

## Introduction to the project

### *Overview*

This project is purposed to find a way to improve participants' pronunciation and conducted in tutoring to small group of participants. The participants are four 5<sup>th</sup> grade elementary participants. Since it is a 5-week project, which is relatively a short period, the goals dealt with in the project are specified and narrowed down through an interview and a diagnostic test. The teaching plan and materials are developed based on the goals. The teaching sessions have been done twice a week for 20-30 minutes per session.

### *Purpose*

The purpose of this project is to find out a way to improve the pronunciation of students by raising awareness of pronunciation features of English and having them practicing English with the awareness. The findings of the project can be used to teach pronunciation in regular English classes, too.

### *Stages*

The project has been done following stages:

Stages	What was done
Stage1 <i>March 18, 2011</i>	Four participants from 5 <sup>th</sup> elementary participants which I am currently teaching were volunteered for the project. The meeting for the project was scheduled on every Tuesday and Friday afternoon per week. The duration per meeting was set between 20 to 30 minutes.
Stage 2 <i>April 1, 2011</i>	In this stage, information on the participants was gathered. Interview regarding participants' goals and background was done on Tuesday meeting. On Friday meeting, a diagnostic test to find out participants' strength and weakness in terms of pronunciation was conducted. The test is consisted of two parts; a listening discrimination test and a oral test.
Stage 3 <i>April 15, 2011</i>	The results of the diagnostic test were analyzed to see what areas of English pronunciation need to develop the most. On the basis of the analysis, the goal was set up and action plan was created to help

Stages	What was done
	participants to develop their needed skills.
Stage 4 <i>April 29, 2011</i>	Based on the goal and plan from the stage 3, teaching materials were created. Participants were taught with the materials for the followed 5 weeks. Meanwhile, a journal on the progress of the sessions was kept for reflective purposes and promotion review.
Stage 5 <i>June 3, 2011</i>	To see how much successfully the project was done to help the participants to develop/improve their needed pronunciation skills, an achievement test was developed.
Stage 6 <i>June 11, 2011</i>	In this final stage, the entire project from stage 1 to stage 6 was written up. The result of assessment from the stage 5 is analyzed and discussed with the success and limitations of the project.

### ***My view of pronunciation***

The importance of pronunciation is on whether being intelligible or not, in my opinion. I always have emphasized it to my students in teaching English because most of my students are, and are shamed of their 'poor' pronunciation and unwilling to speak English in class. Some students made fun of other students' 'poor' pronunciation. That attitude harms students' performance as well as motivation, too. I think pronunciation teaching should involve raising students' confidence of their own pronunciation and respecting others' as well as learning how to pronounce.

# *Contents*

The body of the portfolio contains following contents:

- Participant profiles including the tutor
- Diagnostic test
- Analysis of the test results
- Goals and objectives
- The action plan
- Description of and reflection of all meetings
- The achievement test
- Test results and discussion

# Participant profiles

## Student profile

To find out the participants' background in terms of English pronunciation, it was necessary to interview the participants. The interview was conducted in the participants' mother tongue, Korean in a classroom after school as a group interview with four participants who were volunteered for the project. The interviewer is their English teacher who teaches them three class hours per week. The participants are in 5<sup>th</sup> grade and have been taught English as a regular class in school from 3<sup>rd</sup> grade. The interview questions are focused on participants' English study background, knowledge about English pronunciation and intonation, connected speech, and self-awareness about their English pronunciation. Figure 1 shows the interview questions

### General Questions

1. What's your name?
2. How long do you speak English each day?
  - a. In what types of setting are you speaking English?
3. Do you like English? Why?
4. What do you think your English proficiency level?

### English Study Background

5. How long have you studied in Korea?
6. Have you ever studied English abroad?
  - a. If any, where?
7. Have you every studied with a tutor?
8. Do you go to English private institute?
  - a. Is your teacher a native English-speaking teacher?
  - b. Where is s/he from?

### Knowledge about English Pronunciation

9. Can you read words that you never have seen before?
10. Can you read words with phonemic symbols?
11. Have any of your previous English teachers taught you about pronunciation? If yes, can you give some details?

### Knowledge of English Intonation Connected Speech

12. Do you have any idea about English intonation? What is it?
13. Are you familiar with rising and lower in English?
14. How can you speak English naturally?
  - a. Pronounce each word clearly.
  - b. Pronounce words as linked smoothly.
15. Which one is true for you?
  - a. I feel difficulty to understand because English native teacher speaks at normal speed,
  - b. I feel difficulty to understand because the teacher uses words that I don't know.
  - c. I feel difficult to understand because the teacher doesn't pronounce each word clearly

### Self-awareness

16. Do you have any difficulty in pronouncing specific sounds? What are they?
17. In what way do you think you can improve your English pronunciation?
18. What area of pronunciation would you like to improve most?
19. Do you have any comments or suggestions for this course?

### ***Interview analysis of participants***

For the purpose of reporting, participants will be referred as W, X, Y, and Z. The transcription of each subject's response in the interview will be presented in Table 1 and analyzed individually on topic basis.

### ***General Questions***

Table 1 shows participants' English practices on daily basis. W, Y, and Z speak English more than one hour per day in school and private institute while Y rarely speaks English.

**Table 1 English practices on daily basis**

How long do you speak English each day? In what types of setting are you speaking English?	
W	I speak English more than two hours on Monday, Wednesday, and Friday and one hour on Tuesday and Thursday in English classes in school and private institute.
X	I speak English about one and half hour in English classes in school and private institute.
Y	I rarely speak English.
Z	I speak English about three hours per day in English classes in school and private institute.

Table 2 shows participants' interest in English. W and Z said they like English because they like to learn new things and try it. On the other hand, X and Y said they don't like English because it's difficult. In the case of Y, she wanted to learn English because she wants to improve her English. Even though X just said she doesn't like English, it seems that she wants to improve her English concerning that she volunteered for this project. Despite of two contrary responses, they seem to share the motivation to improve their English.

**Table 2 Participants' interest in English**

Do you like English? Why?	
W	I like English because I like learning something new.
X	I don't like English because it's difficult.
Y	I don't like English because it's difficult but I also would like to learn English and improve my English.
Z	I like English because I can do what I learned.

Table 3 shows participants' perception of their English proficiency level. W, X, and Z said they're in the middle because they can understand what they are taught in English class without big difficulties. On the contrary, Y showed little confidence in her English. She seems to have some difficulty in understanding English instructions.

**Table 3 Participants' perception of their English proficiency level**

What do you think your English proficiency level?	
W	I think I'm in the middle comparing to others. I can understand English lessons if I study but it is somewhat difficult to retain what I've studied for a long time.
X	I think I'm in the middle, too. I can understand what I learn in English class.
Y	I think I'm not good at English. I don't understand the instructions spoken in English. I understand the content of the English textbook, though.
Z	I think I'm okay with English but I'm not satisfied with my English.

English Study Background

Table 4 presents participants' overall experience in English education. W and Z have learned English since the 1<sup>st</sup> grade. X started to learn English since the 3<sup>rd</sup> grade at school but she has attended afterschool English class in private institute. Y had no English learning experience before learning it in school.

**Table 4 Experience in English education**

How long have you studied in Korea? Have you ever studied English abroad?	
W	I have studied since the 1 <sup>st</sup> grade. It was tutoring by a Korean and an English native speaking teacher in a small group. I recently quit the tutoring and started to go to private institute. I've never been abroad for English study.
X	I started to learn English from the 3 <sup>rd</sup> grade in school. I've studied English in private institute from the 4 <sup>th</sup> grade. I've never been abroad for English study.
Y	I started to learn English from the 3 <sup>rd</sup> grade in school and I have never been to private institute nor English speaking countries for English study
Z	I started to learn English from the 1 <sup>st</sup> grade in tutoring and private institute. I've never been abroad for English study.

Table 5 shows participants' experience in English education in private sections. All of them except Y have some experience in private English institute. Especially, W and Z seem to learn English in private institute intensively. On the other hand, Y has English experience only in school, which is three class hours per week. In addition, none of them have been abroad for English study.

**Table 5 Experience in English education in private sections**

Do you go to English private institute? a. Is your teacher a native English-speaking teacher? b. Where is s/he from?	
W	Yes. On Monday, Wednesday, and Friday, an English native speaking teacher from USA teaches us.
X	Yes. An English native speaking teacher teaches the class on Tuesday and Thursday. I don't know where the teacher's from.
Y	No.
Z	Yes. My English teacher is Korean but she teach the class in English. I go to the private institute three days a week.

Knowledge about English pronunciation

Table 6 shows participants' phonemic awareness. W, X, and Z seem to have some knowledge about phonics while Y showed less confidence. It is likely that W, X, and Z learned phonics already in private sections concerning that their previous responses about the experience in English private education.

**Table 6 Phonemic awareness**

Can you read words that you never have seen before?	
W	Yes, I can give it a try.
X	Same as W.
Y	I can read if it's similar with the words I already know.
Z	Same as W.

Table 7 shows participants' awareness about phonemic symbols. Since all of them said they know about phonemic symbols, I had them pronounce some words from an English dictionary with phonemic symbols. It seems that they just simply have seen it, not fully understand it.

**Table 7 Awareness about phonemic symbols**

Can you read words with phonemic symbols?	
W	Yes, I learned a little bit.
X	Same as W.
Y	I have seen them from my brother's dictionary.
Z	Same as W.

Table 8 presents participants' learning experience in term of pronunciation. W, Y, and Z said they listened and repeated after the teacher or recorded voice for pronunciation. Though Y said no, apparently she also had practiced English pronunciation through listen-and-repeat activity because it has been also done in regular English class in school.

**Table 8 Experience in English pronunciation learning**

Have any of your previous English teachers taught you about pronunciation? If yes, can you give some details?	
W	I repeat after the teacher.
X	Same as W.
Y	No.
Z	I repeat after the teacher and learn phonics.

*Knowledge English intonation and connected speech*

Table 9 and 10 show that participants' awareness and knowledge of English intonation. X and Y seem to have vague understanding in English intonation while that of W and Z is clearer. Especially, W and Z said they are able to try different intonations and figure out natural ones.

**Table 9 Awareness about English intonation**

Do you have any idea about English intonation? What is it?	
W	I know about English intonation but I don't know how to explain it.
X	Same as W.
Y	Same as W.
Z	I know about English intonation. It's to speaking in rising and falling tone.

**Table 10 Knowledge of English intonation**

Are you familiar with rising and falling in English?	
W	I try different intonations to see which one sounds natural.
X	I don't know.
Y	I don't know.
Z	I can feel about what's natural in intonation and pronunciation.

Table 11 shows participants' awareness about linking in English pronunciation. W and Y seem to have a feel about linking in English pronunciation.

**Table 11 Awareness about linking in English pronunciation**

How can you speak English naturally? Choose one. a. Pronounce each word clearly. b. Pronounce words as linked smoothly.	
W	It's b.
X	It's a.
Y	It's b.
Z	It's a.

Table 12 shows the degree of difficulty of participants in terms of speed, connected speech and vocabulary in understanding spoken English. All of them except Y answered that they don't much difficulty in understand native speaker's utterance because they can figure out overall meaning anyway. X and Y mentioned unknown vocabulary as a difficulty and Y said both of speech speed and lack of vocabulary are source of difficulty in understanding spoken English by native speakers.

**Table 12 Difficulties in terms of speed, connected speech and vocabulary in understanding spoken English**

Which one is true for you?	
a. I feel difficulty to understand because English native teacher speaks at normal speed. b. I feel difficulty to understand because the teacher uses words that I don't know. c. I feel difficult to understand because the teacher doesn't pronounce each word clearly	
W	Even though I don't fully understand when English native teacher speaks at normal speed, I can understand the overall meaning. However, it is sometimes hard to understand when the teacher speaks about the next thing while I'm trying to understand what the teacher has said just before.
X	Even though I don't fully understand when English native teacher speaks at normal speed, I can understand the overall meaning. However, I feel difficult to understand because the teacher uses unknown words.
Y	I feel difficult to understand what English native teacher says because of the speech speed and unknown words.
Z	None of them.

### Self-awareness

Table 13 shows individual's difficulties in terms of English pronunciation. W seems unsatisfied her overall English pronunciation. Y said it is hard to pronounce long words but it's actually reading difficulty rather than pronunciation difficulty. X and Z answered they have no difficulty in terms of English pronunciation. It would be one of two cases: they really don't have any problems *or* they are not aware of their problems.

**Table 13 Individual difficulties in terms of English pronunciation**

Do you have any difficulty in pronouncing specific sounds? What are they?	
W	My pronunciation is not good.
X	I haven't felt any difficulty in pronunciation.
Y	It is hard to pronounce long words.
Z	I haven't felt any difficulty in pronunciation but I want to improve my pronunciation.

Table 14 shows participants' perceptions of important factors in English pronunciation. W and Y said it is intonation while Z said it's the formation of lips. X said she had no idea. In case of Y, it is somewhat unclear if she really thought intonation is important or just followed

W's opinion judging from her responses to previous questions about knowledge of intonation. Otherwise, she might gain some knowledge about intonation through the interview.

**Table 14 Perception of important factors in English pronunciation**

In what way do you think you can improve your English pronunciation?	
W	Intonation is important.
X	I don't know.
Y	Intonation is important.
Z	The formation of lips is important.

Table 15 shows individual goals of subject in English pronunciation. W and Y mentioned their goal clearly. W's goal was to speak English naturally and fluently. Y's goal was to learn phonics. X and Z said they don't have any special goal.

**Table 15 Individual goals in English pronunciation**

What area of pronunciation would you like to improve most?	
W	I want to speak naturally and fluently.
X	I don't know.
Y	I want to learn phonics.
Z	I don't have any specific goal.

### ***Summarization***

Three out of the four participants have learned English in private sections as well as in school while Y has never been to private institute. Though their attitude toward English is different, they share the motivation for improving their English. Their confidence and proficiency level in English are also mixed. Especially, Y seems little behind than others and less confident. She seems not fully aware of phonemes while the others seem to know phonics already. All of the participants are not used to phonemic symbols. Their pronunciation practice has done in listen-and-repeat activity. Two of them seem to have a feel that linking is natural in English pronunciation. For all of them except Y, speech speed doesn't seem a big problem for comprehension depending on their responses. Two of them answered lack of vocabulary is a source of difficulty in listening comprehension. In terms of self-awareness, W and X seem somewhat aware of their weakness in pronunciation. Z seems to know about the articulation in English pronunciation, judging from that she mentioned the formation of the lips as an important factor. Finally, W seems to want to improve her overall pronunciation while Y wants to start from phonics. Though Z said she has no specific goal, I got the impression she wants to improve her overall English skills because she said that she wanted to improve her

pronunciation, as presented in Table 13. On the other hands, X seems not fully aware of her own English pronunciation.

## **Teacher profile**

### Qualifications

The tutor majored in English literature and minored in English education in university. She also graduated from TESOL certificate program.

### Teaching Experience

The tutor is a female English teacher in public elementary school. She has taught elementary participants for 11 years as an English teacher for the first three years and recent three years and as a homeroom teacher for the rest five years. She teaches 5<sup>th</sup> grades currently.

### Linguistic background

The tutor's mother tongue is Korean. She has learned English since the middle school and been abroad for English study for six months as a university student. After becoming a teacher, she attended various teacher's training program of English education, including 6-month intensive in-service English teacher training program. Her English proficiency level is between Intermediate-High and High. In addition, she learned Japanese as a second foreign language in high school and can understand and speak some basic Japanese.

### Teaching Philosophy

I believe that learning English should be fun experience to young students. Since young students rarely have concrete and explicit purpose of learning English, they easily lose motivation of learning English and get bored. Moreover, their concentration span is relatively short than that of adults. In my belief, fun factors are effective for motivating students to learn English. With fun factors, learning activities is disguised in games and plays and students practice English without being conscious of studying English. Pronunciation should also be taught in that way rather than using mechanical drills. Once having fun with learning and practicing pronunciation of English, students will be willing to do it on their own outside classroom, too.

## Diagnostic Test

### Materials

#### Listening discrimination

Listening discrimination test is consisted of 31 problems based on minimal pairs as presented in Table 16. After listening word pairs, they were asked to check on either 'same' or 'different' on their answer sheet (see Table 17).

**Table 16 Listening discrimination test**

Number	Word pairs	Number	Word pairs
1	bent / vent	17	Dan / than
2	ban / ban	18	day / day
3	pine / pine	19	it / eat
4	pull / full	20	sit / sit
5	lake / rake	21	hip / hip
6	loom / loom	22	sin / seen
7	heel / heel	23	pull / pull
8	seal / sear	24	look / Luke
9	pot / pot	25	boy / buy
10	bud / bird	26	four / fur
11	sing / sing	27	saw / sir
12	sank / thank	28	sock/ suck
13	cone / corn	29	hot / hut
14	study / sturdy	30	bag / bag
15	shop / sharp	31	man / men
16	cod / cod		

**Table 17 answer sheet**

	같다	다르다		같다	다르다
1			17		
2			18		
3			19		
4			20		
5			21		
6			22		
7			23		
8			24		
9			25		
10			26		
11			27		
12			28		
13			29		
14			30		
15			31		
16					

## Oral Test

Figure 2 presents items tested orally. Participants worked in pairs and their performance was recorded for the analysis. As shown in Table 18 and 19, their performance was evaluated in two aspects: sound segments and suprasegmentals.

**Figure 2 Words and dialogue of oral test**

### *Word Stress / Consonants*

- **Read aloud.**

1. zip
2. fish
3. tooth
4. beautiful
5. Korean
6. Hairbrush
7. Saturday
8. judge

- **Read aloud with your partner in turns**

### *Sentence Stress / Intonation / Reduced vowel*

A: Hi my name is Rose. What's your name?

B: My name is Loss. Nice to meet you.

A: Nice to meet you too.

A: How's it going?

B: Fine, thanks. And you?

A: Pretty good.

A: How's your mother?

B: My mother is very well.

### *Linking / Palatalization*

B: Come on in. Look at this!

A: Oh, stop it!

B: Don't you like it?

A: I don't like it at all.

A: How's your day?

B: It was a very bad day.

- **Read aloud.**

### *Reduced Speech / Rhyme*

Mice eat the cheese

The mice eat cheese.

The mice eat the cheese

The mice will eat the cheese.

Oral Test Check list

**Table 18 Segmental sound**

Name sound													
		◇	○	☆	◇	○	☆	◇	○	☆	◇	○	☆
z	zip cheese												
f	fish												
ʃ	fish hairbrush												
θ	tooth thanks												
ð	mother												
r	beautiful pretty Saturday												
v	very												
l	beautiful Loss												
r	Rose Korean hairbrush												
dʒ	judge												

\* ◇=need a help ○=okay ☆=good

**Table 19 Suprasegmental features**

Name Criteria													
		◇	○	☆	◇	○	☆	◇	○	☆	◇	○	☆
Word stress													
Sentence stress													
Intonation													
Reduced vowel													
Linking													
Palatalization													
Reduced speech													
Rhyme													

\* ◇=need a help ○=okay ☆=good

## **Discussion of materials: Sources and Rationale**

Firstly, listening discrimination test was conducted. Participants were asked to discriminate whether the two sounds in a pair they listened to are different or same. The number of questions was twenty six. The minimal pairs used in the discrimination test were taken from this website: <http://myhome.personaldb.net/letsenglish/fonix/minimalpair.htm>. Since one of the participants has difficulty in decoding new words, I decided to make a listening discrimination test so that she can solve the problems without word decoding skills. I put a focus on problematic segmental pronunciation for Koreans such as /b/ vs. /v/, /p/ vs. /f/, /r/ vs. /l/, /i/ vs. /ɪ/, /ɔ/ vs. /ɑ/, /d/ vs. /ð/, /ɔ/ vs. /ʌ/, /æ/ vs. /ɛ/, /ʊ/ vs. /u/, and r-colored vowels reflecting my experience as a Korean English learner.

Secondly, the oral test was done in the form of read-aloud activity. Participants were given about 10 minutes for practicing to see their more natural performance. Then, they were asked to read aloud given words and dialogues in pairs. The test is consisted of eight words, six short dialogues, and a chant. As presented in the oral test checklist (adapted from Walker, 2010), segments such as /z/, /f/, /ʃ/, /ʒ/, /ð/, /θ/, /r/, /v/, /r/, /l/, and /dʒ/ are tested in the reflection of my experience as an English learner and my observation of elementary participants as an English teacher. Suprasegmental features such as word stress, sentence stress, intonation, reduced vowel, linking, palatalization, reduced speech, and rhyme were also concerned when creating the oral test. In the reference to *Teaching pronunciation* (Celce-Murica et al., 2010) and *Teaching the pronunciation of English as a lingua franca* (Walker, 2010), words and sentence samples are taken from the Elementary English textbooks of 4<sup>th</sup> and 5<sup>th</sup> grade, and adjusted for the test in order to have participants focused on ‘speaking’ rather than ‘reading’.

## Analysis of the test results

### Listening discrimination

All of the participants have no difficulty in discriminating consonant minimal pairs such as /b/ vs. /v/, /p/ vs. /f/, /r/ vs. /l/, and /d/ vs. /ð/. On the other hand, two of them failed to discriminate lax vowels and tense vowels such as /i/ vs. /ɪ/, /ɔ/ vs. /ʌ/, /æ/ vs. /ɛ/, and /ʊ/ vs. /u/. They also failed to discriminate /ɔ/ vs. /ɑ/ and simple vowels and r-colored vowels. Discrimination of /ɔ/ vs. /ʌ/ was a problem to all of them. Overall, the listening discrimination results show that their common problem is lax and tense vowel discrimination.

### Oral test

Unlike listening discrimination, some consonants were turned out to be problematic to the participants as presented in Table 18. The most problematic sound was /z/ as in ‘zip’. Three of them pronounce it like /ʒ/. The second problematic sounds were /r/ and /dʒ/, in which two of participants have a problem in performance. Especially, initial /r/ was more difficult for them to pronounce than /r/ in other positions. The pronunciation problems in those consonants seem to be due to their absence in Korean consonant sounds.

**Table 20 Problematic consonant sounds**

Phonemic sounds	Number of participants	Pronunciation problem
/z/	3 out of 4	pronounced it as /ʒ/
/r/	2 out of 4	pronounced it as /l/
/dʒ/	2 out of 4	pronounced it as /ʒ/

In the case of suprasegmental performance in pronunciation, the participants showed less performance than consonants. Table 18 the results. Three out of four participants had little problem with word stress. The other participants were okay, though she had difficulty to figure out how to read some of the words. On the other hand, the participants were weaker in performance of sentence stress, especially when they were less familiar with the sentences. For example, all the participants put equal stress on each syllable with the sentence, ‘come on it’ and/or ‘I don’t like it at all’. They seem to be unaware of sentence stress rules. The pronunciation of reduced vowels, palatalization, reduced speech, and rhyme were okay with two participants while one of the rest two showed better performance than other three and the other was weak at all the features. Lastly, intonation and linking were turned out to be most problematic. The weakest participant read the texts with flat tone mostly and so did two of them when they met less familiar texts. The most advanced participant was okay. In terms of

linking, like in sentence stress performance, they did it okay if they were familiar with the text, but if not, they couldn't link the sounds in their performance.

**Table 21 Suprasegmental pronunciation problems**

<b>Suprasegmental features</b>	<b>Number of participants</b>	<b>Pronunciation problem</b>
Sentence stress	3 out of 4	seem unaware of sentence stress rules
Intonation	3 out of 4	flat tone
Linking	3 out of 4	

To summarize, the pronunciation problems which are found in most participants are s /z/, /r/, and / dʒ/ in consonant sounds, and sentence stress, intonation, and linking in suprasegmental features. Those pronunciation difficulties of participants seem because those sounds or features don't exist in Korean language. It might be necessary to help them aware of the way of articulation of problematic sounds and different suprasegmental features between English and Korean.

## Goals and objectives

Based on need analysis of my participants, the goals for this project are set up as followings;

1. Participants should be able to articulate intelligible /r/ and /z/ sounds at the end of the project.
2. Participants should be able to aware of sentence stress as a distinctive feature of English at the end of the project.
3. Participants should be able to put a sentence stress on content words and important words in the context.

In determining goals of this project, three factors have been concerned; intelligibility, teachability, and participants' needs. The first three factors are adapted from Walker's lingua franca approach (2010).

According to Walker (2010), English has been its role as a lingua franca. Its usage is expanding into communications between non-native speakers of English beyond communications with native speakers of English. Referring to Jenkin's work (2000) on phonemic sounds which affects mutual understanding in communications, she asserts that it's more beneficial to focus on such sounds in teaching English. For example, *th* sound doesn't occur frequently in English and moreover, speakers of many English varieties pronounce it as /d/, not /ð/, nor /θ/. Teach-ability is another factor which should be concerned in setting up a goal. For example, if the tutor is a non-native speaker of English, it would be almost impossible to teach students native-like intonation or pronunciation. Moreover, time limitation should be considered because this is relatively a short-term project. Lastly, goals are set up on the basis of participants' need. In the interview with them, it is found that they are familiar to English phonemic sounds and they want to learn to speak English naturally. Therefore, it seems reasonable to include suprasegmental features of English pronunciation as a goal as well as problematic segmental sounds because it is suprasegmental features that give naturalness in one's English speaking. Moreover, suprasegmentals is more important in communication because individual sounds can be usually inferred from the context (Avery & Ehrlich, 1992). One more thing which should be considered is the order of teaching suprasegmentals. For example, word stress should be taught first before teaching sentence stress.

In summary, the articulation of /z/, and /r/ sounds are included as a goal because 1) they are more related to intelligibility in communication and 2) it is more teachable within the short period, than other problematic vowels. Sentence stress is selected as a goal because 1) it can help students to gain some naturalness in their English speaking as they want; 2) it affects

mutual understanding in communication than individual sounds; and 3) though linking and intonation are turned out to be most problematic, sentence stress was not still fully performed by participants so it is necessary to practice it more in advance to learn intonation or linking.

## The action plan

### General approach

The syllabus is created in following principles:

First, it follows Avery & Ehrlich's *zoom principle* (1992). According to them, a pronunciation syllabus should begin with the wildest possible focus and move gradually in on specific problems. Since the ultimate goal of teaching English pronunciation is to gain intelligibility in mutual understanding in communication, it will be more beneficial to students to begin with suprasegmentals which affect overall communication.

Second, fun factors are considered importantly because participants are young and their concentration span is relatively short. Each session includes games, role-play, songs or chants to encourage participants to anticipate actively in it. Moreover, affective filter of participants are expected to get lowered through fun game activities.

Third, activities are progressed in controlled-to-communicative hierarchy, as suggested in Celce-Murica et al. (2010). It is because participants' pronunciation ability is limited to get into communicative activity directly. With the respect of participants' age, controlled-to-communicative approach can also help them to go through target features of pronunciation without being burdened.

### Syllabus

The sessions are arranged on every Tuesday and Friday from May 3<sup>rd</sup> to June 3<sup>rd</sup>, which means ten sessions in five weeks. The duration of each session is between 20 to 30 minutes. Activities are adapted from various resources (Laroy, 1996; Nixon & Tomlinson, 2005; Taylor, 1993). Table 20 shows the schedule and brief plans for each session.

**Table 22** Schedule and plans of each session

Date	Focus	Activity	Materials & H/W
May 3 <sup>rd</sup>	<ul style="list-style-type: none"><li>· Raise awareness of syllable</li><li>· Syllable counting</li><li>· Categorize words according to the number of syllables</li></ul>	<ul style="list-style-type: none"><li>Explicit explanation</li><li>Body movements</li><li>Pair work classification</li></ul>	<ul style="list-style-type: none"><li>-Word cards with a picture</li><li><i>H/W</i> Count the number of syllables in the word list</li></ul>
May 6 <sup>th</sup>	<ul style="list-style-type: none"><li>· Review word stress</li><li>· Explore features of stressed syllable; louder and longer</li><li>· Practice word stress; make sure students put stress on the</li></ul>	<ul style="list-style-type: none"><li>Body movements: Students hit a desk with a rubber hammer on stressed syllable</li><li>Card game: Students play Go fish game with given</li></ul>	<ul style="list-style-type: none"><li>-Four rubber hammers</li><li>-Word cards with a picture</li><li><i>H/W</i> Mark the stressed syllable with</li></ul>

<b>Date</b>	<b>Focus</b>	<b>Activity</b>	<b>Materials &amp; H/W</b>
	right place.	picture cards.	word list and read aloud.
<b>May 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Raise awareness of sentence stress</li> <li>· Make sentence stress visible through TPR activity</li> <li>· Practice /z/sound</li> </ul>	<p>Explicit explanation</p> <p>TPR: Students sit on the chairs when the word is weakly stressed, and stand when it is strongly stressed.</p>	<p>- Sentence examples with /z/ sound</p> <p><i>H/W</i> Mark the stressed words in the text and read aloud.</p>
<b>May 13<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Practice sentence stress with a poem</li> <li>· Practice /z/ sound</li> </ul>	<p>TPR: Students create a mime with the poem in pairs. One pair chants with their own mime and the other pair mirrors it.</p> <p>Cloze poem: Students complete the cloze poem individually</p>	<p>-Individual cloze poem</p> <p><i>H/W</i> Mark the stressed words in the text and read aloud.</p>
<b>May 17<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Practice sentence stress with a short story</li> </ul>	<p>Read aloud: Students read aloud paying attention to sentence stress</p> <p>Put-it-in-order: Students are given strips of the story and take turns reading aloud the story strips in a pair without showing their strips. As they read their strips, students put the strips in order.</p>	<p>-Storybook</p> <p>-Story strips</p> <p><i>H/W</i> Read aloud the story</p>
<b>May 20<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Practice to put a stress on the word with new information</li> <li>· Practice /r/ sound</li> </ul>	<p>Memory game: Students say "I went to the market and bought ..." in repeating the item the former said and adding a new item.</p>	<p>-Word cards with /r/ sound</p> <p><i>H/W</i> Leave a message to the tutor phone saying "I went to the market and bought..."</p>
<b>May 24<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Understand and practice where to put a stress in asking and answering</li> <li>· Practice /r/ sound</li> </ul>	<p>Information gap: Students complete shopping list in pairs.</p>	<p>-Picture cards of items with /r/ sound</p> <p><i>H/W</i> Call their partner and ask what they bought or want to buy. Record it.</p>
<b>May 27<sup>th</sup></b>	<ul style="list-style-type: none"> <li>· Understand and practice contrastive stress</li> </ul>	<p>Highlighting picture difference: Students work in pairs to discover differences between two pictures. As they find</p>	<p>-Two pairs of different pictures</p> <p><i>H/W</i> Practice the sample dialogue with</p>

Date	Focus	Activity	Materials & H/W
<b>May 31<sup>st</sup></b>	<ul style="list-style-type: none"> <li>· Practice different sentence stress and internalize it.</li> </ul>	<p>differences, they draw a circle on the spots.</p> <p><b>Substitution Role play:</b> Students create a short role-play in pairs</p>	<p>the partner on the phone. Record it.</p> <p><b>Cloze role-play script</b> <i>H/W</i> Complete the script and practice it as a pair.</p>
<b>June 3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>· Practice different sentence stress through role play</li> <li>· Evaluate each other's performance</li> <li>· Self-correction</li> </ul>	<p><b>Act it out:</b> Students perform their role play and evaluate each other's. Present their role play with revised version.</p>	<p><b>Video recorder</b></p>

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

After two meetings for interview and diagnostic test, there were four meetings. To encourage comfortable and enjoyable atmosphere, various games were played on the basis of pronunciation practice.

### April 5<sup>th</sup>

To raise awareness of their weakness and strength in pronunciation, participants had a discussion about their own pronunciation. First, everyone introduced themselves briefly in English. Then, they had some time for reflection about their pronunciation. I had them write about their weakness first. After hearing their responses, I shared my experience of having similar fear in learning English but I told them that what helped me a lot was to realize what I could do. Then I asked them to write what they can do well in English. On the contrast that they wrote quite a list of their weakness, they could think of their strength just a few or none. They seem to have low confidence in English no matter what their actual English proficiency level is. For further meetings, it may be necessary to raise their confidence because having confidence is also an important factor in communication.

### April 15<sup>th</sup>

To give a feeling of fun, I played two games in the meeting. The first game is 'zip, zap, zop' game. I started the game by pointing one student saying 'zip' at the same time. Then I asked the student to point another person saying 'zop'. The next person was asked to say 'zop.' They were all asked to pay attention to the pronunciation of /z/ sound. If they were confused the order or mispronounced /z/ sound, they got a penalty. They enjoyed the game a lot and it was also good for practicing /z/ sound. The second game was 'Go fish' game. Each participant took turns in finding matching word pairs as many as they can while asking each other "Do you have a \_\_\_\_\_?" I asked them to pay attention to the pronunciation of the words and gave feedback on their pronunciation during the game. They enjoyed this game, too but one students who is little behind than others had difficulty to read words on cards. This girl said that she wanted to learn phonics through the project. I need to find a way to make this course enjoyable, comfortable, and at the same time, beneficial for her.

April 16<sup>th</sup>

The time were spent to test them how much they're aware of the concept of syllable. I prepared word cards of classroom objects and read aloud the words with participants. Then I asked if they know the concept of syllable. One student was able to answer. I explained the number of syllables in a word is decided by that of vowels. However, since one student didn't know what the vowel is, I had to explain about vowels first. Because of time limitation, I mentioned the difference between vowels and consonants briefly. She seemed to understand roughly but not fully, though. Then, I had them clap their hands according to the number of syllables of each word while reading aloud. After that, I asked them categorize the word cards according to the number of syllables of each word. Lastly, students and I checked the result together and re-categorized items if there were mistakes. Three of the participants understood quickly and participated in the session actively. However, the one who was little behind, again, seemed to feel difficult a little bit to catch up with others. I may need to slow down the pace for her.

April 19<sup>th</sup>

Firstly, I went over the words from the previous meeting again with participants. Then they played a word guessing game. Each one chose five cards from the deck and took turns in giving the others two clues about words they had: the first sound and the number of syllables of the word. They were asked to pronounce the initial sound and then held up their fingers to show the number of syllables. One who guessed it right took the card and kept it as a point. Since I allowed them to select their cards on their own, they could choose words according to their level. In addition, even though it was a competitive game, they tried to help the behind student. Maybe, I should facilitate the cooperative atmosphere so that they can try out their language more without being daunted by failure.

## **References**

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- Celce-Murcia, M., D. Brinton, and J. Goodwin with B. Griner. (2010). *Teaching pronunciation: A course book and reference book* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.
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- Nixon, Caroline & Tomlinson, Michael. (2005) *Primary Pronunciation box*. Cambridge: Cambridge University Press.
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# Reflective Journal

Session 1 (May, 3rd)

## Description

First, students listened to the recording the fruit chant and learn by repeating after it. Then, I asked students to count the syllables of each word of fruit. All of them didn't have much difficulty to identify syllables, though one was little bit slower. Then, they were asked to lift their finger according to the number of syllables of each word as they chant along with the recording. Since the chant was simple, they did the activity with ease.

Secondly, I distributed a card set of fruit to each student and went over the words together. While reading aloud words, they were asked to categorize them according to the number of syllables. All of them did the job successfully though the speed was different. One student was really quick while the last one took more time to finish the task.

Lastly, students played a simple card game with the cards. Each one had one set of cards and took turns in being a leader to put down a card from theirs. The others who were not in their turn also needed to choose a card to put down. Only when the number of syllables was the same with the leaders, they could leave the card put down on the desk. Otherwise, they had to take back their card. The one with the least card became a winner. Students asked me to allow playing the game as a team so I let them play the game as a group of two. To make sure if they can pronounce the words, I had them read aloud the words. During the game, they discussed which card to put down when the other team was the leader but weren't allowed to have discussion when their team mate was the leader. The result was draw.

At the end of the session I handed out a worksheet for categorizing different words in the list according to the number of syllables. Before I let them go, I went over the words to make sure if they can pronounce the words.

## Interpretation

I expected my students to have some fun with the chant but, they seemed not very excited about it when practicing the chant. Maybe it's because the fruit chant used during the session was too simple and easy to them. One student actually said it's very easy. With the TPR activity lifting their finger along the chant according to the number of syllables of fruit word,

students participated in it attentively but there were little excitement. The activity seemed also too simple for their age.

Students had a little difficult to identify the number of syllables of words and categorize them. However, it seemed a little bit more challenging than the chanting activity. They had a discussion among them or asked questions to me when they were not sure. The atmosphere was ease and at last the slowest student could finish the task by herself. She seemed more confident than before. Maybe it's because the atmosphere was cooperative and she had clearer idea of syllable than before. The other students were also quicker than the last time we did a similar activity.

Students were engaged in the card game. As they requested, I let them make two teams and play the game as a team. The slowest students seemed to feel it difficult to read unfamiliar words but her team mate helped her out. The others seemed to have no difficulty to read aloud words and identify the number of syllables. They might obtain clear idea of what syllable is.

## Evaluation

The fruit chant seems to be unattractive to my students. To get students' interest, it is necessary to use a challenging but not too difficult listening materials. Fun songs and chants would be also good listening material.

To keep the atmosphere cooperative seems important in terms of lowering affective filter. The slowest student was a little bit intimidated in the previous meetings but during this session, she took a risk more and participated in activities more actively. The others seemed also less concerned about their failure.

The card game should've been more communicative. Students were only asked to say the word and count the syllable. Even though they enjoyed the game, their production was limited to reading aloud words. Moreover, since they were focused on counting the number of syllables, their willingness to practice pronunciation was weaken, too.

I feel my role as a giver of feedback went too far. While playing the card game, I often told them who could put down the card and who couldn't. It might take away opportunities from students to find it out on their own and give feedback each other.

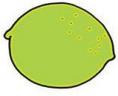
## Plan

The listening materials for following sessions should be fun and challenging to get students' interest. I think I can find them from storybooks for children. Some adjustments may be necessary.

Games for this project should be reviewed if the games allow students to practice productive skills. For the next session, students will learn about word stress and Go fish game is planned for the last activity. I think I need to revise the game so that students can have more active interactions.

My role in the session should be an adviser, not an answer box. From the next session, I will encourage students to do their task with minimal help from me. However, helps from peers should be encouraged because they can learn through giving feedback as well as receiving it.

Fruit cards



lime



melon



coconut



kiwi fruit



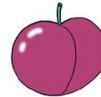
acorn



persimmon



tangerine



plum



strawberry



orange



peach



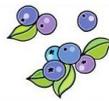
apple



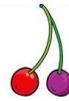
grapes



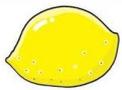
watermelon



blueberry



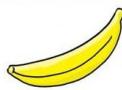
cherries



lemon



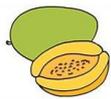
pear



banana



pineapple



mango

## Description

This session was focused on word stress. Firstly, students went over the words of places, with which they were going to practice word stress. I had them repeat after me showing the words with pictures. Then, I had students tap on the desk on each syllable when they said the words. They were also asked to tap more strongly on the desk when the syllable is stressed. After that, students played 'go fish game' with the word cards. The aim of the game is to find a pair of same cards as many as possible. Each student is given five cards. The rest of the cards are placed in the middle. When it's her/his turn, the player chooses another player and asks 'Do you have (a) ~?' If the answer is 'yes', the player receives the card. If it's not, the player puts down one of her/his cards and takes a card from a deck. At the end of the game, the one with most pairs is the winner.

## Interpretation

Since most of the words which were dealt with were familiar to them, they didn't have much difficulty in recognizing the words. When they did the tapping activity, students did it right mostly, although I had to give corrective feedback with a few unfamiliar and relatively long words, such as 'convenience store'. Generally, they were okay with first-syllable-stressed words but sometimes confused with second- or third-syllable-stressed words. When they played 'go fish' game, they also had the same problem with the words. I guess the problem came from the unfamiliarity with the words. As usual, the game was effective to get students engaged in practicing English.

## Evaluation

Students enjoyed the tapping activity and it was also effective to see if they understood word stress. It is also good to raise awareness about word stress. In the case of the card game, although students enjoyed the game, it may not be a good idea to use it too often. Students used only three sentence patterns, 'Do you have~?', 'Yes, I do', and 'Go fish'. It may be better to use activities where students can use more various languages.

## Plan

Next session is about sentence stress. Since kinetic activities are effective for my students to raise awareness of stress, it will be good to adapt another kinetic activity. I also need to prepare various sentences with which students practice sentence stress. I may refer to the textbook they currently learn for it.

Places



**train station**



**hospital**



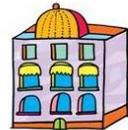
**library**



**bookstore**



**bakery**



**department store**



**toy store**



**museum**



**police station**



**supermarket**



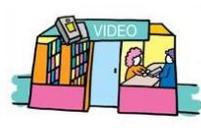
**school**



**flower shop**



**movie theater**



**video store**



**convenience store**



**ZOO**



**gas station**



**bank**



**dental clinic**



**fire station**



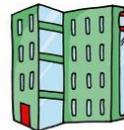
**airport**



**restaurant**



**hair salon**



**building**



**post office**

## Description

This session was held in lunch break because the originally planned day, the 11th of May was a school holiday. Firstly, I practiced Z tongue twister altogether. After individual practice, I held the clock on each student's reading speed. Jiwon was the fastest, then, Hyewon, Jihyun, and Seongwon was the slowest with a relatively big difference from others. Next, I read aloud a dialogue and had students mark the stressed syllable, or word, if it's difficult. Then, I explicitly explained where to put stress in a sentence- the content words. After that, I had them stand up whenever a word was stressed in a sentence while they were reading aloud the given sentences. As the last activity, I played a guessing game. One Student took a heavy stride for the main stress and lighter ones for all the rest and the other guessed the sentence.

## Interpretation

Students seemed to get a feeling of sentence stress of simple sentences. Seongwon was a little bit slower but soon was able to recognize the main stress of the sentences. As the tapping activity in previous session, students also enjoyed activities in this session. Originally I planned the standing-up-and-sitting-down activity only for this session but after a few practices, I decided to add one more game-like activity because students finished the previous activity faster than I expected. Maybe it's because students had already developed some sense about sentence stress. All the students actively participated in the guessing activity. Sometimes students were faster than me to guess the sentences. Students seemed to think that they're playing game not studying English.

## Evaluation

I think this session went well. Students participated the session actively and all of them seemed to understand the sentence stress. Activities using body movements was effective to create comfortable atmosphere during the session. One thing I'm not sure is that using tongue twisters for practicing the individual sound /z/ would be effective.

## Plan

Next session, I will practice the sentence stress with a poem. It is important to bring a interesting poem to the session regarding the fact students were bored with the fruit poem in the first session. If it is difficult, I need to prepare an activity related to the poem in which students might be interested.

## Tongue twister

---



## Dialogues

A: Hey. I'm Zoro. What's your name?

B: Hi. My name is Zenia. Nice to meet you.

A: Nice to meet you, too. How are you today?

B: I'm fine, thank you. How about you?

A: I'm not good. I have a cold.

B: That's too bad. /

- 1) Where is my bag?
- 2) Where is my zebra?
- 3) It's under the desk.
- 4) It's in the bag.
- 5) It's on the box.
- 6) Hurry up!
- 7) Watch out!

- 1) Excuse me.
- 2) Where is the zoo?
- 3) Go straight two blocks.
- 4) Go straight
- 5) Turn right at the bank.
- 6) Turn left at the bus stop.

## Description

In this session, students practiced sentence stress with a poem. As a warm-activity, I had students do the tongue twister. All of them reduced the time. Especially, Seongyeon was the one who reduced the time the most. Then, first, I gave students to read the poem individually. Then, I did a mime activity with the poem. For example, with the line 'I can tie my shoe lace', I had students mime the action. After students clearly understood the meaning of the poem with the mime activity, I had students read aloud the poem once again while keeping the sentence stress. Then, students did another mime activity where one in a pair read aloud the poem and the other mimed. Next, students played a guessing game. The guessing game was played in two ways. Firstly, students guessed the line when one of them mimed a line. In the second part, one student 'walked' a line like in the 3rd session and the others guessed the line. I asked students to concern the sentence stress while they were saying the sentence in the guessing game.

## Interpretation

Since it was hard to find a poem which is interesting and, at the same time, easy enough to students, I decided to use a poem from a pronunciation book, which is easy but not quite interesting. Instead, I tried to use various activities which students could enjoy. The first and second mime activity was for helping students to understand the meaning of the poem. Students didn't have any difficulty to follow the activities. As matter of fact, when I suggested playing a guessing game using mime, students claimed that it's too easy so play it with 'walking' clues. I admitted their opinion and allowed them to do that in the second round. I was little bit worried about Seong won because she was slower than others but fortunately, she also enjoyed the game. Students seem to feel comfortable more and more in the pronunciation sessions as they get closer to each other.

## Evaluation

I tried to give many opportunities to speak as possible. Since I asked students to be cautious about the sentence stress when they said the sentence, their performance seemed better than before. However, I'm not sure they will do that when they normally say. As a matter of fact, they sometimes said the sentences in a flat tone so I had to remind them to keep the sentence stress.

## Plan

For the next session, I'm going to use a short story for practicing the sentence stress. The language of the story should be familiar to students for they can focus on pronunciation. I'm thinking to bring a story whose language is related to the target language from the textbook with a different topic.

**Poem**

I can tie my shoe lace.

I can comb my hair.

I can wash my hands and face

And dry myself with care.

I can brush my teeth, too

And put on my blue jeans

I can say "How are you?"

And eat up all my greens.

## Description

Firstly, students watched a short video clip of a story (Can you keep a secret? By Pamela Allen) individually with a lap-top computer. I had them watch it at least twice for increasing familiarity with the story. Then, I asked them to repeat after the story while watching it. After the individual listening and practicing, we had choral reading together. Then, to make sure if everyone could read it, I had students take turns reading a page. I also suggested to think about the main stress of each sentence during reading. After that, I played put-it-in-order game. Students were divided into groups of two and given half of the strips of the story individually. In pairs, students were asked to put down their strips in order, reading aloud them. The aim was to put all the strips down faster than the other team. I had them played it twice and Jiwon-Jiyeon pair won all the game. At last, I made the game cooperative by having the four students work as a team. I gave two or three strips of the story to each student and had them make a line in order of the story and read aloud their strips at the same time. Since they had more than one strip, they had to move their position during the game. The aim of the game was to reduce the time to finish the whole story. At the end of the session, I gave a homework to read

## Interpretation

The story was about prepositions such as in, on, under, and between. Since students already learned the prepositions and the vocabulary in the story wasn't difficult, I expected for students to easily understand the story and be able to read aloud it. However, it was not that easy to Jihyeon and Seungyeon so it took more time to go over the story. Jiwon and Heywon had no problem to understand the story. In the pair game where students put their strips in order faster than the other team, Jiwon-Jihyeon won all the game because Seungyeon was much slower than the others so Hyewon had to help out Seungyeon during the game. I was worried that Seungyeon might be discouraged and changed the game into a cooperative one. The basic rule was the same but this time, they were asked to do it as a team of four and to reduce the time. Without pressure to win the other team, students were engaged into the activity. They did it three times and whenever they reduced the time, they were so happy about that felt a sense of achievement.

## Evaluation

It took too much time for students to understand the story. Especially Seungyeon seemed to be under pressure to catch up other friends' reading speed. Regarding my students' limited capacity, I should've brought more familiar story. Moreover, today's session was too much focused on reading. It would be better if I had given students opportunities to talk about the story in their own words.

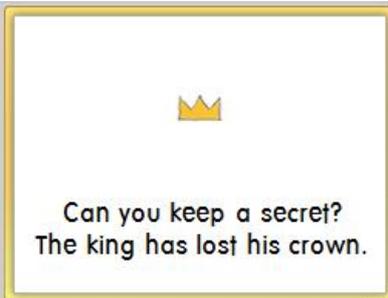
## Plan

Next session, I will limit new language items at minimum. It will help students to focus on their pronunciation when they speak. In addition, I think I need to provide students with more opportunities to produce the language on their own.

# Story



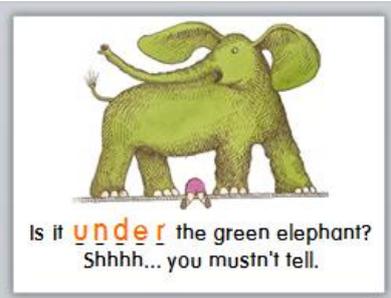
1



Can you keep a secret?  
The king has lost his crown.

☆

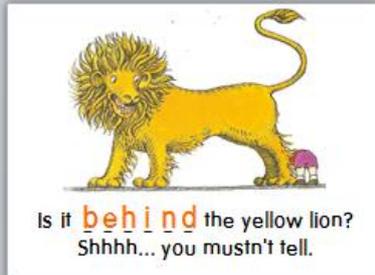
2



Is it under the green elephant?  
Shhhh... you mustn't tell.

☆

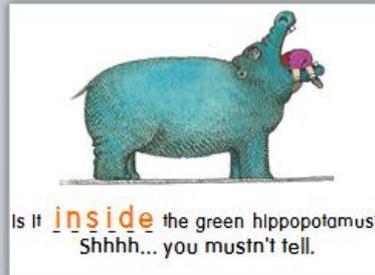
3



Is it behind the yellow lion?  
Shhhh... you mustn't tell.

☆

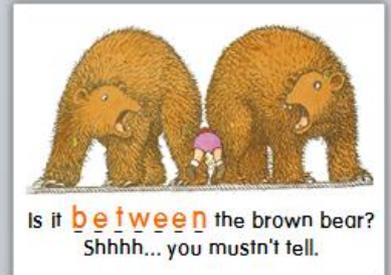
4



Is it inside the green hippopotamus?  
Shhhh... you mustn't tell.

☆

5



Is it between the brown bear?  
Shhhh... you mustn't tell.

☆

6

It isn't under  
the green elephant.  
It isn't behind  
the yellow lion.  
It isn't inside  
the blue hippopotamus.  
It isn't between  
the brown bear.

☆

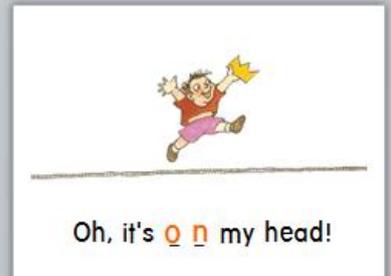
7



Someone must have taken it.  
Do you know where it is?

☆

8



Oh, it's on my head!

☆

9

## Description

As a warm-up, a new tongue twister for practicing /r/ sound was given to students. Students practiced it together by choral reading and then held a clock on their reading speed twice. They made a record of their best result and were asked to practice it at home to reduce the time in the next session. After the warm-up, students went over the eight words with initial /r/ such as radio, rabbit, and so on. Firstly, students played a snatch game with a set of cards in a pair. If I showed a card, they had to find the same card from theirs on the desk and snatch it faster than their partner saying "I want a ~". After that, I had them play a memory game. The first player started the game saying "I went to the market and I bought a ~". The next player had to repeat what the previous player said and add one item at the end. Students took turns until one of them failed to memorize it. I also joined the game as a player and we had three or four round until finishing the game without failure.

## Interpretation

The new tongue twister was a little bit more challenging to students. Students spent longer time to practice it and the accuracy wasn't good as /z/ tongue twister. It might be because the articulation of /r/ is more difficult than /z/ sound. The snatch game was for having students familiar to the words. Since the words were presented with the picture in the cards and some of them were already known to them, students easily learned the words. Accordingly, they had little difficulty to play the memory game. I asked them to put the main stress on the last item, which is the new information of the sentence. As they played the game more than one round, they naturally put the main stress at the end and their intonation was also quite good. However, students were not very excited about the memory game.

## Evaluation

As I planned after the previous session, I tried to give students more freedom in terms of language production. However, it still seems that students use only limited language. In this session, they used only two language structure; I want (a) ~ and I bought (a) ~ and ~. I want to have them talk more on their own but I'm not sure to what extent they are able to talk freely.

## Plan

The original plan for the next session is to do information gap activity but I think students would be bored with it. Moreover, I feel that it's necessary to provide students with less controlled activities where students can try out their own language.

## Tong twister

YOU TWISTER!

MORE CLEAR, MORE FAST

**R**



Raleigh, are you already ready?  
Are you really ready, Raleigh?  
Raleigh's really ready, Riley.  
Riley, Raleigh's already ready!

## R-word cards

ribbon



raincoat



ring



rabbit



roller skates



rug



radio



running shoes



## Description

The original plan for this session was to practice the sentence stress through an information gap activity but I decided to do a role play because I felt like that students need to practice in more authentic context. First I have students individually watch a video clip where an elephant is asking directions to the zoo. Then, I asked to students to create a role play script based on the video clip and practice it in pairs. I wanted to have them perform their role play but I couldn't because of the lack of time.

## Interpretation

Students had difficulty to understand the video clip even though it is very short-about one-minute long-and the language wasn't that difficult. They said the characters spoke too fast. Since they felt the language was too difficult for them, I allowed them to change the language into easier ones. For example, they changed "Could you direct me to the zoo?" into "Where is the zoo?". It also took longer time for them to create and write their own role-play script. Only Hyeon and Jihyeon were able to finish creating the script. I told Seongwon and Jiwon to finish it by the next session. I think creating the script was okay but writing part was challenging for them.

## Evaluation

Students were confused about the video clip and the task. I should've provided students with language sample which students could use it for the creating of a role play script. Or I could've had them create a role play at the moment without writing it. They spent most time to write the script.

## Plan

Next session is about contrastive sentence stress. I'm planning to use a hidden catch game. I should minimized new language to lessen students' burden to process the language and pronunciation features at the same time.

## Description

As a warm up, students practice R tongue twister. All of them shortened the time for saying the tongue twister. Then, I explained how to put a sentence stress when different information is presented. Next, I went over the vocabulary which is needed for the next activity. For practicing contrastive stress, I prepared three sets of pictures for hidden catch game. They are pictures of different picture. Students played the game three times with them.

## Interpretation

Students seemed motivated to practice the tongue twister because they all reduced the time significantly. Especially, Seong-yeon was most improved. She seems to experience a feeling of achievement. Because of the limit of the time, I had to explain explicitly about contrastive stress. I wasn't sure if all of them understood it. So I decided to observe how they did and give a feedback. During the activity, I could see that Jiwon and Jiyeon used basic contrastive stress. However, in the case of Hyewon and Seongyeon, Hyewon took the dominant role during the activity and Seongyeon said only yes or no. So I had to interfere in them to take turns for describing the pictures. Hyewon presented quite good use of contrastive stress but Seongwon seems to need more practice.

## Evaluation

First, it seems that the explanation about contrastive stress was not good enough. I should've had to present it more concretely with more examples. Second, students participated in the hidden catch game very well but the atmosphere wasn't that exciting. It would be more fun if I used more interesting pictures for the game. Third, there should be more concern for Seongyeon, who is a little bit slower than others, so that she can participate in the activities equally with others.

## Plan

Students went over the basic concepts of sentence stress. Since there are only more sessions left, it would be worth to have them try out what they have learned. Drama activity seems good to give them such opportunity. It would be better to have them create their own script. They will create their script at their language level and they will be able to focus more on sentence stress when they speak.

# Hidden Catch game



1



2



3



4



5



6

### Description

In this session, students were asked to create a role play as a final task for this project. I gave them a series of situations which makes up a story and told them to follow it to create a role play script. Students were supposed to create a script as a pair but since one of the four students was absent so I had the three students who were present work together. They finished creating a script within the session. I asked them to practice it by the next session.

### Interpretation

Most time was spent in creating role play script. Since they did situational role play in regular English class, it didn't take long time to explain how to do it. After that, they practiced their role play twice. I videotaped the first one and showed it to students for reflection. Then, I had them practice it once again. However, their performance wasn't improved much. Maybe it's because they don't 'said' but 'read' the script. I expect once they memorize their lines, their performance will get better.

### Evaluation

I tried to make the situational role play interesting and easy enough to create a script by themselves. Students seemed to think the story is interesting and participated in creating the role play actively. However, as the previous role play activity, the time for practicing the role play was not sufficient. It would be better if I had made the situational role play shorter.

### Plan

Next session, I will have students act out their role play and video tape it again. Maybe I need to remind them where to put the main stress in a sentence at the beginning of the session. They will get feedback from peers as well as me. Then, I will have them perform it again based on the feedback.

### Description

Unfortunately, one student was absent who participated in creating a role play. We had three people and one of them missed last session. Moreover, the other two didn't practice the role play after last session. Since it was the last session and we had only 20 minutes, it seemed no use to have them practice the role play so I decided to have them play a board game. The game was Guess who. Students worked in pairs to guess the other team's 'who' by asking questions about physical appearance. For example, if one team asked "Does she have short hair?", the other team answered yes or no. Each team had six chances to ask questions before they guessed the person.

### Interpretation

Students liked the game so much that they played it about 30 minutes. Except some vocabulary such as moustache or beard, the language they needed to know for the game was not difficult so they were able to be engaged in the game. Sometimes they asked one-or one-word questions-for example, brown hair?- so I had them ask again in a full sentence. However, overall performance was okay.

### Evaluation & plan

I feel sorry they didn't get to perform their role play because the script was quite good and interesting. It might have been different if I had checked between the sessions. However, it was fortunate that students liked Guess who game although it was a sudden decision to play the game. They just enjoyed the game and use English while focusing on meaning. I think this kind of commutative game is one of the most effective tool for young students like mine.

# Overall Reflection

## Description

Through my tutoring project, I tried to help students improve their English pronunciation in terms of the sentence stress as well as individual sounds /z/ and /r/. Usually I was the pronunciation model in most sessions because I created teaching materials and texts except the first and fifth session. Games and kinetic activities were the mostly used through the sessions for having students practicing pronunciation. For practicing /z/ and /r/ sounds, tongue twisters were used and had students hold a clock on their reading speed to check their improvement. Role play was tried twice but it wasn't so effective because of students' unpreparedness or lack of the time. Materials were presented usually in printed texts and sometimes video clips and audio CD were used, too.

## The pronunciation Model

As I mentioned earlier, I was the pronunciation model in most sessions. I tried to find audio or video materials of speakers of different Englishes for my students from YouTube or other websites, but most of them were too difficult to my young students. It would be good if I could have students experience other Englishes.

## Students' response

Students' overall participation was quite good regarding two students missed only one session each. Their attitude during each session was also good. I was so concerned that Seongwon might feel demotivated because the gap between her proficiency level and other's was relatively big. However, students were cooperative and helped each other. Rather, Seongwon tried harder than the others and sometimes her improvement was greater than others.

## Individual feedback

Despite that it was 'tutoring' project, I couldn't take advantage of teaching a small group. I felt like I didn't give sufficient individual feedback to students. Students did the same activity with the same material. I think that why Seongwon didn't show much improvement in the achievement test. Hyewon was also disadvantaged practicing what she already knew. If I gave more individualized feedback, students would be more improved.

### *The fulfilment of the goals and approach of the project*

Comparing to the general approach that I set up at the beginning of the project and what I actually did, I realized that I haven't used communicative activities as I originally planned. Students used a few language patterns which were determined by the teacher in most sessions. They were supposed to have opportunities to practice pronunciation more communicatively and naturally through role plays but that was not successful. The reason for lacking in communicative activities where students could use their own language may be because I focused on teaching the language more than I should. If I could do the tutoring project again, I would use communicative activities from earlier sessions and focus on fluency rather than accuracy.

The results of achievement test suggest that the first goal of articulating intelligible /r/ and /z/ sound can be said accomplished except of one student. Although it was not clearly showed in the test results, the second goal, raising awareness of the sentence stress of English also seem to be accomplished at some degree because students were able to mark the main stress of sentences in the 3<sup>rd</sup> session. Whether the third goal of putting a sentence stress on content words and important words in the contest is accomplished is somewhat unclear. Although students showed basic understanding of the sentence stress in the achievement test, the difference of their performance from the diagnostic test was not significantly big. It's maybe because of lack of practice in short sessions.

## **Achievement test**

### **Materials**

Students were tested in a form of oral test because the tutoring project has focused on improving students' pronunciation performance. The test is divided into four parts. In the first two parts, students are asked to read aloud the sentences and dialogues in the test. The first part is for testing students' ability of pronouncing /z/ and /r/ sound in a sentence. The sentences were created based on languages which they went over through the sessions. The second part is for testing students' ability of putting the main stress while reading aloud dialogues. The dialogues are taken from the diagnostic test to compare students' performance of the achievement test with that of the diagnostic test. The third part is for testing students' pronunciation performance when they speak spontaneously without reading texts. One student in a pair is given a different picture from the others' and they need to talk about the differences between the two pictures. This activity is also familiar to students because they had done in the 8<sup>th</sup> session. Finally, in the fourth part, students are asked to tell about their family. This part is to see how students speak when they have to speak on their own.

## **Analysis of the test results**

### Jiwon

She was improved a lot in pronouncing /z/ sound. She pronounced /z/ sound as /ʒ/ in the diagnostic test but pronounced it properly in three out of four words with initial /z/ sound in the achievement test. In the case of /r/ sound, she produced it more distinctively from /l/ sound comparing to the diagnostic test while she was okay with producing it in the diagnostic test. She was improved in terms of sentence stress, too. In the diagnostic test, she read aloud and spoke being unaware of the sentence stress. In the achievement test, she put the main stress more naturally. However, she still produced the language in somewhat flat tone and has room for improvement. Finally, her overall intelligibility on the test was okay. Her pronunciation was understandable and there was not communication breakdown because of her pronunciation.

### Jihyeon

She also showed great improvement in producing /r/ and /z/ sound. While she produced /z/ as /ʒ/ and /r/ as /l/, she was able to produce the sounds properly with most words in the achievement test. However, she showed confusion /l/ and /r/ sound pronouncing /l/ as /r/. It's maybe because she focused on /r/ sound too much and it affected on pronouncing /l/ sound. She showed improvement a little bit in the sentence stress. In the diagnostic test, she had little understanding of the sentence stress but was able to keep the basic rules of sentence stress in reading aloud task and simple sentences she produced. In terms of intelligibility, she was also understandable when she read aloud and spoke simple sentences. Although it was not possible to test her intelligibility in more complex and long utterance because of her proficiency level, her overall intelligibility is okay.

### Hyewon

Actually, she was good with individual sounds and sentence stress at the diagnostic test. Although she didn't know explicitly about the sentence stress, she seemed to naturally attain the ability to put the main stress in sentences. Therefore, her performance was also good in the achievement test. She produced /z/ and /r/ sound properly and distinguished /r/ sound from /l/ sound. She also presented good understand of the sentence stress in the reading aloud task and more spontaneous speaking tasks and made use of contrastive stress, which the other students didn't. As expected, her overall intelligibility was quite good.

### Seongwon

In producing /z/ and /r/ sound, she was not improved that much. She pronounced /z/ sound properly with two test items out of four and pronounced all the initial /r/ sound as /l/ sound. She seemed to focus on only decoding the words into sounds. Maybe it was hard enough for her to read aloud sentences. However, she showed basic understanding of the sentence stress in other tasks. Although she didn't put full stress on the main words in sentences, she was able to put the main stress distinctively. In the interview, she gave answers mostly in one or two word so it was hard to see if she could able to put main stress in spontaneous speaking. However, since she was understandable when she was able to speak in full sentences, it can be said her intelligibility is okay.

### Overall results

Students showed significant improvement in pronunciation of /r/ and /z/ sound. Every student except on had no problem to produce those individual sounds. Although the degree of improvement was not that significant, students showed some improvement in putting the main stress in sentences. They showed understanding of the basic rules of the sentence stress judging from the fact that they were able to put the main stress in simple languages. During the test, communication breakdown was occurred not because of pronunciation but because of lack of knowledge of vocabulary. When they were able to produce the language confidently, their intelligibility was okay.

To summarize, the test result shows students are generally most improved in pronunciation of /z/ and /r/ sound. The improvement in the sentence stress is less significant but students seem to attain basic rules of the sentence stress.

## Oral Test A

1. Read aloud following sentences. 다음 문장을 읽으세요.

- There's a zebra in the zoo.
- The zebra walks in zigzag.
- Are you really ready, Zoro Robert?
- I bought a ribbon, a raincoat, running shoes, and a red radio.
- Where is Han River? Go straight and turn right at the light house.

2. Practice the following dialogues. Do role-play in a pair. 다음 대화를 짝끼리 연습하고 말해봅시다.

A: Hi my name is Rose. What's your name?

B: My name is Loss. Nice to meet you.

A: Nice to meet you, too.

A: How's it going?

B: Fine, thanks. And you?

A: Pretty good.

A: How's your mother?

B: My mother is very well.

3. Find out the differences between your picture below and your partner's.

나의 그림과 짝의 그림 사이에 5가지의 다른 점을 찾아보세요.



4. Tell me about your family. 가족 소개를 해봅시다.

## Oral Test B

1. Read aloud following sentences. 다음 문장을 읽으세요.

- There's a zebra in the zoo.
- The zebra walks in zigzag.
- Are you really ready, Zoro Robert?
- I bought a ribbon, a raincoat, running shoes, and a red radio.
- Where is Han River? Go straight and turn right at the light house.

2. Practice the following dialogues. Do role-play in a pair. 다음 대화를 짝끼리 연습하고 말해봅시다.

A: Hi my name is Rose. What's your name?

B: My name is Loss. Nice to meet you.

A: Nice to meet you, too.

A: How's it going?

B: Fine, thanks. And you?

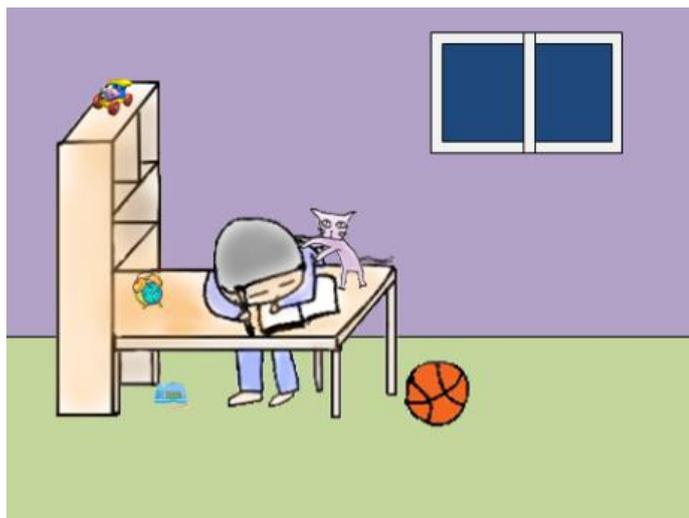
A: Pretty good.

A: How's your mother?

B: My mother is very well.

3. Find out the differences between your picture below and your partner's.

나의 그림과 짝의 그림 사이에 5가지의 다른 점을 찾아보세요.



4. Tell me about your family. 가족 소개를 해봅시다.

# Check list

<b>Name: Jiwon</b>				<b>Partner's name: Jihyeon</b>				
<b>Date of Recording: June 4<sup>th</sup></b>								
<b>1. Consonants</b>								
/z/	zebra	✓	zigzag	✓	zoo	✓	Zoro	
/r/	ribbon	✓	running	✓	raincoat	✓	red	✓
	radio	✓	river	✓	turn	✓	right/light	✓
<b>2. Sentence stress</b>								
<i>Dialogue</i>								
A: Hi my name is Rose.		✓	B: My name is Loss.		✓			
What's your name?		✓	Nice to meet you.		✓			
A: Nice to meet you, too.		✓						
A: How's it going?		✓	B: Fine, thanks. And you?		✓			
A: Pretty good.		✓						
A: How's your mother?		✓	B: My mother is very well.					
<i>Hidden catch</i>								
x		okay		v				
<i>Interview</i>								
x		okay		v				
<i>Overall intelligibility</i>								
x		okay		v				
<i>Comments</i>								
Able to pronounce /z/ sound in a sentence								
Able to pronounce /r/ and /l/ sound distinctively								
Understands basic sentence stress								
Reading/ speaking speed was slow but overall performance was okay								

# Check list

<b>Name: Jihyeon</b>				<b>Partner's name: Jiwon</b>				
<b>Date of Recording: June 4<sup>th</sup></b>								
<b>1. Consonants</b>								
/z/	zebra	✓	zigzag	✓	zoo	✓	Zoro	
/r/	ribbon	✓	running	✓	raincoat	✓	red	✓
	radio	✓	river		turn	✓	right/light	
<b>2. Sentence stress</b>								
<i>Dialogue</i>								
A: Hi my name is Rose.		✓	B: My name is Loss.		✓			
What's your name?		✓	Nice to meet you.		✓			
A: Nice to meet you, too.		✓						
A: How's it going?		✓	B: Fine, thanks. And you?		✓			
A: Pretty good.		✓						
A: How's your mother?		✓	B: My mother is very well.					
<i>Hidden catch</i>								
x		okay		v				
<i>Interview</i>								
x		okay		v				
<i>Overall intelligibility</i>								
x		okay		v				
<i>Comments</i>								
Able to pronounce /z/ sound in a sentence								
Able to pronounce /r/ sound in a sentence but pronounced /l/ sound as /r/								
Understands basic sentence stress								
Her proficiency level was not high enough to produce long utterance but she was intelligible when she was able to speak in a full sentence								

# Check list

<b>Name: Hyewon</b>				<b>Partner's name: Seongwon</b>				
<b>Date of Recording: June 4<sup>th</sup></b>								
<b>1. Consonants</b>								
/z/	zebra	✓	zigzag	✓	zoo	✓	Zoro	✓
/r/	ribbon	✓	running	✓	raincoat	✓	red	✓
	radio	✓	river	✓	turn	✓	right/light	✓
<b>2. Sentence stress</b>								
<i>Content words</i>								
A: Hi my name is Rose.		✓	B: My name is Loss.		✓			
What's your name?		✓	Nice to meet you.		✓			
A: Nice to meet you, too.		✓						
A: How's it going?		✓	B: Fine, thanks. And you?		✓			
A: Pretty good.		✓						
A: How's your mother?		✓	B: My mother is very well.		✓			
<i>Hidden Catch</i>								
x			okay			v <input checked="" type="radio"/>		
<i>Interview</i>								
x			okay			v <input type="radio"/>		
<i>Overall intelligibility</i>								
x			okay			v <input type="radio"/>		
<b>Comments</b>								
Able to pronounce /z/ sound in a sentence								
Able to pronounce /r/ and /l/ sound distinctively								
Understands basic sentence stress								
Use contrastive stress								
In her case, she was advanced comparing with other peers in terms of fluency and pronunciation from the beginning. She is as good as she was at the beginning.								

# Check list

Name: Seongwon				Partner's name: Hyewon			
Date of Recording: June 4 <sup>th</sup>							
<b>1. Consonants</b>							
/z/	zebra	✓	zigzag		zoo	✓	Zoro
/r/	ribbon		running		raincoat		red
	radio		river		turn		right
<b>2. Sentence stress</b>							
<i>Dialogue</i>							
A: Hi my name is Rose.			✓	B: My name is Loss.			
What's your name?			✓	Nice to meet you.			✓
A: Nice to meet you, too.							
A: How's it going?			✓	B: Fine, thanks. And you?			
A: Pretty good.			✓				
A: How's your mother?			✓	B: My mother is very well.			✓
<i>Hidden catch</i>							
x		okay			v		
<i>Interview</i>							
x		okay			v		
<i>Overall intelligibility</i>							
x		okay			v		
<b>Comments</b>							
Improved producing /z/ sound but still pronounce it as /ʒ/ sound in many cases							
Still pronounce /r/ sound as /l/ sound							
Understands basic sentence stress but needs to emphasize the main stress when speaking							
In the interview, she mostly answered in one or two words but was intelligible when she was able to speak in a full sentence							