analysis of the diagnostic results

The diagnostic test will be analyzed according to English pronunciation diagnostic assessment rubric that come from English phonology and pronunciation teaching (Rogerson-Revell, 2011).

4.1 Subject A

4.1.1 Test results

English Pronunciation Diagnostic Assessment

(A). General assessment of speech

Clarity	very intelligible	←—————↓—————→	unintelligible
Speed	very slow	←—————↓—————→	very fast
Fluency	very fluent	←—————↓—————→	disfluent
Voice range	very wide range	←—————↓—————→	very narrow range
Volume	very high	←—————↓—————→	very low
Voice quality	very obviously L1	←—————↓—————→	very obviously L2
impact	very low	←—————↓—————→	very high

(B). Detailed assessment of pronunciation

Suprasegmentals	1 (very good)	2	3	4	5 (very bad)
Thought group division		○			
Nuclear stress placement		○			
Tone choice			○		
Rhythm & prominence		○			
Word stress			○		
linking		○			

Segmentals

Consonants	substitution	omission	articulation
plosives		/t/ in receipt, different, interrupt	
fricatives	/s/ in machine instead of /ʃ/		
affricates			
approximants			uvular /r/

laterals			
clusters		/z/ in ways, /s/ in chips /t/ in asked	

Vowels	articulation	length	substitution
Short vowels		/æ:/ for /æ/ in aunt	/li/ for /lə/ in holiday
Long vowels		/u/ for /u:/ in use /ɔ/ for /ɔ:/ in cause	/ɔ:/ for /lou/ in lawyer
diphthongs			/o/ instead of /ou/ in soap
reduction			

4.1.2 Analysis of the test results

Subject A, Mijin, produced smooth pronunciation overall, however, some problematic patterns are showed in the test, and those patterns tend to be repeated.

The most frequent mistakes have been occurred in vowels. As she mentioned that she does not have knowledge of vowels during the interview on third meeting, vowel sounds seem to be one of her weakness in pronunciation. First, she has difficult to distinguish difference between sound /ou/ and /o/. For example, she pronounced /o/ sound instead of /ou/ when she produces word ‘soap’ in the test. On the other hand, sound /ɔ/ in lawyer also was not appropriate. Her mouth was rounded and sound was /əʊ/. I suppose that she have less awareness of diphthongs in vowels, hence, she often made similar mistakes. Second, distinction of short and long vowels does not seem to be clear. Sometimes she pronounced short vowels, /u/ and /ɔ/, instead of long vowels such as /u:/ in use and /ɔ:/ in cause. In addition, she mispronounced /halidei/ in holiday instead of /halədeɪ/. This pattern often occurred with other words in the test.

Not much weakness was revealed in consonant; however, one phenomenon often occurred frequently. Celce-Murcia (2010) explains that “in causal speech, the same six stop consonant sounds /p, t, k/ and /b, d, g/ are often not released in final position” (p.79). In a short, the process of articulation is not completed. She also reduced sound /t/ many times. For instance, the sound /t/ was not produced when the /t/ is placed in the end of words such as receipt, different, interrupt and interpret. Especially, it might be more difficult for her when /t/ sound is with letter ‘p’. Second, sound /s, z/ for plural s’ and sound /t,d/ for past tense ‘ed’ tended to be not pronounced in conversation. She

already notices that she cannot produce those sounds properly. Therefore, it does not seem to happen every time.

Lastly, suprasegmentals in pronunciation tend to be correct and natural generally. Only there were few mistakes, for example, long or unfamiliar words such as economics and envelope did not stress in each word appropriately. The most important issue in this part for her is thought group division. She tended to have long thought group when she read the passage in the test although she had time to think and read before reading aloud. In addition, thought group in her spoken discourse tend to be not really natural. It is not sure that it causes from lack of thought group knowledge or not.

The test results show that she has some specific repeated patterns in vowels, consonants and thought group. The most problematic issue in pronunciation is vowels as I mentioned above. She has various patterns in producing vowel sounds. The lesson plans should focus on these issues.

4.2 Subject B

4.2.1 Test results

English Pronunciation Diagnostic Assessment

(A). General assessment of speech

Clarity	very intelligible	←	→	unintelligible
Speed	very slow	←	→	very fast
Fluency	very fluent	←	→	disfluent
Voice range	very wide range	←	→	very narrow range
Volume	very high	←	→	very low
Voice quality	very obviously L1	←	→	very obviously L2
impact	very low	←	→	very high

(B). Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division				0	
Nuclear stress placement				0	
Tone choice			0		
Rhythm & prominence				0	
Word stress			0		
linking				0	

Segmentals

Consonants	substitution	omission	articulation
plosives		/t/ in interrupt /d/ in old	
fricatives			
affricates			
approximants			
laterals			
clusters		/s/ in cultures /d/ in considered	

Vowels	articulation	length	substitution
Short vowels			/æ:/ for /æ/ in mad, hand /i:/ for /e/ in bread
Long vowels			
diphthongs			
reduction			

4.2.2 Analysis of the test results

Subject B, Seulji, shows overall higher score in the paper test. She knows phonemic knowledge well and produces sounds accurately most of the time. The test results will be described according to three parts, which are vowels, consonant and suprasegmentals.

First, more problematic sounds occurred in vowels compare to other parts. She tended to produce inaccurately long and short vowels such as /æ:/ instead of /æ/ in mad and hand. The distinction was slightly different, however, it should be considered in this project for her. In addition, when she reads word ‘bread’, vowel sound was /i:/ instead of /ε/. It seems to be kind of careless mistake.

Second, a few mistake in consonant that she made in the test shows one specific patter. Same as Subject A, Mijin, Seulji tends to be incomplete to make ending sounds such as sound /s, z/ for plural ‘s’ and sound /t,d/ for past tense ‘ed’. The word ‘considered’ and ‘cultures’ might be a good example to show this pattern. In addition, when she produces word ‘old’, /d/ sound did not appear, and she also have same problem with ‘interrupt’. /t/ sound also was missing in the test.

Generally, she is good at suprasegmentals. Most stress in word is appropriate and thought group is proper. When she speaks in conversation, she could control length of thought group according to meaning or emotions. However, occasionally tone choice and word stress are not appropriate. For example, she had difficulties to pronounce ‘unsuccessful’ and ‘successful’, and inaccurate stress might affect difficulties.

She made less mistake overall, however, it might be helpful to make sure in some parts such as distinguishing short and long vowels sound and producing consonants sound that was reduced often to achieve her goal in the project. In addition, she might need practicing vowels sound with using mouth more widely and bigger. These points will be influence on lesson plans for subject B.

5. Goals and objectives

The purpose of pronunciation tutoring project is to improve awareness of pronunciation and enhance weakness that has been analyzed on Stage 3. More specific goal of this project is to distinguish vowels in order to jaw and tongue position and produce sounds appropriately in spoken discourse. In addition, to achieve our goal, specific objectives are required to set up, and then lesson plans and materials should be arranged on the next stage.

By diagnostic test for pronunciation, we have various results that show weakness and strong point. However, it is hard to apply all of weakness that is revealed in the analysis to five times lesson. Therefore, tutees and I had a meeting to discuss which one is the most important and matched with tutees' concerns. Finally, final decision has been made to focus on vowels only. There are several reasons. First, both subject A and B have problematic issues in vowels. I would like to do tutoring project all together if possible, and five times lesson is not enough to deal with a lot of things. Second, it corresponds with tutees' self evaluation and preference. They had negative results from self evaluation regarding vowels and they also would like to make sure vowels overall.

According to these reasons, I consider vowels as an objective in my lesson plan and create outline below;

Subjective A and B are able to.....

. Distinguish front vowels in order to jaw and tongue position and produce sounds appropriately in spoken discourse.

. Distinguish back vowels in order to jaw and tongue position and produce sounds appropriately in spoken discourse.

. Distinguish central vowels in order to jaw and tongue position and produce sounds appropriately in spoken discourse.

Details in vowels will be dealt with in the class and most activities will be done with peers. Tutees might have a class per week for two hours within five weeks; however, actual time and date are able to be changeable on account of any other issues.

A variety of activities from controlled practice to communicative practice will be used in this lesson plan. Some of materials and activities might come from books and website, and some of them will be created personally. All details regarding material sources will be described in chapter 8. There are four types of activities in each class and homework to review the lesson and practice sounds.

I expect tutees that they can achieve their goal and objectives though the lesson and I also improve teaching skills for pronunciation and awareness of pronunciation.

6. Description of and reflection on all meetings

I have two tutees who majored in TESL at Sookmyung University for pronunciation tutor project, and all meetings has been scheduled on every Tuesday according to tutoring project process.

Day 1. Interview

Date	2014. March.25
Time	5 pm for 2 hours
Language	Korean
Purpose	Interview to complete Stage 2

The first meeting was achieved at 5pm on 25 March at school and we had almost two hours meeting to introduce each other regarding personal information and interests, language background and school life in Korean. We also discussed our English abilities and expectation for this tutoring project.

First, two mentees briefly introduce their personal information and language background so that I can predict their language proficiency and understand their English environments.

Second, all together have a chat regarding personal interests and English issue in their life. They have both strong motivations to study English on account of their future job. They would like to get a job abroad and are interested in international company; therefore, they should pay a lot of attention and give efforts to studying English. Based on their language background and major, they seem to have knowledge on English pronunciation such as phonemic alphabet and intonation patterns.

Third, self-evaluation was asked one by one. They tried to evaluate their English proficiency such as speaking, listening, reading and writing objectively. Subject A, Mijin, did evaluate herself that her speaking ability is lower than other skills. On the other hand, subject B, Seulji, has confidence in all skills overall, and she want to improve her accuracy strongly.

Finally, we discuss our expectation and goals for this project. Reviewing the process for this project was needed to move on to the next stage for tutees and a tutor. We exchange information that we have in the class and shared it together.

I did not ask them to speak English during interview since we need to know each other closely and it was the first time to see. More natural and comfortable atmosphere might be more helpful for them. However, they sometimes use English words or short sentences to explain some contents. Hence, Korean was used in the meeting and the first meeting successfully was finished.

Day 2. Diagnostic Test

Date	2014. April.08
Time	12pm for 1.5 hour with Subject B / 5pm for 1.5 hour with Subject A
Language	English
Purpose	Diagnostic Test to complete Stage 2

I have a second meeting to do diagnostic test on 08 April at school with tutees individually. Each student had two types of test, which are individual tests and conversation tests, with a tutor. I wanted to talk all together regarding interesting topics to elicit natural speaking and pronunciation from tutees. However, diagnostic test was carried out separately on account of personal situation, and tutees had conversation with the tutor for 30minutes with given four questions. In addition, I did ask them to read aloud and record it during doing paper test.

Generally, they did well on the paper test and their pronunciation seem to be clearer and more accurate than conversation tests. They tend to focus on specific parts of speech such as fluency and word stress while they read words and sentences on the test paper. In addition, both of them show different pronunciation between in reading aloud and in conversation.

Subject A, Mijin, has less language experience and low confidence about her language competency. Since we did not have time to talk in English at the first meeting, it was almost first time to hear her speech. She used English words or expressions often when we had the interview in Korean before, however, she did not speak much English words or expressions to guess. It was interesting to talk with her since she has unique accent just like her Korean accent. Her mouth shape is not changeable when she speaks and the shape of lip is not natural a little bit. In addition, she tends to read the text awkwardly since she has difficulties to pause according to thought group division.

Subject B, Seulji, had the diagnostic test first. She has a lot of language experience and confidence, and she always try to speak accurately like American native speakers as a target language model. She did well overall; however, she tends to speak with her own accent when she faces with difficulty to express emotionally or logically. Her speech was quite clear so that I can understand ever single word; speed and volume was also appropriate most time.

More details and specific analysis are required with English Pronunciation Diagnostic Assessment for the next stage. In addition, the detailed diagnostic test results for stage 3 will be described in chapter 4 above.

Day 3. Discussion for results of the test

Date	2014.April.15
Time	5pm for 30 minutes
Language	Korean
Purpose	Discussion for results of the test and lesson plans

Third meeting was held at 5pm on 15 April at school for a short time to discuss results of the diagnostic test and lesson plans for the next stage.

First, we shared our opinion and feelings regarding the pronunciation diagnostic test briefly, and then I asked them to describe their weakness that they found out from the recording. We did compare each result together to decide main weakness or parts to focus on for the next stage. Finally, we decide improvement point. The specific result of the decision might be dealt with in chapter 5. Each tutee has different weakness and degree of problem; therefore, it was hard to choose common point. However, we could find out common weakness and it was matched with their concerns. The meeting was over after decision was made. The details will be explained in chapter 5.

7. The action Plan

Class 1.

Title	Vowels Distinction	Time
Objective	Participants will be able to distinguish simple vowels in order to jaw and tongue positions	
Materials	<ul style="list-style-type: none"> . A picture of NAE vowel quadrant & mirrors . A sheet for Sorting Game . A picture of NAE vowel quadrant without contents . A carton picture and words 	
Lesson & Activity	Part 1. General Information - Introduce vowels in order to tongue and jaw positions - Practice sounds with mirrors	30min.
	Part 2. Sorting Game - Practice words in the sheet - Fill out each blank - Check the answer with partner	20min.
	Part 3. Matching Game - Attach each word in the right place in the picture of NAE vowel quadrant with partner	15min.
	Part 4. Role play - Describe and explain each picture from the carton with using words from the box. - The students who use have more word cards will be a winner.	20min
Homework	Read aloud the book (15 pages from "The cat in the hat") and record it. - Must read the book with a loud voice and clearly.	30min.

Class 2.

Title	Front Vowels Distinction	Time
Objective	Participants will be able to distinguish simple front vowels in order to jaw and tongue positions	
Materials	<ul style="list-style-type: none"> . Hand phone for warm-up . Pictures and description for part 1, mirrors . Worksheets with minimal pair for part 2 . Bingo sheet for part 3 . Picture for part 4 	
Lesson & Activity	<p>Warm-up</p> <ul style="list-style-type: none"> - Listen to each homework recording and give feedback each other 	15min.
	<p>Part 1. General Information</p> <ul style="list-style-type: none"> - Introduce front vowels in order to jaw positions with pictures - Practice sounds with mirrors and pictures 	20min.
	<p>Part 2. Worksheets with minimal pair</p> <ul style="list-style-type: none"> - Distinguish front vowel sounds that was confused in the previous lesson : /iy/ and /I/, /ey/ and /ε/ - Produce each word and listen to partner's sounds 	15min.
	<p>Part 3. Bingo Game</p> <ul style="list-style-type: none"> - Practice front vowel sounds with key words - Play a bingo game by making sentences 	20min.
	<p>Part 4. Spot Difference Game</p> <ul style="list-style-type: none"> - Practice vowel sounds by communicative practice - Play a game to find out different spot by discussing and describing 	25min.
Homework	<p>Read aloud the book (15 pages from "The cat in the hat") and record it.</p> <ul style="list-style-type: none"> - Must read the book with a loud voice and clearly. 	30min.

Class 3.

Title	Back Vowels Distinction	Time
Objective	Participants will be able to distinguish simple back vowels in order to jaw and tongue positions	
Materials	<ul style="list-style-type: none"> . Hand phone for warm-up . Pictures and description for part 1, mirrors . Worksheets with four texts for part 2 . Sorting Game sheets for part 3 . World cup Game sheets for part 4 	
Lesson & Activity	<p>Warm-up</p> <ul style="list-style-type: none"> - Listen to each homework recording and give self and peer feedback each other generally - Find out front vowel sounds from the text and mark them - Student A read aloud focusing on front vowel sounds and Student B monitor, and then change their role 	20min.
	<p>Part 1. General Information</p> <ul style="list-style-type: none"> - Introduce back vowels in order to jaw positions and lips shape with pictures - Practice sounds with mirrors and pictures 	20min.
	<p>Part 2. Read aloud</p> <ul style="list-style-type: none"> - Distinguish back vowel sounds with attention to words - Practice sounds within the text 	15min.
	<p>Part 3. Sorting Game</p> <ul style="list-style-type: none"> - Practice words in the sheet - Fill out each blank with words and Check the answer with partner 	20min.
	<p>Part 4. World cup for Jessica's ideal man</p> <ul style="list-style-type: none"> - Practice back vowel sounds by communicative practice - Play a game to find ideal man for Jessica by describing 	35min.
Homework	<p>Read aloud the book (15 pages from "The cat in the hat") and record it.</p> <ul style="list-style-type: none"> - Must read the book with a loud voice and clearly. 	30min.

Class 4.

Title	Central Vowels Distinction	Time
Objective	Participants will be able to distinguish simple central vowels in order to jaw positions and lip shape	
Materials	<ul style="list-style-type: none"> . Hand phone for warm-up . Pictures and description for part 1, mirrors . Movie scripts for part 2 . Cards for part 3 . A board sheet, a question sheet and a dice for part 4 	
Lesson & Activity	<p>Warm-up</p> <ul style="list-style-type: none"> - Listen to each homework recording and give self and peer feedback each other generally - Find out back vowel sounds from the text and mark them - Student A read aloud focusing on front vowel sounds and Student B monitor, and then change their role 	15min.
	<p>Part 1. General Information</p> <ul style="list-style-type: none"> - Introduce central vowels in order to jaw positions and lips shape with pictures - Practice sounds with mirrors and pictures 	20min.
	<p>Part 2. Read the movie script</p> <ul style="list-style-type: none"> - Practice central vowel sound with the movie script - Read aloud and find out sounds from the text 	15min.
	<p>Part 3. Card Game</p> <ul style="list-style-type: none"> - Practice central vowel sounds to distinguish with words in the sheet - Describe a word in each card to your partner without saying the word 	20min.
	<p>Part 4. Board Game</p> <ul style="list-style-type: none"> - Practice central vowel sounds by communicative practice - Play a game until finish and complete the mission in the sheet 	25min.
Homework	<p>Read aloud the book (15 pages from "The cat in the hat") and record it.</p> <ul style="list-style-type: none"> - Must read the book with a loud voice and clearly. 	30min.

Class 5.

Title	Review for Vowels Distinction	Time
Objective	Participants will be able to distinguish simple central vowels in order to jaw positions and lip shape	
Materials	<ul style="list-style-type: none"> . Hand phone for warm-up . Pictures and description for part 1, mirrors . Work sheets for part 2, 3, 4, 5 	
Lesson & Activity	<p>Warm-up</p> <ul style="list-style-type: none"> - Listen to each homework recording and give self and peer feedback each other generally - Find out central vowel sounds from the text and mark them - Student A read aloud focusing on front vowel sounds and Student B monitor, and then change their role 	15min.
	<p>Part 1. General Information</p> <ul style="list-style-type: none"> - review vowel sound 	20min.
	<p>Part 2. Puzzle</p> <ul style="list-style-type: none"> - to review for distinguishing and indentifying vowel sounds - connect three words with the same sound 	20min.
	<p>Part 3. A potential millionaire</p> <ul style="list-style-type: none"> - to produce vowel sounds in communicative situation - ask question and discuss results 	20min.
	<p>Part 4. What's going on?</p> <ul style="list-style-type: none"> - to produce vowel sounds in communicative situation - describe and discuss the scene in the picture 	20min.
	<p>Part 5. A love story</p> <ul style="list-style-type: none"> - to produce vowel sounds in communicative situation - make a love story with pictures and discuss the ending of this story 	25min.
Homework		

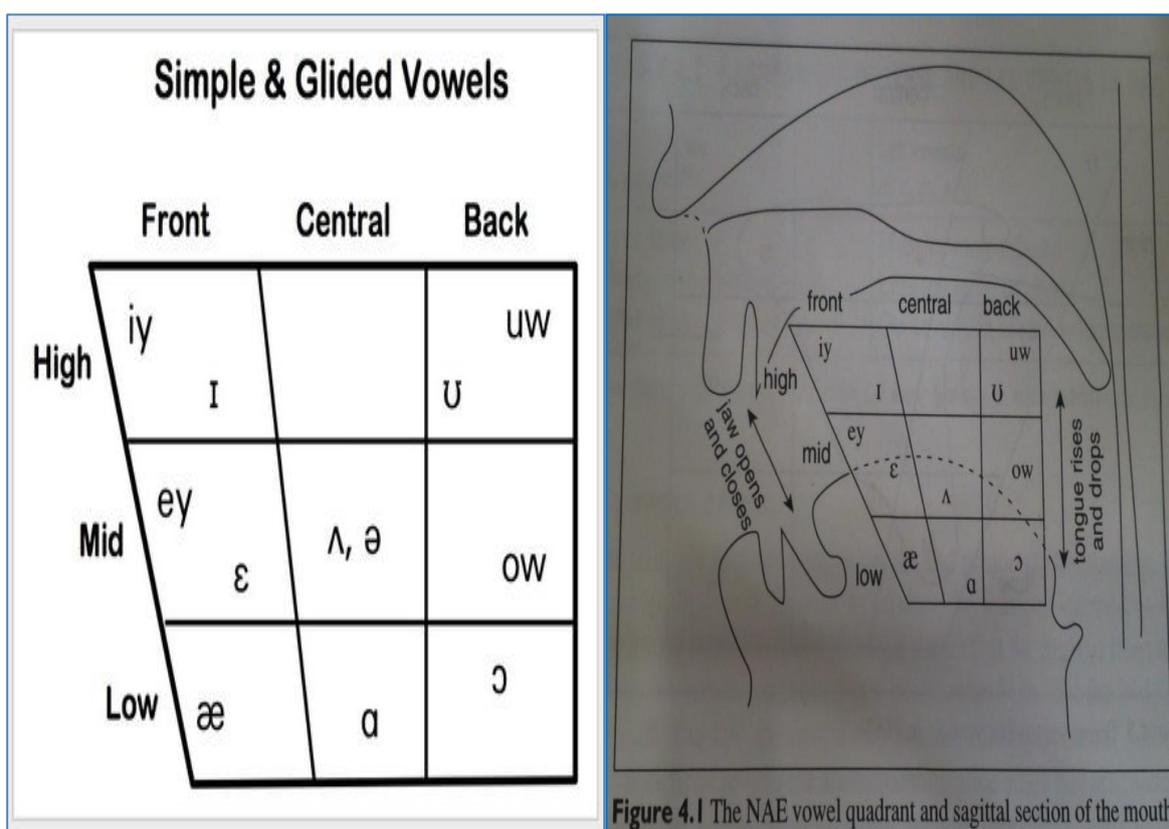
8. Lesson plan

Class 1.

Vowels Distinction

Part 1. General Information

Chart 1.



Images captured from Teaching pronunciation (Celce-Murcia, 2010)

Part 2. Sorting Game

Which Vowel Sound?

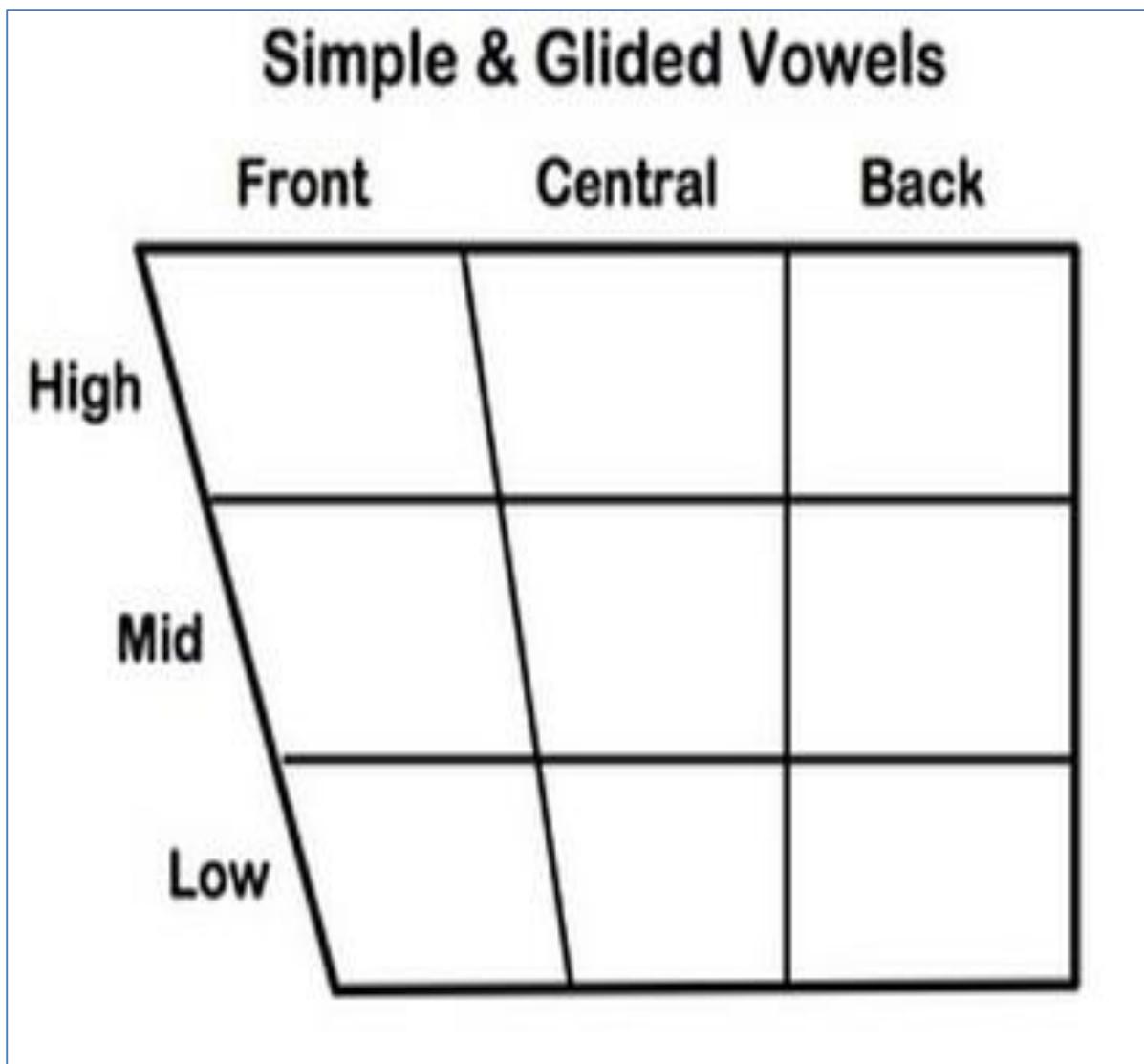
Say each word in the list below. Decide what vowel sound it contains and write the word in the box with the same sound. There should be two words in each box. (If you use Western-US pronunciation, some words might fit in either box 9 or 10.)

Three	Stood	Top	Use	Side	Watch
Most	Leave	Next	Death	Big	Great
Point	Food	Would	Out	Black	Voice
Thought	Say	Home	Young	Why	
Down	Bad	Bus	Law	Give	

1. /iy/ beet	2. /ɪ/ bit	3. /ey/ bait	4. /ɛ/ bet	5. /æ/ bat	6. /uw/ boot	7. /u/ book
8. /ow/ boat	9. (/ɔ/) (bought)	10. /ɑ/ box	11. /ʌ, /ə/ but	12. /ay/ bite	13. /aw/ cow	14. /ɔy/ boy

Available online from <http://teachingpronunciation.weebly.com/sample-activities.html>

Part 3. Matching Game



Three	Down	Say	Would	Death	Side
Most	Stood	Has	Home	Out	Big
Point	Leave	Top	Bus	Young	Black
Thought	Food	Next	Use	Law	Why
Give	Watch	Great	Voice		

Part 4. Role Play

☞ Describe each picture or explain the story with your partner. You must use one or more than one word until all words are used in the box.

Picture 1.



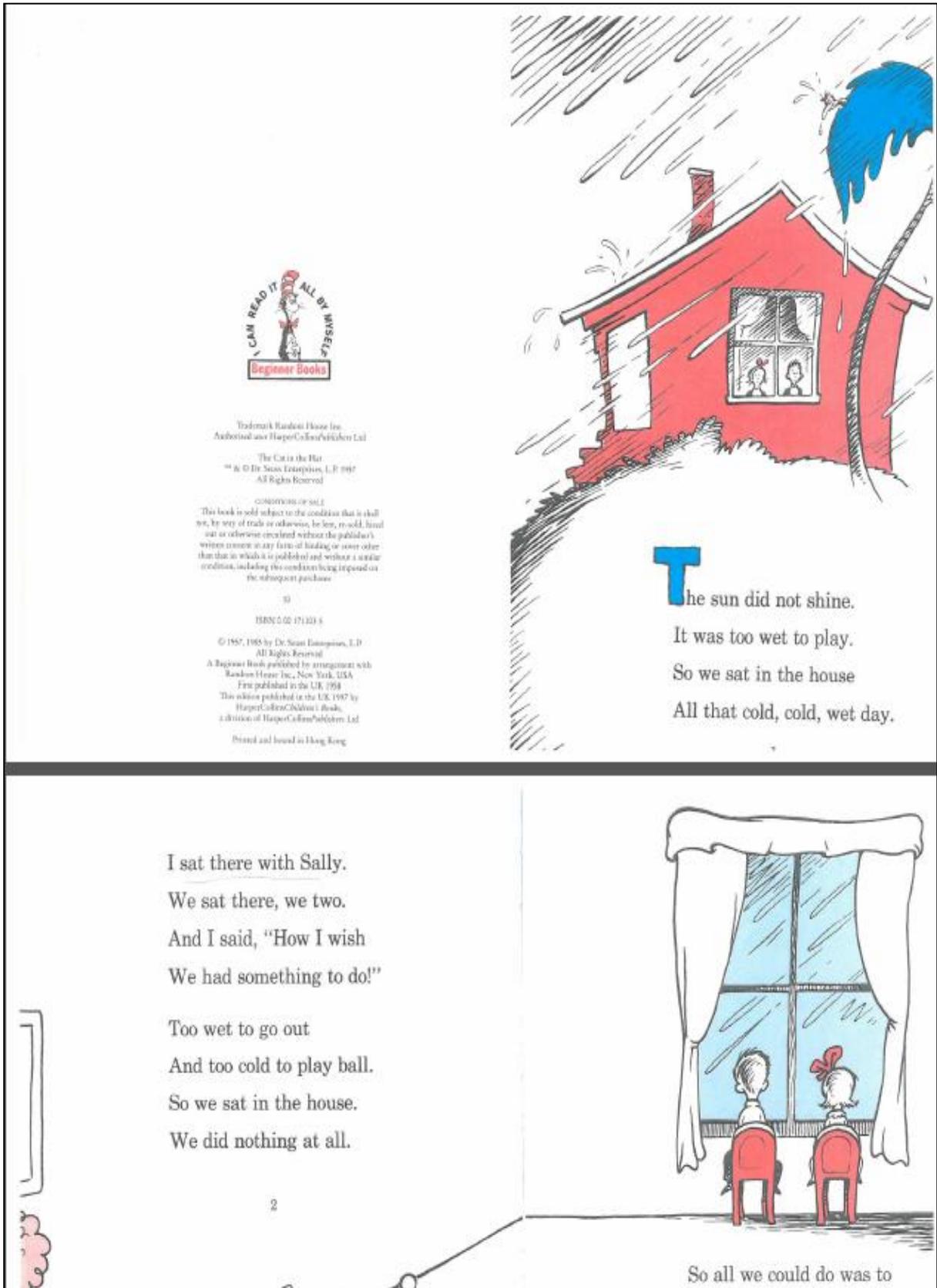
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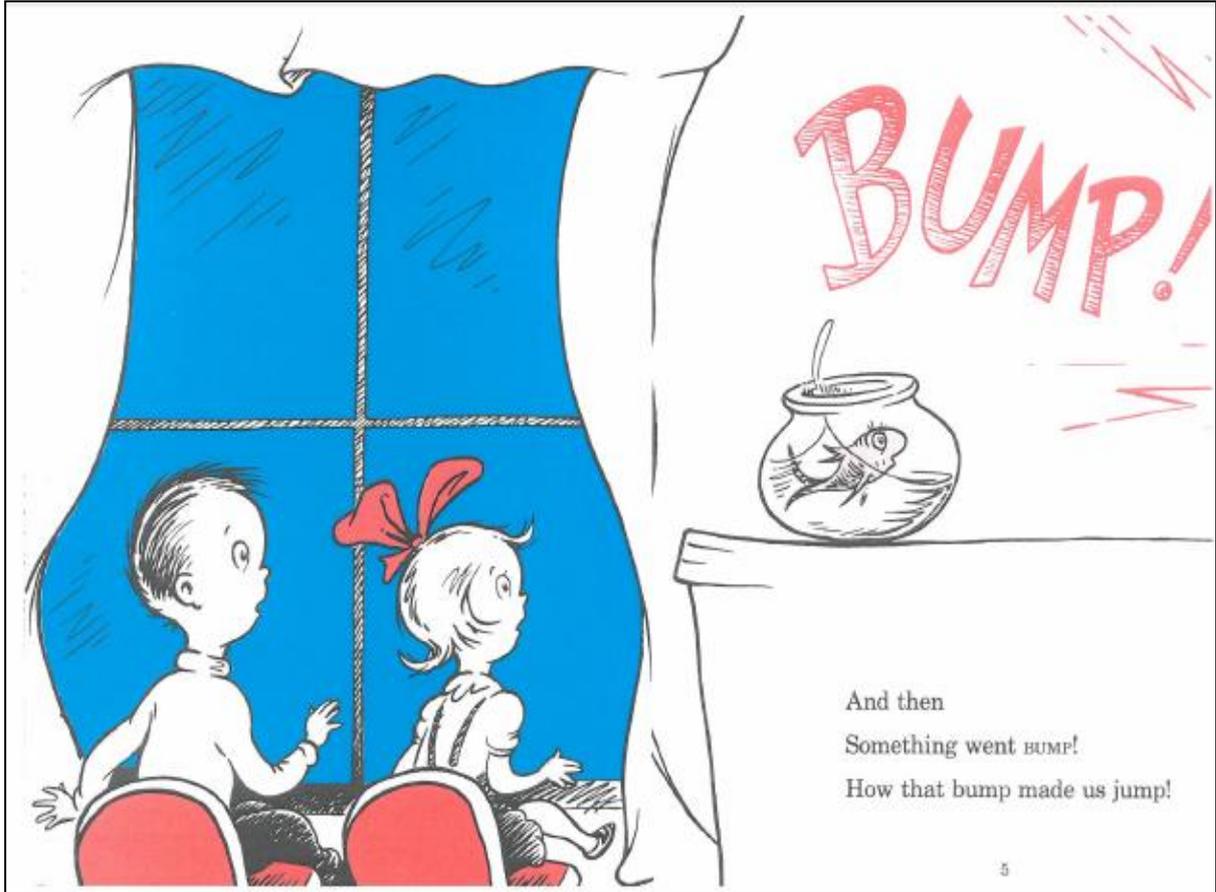


Three	Down	Say	Would	Death	Side
Most	Stood	Has	Home	Out	Big
Point	Leave	Top	Bus	Young	Black
Thought	Food	Next	Use	Law	Why
Give	Watch	Great	Voice		

Homework

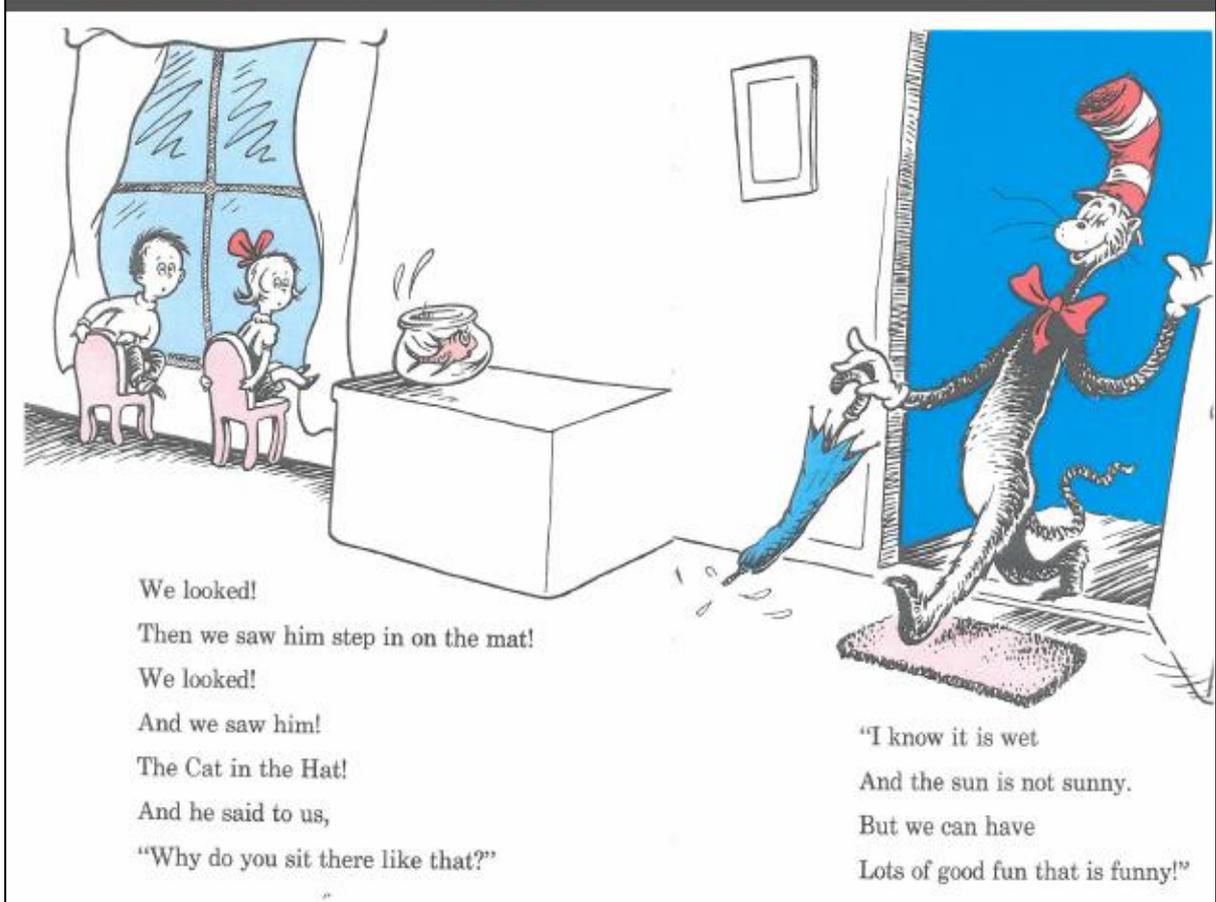
👉 Read aloud and record your reading





And then
Something went BUMP!
How that bump made us jump!

5



We looked!
Then we saw him step in on the mat!
We looked!
And we saw him!
The Cat in the Hat!
And he said to us,
“Why do you sit there like that?”

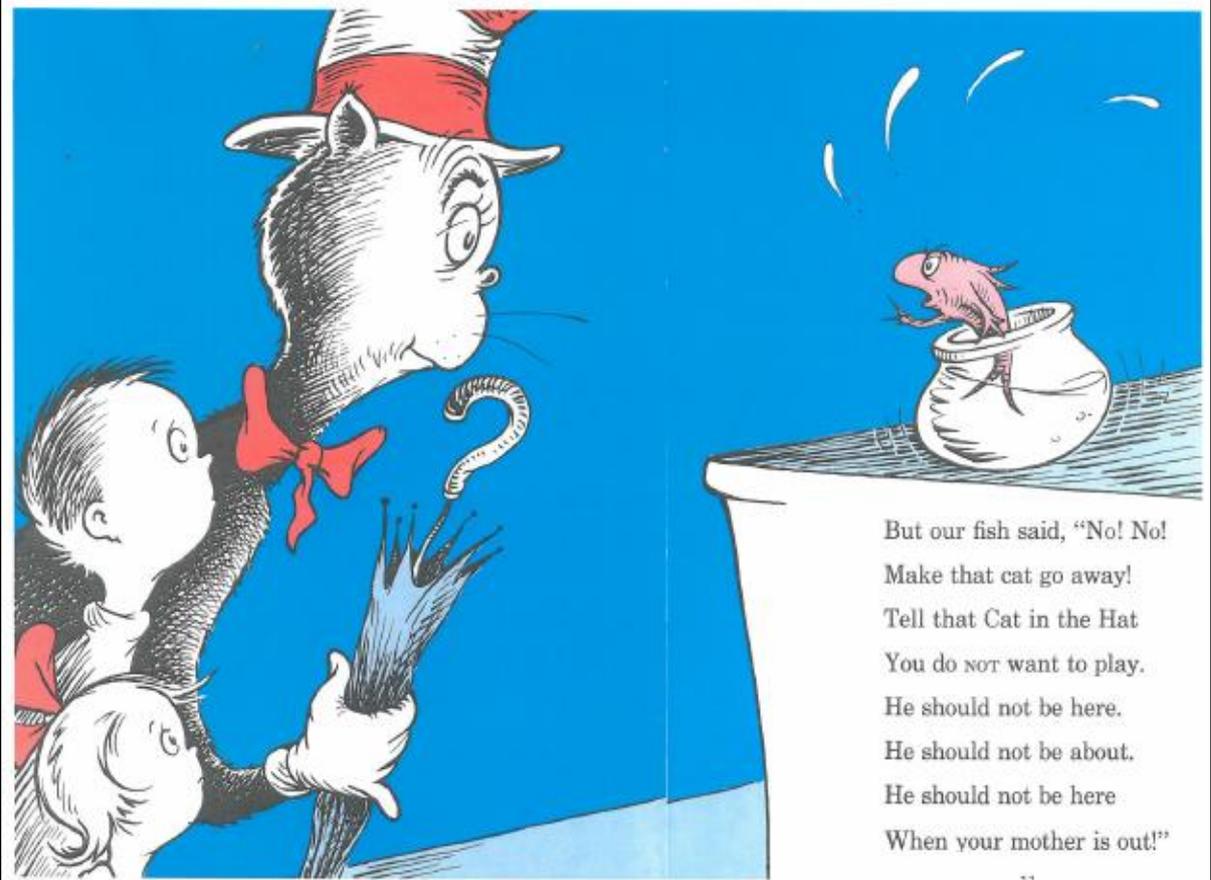
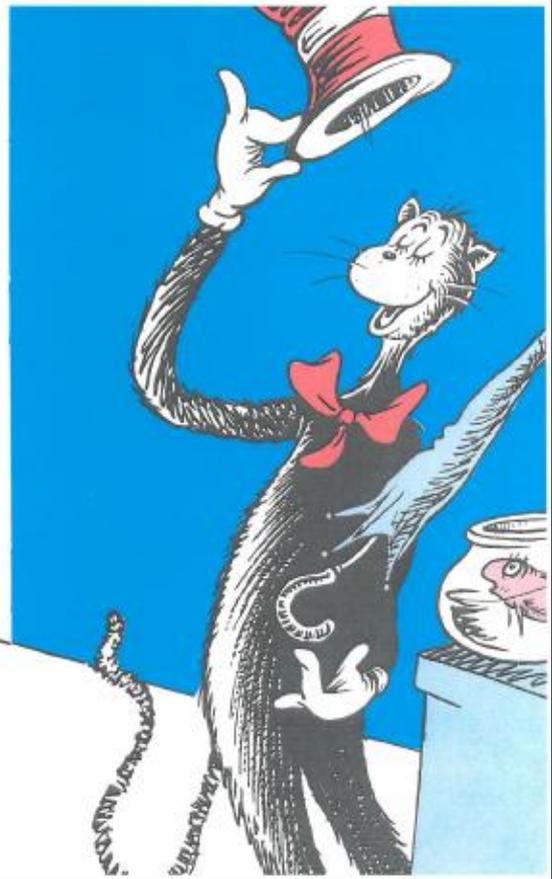
“I know it is wet
And the sun is not sunny.
But we can have
Lots of good fun that is funny!”

“I know some good games we could play,”
Said the cat.
“I know some new tricks,”
Said the Cat in the Hat.
“A lot of good tricks.
I will show them to you.
Your mother
Will not mind at all if I do.”



Then Sally and I
Did not know what to say.
Our mother was out of the house
For the day.

8



But our fish said, “No! No!
Make that cat go away!
Tell that Cat in the Hat
You do not want to play.
He should not be here.
He should not be about.
He should not be here
When your mother is out!”

“Now! Now! Have no fear.
Have no fear!” said the cat.
“My tricks are not bad,”
Said the Cat in the Hat.
“Why, we can have
Lots of good fun, if you wish,
With a game that I call
UP-UP-UP with a fish!”

12



“Put me down!” said the fish.
“This is no fun at all!
Put me down!” said the fish.
“I do not wish to fall!”

13



“Have no fear!” said the cat.
“I will not let you fall.
I will hold you up high
As I stand on a ball.
With a book on one hand!
And a cup on my hat!
But that is not ALL I can do!”
Said the cat . . .

14



Images captured from The cat in the hat (Dr. Seuss, 1958)

Class 1.

Reflection

The first class was held on 2nd of May for Mijin and 3rd of May for Seulji separately due to personal schedule at professional center for one hour each. Overview and each plan for tutoring lessons were explained to tutees before starting class. The entire title is for pronunciation tutor project is vowels distinction which was set as a goal of this project. In this class 1, tutees will be able to distinguish simple vowels in order to tongue and jaw positions, in addition, lessons and activities for this objective were given. There are four parts that are general information, two types of games and role play, in lesson 1.

First, tutees were taught regarding introduction of vowels in order to tongue and jaw positions with pictures to distinguish differences of each vowel sound, and then they practiced to produce sounds with mirrors. Although tutees have phonemic knowledge, they tend to have difficulties to distinguish sounds with tongue and jaw positions at the first time. Mijin could distinguish front tongue position; however, back position was hard to distinguish. Moreover, jaw movement also was not easy to see according to high, mid and low. Mijin and I tried to produce sounds a lot until we feel position and movement, and then Mijin finally figure out slightly with specific words which was given on the paper. On the other hand, Seulji has less confusion to distinguish sounds in order to tongue position and jaw movements. Seulji tends to have difficulty to distinguish sounds in high and middle; however, she found out how to make similar sounds with lips. She said that she could feel tongue position and jaw movements when she tried to make sounds clearly with the mirror.

Second, two types of activities were given and performed together. The sorting game and the matching game are made for checking their understanding and practicing sounds. Both tutees revealed their weakness. Mijin has problem to distinguish /iy/ vs /I/, /ey/ vs /ε/ and /uw/ vs /u/. In addition, Seulji has difficult to distinguish /uw/ vs /u/. Tutees and I practiced several times to see what differences are between them, and then they seem to understand and feel those differences slightly.

Finally, tutees had a chance to produce sounds which they practiced in the first class through role play activity. It was fun to do it with tutees. They naturally used words in their speech and might have a change to make sure vowels distinction.

Tutees were able to experience distinguishing vowel sounds and practicing how to make sounds thought the lesson 1. From the next class, tutees will learn and practice more details regarding vowels.

Class 2.

Vowels Distinction

Part 1. General Information

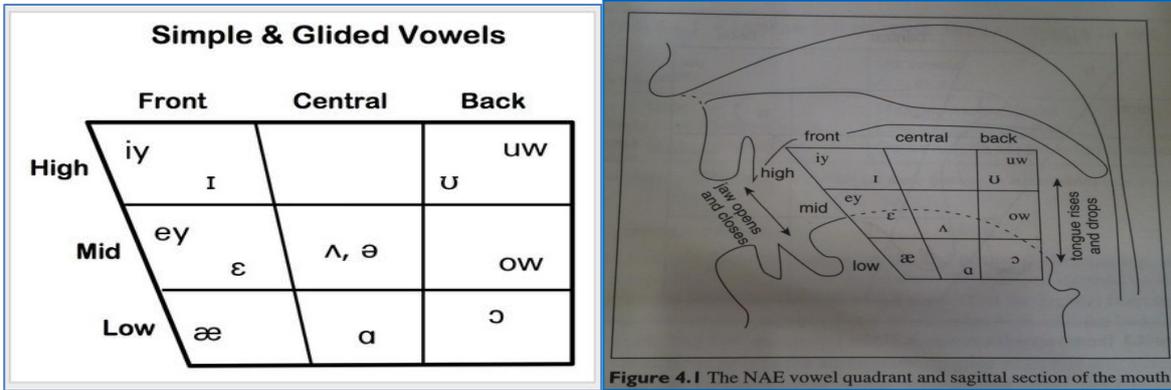


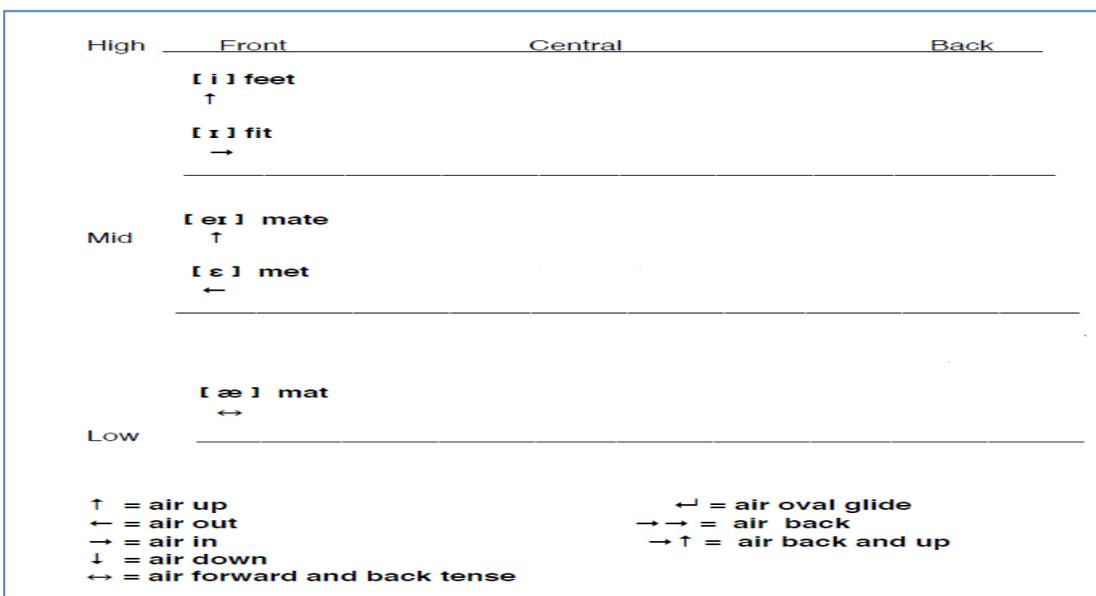
Figure 4.1 The NAE vowel quadrant and sagittal section of the mouth

Images captured from Teaching pronunciation (Celce-Murcia, 2010)

. Key words

/iy/	/I/	/ey/	/ε/	/æ/
feet	fit	mate	met	mat
sheet	sit	weight	wet	Health
heat	hit	main	men	man

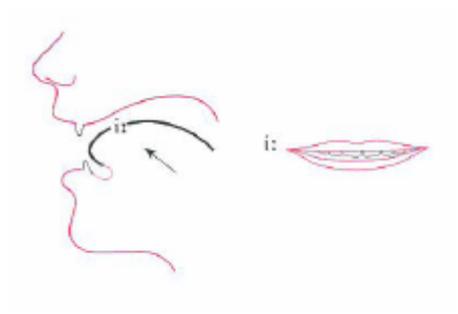
. Vowel pronunciation diagram



Images captured from The ESL speaker's key to standard American English pronunciation

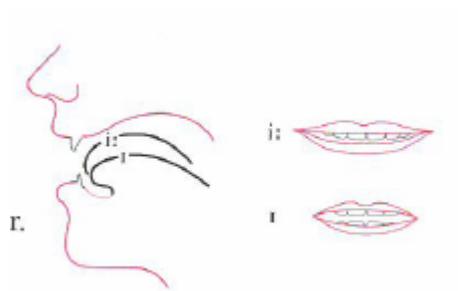
. Target sound

☞ Practice /iy/ or /i:/



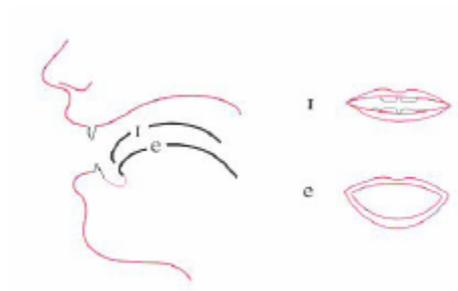
- . Smile. Tense lips. Air up. High front.
- . Open your mouth very little

☞ Practice /I/



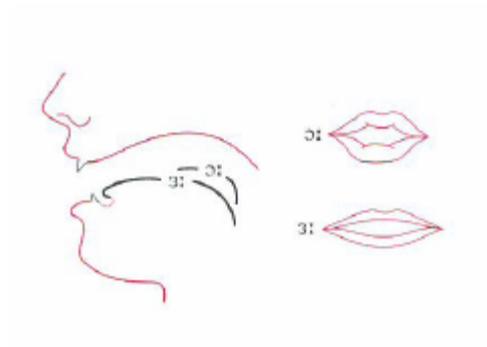
- . Relaxed lips. Air in. High front.
- . Open your mouth a little more than /i:/

☞ Practice /ey/ or /e/



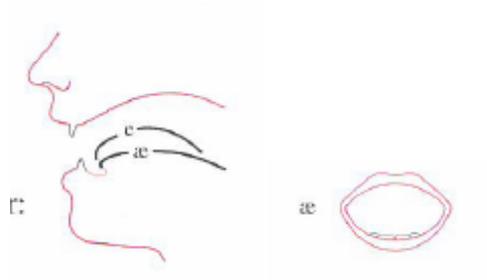
- . Air from relaxed mid front to high tense front.
- . Open your mouth a little more than /I/

Practice /ɛ/



- . Relaxed lips. Air out. Mid front.
- . Put your tongue forward and up a little more

Practice /æ/



- . Tense lips/Chin. Air out. Low front.
- . Open your mouth a little more than /e/

Images captured from Ship or Sheep? (Baker, 2006)

Part 2. Worksheets with minimal pair

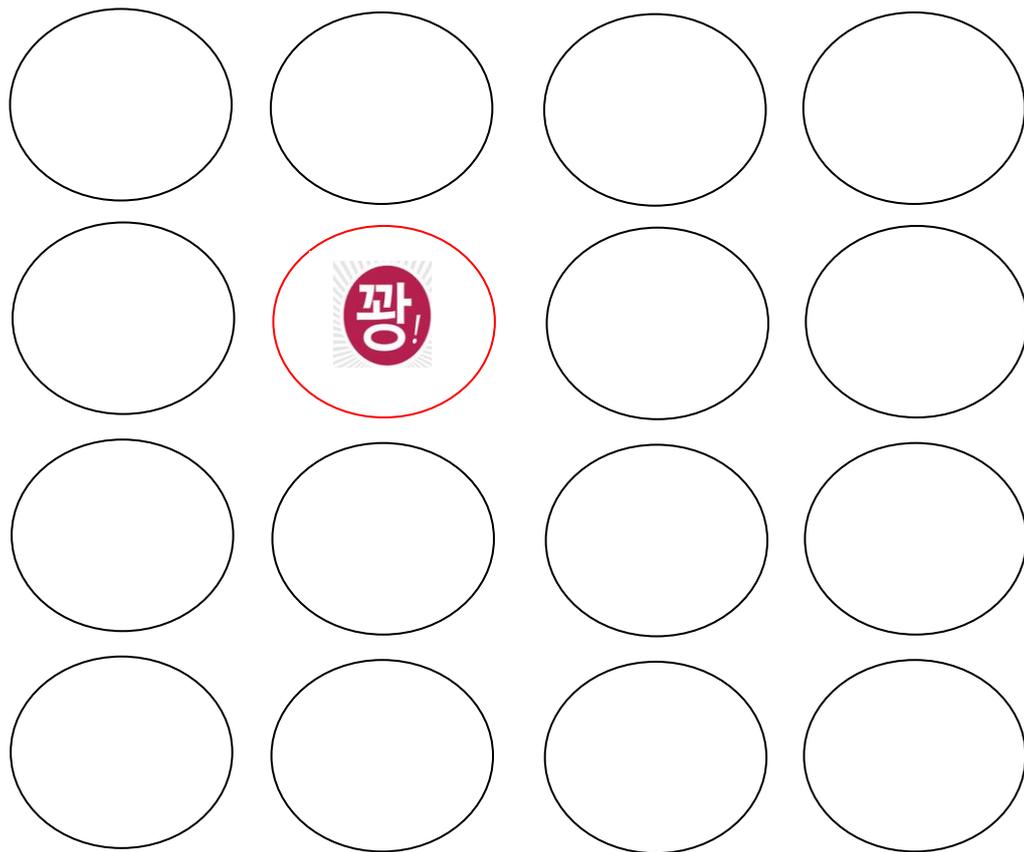
☞ Student A read one of words in each question, and then Student B circle the word that you hear.

Student A	Student B
<p>I. Read a word to your partner. (You can choose one of them)</p> <p>1. feet fit</p> <p>2. sheet sit</p> <p>3. heat hit</p> <p>4. met mat</p> <p>5. man men</p>	<p>I. Circle the word that your partner reads.</p> <p>1. feet fit</p> <p>2. sheet sit</p> <p>3. heat hit</p> <p>4. met mat</p> <p>5. man men</p>
<p>II. Circle the word that your partner reads.</p> <p>1. feet fit</p> <p>2. sheet sit</p> <p>3. heat hit</p> <p>4. met mat</p> <p>5. man men</p>	<p>II. Read a word to your partner. (You can choose one of them)</p> <p>1. feet fit</p> <p>2. sheet sit</p> <p>3. heat hit</p> <p>4. met mat</p> <p>5. man men</p>

Part 3. Bingo Game

☞ Fill out blanks with words below. Student A make sentences with one word which is named, and then student B starts same thing. (Red circle is a losing blank)

feet	fit	mate	met	mat
sheet	sit	weight	wet	Health
heat	hit	main	men	man



Part 4. Spot Difference Game

☞ Please find out 10 different spots around circles.

Your partner has a different picture. You can describe your picture to find out different spots and discussion is also possible. Do not show your picture to your partner.

Student A



Images captured from <http://cafe.naver.com/dt7979/2452>

Student B

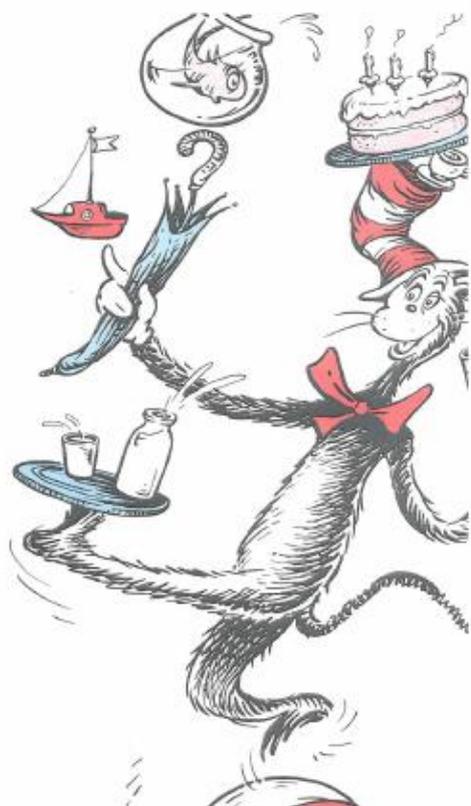


Images captured from <http://cafe.naver.com/dt7979/2452>

Homework

📖 Read aloud and record your reading

"Look at me!
Look at me now!" said the cat.
"With a cup and a cake
On the top of my hat!
I can hold up two books!
I can hold up the fish!
And a little toy ship!
And some milk on a dish!
And look!
I can hop up and down on the ball!
But that is not all!
Oh, no.
That is not all . . .



16

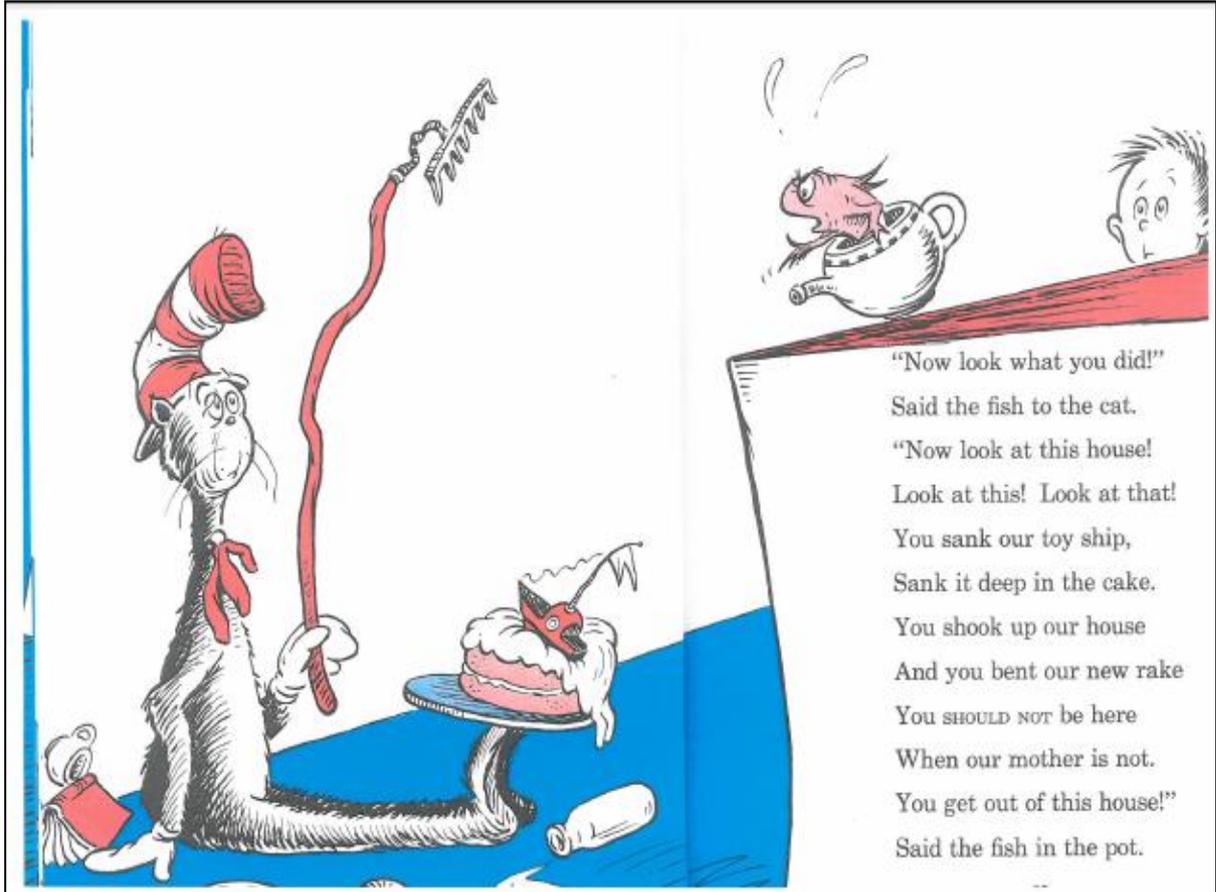


"Look at me!
Look at me!
Look at me now!
It is fun to have fun
But you have to know how.
I can hold up the cup
And the milk and the cake!
I can hold up these books!
And the fish on a rake!
I can hold the toy ship
And a little toy man!
And look! With my tail
I can hold a red fan!
I can fan with the fan
As I hop on the ball!
But that is not all.
Oh, no.
That is not all . . ."



18



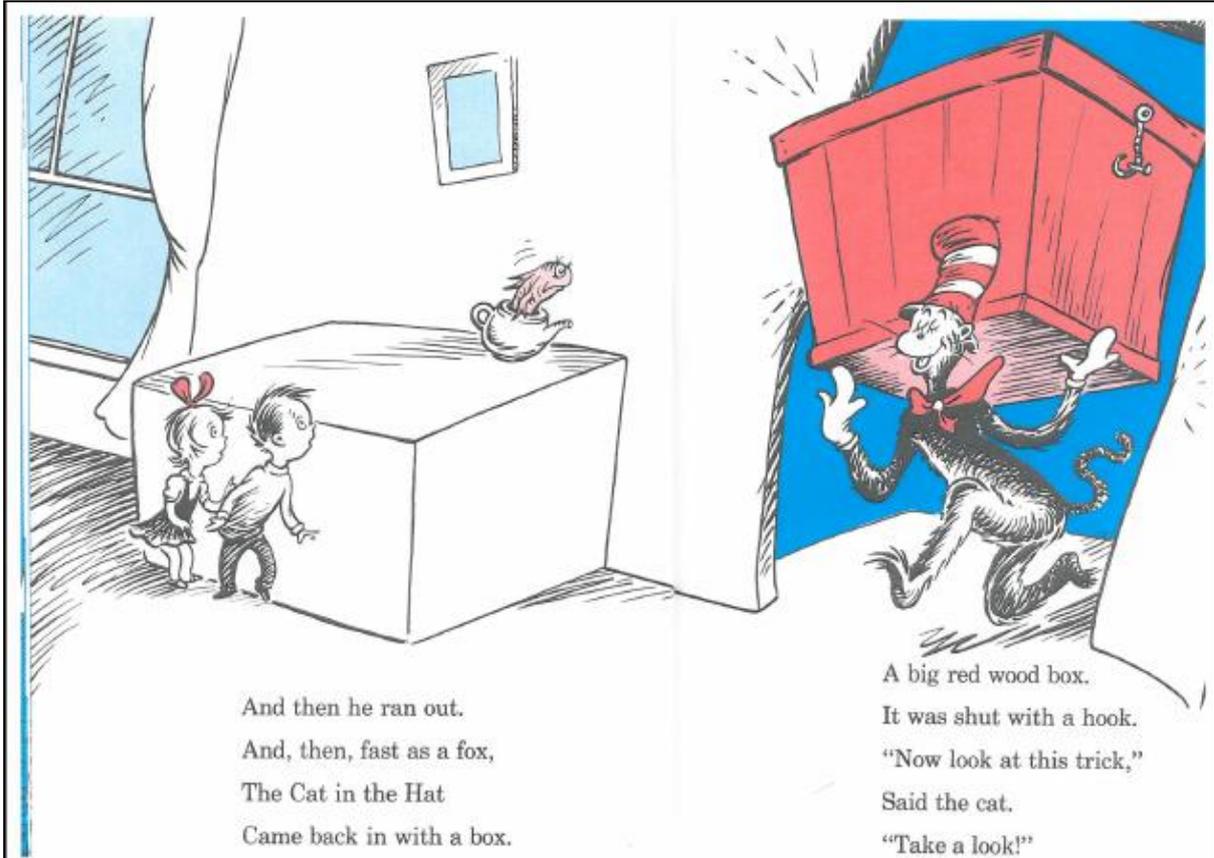


"Now look what you did!"
Said the fish to the cat.
"Now look at this house!
Look at this! Look at that!
You sank our toy ship,
Sank it deep in the cake.
You shook up our house
And you bent our new rake
You SHOULD NOT be here
When our mother is not.
You get out of this house!"
Said the fish in the pot.



"But I like to be here.
Oh, I like it a lot!"
Said the Cat in the Hat
To the fish in the pot.
"I will NOT go away.
I do NOT wish to go!
And so," said the Cat in the Hat
"So
so
so . . .
I will show you
Another good game that I know

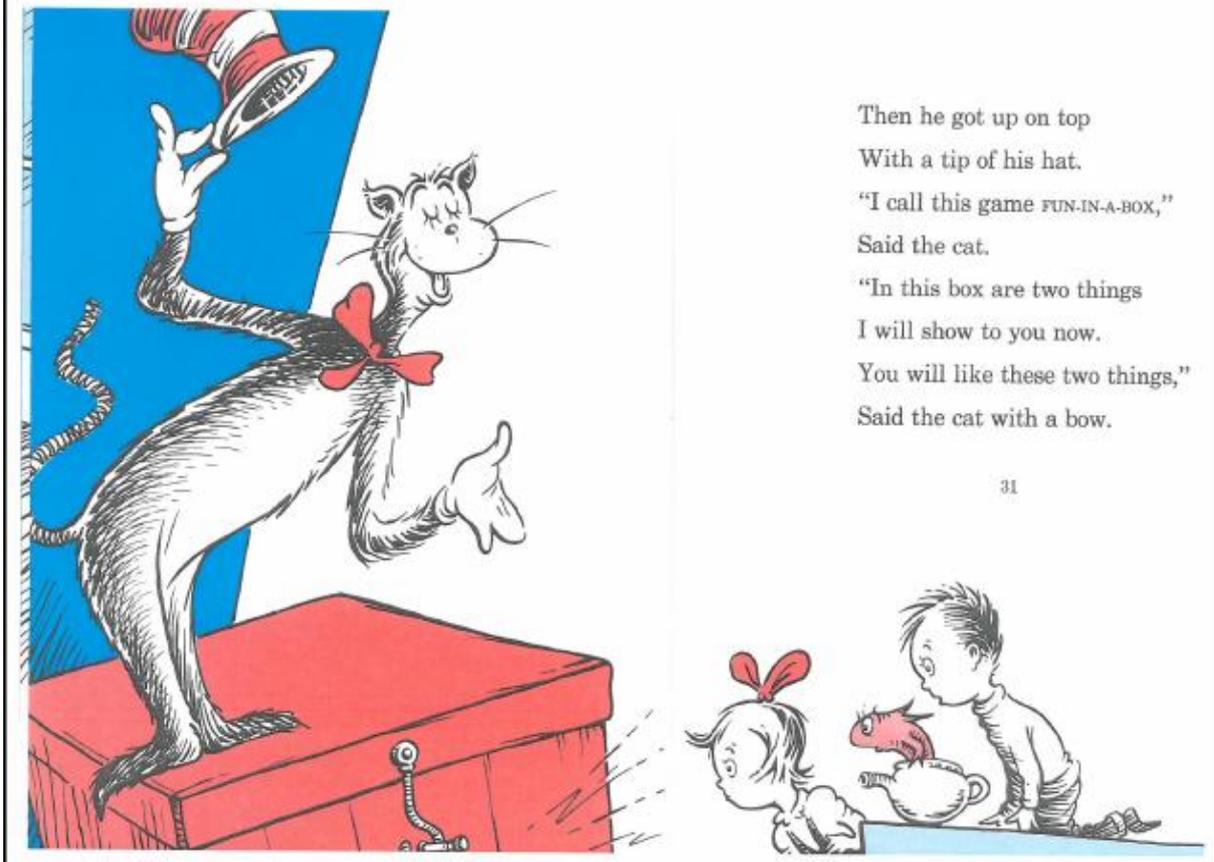




And then he ran out.
And, then, fast as a fox,
The Cat in the Hat
Came back in with a box.



A big red wood box.
It was shut with a hook.
"Now look at this trick,"
Said the cat.
"Take a look!"



Then he got up on top
With a tip of his hat.
"I call this game FUN-IN-A-BOX,"
Said the cat.
"In this box are two things
I will show to you now.
You will like these two things,"
Said the cat with a bow.

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Images captured from The cat in the hat (Dr. Seuss, 1958)

Class 2.

Reflection

The second class was held at 5pm on 9th of May together for an hour and a half in professional center. The lesson was prepared similar to previous lesson; however, more communicative activities were prepared according to tutees' feedback. I also wanted to encourage tutees to produce vowel sound in communicative situation; therefore, most of activities might be less controlled. Finally, they really enjoyed all activities and participated well, and then they were able to distinguish front vowel sound in order to jaw position. On the other hand, they do not seem to distinguish front vowel sounds in order to air flow and lips in this lesson.

Mijin participated in all activities very positively. Although she tried to read the text aloud clearly, she did not seem to pay attention for vowel sounds that we learned in the lesson 1. When she gave feedback for herself and peer regarding homework recording, she has no idea how to do. Second, she spent a lot of time to practice front vowel sounds with the mirror since she tends to have difficulties to distinguish those sounds with pictures and descriptions. The task was not perfectly completed, however, she is able to recognize front vowel sound in order to jaw position. Air flow was confused in some parts such as air up in mate, sometimes she can and sometime not. On the other hand, she could distinguish sounds in order to jaw position between /iy/ and /I/ which was confused in the previous lesson.

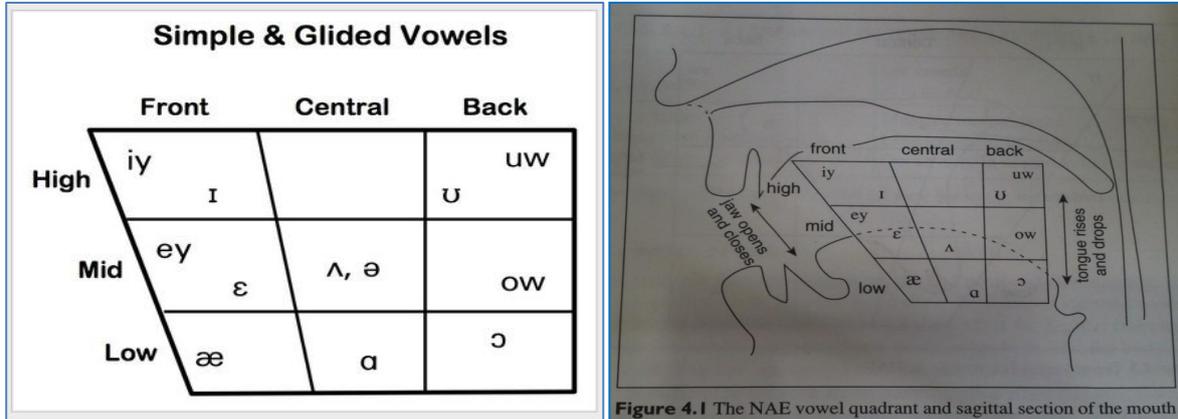
Seulji did overall well even though her participation was slightly not active. It seems to be too easy for her. She is able to distinguish front vowel sounds in order to jaw position well, however, she was also confused to produce based on lips shape and air flow. She tried to repeat key words focusing on air flow and lips shape many times, and then finally she could feel some differences about air up in feet air out in met. Distinguishing Air-in flow in word 'fit' seems to be difficult to both of them.

I got two feedbacks from tutees. First, the pictures for mouth and lips shape were not really helpful and accurate in some parts. Second, feedback from peers or the tutor should be given to them more specifically. In addition, they were able to focus on producing target sounds in part 2, minimal pair activity, and it was more effective to distinguish sounds. According to their feedback and my observation, next lesson might be organized to be more effective.

Class 3.

Vowels Distinction

Part 1. General Information

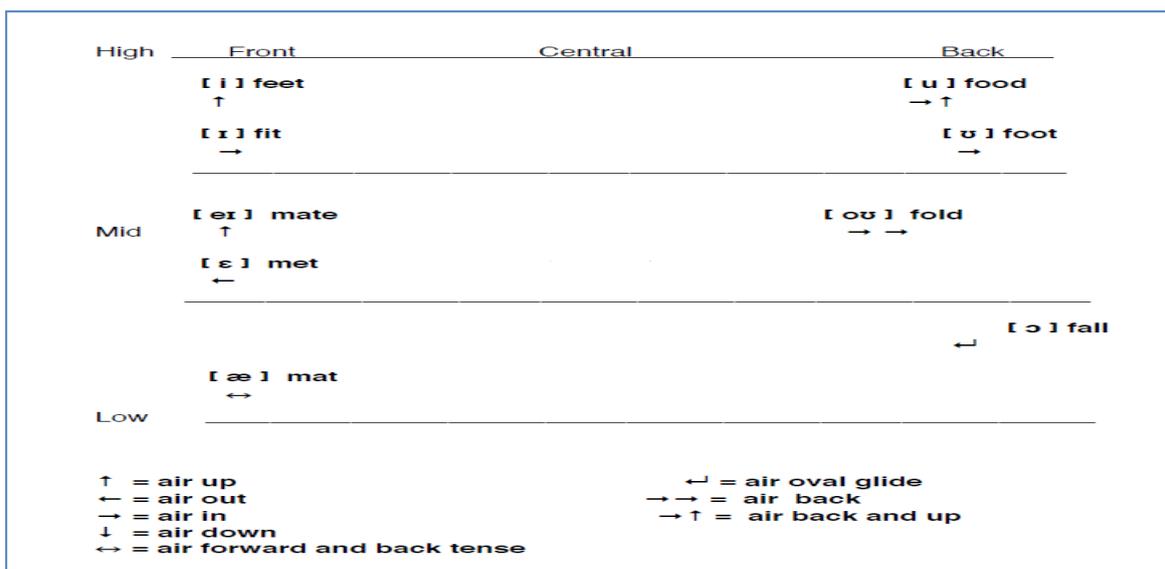


Images captured from Teaching pronunciation (Celce-Murcia, 2010)

. Key words

/uw/ or /u:/	/ʊ/	/ow/	/ɔ/
pool	pull	fold	Fall
food	foot	toe	Cough
tool	took	towed	talked

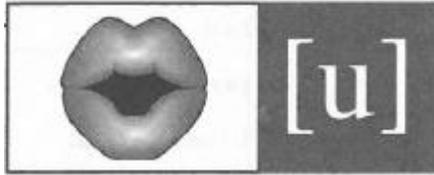
. Vowel pronunciation diagram



Images captured from The ESL speaker's key to standard American English pronunciation

. Target sound

☞ Practice /uw/ or /u:/



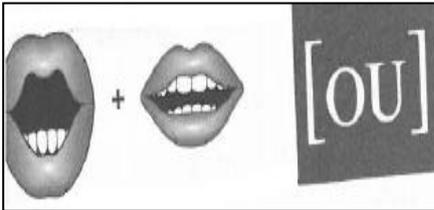
Lips : Tense and in a “whistling” position
Jaw : Almost completely raised
Tongue : High near the roof of the mouth
Words:
rule, cool, do, new, due
June, too, who, stew, clue

☞ Practice /ʊ/



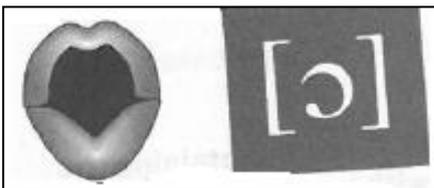
Lips : Relaxed and slightly parted
Jaw : Slightly lower than for /uw/
Tongue : High, but lower than for /uw/
Words:
Pull, wool, could
Push, hook, should

☞ Practice /ou/



Lips : Tense and very rounded
Jaw : Rises with the tongue and closes slightly
Tongue : Glides from midlevel to near the roof of the mouth
Words:
Vote, loan, grow, goes, shoulder
No, soap, know, toe, dough

☞ Practice /ɔ/



Lips : In a tense oval shape and slightly protruded
Jaw : Open more than for /ou/
Tongue : Low, near the floor of the mouth
Words:
Toss, call, lawn, fault
Long, salt, drawn, taught

Images captured from English Pronunciation Made Simple (Dale & Poms, 2005)

Part 2. Read aloud

👁️ Read aloud the paragraph. Pay attention to the /uw/ sound in the boldfaced words.

New Orleans

One of the most **beautiful** cities in the **United** States is **New Orleans**. This city on the **bayou** is full of **unique** sights and sounds. **New Orleans** offers good **food** and **music**. Famous chefs create **soups** and **stews** **influenced** by the Creole and Cajun **communities**. Jazz and the **blues** started in **New Orleans** with **musicians** like **Louis Armstrong**. Tourists come to Mardi Gras dressed in **costumes** to look at the **truly super** homes on St. Charles **Avenue**. Whether **you** take a **cruise** down the Mississippi or **choose** fine dining spots, **you** should visit **New Orleans** in the **future**.

Images captured from English Pronunciation Made Simple

👁️ Read aloud the paragraph. Pay attention to the /ʊ/ sound in the boldfaced words.

Little Red Riding Hood

One of our favorite **childhood books** is *Little Red Riding Hood*. Little Red Riding **Hood** walked through the **woods** to bring a basket of **cooked goods** and **sugar cookies** to her grandmother. Meanwhile, a **wolf** came from behind the **bushes** into Grandmother's house. He **put** the poor **woman** in the closet. He **put** her clothes on, hoping Red Riding **Hood** **would** think he was Grandma. When Red Riding **Hood** **stood** at the door, she **looked** at the **wolf**. (Now, we all know that the **wolf** **couldn't** "pull the **wool** over Red Riding **Hood's** eyes." Who **wouldn't** recognize a **wolf** in a **woman's** clothing?) A hunter was walking through the **woods**, and he heard Red Riding **Hood's** screams. He shot a **bullet** and killed the **wolf**. Moral of the story: A **wolf** by any other name or clothing is still a **wolf**!

Images captured from English Pronunciation Made Simple

☞ Read aloud the paragraph. Pay attention to the /ow/ sound in the boldfaced words.

A Young Lady Named Joan
Moe loved a young lady named **Joan**.
But she spent all her time on the **phone**.
 Though Moe did **propose**,
 It was voicemail **Joan chose**.
So they each lived their lives out, **alone**.

A Fellow Named Joe
There once was a **fellow** named **Joe**.
Who wore **yellow** wherever he'd go.
 His **clothes** were **so** bright
 You'd **know** him on sight.
He **glowed** from his head to his **toe**.

Images captured from English Pronunciation Made Simple

☞ Read aloud the paragraph. Pay attention to the /ɔ / sound in the boldfaced words.

The Story of the Gettysburg Address

"**Four score** and seven years ago, our fathers **brought forth** upon this continent a new nation, conceived in liberty and dedicated to the proposition that **all** men are created equal."

Four months after the Gettysburg Civil **War** battle was **fought**, President Abraham Lincoln delivered these **immortal** words in the Gettysburg Address. He **talked** to an **audience** of **more** than **fourteen** thousand to dedicate this battlefield to those **unfortunate** soldiers who had **lost** their lives **for** the **cause**. He stood **tall** and gave a **short** but **strong oration**. Many **stories** about the Address are **false**. Lincoln did not write it on a train right **before** he arrived. He worked on it in his **office**, as **authors often** do. He **also** made at least **four** revisions. **Nor** was there a **lukewarm** response to the speech. From the start, people were **awed** by his words, and **according** to newspaper **reports**, his speech was **lauded**. **Almost all** of us **recall** being **taught** these famous words in school. His **thoughts** seem as **authentic** today as they were **long** ago.

Images captured from English Pronunciation Made Simple

Part 3. Sorting Game

☞ Say each word below. Decide what vowel sound it contains and attached the word in the box with same sound with your partner.

/uw/ or /u: /	/ʊ /	/ow /	/ɔ /



rule	cool	do	new	due	pull
could	push	hook	should	vote	wool
loan	grow	goes	shoulder	no	Soap
know	toe	dough	toss	call	lawn
fault	long	salt	drawn	taught	pool
food	foot	toe	cough	fall	took

Part 4. World cup for Jessica's ideal man

☞ There are 8 celebrity pictures that Jessica loves. Choose one of celebrities in each round. Guess why Jessica loves him and describe their charming points with your partner. The better predictor will get 1 point.

Who?



vs



vs



vs



Round 1



송승헌



배용준

Round 2



소지섭



강동원

Round 3



조인성



정우성

Round 4



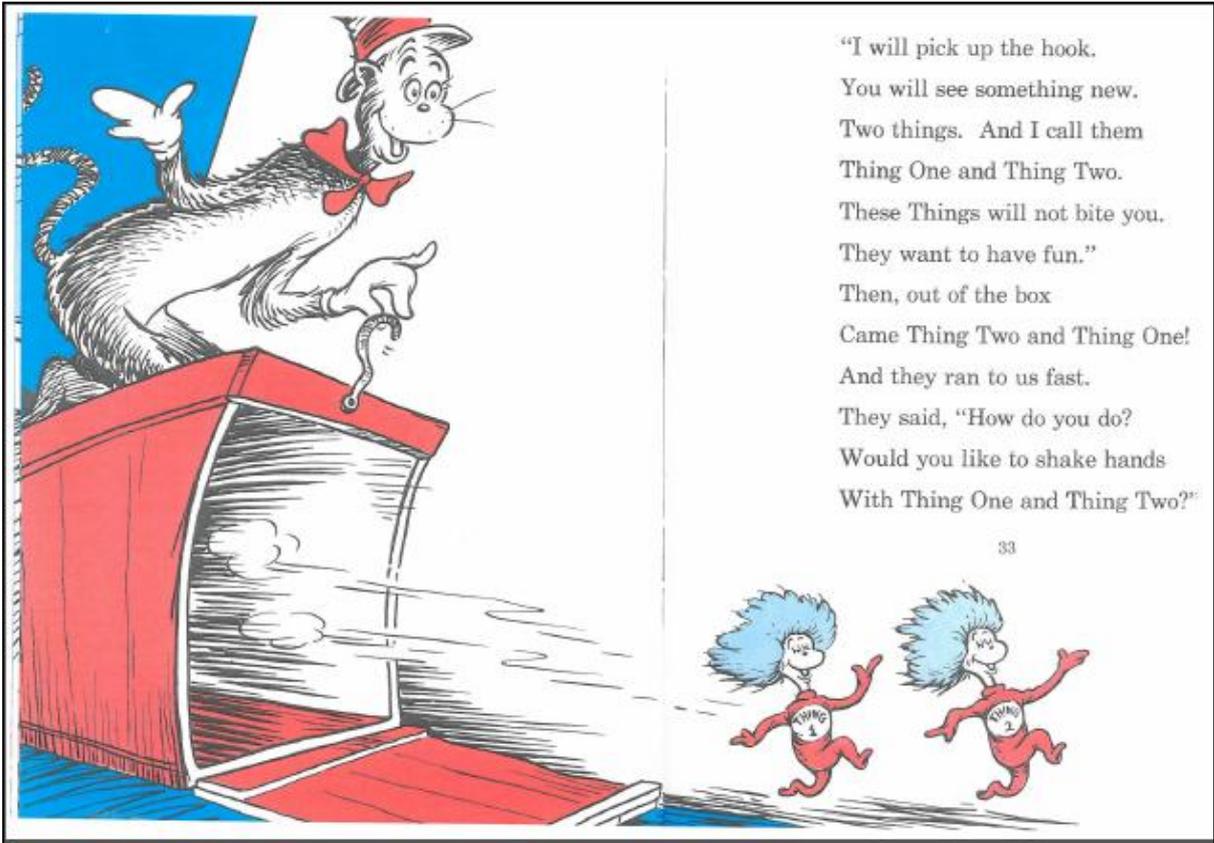
현빈



장혁

Homework

📖 Read aloud and record your reading



"I will pick up the hook.
You will see something new.
Two things. And I call them
Thing One and Thing Two.
These Things will not bite you.
They want to have fun."
Then, out of the box
Came Thing Two and Thing One!
And they ran to us fast.
They said, "How do you do?
Would you like to shake hands
With Thing One and Thing Two?"

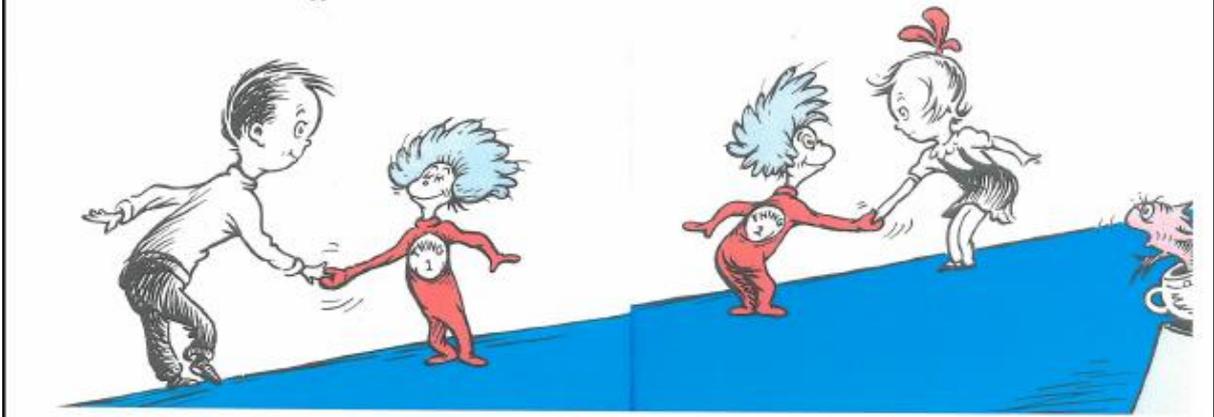
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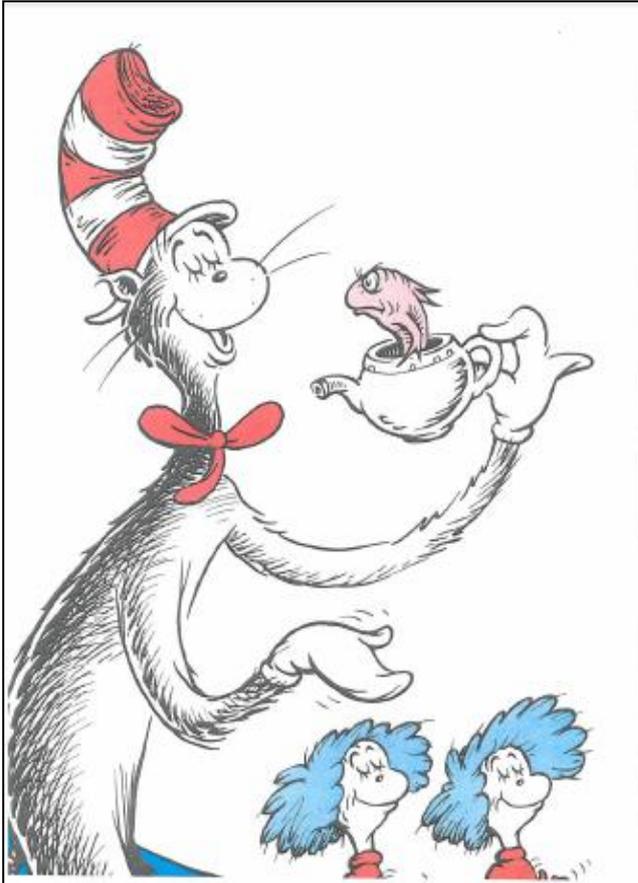
And Sally and I
Did not know what to do.
So we had to shake hands
With Thing One and Thing Two.
We shook their two hands.
But our fish said, "No! No!
Those Things should not be
In this house! Make them go!

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"They should not be here
When your mother is not!
Put them out! Put them out!"
Said the fish in the pot.

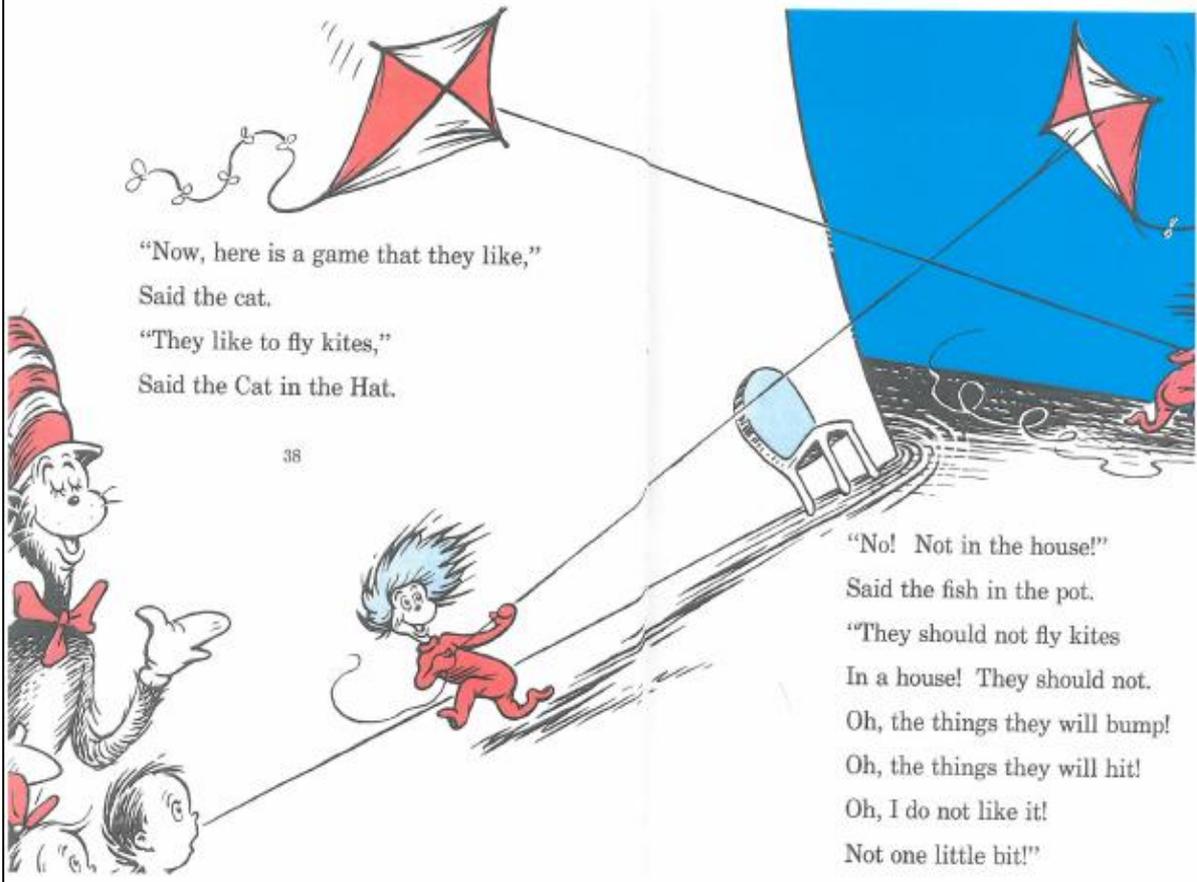
35





"Have no fear, little fish,"
Said the Cat in the Hat.
"These Things are good Things."
And he gave them a pat.
"They are tame. Oh, so tame!
They have come here to play.
They will give you some fun
On this wet, wet, wet day."

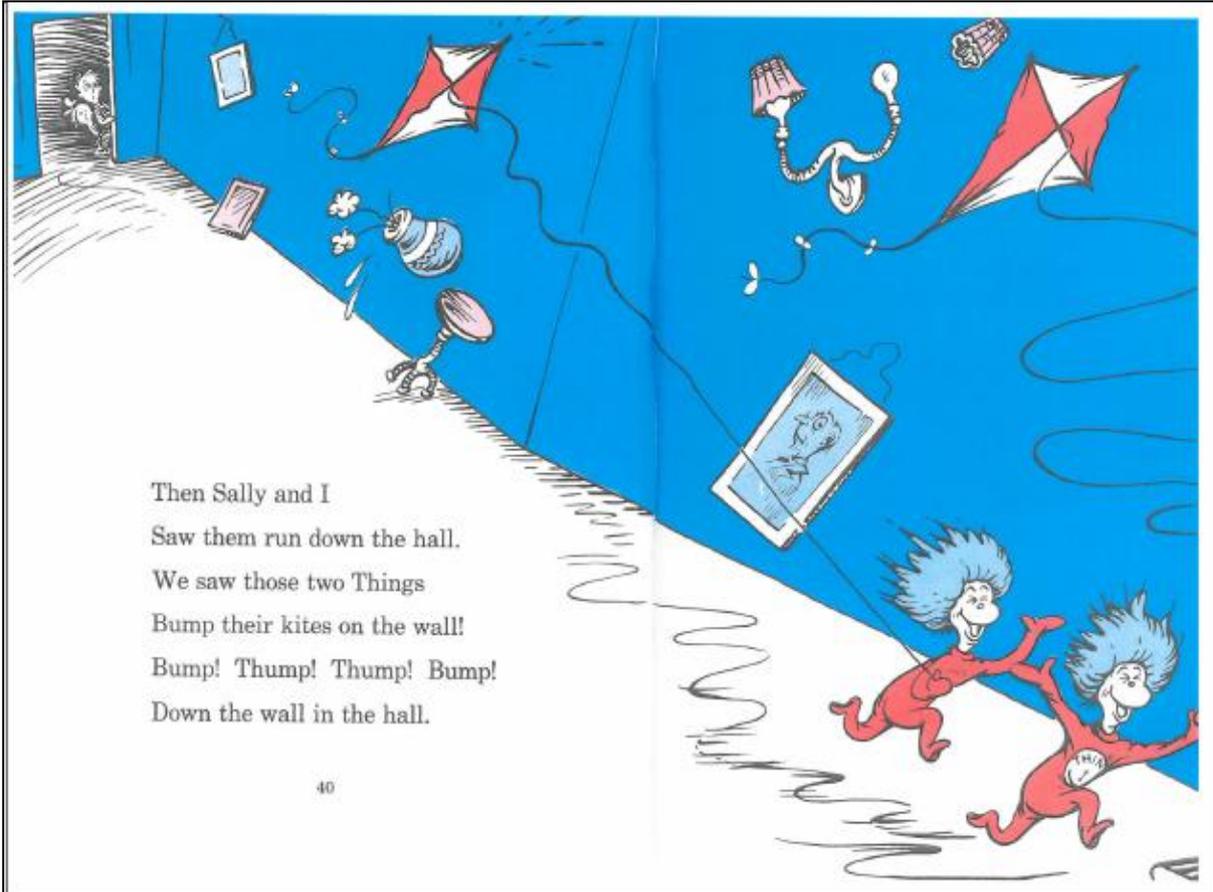
37



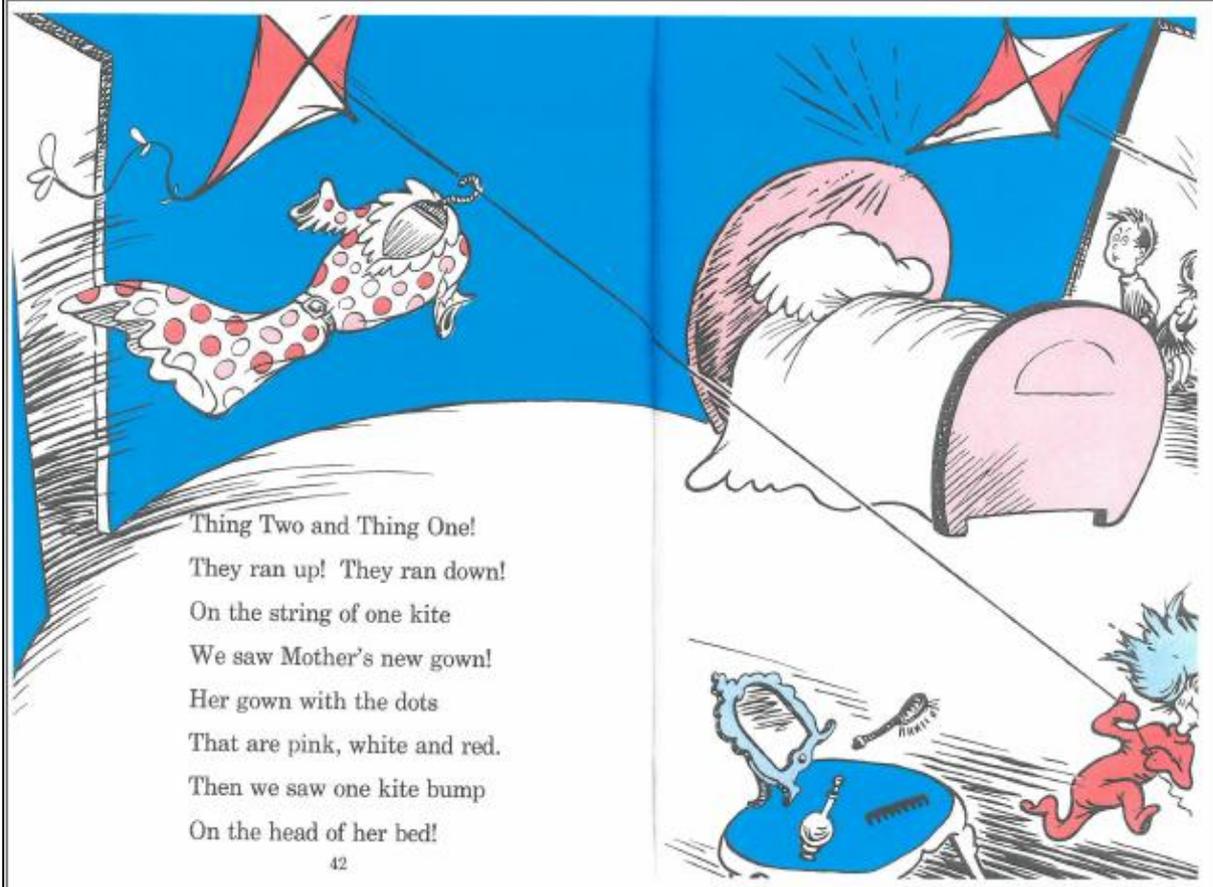
"Now, here is a game that they like,"
Said the cat.
"They like to fly kites,"
Said the Cat in the Hat.

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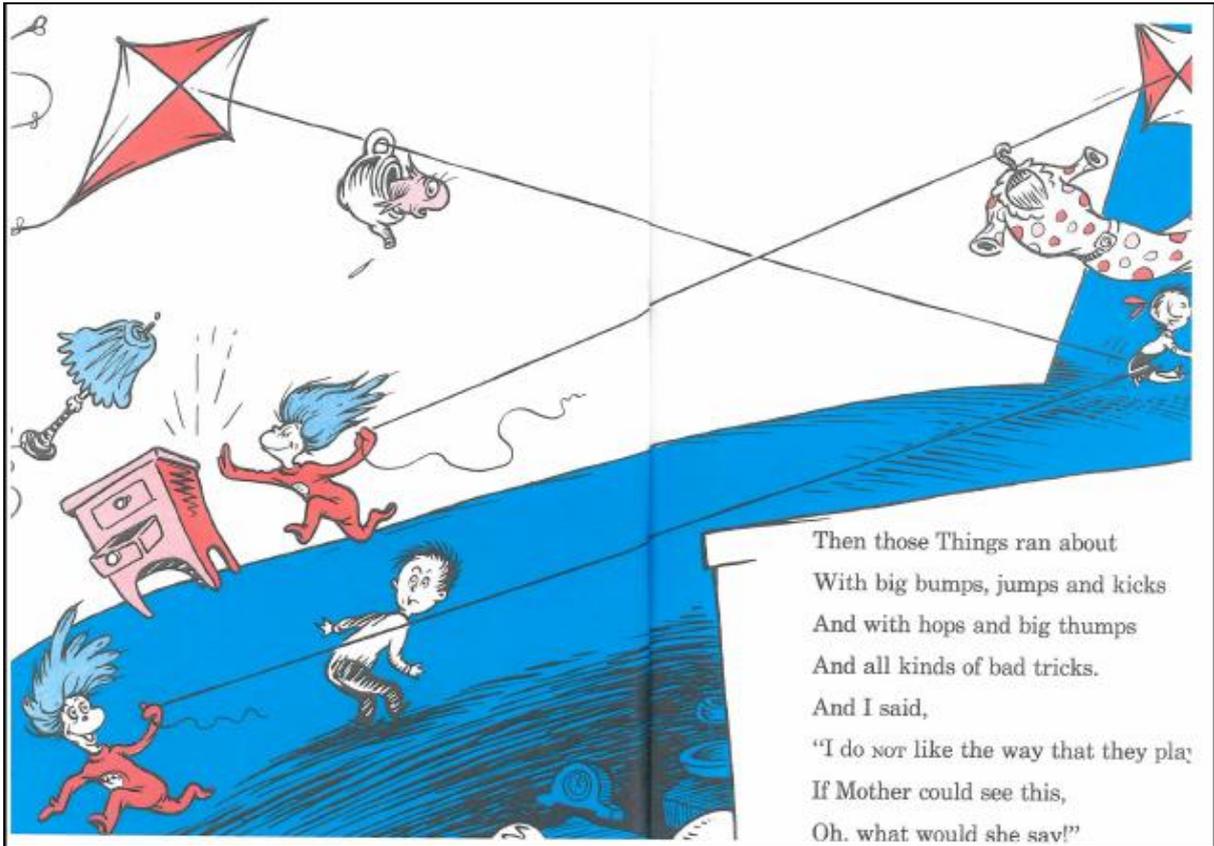
"No! Not in the house!"
Said the fish in the pot.
"They should not fly kites
In a house! They should not.
Oh, the things they will bump!
Oh, the things they will hit!
Oh, I do not like it!
Not one little bit!"



Then Sally and I
 Saw them run down the hall.
 We saw those two Things
 Bump their kites on the wall!
 Bump! Thump! Thump! Bump!
 Down the wall in the hall.



Thing Two and Thing One!
 They ran up! They ran down!
 On the string of one kite
 We saw Mother's new gown!
 Her gown with the dots
 That are pink, white and red.
 Then we saw one kite bump
 On the head of her bed!



Images captured from The cat in the hat (Dr. Seuss, 1958)

Class 3.

Reflection

The third lesson was held on 13th of May at 5pm for two hours in professional center. Mijin and Seulji participated together. According to tutees' feedback, I changed pictures for part 1 to follow easily. Both of them mostly can distinguish in order to tongue and jaw position, however, they tend to be difficult to feel air flow and lips shape with them. Therefore, the picture for lips shape should be simpler to prevent misunderstanding. In addition, the lesson for feedback of their homework recordings was reorganized more specifically.

First, a warm-up or review activity for feedback of homework recordings was much better than last time. Although tutor did not give feedback directly, they were able to give feedback and find out weakness and good point. They normally did not pay attention to their sounds from the recording; however, they did focus on each sound that they mark in the text and practice with awareness. We were all surprised that it has a lot of back vowel sounds in the text, and sounds were able to be better when they try to produce in order to jaw position and lips shape with awareness. Second, they both are able to produce back vowel sounds with key words; however, it was a little bit difficult in a text or sentence. Therefore, I spent more time to part 2 in this time.

Mijin has difficulties to distinguish back vowel sounds more than front vowel sounds since she usually does not use mouth when she speak Korean and English. For example, /uw/ and /u/ was not accurate and /ɔ/ was the hardest part for her. Seuljin and I monitored Mijin when she reads aloud in warm-up activity and part 2, and then we gave feedback such as open your mouth more or sounds seem to be same.

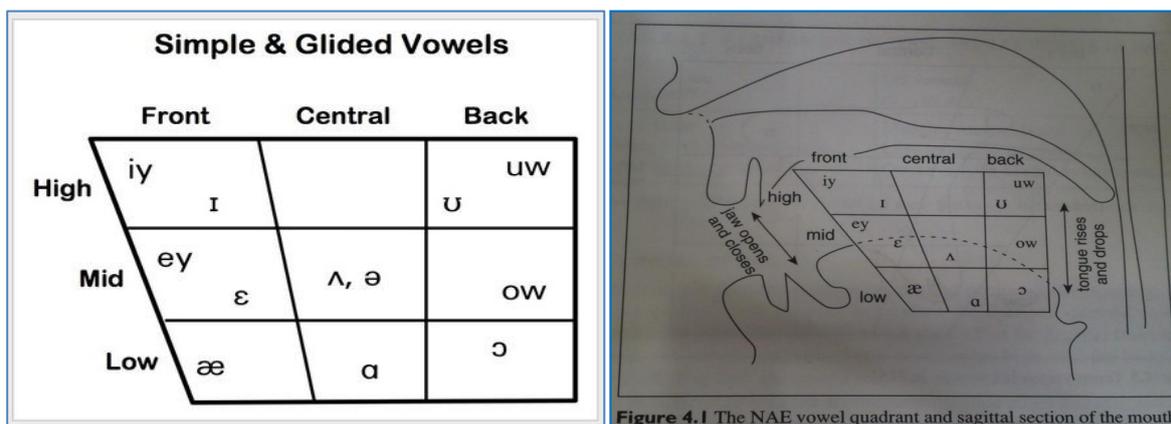
On the other hand, Seulji tends to make sure sounds over monitoring and giving feedback. She is able to distinguish back vowel sounds overall except sound /ɔ/, she might confuse lips shape between /uw/ and /ɔ/.

Generally, abilities to distinguish vowel sounds in order to jaw and tongue position and lips shape are getting improved, and then they might produce sounds correctly partially. Therefore, the time for reminding or review might be given at the end of the whole lessons.

Class 4.

Vowels Distinction

Part 1. General Information



Images captured from Teaching pronunciation (Celce-Murcia, 2010). Target sound

☞ Practice /ʌ/



- Lips : Relaxed and slightly parted
- Jaw : Relaxed and slightly lowered
- Tongue : Relaxed and midlevel in the mouth
- Words: but, cut, sun, lucky, funny
Love, done, some, mother, Monday

☞ Practice /a/



- Lips : Completely apart in a “yawning” position
- Jaw : Lower than for you other vowel
- Tongue : Flat, on the floor of the mouth
- Words: want, wallet, dark, father, pardon
Fox, hot, spot, opera, follow

☞ Contrast Practice /ʌ/, /ou/, /ɔ/ and /a/

JAW LOWERS (MOUTH OPENS)

English key words: **up but come**

[ʌ]  [ʌ] is a short, quick sound; your lips are just slightly parted.

English key words: **oh boat no**

[o]  + [u]  = [ou] [ou] is a long sound; be sure to prolong it!

English key words: **all boss caught**

[ɔ]  The lips are in a protruded oval shape for [ɔ]; your whole jaw should be dropped more than for [ou].

English key words: **arm hot father**

[a]  The jaw is completely dropped for [a]; the mouth is open wider than for any other sound.

Images captured from English Pronunciation Made Simple (Dale & Poms, 2005)

/ʌ/	/ou/	/ɔ/	/a/
cut	coat	caught	Cot
fund	phoned	fawned	Fond
chuck	choke	chalk	Chock
The dog bucks.		The dog balks.	The dog barks.
It's in the hull.	It's in the hole.	It's in the hall.	
	Was it sewed?	Was it sawed?	Was it sod?

Part 2. Read the movie script “Silver linings”

👉 Read the dialogue and find out the words that contain the vowel /a/ with your partner.



PAT SR. : Who told you that?

PAT : Mom told me. Outside.

DOLORES : I did not. No, I didn't.

PAT : You just told me outside, Mom, what are you talking about? Five minutes ago, we were walking up the stairs, you said, "Don't say anything, but Dad lost his job and he's bookmaking."

PAT SR. : Why, Dolores? Why did you say that to him? He has the wrong idea.

(TO PAT) Everything's fine, Patrick. I'm more concerned about you than anything else.

PAT : Good, Dad. Good.

PAT SR. : Okay, the question, the big question, is what are you gonna do with yourself?

PAT : What am I gonna do? I'm getting inshape, I'm getting trim, I'm getting really fit for Nikki. I'm gonna read Nikki's teaching syllabus and get my old job back.

PAT SR. : Nikki sold the house. She left. Didn't your mother tell you that?

PAT : Let me tell you something. You don't know anything about my marriage, okay, Dad? All right? Ur marriage...we're very, very much in love, okay? Just like you two.

PAT SR. : Listen, Patrick, she's gone. She's not around anymore. Nikki left.

☞ Read the dialogue and find out the words that contain the vowel / ʌ / with your partner.

DR. PATEL : I'm sorry about that song. I just wanted to see if it was still a trigger for you.

PAT : Bravo. It's a trigger. I'm not gonna take any meds, I should just tell you that right now.

DR. PATEL : You have to take medicine.

PAT : No, I'm not gonna take any medicine. It makes me foggy--

DR. PATEL : (INTERRUPTING) No, you will have to take medication.

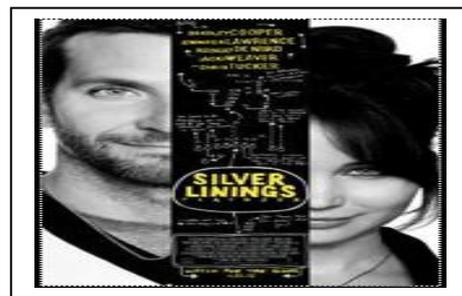
PAT : I don't want any meds, Doctor. Look, I am not the explosion guy, okay? My father is the explosion guy. I'm not that guy. He got kicked out of that stadium he beat up so many people at Eagles games, he's on the exclusion list. I had one incident.

DR. PATEL : One incident can change a lifetime.

PAT : But I'm ready. I'm ready to take responsibility for my side of the street. She just needs to take responsibility for hers.

DR. PATEL : What's hers?

PAT : What's hers? Are you joking? Let's go back to the incident. I come home from work after I



Available from <http://www.mymoviescripts.com/?id=Silver+Linings+Playbook>

Part 3. Card Game

☞ Students A pick one of cards on the desk and explain the word to your partner, and student B answer. Each student has three minutes. You must not say the word directly.



Luck	lock	hut	hot	cut
Cot	stuck	stock	come	calm
Wonder	wander	color	collar	nut
Bum	bomb	pup	pop	opera
Follow	pardon	wallet	fox	Sun
Ugly	upper	uncle	father	mother

Part 4. Board Game

☞ Play a game: throw a dice and complete the task in each place to move on

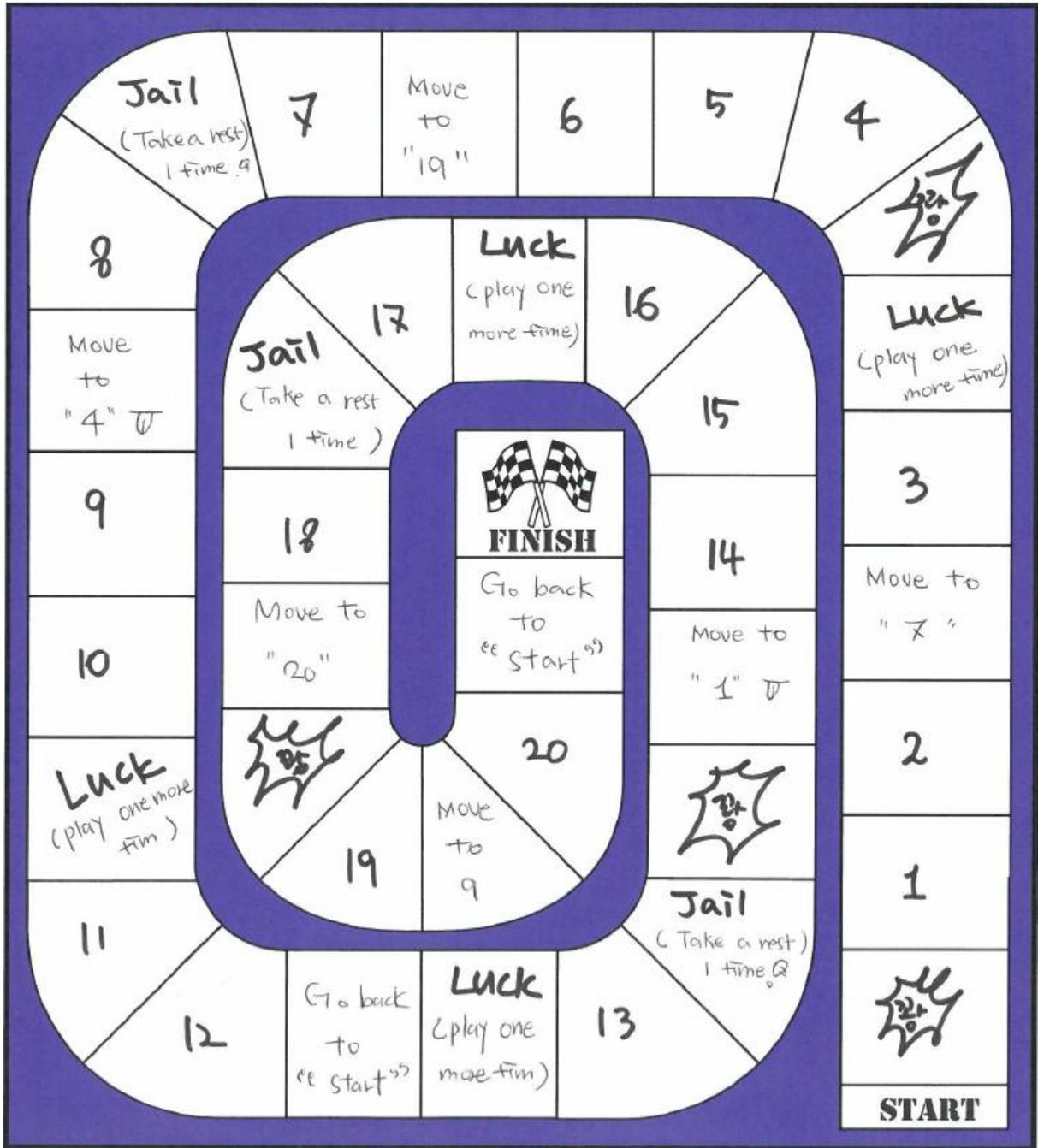


Image captured from <http://www.auntannie.com/GamesToMake/RaceGame/RaceGameTrackClr.pdf>

. Task sheet

Read the question and Answer it within one minute

1. This is the city that used the slogan 'Green Olympics' and received a lot of votes in its bid to host the games. China came in 2nd and this city was chosen to hold the 27th Olympics in the year 2000. What is this Australian city that is famous for the heat and clean air?

2. I'm the main character in a novel by Defoe that was published 1719. I was a sailor from York, England. I was shipwrecked on an uninhabited island and spent many years there full of adventure. The beginning of the original title of the book was 'The life and strange surprising adventures of ...'. Who am I?

3. This is the name of a country that was created in 1948 on the Meditterean. The people of this country were oppressed by the German Nazis during WWII. This country was made by bringing together Jews from all over the world. It is now celebrating its 50th anniversary. Jerusalem is its capital. What is this country?

4. I'm a character from literature. I'm a man whose thinking was so deep it was hard for me to make decisions. However my personality is completely different from Don Quixote's. I'm the main character in one of Shakespeare's many works. Ophelia is also in the same work. Who am I?

5. This is a mountain that stretches across the northern part of the Taebek mountain range. It's world famous for its beauty. It's 1618m high and is located in Kangwon province in North Korea. It has 12,000 peaks and its beauty changes with each season. In the fall it's covered with red leaves and is called 풍악산. What's the name of this mountain?

6. You can see this in the sky. There's even a Chinese Legend that a dragon lives there. This is a place where lots of stars are grouped together. I was given its name because it looks like the stars are flowing like a river. What is it?

7. In the bible it says that God flooded the earth to punish the people for being bad. After the flood God made a rainbow for the people. Well, what is the first color in a rainbow?

8. People with long ones are popular these days. In a cartoon, the little mermaid lost her voice in order to get these. Fish and snakes do not have them.

9. I was a judge of Israel in the Old Testament that was famous for having incredible strength. Today my name is used to describe someone who is strong. I didn't cut my hair and I had a wife named Delila. Who am I?

10. What starts with "T", ends with "T" and is full of "T"?

Complete the task within one minute

11. Name five words that contain /a/ sound

12. Name 10 countries

13. Name 10 colors

14. Name 10 items in the Kitchen

15. Name 10 animal

Read fast. You have one chance.

16. The big black bug bit the big black bear, but the big black bear bit the big black bug back!

17. Peter piper picked a peak of pickled peppers.

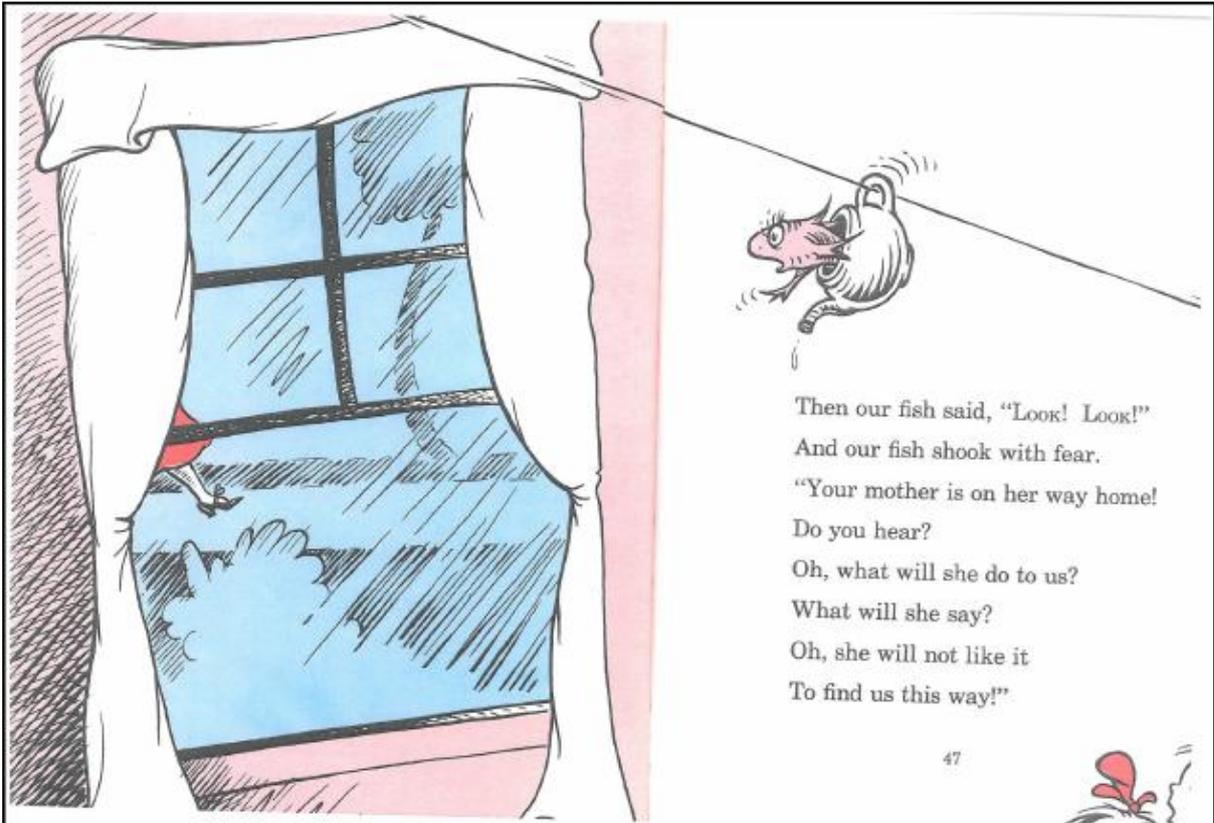
18. Two tiny tigers take two taxis to town

19. Green glass globes glow greenly

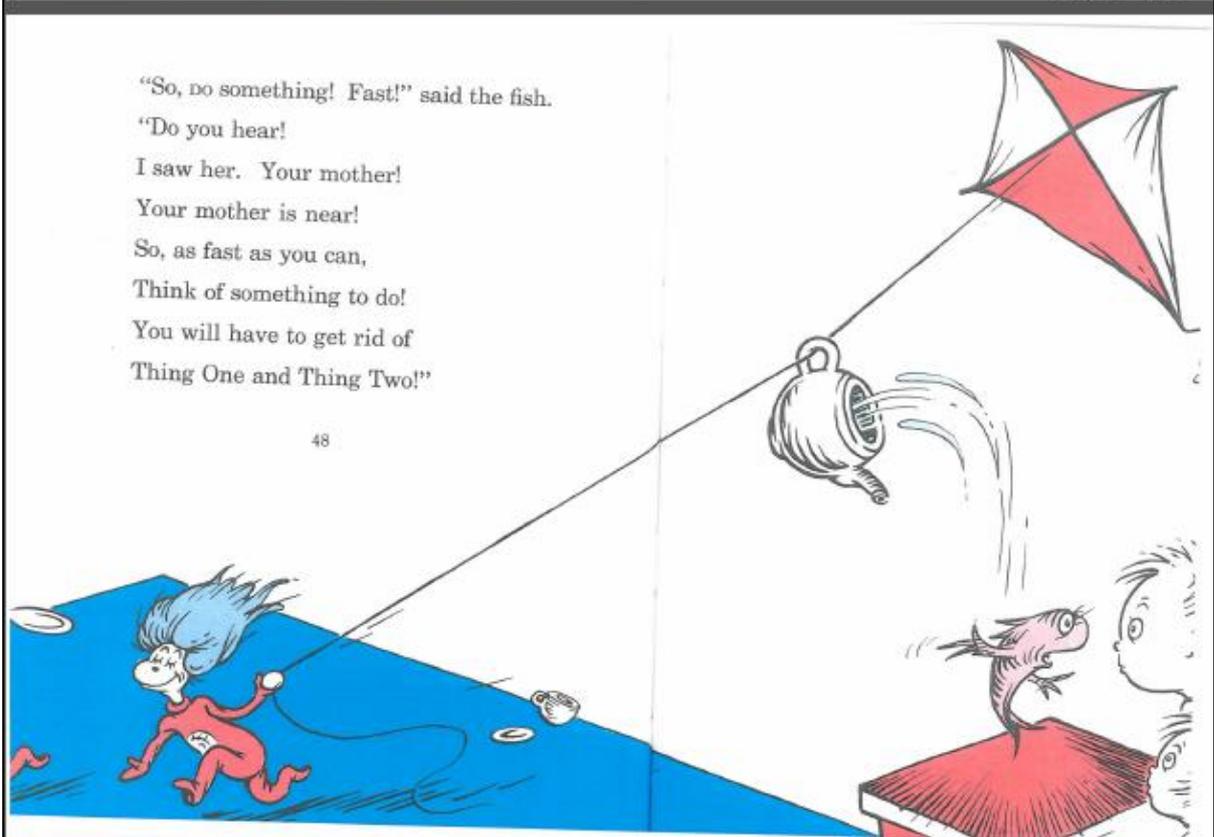
20. Kiss the king quick and kiss the queen quicker

Homework

📖 Read aloud and record your reading



Then our fish said, "Look! Look!"
And our fish shook with fear.
"Your mother is on her way home!
Do you hear?
Oh, what will she do to us?
What will she say?
Oh, she will not like it
To find us this way!"



"So, do something! Fast!" said the fish.
"Do you hear!
I saw her. Your mother!
Your mother is near!
So, as fast as you can,
Think of something to do!
You will have to get rid of
Thing One and Thing Two!"

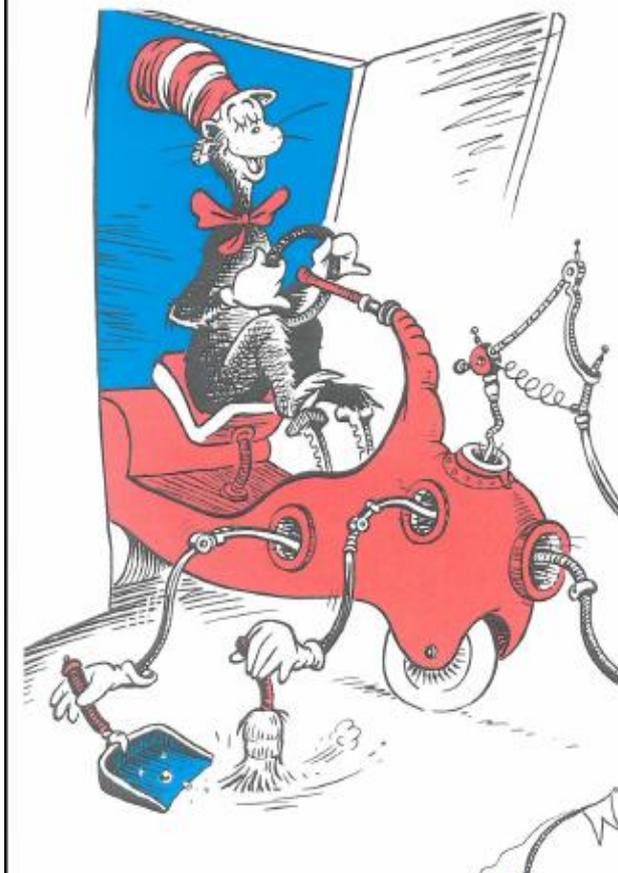


Then he shut up the Things
In the box with the hook.
And the cat went away
With a sad kind of look.

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"That is good," said the fish.
"He has gone away. Yes.
But your mother will come.
She will find this big mess!
And this mess is so big
And so deep and so tall,
We can not pick it up.
There is no way at all!"

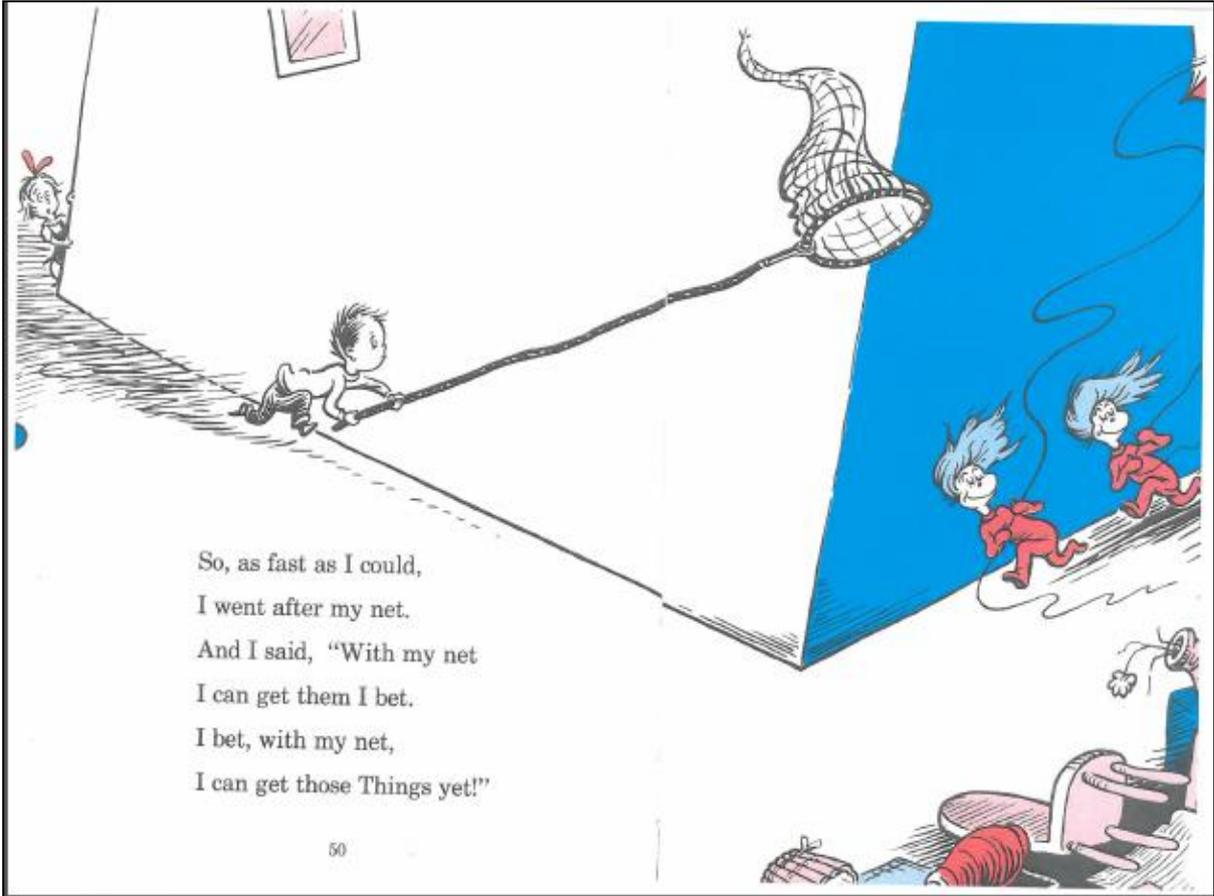
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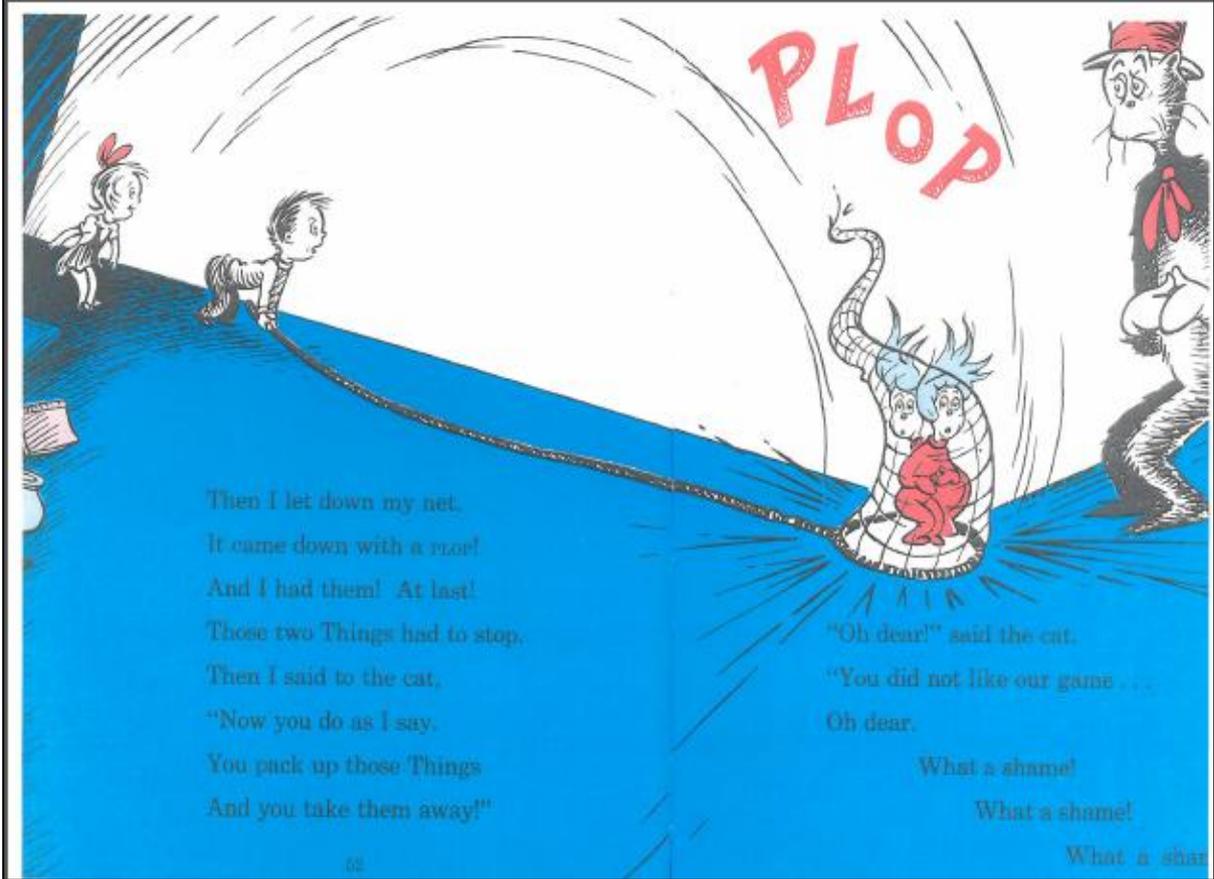
And THEN!
Who was back in the house?
Why, the cat!
"Have no fear of this mess,"
Said the Cat in the Hat.
"I always pick up all my playthings
And so . . .
I will show you another
Good trick that I know!"

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So, as fast as I could,
I went after my net.
And I said, "With my net
I can get them I bet.
I bet, with my net,
I can get those Things yet!"

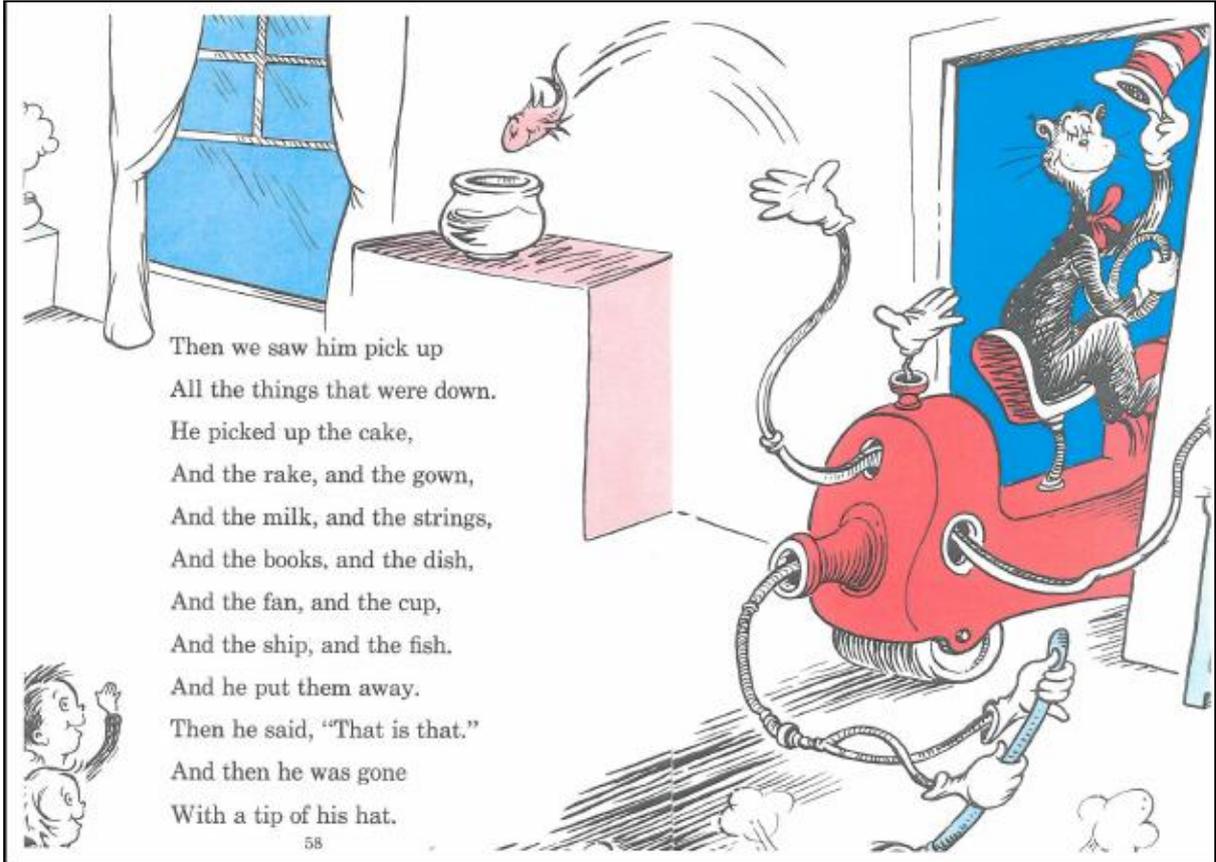


Then I let down my net.
It came down with a plop!
And I had them! At last!
Those two Things had to stop.
Then I said to the cat,
"Now you do as I say.
You pack up those Things
And you take them away!"

"Oh dear!" said the cat.
"You did not like our game . . .
Oh dear.

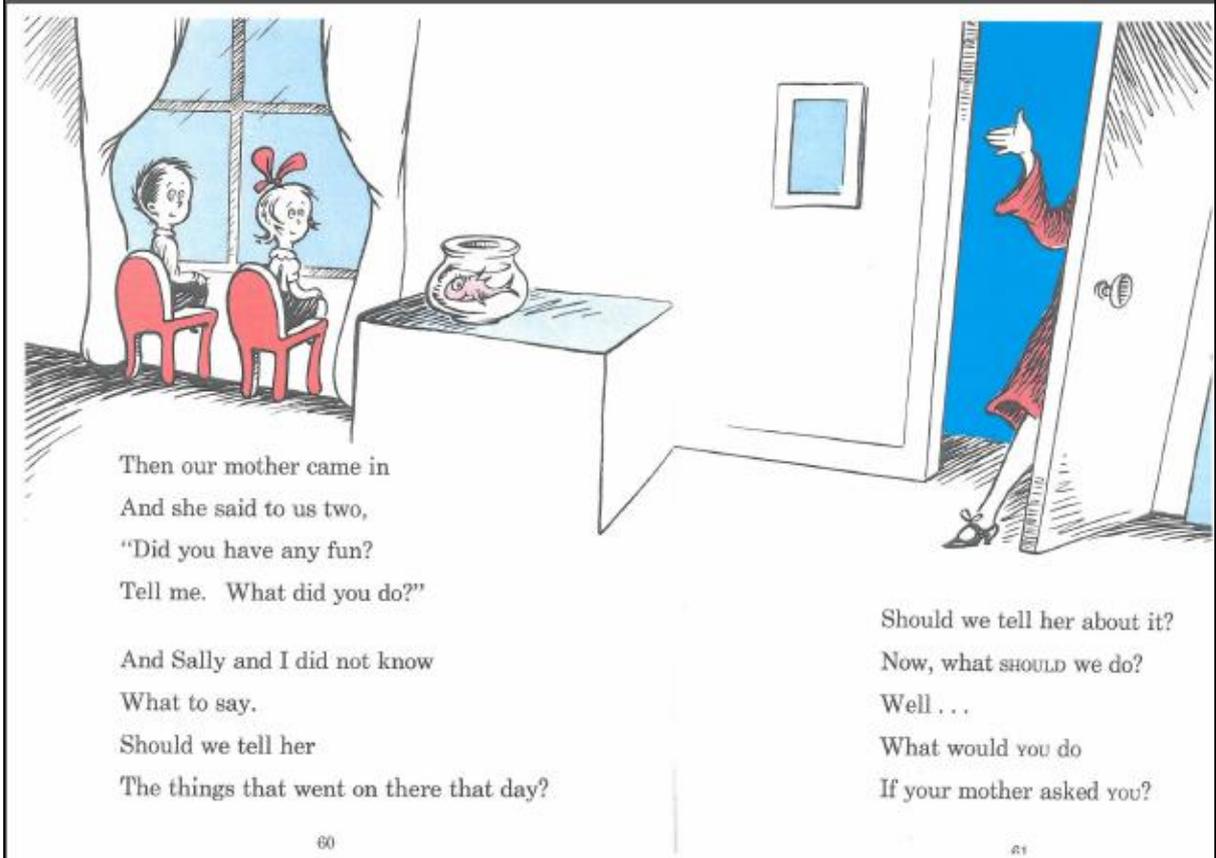
What a shame!
What a shame!

What a shame!



Then we saw him pick up
All the things that were down.
He picked up the cake,
And the rake, and the gown,
And the milk, and the strings,
And the books, and the dish,
And the fan, and the cup,
And the ship, and the fish.
And he put them away.
Then he said, "That is that."
And then he was gone
With a tip of his hat.

58



Then our mother came in
And she said to us two,
"Did you have any fun?
Tell me. What did you do?"

And Sally and I did not know
What to say.
Should we tell her
The things that went on there that day?

60

Should we tell her about it?
Now, what SHOULD we do?
Well . . .
What would you do
If your mother asked you?

61

Images captured from The cat in the hat (Dr. Seuss, 1958)

Class 4.

Reflection

The fourth lesson was held on 20th of May at 5pm for an hour and a half in the professional center. Mijin and Seulji participated together. This is the last lesson for learning vowels distinction, and then we will review all vowel sounds in order to tongue and jaw position with lips shape for the next time. Generally, tutees are getting used to practice target sounds and produce key words with instruction. In addition, activities were created more communicatively to elicit various vowel sounds.

In part 1, Mijin and Seulji did well to distinguish sounds /ʌ/ and /a/ according to description with pictures. Sound /a/ was easier to produce for both of them than /ʌ/ sounds. Seulji found some confusing words such as want and wallet. She seemed to have little problem with distinction between /a/ and /ɔ/ in want. According to dictionary, both /a/ and /ɔ/ sounds are able to be used as producing word 'want'. On the other hand, Mijin tended to have difficulties to distinguish /ʌ/ and /a/ at the first time. She usually does not move lips and mouth much as she speaks English and Korean both. Seulji and I monitored Mijin's mouth when she produced sounds, then finally she produced sounds better.

In the next activity, tutees found their weakness to distinguish /ʌ/ and /ɔ/ when they compared four sounds. It seems to be different based on speakers. Between central and back or mid and low, there are slight differences. Hence, it might be difficult to distinguish. They tried to read key words and description with pictures many times, and then adjusted their pronunciation according to description with pictures by themselves.

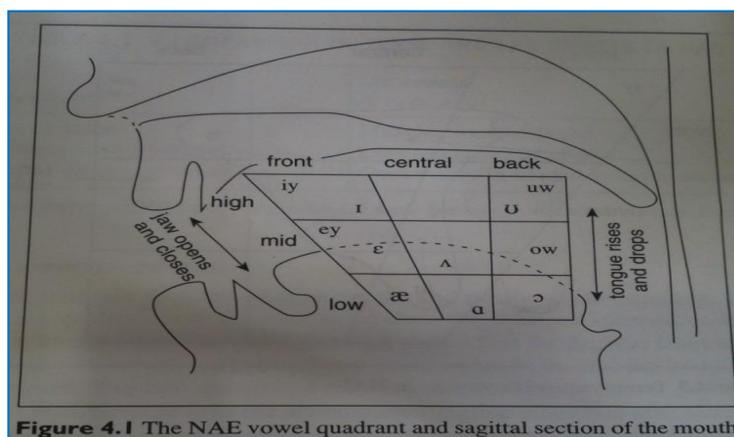
During the activities such as reading movie script, the card game and the board game, they participated in very actively with pleasure and started giving feedback each other. For example, Seulji points out when Mijin produce difficult sounds well or make a mistake. In addition, they sometimes ask each other why some sounds are difficult to produce, and then they tried to find out answer. Through this way, tutees did find out some information regarding vowel sounds and practiced well.

Overall vowel sounds in order to tongue and jaw position with lips shape was learned during last four lessons. It might be review all together in the next lesson.

Class 5.

Vowels Distinction

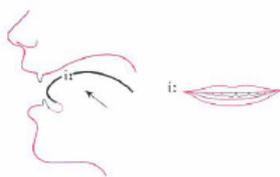
Part 1. Review vowel sounds



Images captured from Teaching pronunciation (Celce-Murcia, 2010)

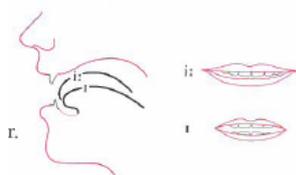
. Target sound

☞ **Practice /iy/ or /i:/**



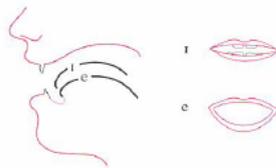
- . Smile. Tense lips. Air up. High front.
- . Open your mouth very little

☞ **Practice /I/**



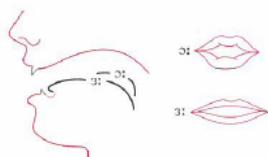
- . Relaxed lips. Air in. High front.
- . Open your mouth a little more than /i:/

☞ Practice /ey/ or /e/



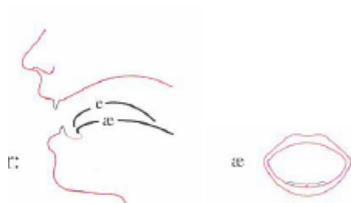
- . Air from relaxed mid front to high tense front.
- . Open your mouth a little more than /I/

☞ Practice /ɛ/



- . Relaxed lips. Air out. Mid front.
- . Put your tongue forward and up a little more

☞ Practice /æ/



- . Tense lips/Chin. Air out. Low front.
- . Open your mouth a little more than /e/

Images captured from Ship or Sheep? (Baker, 2006)

☞ Practice /uw/ or /u:/



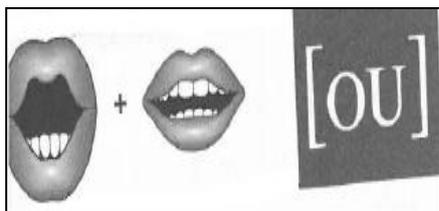
- Lips : Tense and in a “ whistling” position
- Jaw : Almost completely raised
- Tongue : High near the roof of the mouth

☞ Practice /ʊ/



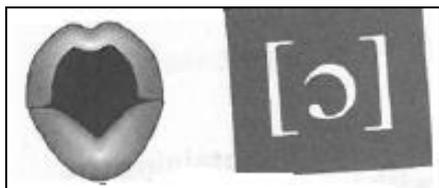
- Lips : Relaxed and slightly parted
- Jaw : Slightly lower than for /uw/
- Tongue : High, but lower than for /uw/

☞ Practice /ou/



Lips : Tense and very rounded
Jaw : Rises with the tongue and closes slightly
Tongue : Glides from midlevel to near the roof of the mouth

☞ Practice /ɔ/



Lips : In a tense oval shape and slightly protruded
Jaw : Open more than for /ou/
Tongue : Low, near the floor of the mouth

☞ Practice /ʌ/



Lips : Relaxed and slightly parted
Jaw : Relaxed and slightly lowered
Tongue : Relaxed and midlevel in the mouth

☞ Practice /a/



Lips : Completely apart in a “yawning” position
Jaw : Lower than for you other vowel
Tongue : Flat, on the floor of the mouth

Images captured from English Pronunciation Made Simple (Dale & Poms, 2005)

Part 2. Puzzle

☞ Read and connect three words with the same sounds (Ex. Arm-shark-scarf)

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Images captured from Primary pronunciation box. Cambridge.

Part 3. A potential millionaire

 Work with your partner.



A Use this survey form to interview your partner.

1. Do you usually finish something once you get started? yes no
2. Do you know exactly how much you spend on food and clothes? yes no
3. Are you single or married? single married
4. How much of your salary do you save? none some a lot
5. Will you inherit a lot of money someday? yes no
6. Do you usually shop at designer boutiques or discount stores? boutiques discount stores
7. Do you like to negotiate prices? yes not really
8. If you got lucky and won a lot of money in the lottery, what would you do with it? take a trip have a party invest it
9. How much sleep do you get each night? 5-6 hours 7-8 hours 8+ hours
10. When playing a game, do you get competitive and try to win? yes, always sometimes never



B Compare your partner's answers with the actual millionaires' answers on page 154. How does your partner have similar habits to the millionaires? different habits? Is your partner a potential millionaire?

Images captured from World Link. Heinle Cengage Learning.

Part 5. A Love story

☞ Make a love story with pictures and discuss the ending of this story



Gus liked Erin. One day he (1) asked her out on a date. Erin was shy. At first she (2) turned Gus down.



Gus asked Erin again and she said yes. She agreed to (3) go out with him.



They enjoyed spending time together. They (4) got along well.



Unfortunately, Gus (5) cheated on Erin. She saw him with another girl.



Erin was very upset. She (6) broke up with Gus. They stopped dating.



Gus couldn't stop thinking about Erin. He couldn't (7) get over her.



Erin and Gus (8) grew up and got jobs: Erin worked as a banker and Gus was a newscaster.



They lived in the same city but never (9) ran into each other.



One day Erin (10) turned on the TV and saw Gus. She decided to call him ...

Images captured from World Link. Heinle Cengage Learning.

Class 5.

Reflection

The last lesson was held on 27th of May at 5 pm for two hours in the professional center. Mijin and Seulji were taught regarding vowels for last four lessons. This is the last lesson and we did review all vowel sounds in order to jaw and tongue position to remind previous lessons. We also practiced to produce sounds through communicative activities.

Generally, tutees, Mijin and Seulji, are able to distinguish simple vowel sounds in order to jaw and tongue position and they showed high attention on distinction of words based on symbols. Since I mixed all sounds in activities, they tended to be confused in some parts such as /ʌ/ and /ɔ/. Although they sometimes made a mistake or had difficulties, they participated actively and their performance was overall positive.

Mijin showed some achievement in part 2. At the beginning of the tutoring lesson, she had difficulties to distinguish words in order to sounds such as the low score in the sorting game, however, she could find out words with same sounds and she was also able to match the sounds in words with each symbol. On the other hand, Seulji seems to be confused with some sounds such as /ʌ/ and /ɔ/. She usually leads the activities and help Mijin to do activities; sometimes she monitored peer's performance and gave feedback. In a short, she generally did all activities well; however, she was stuck in difficulties to distinguish /ʌ/ and /ɔ/ sounds. In addition, she might be confused pronunciation /a/ and /æ/ in panda and /ʌ/ and /ɔ/ in mother. She tends to pronounce different sound both words. For example, she pronounced panda with /a/ instead of /æ/ and mother with /a/ instead of /ʌ/. We discussed these sounds and concluded both sounds are available according to personal differences and ELF approach.

Although tutees made some mistakes, they show positive responses. They are able to distinguish vowel sounds overall and recognize their differences in order to jaw and tongue position. Finally, their awareness of vowels might be increased and they are able to pronounce vowel sounds more accurately and appropriately than before. To check their improvement or achievement for vowels distinction and pronunciation, they are going to take an achievement test next time.

9. Achievement test

9.1 Overview

An achievement test was designed to assess the improvement of the tutees regarding vowels distinction as a result of lessons for five weeks. Basically, the achievement test contains two parts to assess tutees' achievement according to the goal and objectives of this project. First, tutees will be evaluated how much they improve abilities to distinguish simple vowels and increase their awareness of vowels in order to jaw and tongue position. Second, their performance will be assessed whether tutees are able to produce vowel sounds in a conversation properly.

The Achievement test is divided into three sections, and each section has two tests except part 1. In part 1, tutees might be tested to distinguish vowels. To complete this test, tutees must be able to know the knowledge of simple vowels such as how each sound is different. Second, tutees will have two read aloud tests in part 2, which are in a sentence level and in a text level, to produce vowel sounds that they practiced in the lessons, and then their performance might be evaluated according to each sound. Last part has also two tests. A first test in part 3 is describing picture to more natural speech from tutees, and second test in part 3 is a presentation regarding questions. Tutees might produce many words with various vowels during the presentation. All these performance will be analyzed to check tutees' achievement for this project.

English Pronunciation Achievement Test

Part I. Distinction vowels

☞ Say each word in the list below. Decide what vowel sound it contains and write down the word in the box with same sound.

feet	fit	mate	met	mat
sheet	sit	weight	wet	Health
pool	pull	fold	Fall	cut
food	foot	toe	Cough	fund
wallet	dark			

	Words
/i:/	
/ɪ/	
/eɪ/	
/ɛ/	
/æ/	
/ʌ/	
/ɑ/	
/u:/	
/ʊ/	
/oʊ/	
/ɔ/	

Part II. Read aloud

Test 1. Read aloud sentences

1. They **reached** a **peace agreement**.
2. **Did** you **give him his gift**?
3. The **plane** from **Spain** came **late**.
4. Don't **forget** to **send** the **letter**.
5. He who **laughs last, laughs** best!
6. My **uncle** is my **mother's brother**.
7. **Honest politicians** solve **problems**.
8. **Who ruined** my **new blue shoes**?
9. The **woman stood** on one **foot**.
10. **Tony Hones** broke his **toe**.
11. Did you make a long distance **call** to **Boston, Albany, or Baltimore**?

Test 2. Read aloud a text

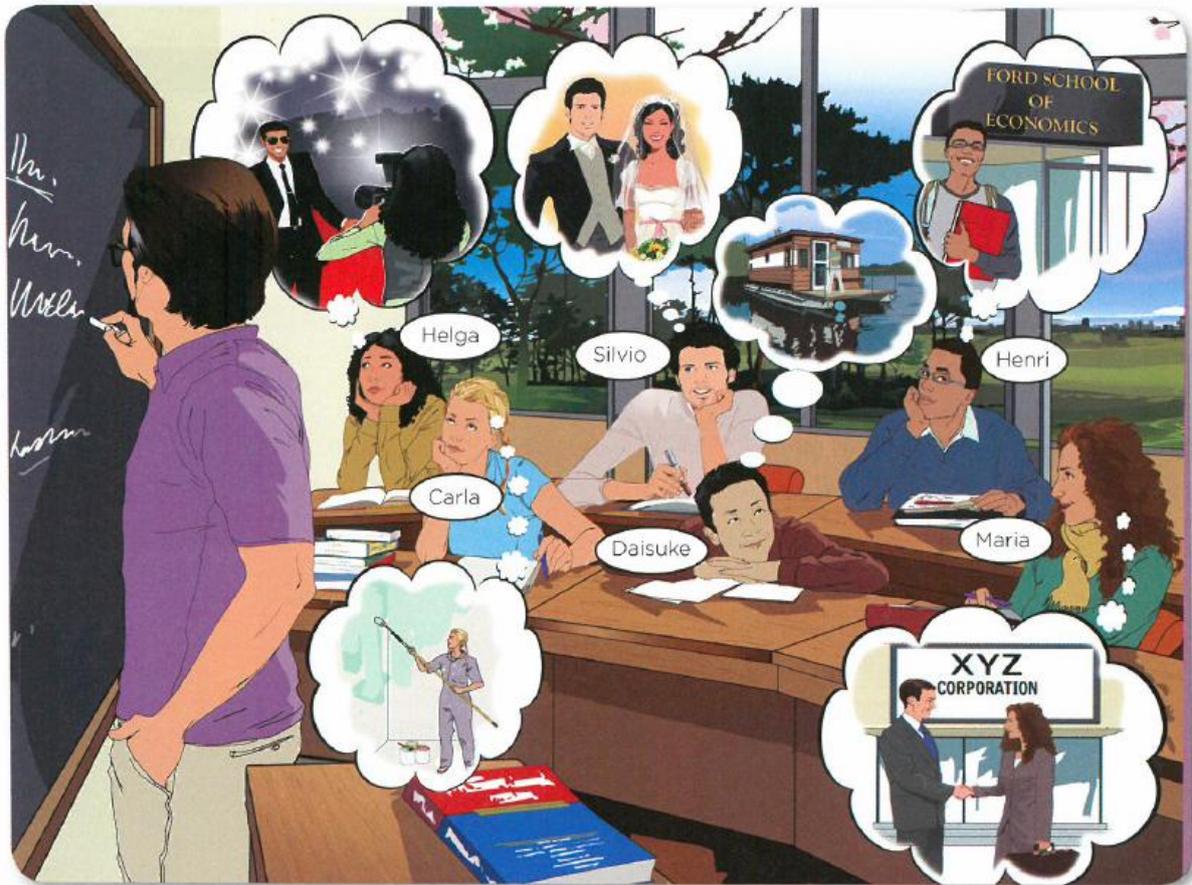
Ever since the Beatles crossed the Atlantic in the early 1960s America has experienced varying degrees of Beatle mania. The anniversary of their arrival in the United States is still celebrated by devoted followers. Long after John, Paul, Ringo, and George went their separate ways, the Beatles have remained the world's most famous rock group. The country still mourns the tragic death of Jon Lennon, who was shot in 1980 on the streets of Manhattan near where he lived. Beatles' songs are still requested on the radio and used in films. Old recordings are re-released and sold in record numbers. People are eager to pay cash for original recordings. The Beatles seem to be a permanent part of American popular culture.



Images captured from Targeting Pronunciation. Houghton Mifflin

Part III. Communication

Test 1. Describe what each person is planning to do or dreaming about in the future. Say as much as you can about each person's plans.



Images captured from World Link Developing English Fluency by Heinle Cengage Learning

Test 2. Read questions below and present your idea

1. Who is your role model for your future? Describe the person including name, job, three reasons and how he or she influences on you.
2. Who is the most beautiful woman in the world and why do you think so? Describe the woman including name, job, three reasons and which parts or things you want to have.
3. Who is the most bad person or people in the world and why do you think so? Describe people including name, job, three reasons and which parts or things you don't like the most.

10. Analysis of the test results

10.1 Subject A

10.1.1 Test results

Name	Mijin	2014.04.08				Reanalyzes results of diagnostic test	
Vowels	Example	Good-----Bad				substitution	Comments
		1	2	3	4		
/iy/			v				short & long vowels
/ɪ/			v			/iy/	short & long vowels
/ey/		v					
/ɛ/, /e/	presentation			v		/i/	
/æ/	aunt			v		/ɛ/	
/ʌ/			v				
/a/			v				
/uw/			v				
/ʊ/		v					
/ow/, /ou/			v				
/ɔ/	Saw			v		/ou/	

Name	Mijin	2014.05.30				The results of the achievement test	
Vowels	Example	Good-----Bad				substitution	Comments
		1	2	3	4		
/iy/		v					
/ɪ/	celebrated			v		/ʌ/	
/ey/			v				short & long vowels
/ɛ/, /e/		v					
/æ/		v					
/ʌ/	mother			v		/a/	
/a/	politicians			v		/ou/	
/uw/		v					
/ʊ/		v					
/ow/, /ou/		v					
/ɔ/	Baltimore			v		/ou/	

10.1.2 Analysis of the test results

The test results were analyzed in two parts, which are pronunciation knowledge regarding simple vowels and segments of vowels. All words and speech were transcribed, and then each segment mistake was counted to analyze the improvement. Less than five times errors will be evaluated in good level and more than six times errors will be analyzed as bad level. There two results of the test. The first one is the reanalyzes results of the diagnostic test focusing on vowel only based on the objectives. The second results came from the achievement test that tutees had at the end of all lessons.

The achievement test was conducted on 30th of May at professional center for half hour for Subject A, Mijin. Overall, she made improvement in some parts; however, the achievement is not really significant. The results show several issues and the details will be describe below.

First, Mijin has less awareness of vowels to distinguish each sound in order to jaw and tongue position or to find out differences of each sound comparing to subject B, however, she somewhat improve distinguishing skills with words. She did sorting games and learning how to articulate sounds differently and properly with pictures and the mirror during the lessons. As a result of the lessons, she is able to distinguish each segment sound with words and she has knowledge of phonemic symbol and distinction. For example, she shows 90% of accuracy to distinguish segments with words in the achievement test. It is a little bit higher score than the diagnostic test score.

Subject A, Mijin, does not seem to be changed much or improve pronunciation. First, she showed some improvement in some sounds such as /iy/, /ε/, /æ/, /uw/, /ʊ/ and /ow/. There are slight changes in /iy/, /uw/ and /ow/, however, improvement of sound /ε/ and /æ/ are significant. She made frequent mistakes at the diagnostic test, for example, she pronounced /i/ instead of /ε/ in presentation. She also confused /æ/ sound /ε/, for example, mispronounced /ε/ instead of /æ/ in aunt. In the achievement test, there are a few mistakes or it was hard to say that it was an error.

On the other hand, there are still remaining weakness such as /ʌ/, /a/ and /ɔ/. She tends to be confused to produce those sounds differently, especially, /ʌ/ and /ɔ/ or /ɔ/ and /ow/. She did not show good performance before with these sounds and more mistakes were revealed at this time. She also mispronounced short and long vowels, however, it was not considered for this time since it might not influence on intelligibility.

In conclusion, she improves pronunciation knowledge for simple vowel sounds a little bit and increases her awareness of vowel system through this project; however, articulation might not be changed or improved significantly.

10.2 Subject B

10.2.1 Test results

Name	Seulji	2014.04.08				Reanalyzes results of diagnostic test	
Vowels	Example	Good		Bad		substitution	Comments
		1	2	3	4		
/iy/		v					
/ɪ/			v				short & long vowels
/ey/		v					
/ɛ/, /e/			v				
/æ/		v					
/ʌ/	brother			v			
/a/			v				
/uw/			v				short & long vowels
/ʊ/	sure			v			
/ow/, /ou/		v					
/ɔ/	cause, lawyer			v		/ou/	

Name	Seulji	2014.06.02				The results of the achievement test	
Vowels	Example	Good		Bad		substitution	Comments
		1	2	3	4		
/iy/		v					
/ɪ/			v				short & long vowels
/ey/		v					
/ɛ/, /e/		v					
/æ/		v					
/ʌ/	original			v		/o/	
/a/	honest			v		/ʌ/ or /ɔ/	
/uw/		v					
/ʊ/		v					
/ow/, /ou/		v					
/ɔ/	mourns			v		/ou/	

10.2.2 Analysis of the test results

The test results were analyzed in two parts, which are pronunciation knowledge regarding simple vowels and segments of vowels. All words and speech were transcribed, and then each segment mistake was counted to analyze the improvement. Less than five times errors will be evaluated in good level and more than six times errors will be analyzed as bad level. There two results of the test. The first one is the reanalyzes results of the diagnostic test focusing on vowel only based on the objectives. The second results came from the achievement test that tutees had at the end of all lessons.

The achievement test was conducted on 2nd of June at professional center for half hour for Subject B, Seulji. Overall, she did not show any significant improvement or changes through the project; however, there might be positive influences on awareness of pronunciation. The results show several issues and the details will be describe below.

First, she showed high score to distinguish in order to each different vowel sound at the diagnostic test since Seulji is highly interested in pronunciation and knows knowledge of vowel system well. She shows 100 % of accuracy in the diagnostic test and the achievement test for distinction. The result of the distinction test showed that she is able to distinguish vowels with each sound and the lesson did not influence on improvement much.

Subject B, Seulji, showed some positive results regarding articulations or pronunciation even though the improvement is very small. She improved pronunciation of some sounds slightly such as /ɛ/ and /ʊ/. She made a few mistakes at the first time; however, the mistakes with these sounds were not founded in the achievement. It is hard to say that it is because of effects of this project, however, the lessons might be helpful to practice to make sure confused sounds by herself.

On the other hand, same patterns that she mispronounces were showed in the diagnostic test. /ʌ/ and /ɔ/ are same as before, she made same mistakes. For example, she tends to pronounce /ou/ sound instead of /ɔ/ in mourns, cause and lawyer. In addition, she might be confused with /ʌ/ and /a/ or /ʌ/ and /ou/. Number of mistakes was not much; however, confusion or mispronunciation of these sounds might be one of her weakness, and it does not really seem to be changed though the lessons.

In conclusion, she knows vowel system overall and produce vowels appropriately most of the time. The project did not change or improve her pronunciation much; however, it might be useful to check her weakness or patterns to pronounce.

11. Survey

11.1 Overview

A survey that consists of 8 questions was designed to get feedback or personal opinions from tutees regarding their participations and performance, the tutor and lessons. This survey might be helpful to evaluate this project with the achievement test.

11.2 Survey sheet

English Pronunciation Tutoring Project Survey

No.	contents	Very Good-----Very Bad			
		1	2	3	4
1	How much expectation did you have for this project?				
2	Did you participate in all classes actively and positively?				
3	Are you satisfied with lessons?				
4	Do you think you have more knowledge for vowels than before?				
5	Do you feel that your pronunciation is improved or better?				
6	Did your tutor prepare lessons well such as materials?				
7	Did your tutor give you feedback well?				
8	Did your tutor use materials effectively?				
9	Do you think this lesson was helpful for you?				
10	Did you enjoy the lessons and activities?				

11.3 Analysis of the survey

11.3.1 Subject A

No.	contents	Very Good-----Very Bad			
		1	2	3	4
1	How much expectation did you have for this project?		v		
2	Did you participate in all classes actively and positively?	v			
3	Are you satisfied with lessons?	v			
4	Do you think you have more knowledge for vowels than before?		v		
5	Do you feel that your pronunciation is improved or better?		v		
6	Did your tutor prepare lessons well such as materials?	v			
7	Did your tutor give you feedback well?		v		
8	Did your tutor use materials effectively?	v			
9	Do you think this lesson was helpful for you?	v			
10	Did you enjoy the lessons and activities?	v			

Subject A, Minji, had high interests and expectation regarding the tutor project for pronunciation at the beginning of the project. As has been mentioned above, she participated in the lessons more actively than her expectation overall and enjoyed all activities. For example, she showed very positive attitude every time even she made mistakes or faced with difficult situations. As a result of this project, she seems to feel that she could improve knowledge of vowels and pronunciation regardless of the results of the achievement test, however, the expectation of the feedback from the tutor was a little bit lower than other contents. In a short, she was satisfied with this project and did activities well; however, she thinks that her improvement is not really significant.

11.3.2 Subject B

No.	contents	Very Good-----Very Bad			
		1	2	3	4
1	How much expectation did you have for this project?		▼		
2	Did you participate in all classes actively and positively?		▼		
3	Are you satisfied with lessons?	▼			
4	Do you think you have more knowledge for vowels than before?		▼		
5	Do you feel that your pronunciation is improved or better?		▼		
6	Did your tutor prepare lessons well such as materials?		▼		
7	Did your tutor give you feedback well?		▼		
8	Did your tutor use materials effectively?		▼		
9	Do you think this lesson was helpful for you?		▼		
10	Did you enjoy the lessons and activities?		▼		

Subject B, Seulji, is generally positive regarding the tutor project for pronunciation. Although she answered all questions positively, she does not seem to have much impact or impressions on the project and less expectation regarding her improvement at the beginning of the project; however, the results of the survey show that she had overall good attitude during lessons, and enjoyed some of activities. For example, she participated in activities positively and satisfied with lessons even though the level of lessons tends to be a little bit easy for her. The materials and feedback should be more prepared according her level or needs.

12. Conclusion

The process of six stages in the tutor project for pronunciation and the time with two tutees during five lessons were greatly meaningful for me. I really enjoyed the time with tutees and learned a lot of things regarding teaching pronunciation such as planning, preparing materials and teaching skills. Although the effects of the lessons were not significant which are mentioned above in the chapter 10, I and two tutees had a good time and we are satisfied with this project.

The goal of this project was to distinguish vowels and produce appropriately; however, five times lessons were not enough to achieve the goal. It should be a long term plan and more specific plans might be needed to teach pronunciation more effectively according to personal contexts or situation.

Mijin has a very good attitude towards lessons and participated in all lessons actively with positive reactions. She tried to learn more and practiced a lot during the lesson, especially; she tends to focus on difficult sounds to pronounce and enjoyed finding new things. In addition, she seems to like more formal activities so that she can focus on practice or production.

Seulji was a good encourager to us in the class. She helped other tutee to assist or monitor the performance, and she also gave good feedbacks to us. Sometimes the materials and lessons were a little easy for her; however, she participated in activities actively. Additionally, she really enjoyed communicative activities such as a quiz and games.

In a conclusion, tutees participated in all lessons and activities positively and the results of five the lessons were positive. Although tutees did not change or improve pronunciation for vowels in the test a lot, their awareness of vowel sounds and system might be increased through this project. Additionally, tutees are able to find out their weakness and interests of vowel sounds.

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