

English Pronunciation: Tutor Project

Junglim Lee

**Graduate School of TESOL
Sookmyung Women's University**



Table of contents



1. Introduction.....	3
2. Participant Profiles	
2.1 Participants A Profile.....	5
2.2 Participants B Profile.....	5
2.3 Participants C Profile.....	6
2.4 Tutor’s Profile.....	7
3. Diagnostic Test	
3.1 Overview.....	8
3.2 Needs Analysis.....	8
3.3 Diagnostic Test.....	12
4. Diagnostic Test	
4.1 Overview.....	14
4.2 Diagnostic Test.....	14
5. Analysis	
5.1 Participant A Test Result.....	16
5.2 Participant B Test Result.....	17
5.3 Participant C Test Result.....	19
5.4 Test Analysis.....	20
6. Goal and Object.....	21
7. Action Plan for Actual Lesson.....	22
8. Lesson Plan	
8.1 Lesson Plan (session 1) and Reflection.....	24
8.2 Lesson Plan (session 2) and Reflection.....	30
8.3 Lesson Plan (session 3) and Reflection.....	34
8.4 Lesson Plan (session 4) and Reflection.....	37
8.5 Lesson Plan (session 5) and Reflection.....	40
9. Lesson Plans	
9.1 Overview.....	43
9.2 Achievement Test and Survey.....	43
10. Achievement Test Result	
10.1Hyunjeong Kim	
10.1.1 Achievement Test and Survey Result.....	46
10.1.2 Analysis for the Test Result.....	48
10.2 Eunjung Kim	
10.2.1 Achievement Test and Survey Result.....	48
10.2.2 Analysis for the Test Result.....	51
10.3 Minseo Ji	
10.3.1 Achievement Test and Survey Result.....	51
10.3.2 Analysis for the Test Result.....	54

11. Conclusion.....	54
References	

1. Introduction

“Pronunciation is like a billboard.” That was Dr. Stephen van Vlack’s mark in the first class. Yes. It is like a billboard so everybody will reorganize who is speaking by listening pronunciation at the first time which means pronunciation is much to do with identity, individual identity and also a certain group’s identity: where they come from, what language is their first language.

So then using or performing any pronunciation in English is just fine whether it is intelligible or not because it is about personal or group’s identity? Isn’t there any standard pronunciation in English to communicate clearly? What approach should we take to teach or give a guide about English pronunciation?

There are few different approaches to define English according to the context such as EFL (English as a Foreign Language), ESL (English as a second Language), ELF (English as a Lingua Franca) and so on. However, in this project I will take the approach English as a Lingua Franca (ELF) and design based on this approach. The meaning of a lingua franca is the common languages used by people of different language backgrounds to communicate with each other. (Kirkpatrick, 2007). Therefore, to deal with English pronunciation in this project I would consider the core elements of the Lingua Franca rather than so called native like model or standard. Also, this project will be focusing on how to improve intelligibility in the Pronunciation area.

In this tutor project, I would like to deal with what aspects of pronunciation should be dealt with first and how to make each participant’s communication more intelligible in the real world by providing an effective guide. This is not designed for teaching but for stimulating their knowledge that they already have to make them produce. So through this 5

weeks session process I would like to see what improvement occurs especially on the pronunciation /l/ and /r/ sounds also, intonation by given materials for practice.

This project has followed the timeline below:

Stages (Timeline)	Descriptions
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 students will gather information on the participants. They will first interview and/or survey the participants regarding their background and goals regarding English pronunciation. They 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, the students will analyze the results to see what areas of English pronunciation needs to be 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.

<p>Stage 4 (Week 9; May 1)</p>	<p>-Create set of materials to meet goals</p> <p>-Meet and teach materials</p> <p>This stage comprises several weeks of meetings and devised practice with the participants. Based on the plan created in stage 3, the students will put together specific materials to help their participants develop/enhance their pronunciation skills. Class time will be given to go over the materials developed. Students are also expected to keep a journal on the progress of the sessions</p>
<p>Stage 5 (Week 14; June 5)</p>	<p>-Create achievement test</p> <p>-Assess progress</p> <p>In this stage the students are 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, students will use it to assess the results of their plan and sessions with the participants.</p>
<p>Stage 6 (June 12)</p>	<p>-Write up report</p> <p>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 we 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 students will be working to revise and combine the different parts to create a solid cohesive report of the entire project.</p>

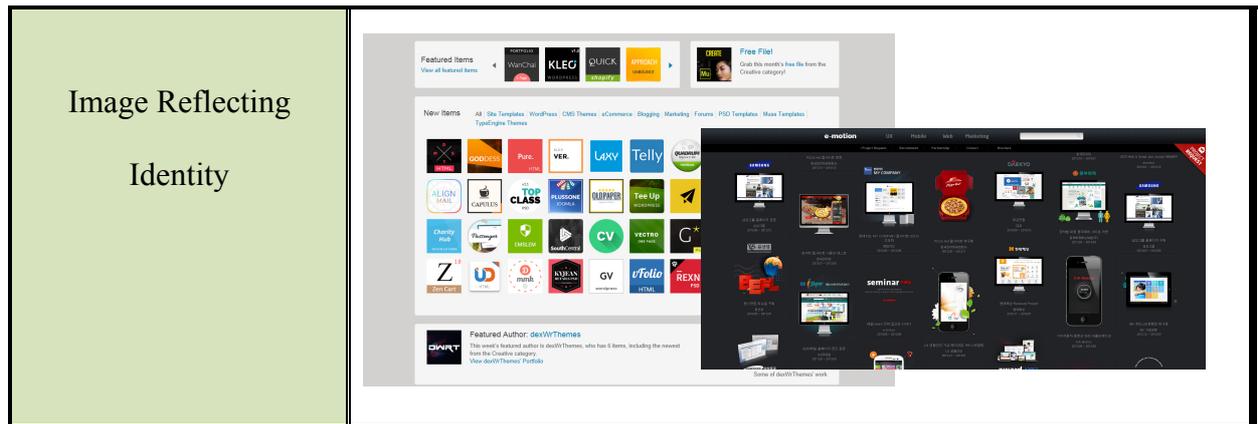
2. Participants' Profile

2.1 Participants' Profiles

There are three participants for this tutor project. They are Koreans and eager to learn English. However, one of them has a good English to communicate clearly with others. For their profiles, I asked them to send some images reflecting their identity because their pronunciation is also related with their identity. Also, this project will be proceeding using the relation between each one's drawing and pronunciation as a way to give them a chance to produce what they want to say. So the images in each one's profile is also one of the ways they introduce themselves.

2.1.1 Participant A Profile

General Information	Participant's A name is Hyunjeong Kim. Her job is a web designer and she is over 40. She used to work as a staff in YWAM (Youth with a Mission), one of the international mission organizations and also she took some bi-lingual counseling courses in Hawaii.
English Study Background	Even though she stayed in Hawaii for two years she said her English was not good enough to express her thought freely as she mostly spent time with Koreans. After staying Hawaii, she was still willing to learn English so she went to an English institute to learn English conversation and grammar. She also participated in an English camp for two weeks.



2.1.2 Participant B Profile

<p>General Information</p>	<p>Participant B's name is Eun Jung Kim. She is the CEO of Lalarco, a shoe company. She is over 30. She traveled a lot and has experience making friends by conversing in English. So she has a good memory about meeting people from different countries.</p>
<p>English Study Background</p>	<p>She almost has no experience but she really enjoys watching American shows. She said this is because her friend gave her a short English lesson using American shows and it made her interested in them.</p>
<p>Image Reflecting Identity</p>	<div style="display: flex; justify-content: space-around;">   </div>

2.1.3 Participant C Profile

General Information	<p>A participant C's name is Minseo Ji. She had lots of different experiences in her carrier area. She studied filming in Korea and then went to the U.S. to study English and other subjects. Also, she used to run her own chocolate shop. Now, she is preparing herself to work as an English teacher for kids so she is taking courses to get a certificate related to afterschool program.</p>
English Study Background	<p>As she stayed in the U.S. for 3 years her conversational skills are good enough to communicate with others. While she was staying in the U.S., people around her said pronunciation was not that important. However, she thought learning pronunciation was necessary to make a clear conversation. So she bought a book to practice pronunciation as she couldn't find any course for that.</p>
Image Reflecting Identity	

2.1.3 Tutor's Profile

General Information	<p>My name is Junglim Lee. I am over 30. I work as an English teacher. I mostly do tutoring and work as a part time English</p>
----------------------------	---

	teacher in Daegwang Elementary School.
<p>English Study Background</p>	<p>I studied English while I was in middle school and high school in Korea and I almost forgot it all until I went to England to work as a volunteer in 2002. As I was not used to speak in English I studied by myself after working hours. Also, because it was mandatory to make a short sermon for a morning prayer and staff meetings every two weeks I had to practice by myself. However, I was confused with pronunciation as British people tried to teach me and correct my pronunciation.</p>
<p>Image reflecting Identity</p>	

3. Needs Analysis

3.1 Overview

There were, a background questionnaire, an oral communication needs assessment and diagnostic test for participants. First of all, I gave my tutees a background questionnaire and oral communication needs assessment, as I wanted to know each tutee's background related to English study and where and how much they actually use English in their life. Through the background questionnaire and oral communication needs, the participants' expectation toward this tutor project and their concern about pronunciation is shown. In the questionnaires, there were questions about how they learned and experienced English also current needs for

English. I added those questions because people who have real motivation usually participate enthusiastically. So I wanted to know how much they really wanted to improve their English. Through the oral communication activities assessment I would like to see how each participant recognize their needs and ability in the speaking and pronunciation areas. Also, I wanted to see their attitude toward pronunciation and English speaking area.

3.2 Needs Analysis



Participant A Background Questionnaire

General Background		
1.	Name	Hyun Jeong
2.	Age	Over 40
3.	Occupation	Web designer
English Background		
1.	Have you been to English Speaking Countries? How long and what did you do?	I stayed in Hawaii for 2 years and I worked in mission organization.
2.	Have you studied English? How and how long?	I studied English grammar for few months.
3.	Have you ever studied focusing on pronunciation?	No.
Current needs for English		
1.	In what setting do you speak currently English?	With foreigners in the street but for my working
2.	Why do you think you need to learn English?	To speak with people from other countries
3.	What is your expectation toward this tutor project?	I want to speak English naturally.
Self Awareness		
1.	Is there specific pronunciation you want to improve?	Pronunciation z, r, l
2.	How do you think improve your English pronunciation?	Listen my pronunciation and try to find my mistakes
3.	What is easiest speaking situation?	Talk with friends
4.	What is the most difficult speaking situation?	Presentation in a official situation

Participant A oral communication needs assessment

Oral Communication Activities	How important is this skill to your work/ studies? (1not very-5very)	What is your current ability in this area? (1not very-5very)
1. Participating in informal conversations	1 2 3 4 5	1 2 3 4 5
2. Participating in discussions	1 2 3 4 5	1 2 3 4 5
3. Giving Short presentations	1 2 3 4 5	1 2 3 4 5
4. Giving long presentations	1 2 3 4 5	1 2 3 4 5
5. Giving information or instructions	1 2 3 4 5	1 2 3 4 5
6. Speaking confidently	1 2 3 4 5	1 2 3 4 5
7. Speaking Clearly	1 2 3 4 5	1 2 3 4 5
8. Using appropriate stress patterns in words	1 2 3 4 5	1 2 3 4 5
9. Using appropriate rhythm pattern in sentences	1 2 3 4 5	1 2 3 4 5
10. Using appropriate non-verbal communication	1 2 3 4 5	1 2 3 4 5

**Participant B** Background Questionnaire

General Background		
1.	name	Eunjung Kim
2.	Age	Over 30
3.	Occupation	CEO at a shoes shop
English Background		
1.	Have you been to English Speaking Countries? How long and what did you do?	I traveled a lot when I was in university and I met many people from English speaking countries.
2.	Have you studied English? How and how long?	few months with my friend
3.	Have you ever studied focusing on pronunciation?	no
Current needs for English		

1.	In what setting do you speak currently English?	Sometime in my shop I meet foreigners
2.	Why do you think you need to learn English?	Talk with foreign customers
3.	What is your expectation toward this tutor project?	Learn clear pronunciation
Self Awareness		
1.	Is there specific pronunciation you want to improve?	I don't know.
2.	How do you think improve your English pronunciation?	No idea
3.	What is easiest speaking situation?	Talk with my friends
4.	What is the most difficult speaking situation?	With someone who don't know well

Participant B oral communication needs assessment

Oral Communication Activities	How important is this skill to your work/ studies? (1not very-5very)	What is your current ability in this area? (1not very-5very)
1. Participating in informal conversations	1 2 3 4 5	1 2 3 4 5
2. Participating in discussions	1 2 3 4 5	1 2 3 4 5
3. Giving Short presentations	1 2 3 4 5	1 2 3 4 5
4. Giving long presentations	1 2 3 4 5	1 2 3 4 5
5. Giving information or instructions	1 2 3 4 5	1 2 3 4 5
6. Speaking confidently	1 2 3 4 5	1 2 3 4 5
7. Speaking Clearly	1 2 3 4 5	1 2 3 4 5
8. Using appropriate stress patterns in words	1 2 3 4 5	1 2 3 4 5
9. Using appropriate rhythm pattern in sentences	1 2 3 4 5	1 2 3 4 5
10. Using appropriate non-verbal communication	1 2 3 4 5	1 2 3 4 5



Participant C Background Questionnaire

General Background	
1. name	Minseo

2.	Age	Over 30
3.	Occupation	Studying for afterschool teacher's certificate
English Background		
1.	Have you been to English Speaking Countries? How long and what did you do?	I stayed in U.S for 3years and studied in community college.
2.	Have you studied English? How and how long?	Yes, when I was in U.S.
3.	Have you ever studied focusing on pronunciation?	No. but I wanted to learn.
Current needs for English		
1.	In what setting do you speak currently English?	With my friends in U.S. but not much
2.	Why do you think you need to learn English?	I want to visit my friends in U.S. And I want to teach English to kids.
3.	What is your expectation toward this tutor project?	Learn more about pronunciation and correct my pronunciation
Self Awareness		
1.	Is there specific pronunciation you want to improve?	L, r, and z, th...
2.	How do you think improve your English pronunciation?	books for practicing pronunciation and maybe through TV shows
3.	What is easiest speaking situation?	Short conversation such as ordering food in a restaurant
4.	What is the most difficult speaking situation?	When I have to describe my emotion

Participant C Oral communication needs assessment

Oral Communication Activities	How important is this skill to your work/ studies? (1not very-5very)	What is your current ability in this area? (1not very-5very)
1. Participating in informal conversations	1 2 3 4 5	1 2 3 4 5
2. Participating in discussions	1 2 3 4 5	1 2 3 4 5
3. Giving Short presentations	1 2 3 4 5	1 2 3 4 5
4. Giving long presentations	1 2 3 4 5	1 2 3 4 5
5. Giving information or instructions	1 2 3 4 5	1 2 3 4 5
6. Speaking confidently	1 2 3 4 5	1 2 3 4 5
7. Speaking Clearly	1 2 3 4 5	1 2 3 4 5
8. Using appropriate stress patterns in words	1 2 3 4 5	1 2 3 4 5
9. Using appropriate rhythm pattern in sentences	1 2 3 4 5	1 2 3 4 5
10. Using appropriate non-verbal	1 2 3 4 5	1 2 3 4 5

communication		
---------------	--	--

4. Diagnostic Test

4.1 Overview

The diagnostic test A was from Weinberger (2014) and B were from English Pronunciation Class. I made test C based on the words list in the book, Teaching Pronunciation to check each segment. Test D is made to let the tutees have a real conversation.

The tests A, B, C were given to check where the participants have strengths and weaknesses in pronunciation while they are reading. Especially, on test C, the sentences are made with the consonant words list from Celce-Murica et al. (2010). I used the word list to check which elements are difficult for each tutee to produce. Also, I took vowel word list to check the weakness and strength in vowel sounds.

However, as this project is not for reading, reading out loud sentences have limitations to check tutees pronunciation in real life conversations. For example, for some people when they read out loud they make better pronunciation but in their real life they forget about pronunciation and just speak out, as people do not usually care when they speak in a real life situation. So I also needed to check what mistakes my tutees make in a real conversation. To check the tutees mistake pattern in their pronunciation in their real life I gave them test D that is communicative test. It consisted of few questions about their interests such as what their dream is or the expectations about their ideal boyfriends. Those questions were made to let them engage to the conversation voluntarily.

4.2 Diagnostic Test

Test A

The following passage and sentences are what I used for diagnostic test:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh

snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station. (Weinberger, 2014)

Test B The Questions: -----

1. What is it called when you throw toilet paper on a house?
2. What is the bug that when you touch it, it curls into a ball?
3. What is the bubbly carbonated drink called?
4. What do you call gym shoes?
5. What do you say to address a group of people?
6. What do you call the kind of spider (or spider-like creature) that has an oval-shaped body and extremely long legs?
7. What do you call your grandparents?
8. What do you call the wheeled contraption in which you carry groceries at the supermarket?
9. What do you call it when rain falls while the sun is shining?
10. What is the thing you change the TV channel with?

Test C -----**Consonant**

There was a girl in a cab eating a pie. After eating the pie, she wiped her lips. Then suddenly, two dogs came into the red cab with a cat.

Going to bed early is good for health but Carla loves staying up late. As the view over the window is fantastic she sits back to enjoy it.

The bath towel is too thin to dry the big seal in the zoo. So one girl goes to a store to buy a beige color towel.

There is a shy girl who is checking her watch thinking if the color of her watch is too childish.

Joy seems to like me so no one can judge if I sing for him as a singer.

Why do you want to win the game? Can't you see the long line to run to the car? Let's run away from the room that is full of people.

Vowel Word List

Heat, be, fit, tin, rain, may, get, hen, cat, pan, hot, cut, son, thought, law, sew, boat, look, wool, blue, room, pie, fine, blouse, how, boy, choice (Celce-Murica, 2010)

Test D: Conversation Topics

Think about those topics and answer the questions.

1. What is your dream? In 10 years what do you want to do?

2. What is your expectation about your boyfriend?

e.g.) Appearance, job, personality...

5. Analysis of the Test Results

5.1 Participant A Test Result

Hyunjeong Kim's Test Result

Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division	v				
Nuclear stress placement	v				
Intonation/ pitch		v			
Rhythm & Prominence		v			
Word stress			v		

Linking	v				
---------	---	--	--	--	--

Segmentals

Consonant Manner of Articulation	Okay	Have difficulty		Examples
		Initial	Ending or middle	
Stop				
/p/ /b/	V			
/t/ /d/	V			
/k/ /g/	V			
Fricative				
/f/ /v/		V		<u>F</u> ull, <u>F</u> or
/θ/ /ð/		V	V	<u>T</u> here, <u>b</u> ath
/s/ /z/		V	V	<u>Z</u> oo, <u>G</u> oes, <u>s</u> eems
/ʃ/ /ʒ/			V	<u>B</u> eige, <u>j</u> udge
/h/	V			
Affricate				
/tʃ/ /dʒ/			V	<u>w</u> atch
Nasal				
/n/	V			
/ŋ/	V			
Liquid				
/l/ (/r/)			V	<u>P</u> lease, <u>C</u> all, <u>G</u> irl, <u>C</u> olor, <u>w</u> orld
/r/		V		<u>R</u> ed
Glide				
(/hw/), /w/				<u>w</u> heeled
/y/			V	<u>b</u> oy

vowel	OK	Have difficulties	Examples
/i/ /ɛ/ /æ/ /ɑ/ /ʌ/ /ɔ/		V	<u>L</u> aw, <u>s</u> uddenly
/iy/ /ey/ /ow/ /ʊ/ /uw/		V	<u>H</u> eat, / <u>s</u> ew, <u>b</u> oat, / <u>l</u> ook, <u>w</u> ool, <u>s</u> upermarket/ <u>b</u> lue, <u>r</u> oom/
/ay/ /aw/ /ɔy/		V	<u>B</u> louse, <u>b</u> oy, <u>c</u> hoice

5.2 Participant B Test Result

Eunjung Kim's Test Result

Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division		v			
Nuclear stress placement	v				
Intonation/ pitch		v			
Rhythm & Prominence		v			
Word stress		v			
Linking	v				

Segmentals

Consonant Manner of Articulation	Ok	Have difficulty		Examples
		Initial	Ending or middle	
Stop				
/p/ /b/	V			
/t/ /d/			V	wipe <u>d</u>
/k/ /g/	V			
Fricative				
/f/ /v/		V		
/θ/ /ð/		V	V	<u>There</u> , hea <u>th</u>
/s/ /z/		V	V	L <u>ips</u> , Go <u>es</u> , se <u>ems</u> , <u>zoo</u>
/ʃ/ /ʒ/			V	be <u>ige</u>
/h/	V			
Affricate				
/tʃ/ /dʒ/			V	wa <u>tch</u>
Nasal				
/n/	V			

/ŋ/	V			
Liquid				
/l/ (/r/)			V	Gi <u>rl</u> , Car <u>l</u> a, tow <u>l</u> , ear <u>l</u> y, gl <u>o</u> w, Col <u>o</u> r, wor <u>l</u> d, He <u>l</u> th
/r/		V		<u>R</u> ed, Wor <u>l</u> d, stor <u>e</u>
Glide				
(/hw/), /w/		V		<u>w</u> heeled
/y/			V	bo <u>y</u>

vowel	OK	Have difficulties	Examples
/i/ /ε/ /æ/ /ɑ/ /ʌ/ /ɔ/		V	L <u>a</u> w, s <u>u</u> ddenly
/iy/ /ey/ /ow/ /ɔ/ /uw/		V	<u>E</u> ating, h <u>e</u> at / sc <u>r</u> ape/ th <u>o</u> ught, gl <u>o</u> w, cr <u>o</u> w , <u>s</u> ew / Supermarket, L <u>o</u> ok, w <u>o</u> ol/ R <u>o</u> om , blue
/ay/ /aw/ /ɔy/		V	P <u>i</u> e, / bl <u>o</u> use

5.3 Participant C Test Result

Minseo Ji's Test Result

Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division			v		
Nuclear stress placement		v			
Intonation/ pitch		v			
Rhythm & Prominence			v		
Word stress			v		
Linking			v		

Segmentals

Consonant Manner of Articulation	Okay	Have difficulty		Examples
		Initial	Ending or middle	

Stop				
/p/ /b/	V			
/t/ /d/	V			
/k/ /g/	V			
Fricative				
/f/ /v/	V			
/θ/ /ð/		V	V	Things, health
/s/ /z/			V	Bags, curls
/ʃ/ /ʒ/			V	beige
/h/	V			
Affricate				
/tʃ/ /dʒ/	V			
Nasal				
/n/	V			
/ŋ/	V			
Liquid				
/l/ (/r/)			V	Girl, Carla, towel, early, Health
/r/			V	World,
Glide				
(/hw/), /w/				wheeled
/y/			V	boy

vowel	OK	Have difficulties	Examples
/i/ /ε/ /æ/ /ɑ/ /ʌ/ /ɔ/	V		
/iy/ /ey/ /ow/ /ʊ/ /uw/		V	heat /thought,/ boat
/ay/ /aw/ /ɔy/		V	boy

5.4 Test Analysis

Overall, while the participants were merely taking a diagnostic test, they were very serious and careful while taking the test. Especially, when they read, they took care of each word so their thought group became small. However, the thought group became longer when we had

a conversation about certain topics that they could be more interested in. So when the situation given to them was more interesting and funny they forgot it was a test and could focus on talking comfortably. For reading sentences and words, as they were nervous and the contents had no relation with the participants' real life, it sounded more flat and monotonous. On the other hand when they talk about their real idea and opinion, prominence was occurred when they wanted to emphasize certain part of their speech.

Interestingly, they all have similar patterns when they read and speak in English. The most obvious pattern was having difficulty on making the sounds /l/, /r/. It was more accurate when they make initial /l/ sound rather than ending or middle /l/ sound for example, saying later was easier than saying color and towel for them. Also, the distinctive feature was that their intonation that was related with emotions as well as linguistic situation was almost flat. Why did it happen even though they are good at expressing their emotions in Korean? Was it about lack of confidence or anything else?

Another obvious and very Korean like pronunciation mistake was saying 'supermarket'. As we pronounce 'u' in 'supermarket' /yoo/ in Korean they unconsciously said /syoo-per-mahr-kit/ instead of /soo-per-mahr-kit/. Despite -s ending sound and -d ending sound should be considered as ending part is linked mostly this will be not the priority.

However, participant C had a little bit different result. Even though she still made mistake making /l/ and /r/ sounds, she had more confident making stress on words and sentences and prominences while she was speaking. In general, her speaking was clear and understandable despite she had a monotonous way of speak.

6. Goal and Objectives



When I gave the diagnostic test results to the tutees they became even more curious about practicing and learning pronunciation. We had a discussion about which area we are going to focus on. First, because they had distinctive mistake pattern when they make sound /l/ and /r/ we are going to focus on those two sounds. So through this tutor project they will be able to understand the difference between /l/ and /r/ sound based on the explanation in Cele-Murica et al. (2010) where the sound is made and how the airflow is affected. Also this project will provide them materials they can use for practicing those two letter's pronunciations. After practicing basic sound of /l/ and /r/, we will be dealing with in what situation /l/ functions as syllabic consonant as well as r-colored sound where /r/ functions like semivowel.

Second, intonation will be dealt as a secondary goal while we are working on /l/ and /r/ sounds as primary goal. Intonations are for highlighting information as well as expressing emotions so using appropriate intonations will be a useful tool in their speaking. For this second goal, general rules about intonations will be provided and authentic models showing how to use them in real life situations will be shown to tutees. Then several materials will be provided to help them practice intonations.

This tutor project focuses more on practicing and improving, rather than learning through explanation in a book. In five weeks, form focused materials will be given for tutees to practice individually as well as materials for working altogether.

7. Action Plan for Actual Lesson



This action plan is designed by first providing materials the tutees to practice at home then when we review the materials together. During the sessions the tutees perform what they practice and study at home then I give them more sources to let them improve their

pronunciation. Especially for the material, I am going to have my tutees prepare their own presentation with pictures reflecting the theme given as homework.

Also, for sentence practice, I used Bible scriptures as material. This is because they all are Christian so I wanted to use something familiar to the tutees. Besides, the themes of the pictures for each session were given to them considering what they recently think about and focus on.

Action plan

Session	Objectives	Material
Session 1	<ul style="list-style-type: none"> • Introduce there are many different accents in the world. • Explain how to pronounce /l/ and /r/ sounds 	<ul style="list-style-type: none"> • Place of articulation picture • Mirror
Session 2	<ul style="list-style-type: none"> • Introduce Intonation • Practice /l/ and /r/ sound in a real situation. 	<ul style="list-style-type: none"> • Video Clip • Pictures
Session 3	<ul style="list-style-type: none"> • Let the tutees practice the sound of /l/ and /r/ in their real conversation. • What does intonations indicate? 	<ul style="list-style-type: none"> • video clip • writing list • Game “Say Anything”
Session 4	<ul style="list-style-type: none"> • Let the tutees practice the sound of /l/ and /r/ in their real conversation. • Practice intonation: Let the tutees use intonation in a real conversation 	<ul style="list-style-type: none"> • video clip • pictures • Apples to apples game
Session 5	<ul style="list-style-type: none"> • Let the tutees apply and use the sound of /l/ and /r/ in their real conversation. • Let the tutees use intonation 	<ul style="list-style-type: none"> • Game • Pictures

8. Lesson Plans

8.1 Lesson Plan (Session 1) and Reflection

Session 1	Focus		Materials
May 3 rd , 2014	Objectives	<ul style="list-style-type: none"> •Also let them to understand there are various accents in the world. •Let the tutees knows how to produce sound of /l/ and /r/. 	<ul style="list-style-type: none"> •Place of articulation picture •Mirror
	Tasks	<ul style="list-style-type: none"> •Watch some video clips showing different accents then, ask questions such as“ What do you think about that there are many different accents?” •Warm-up : tongue twister http://www.youtube.com/watch?v=zqazbh91efc •Look at the mirror and check if the place of your tongue is right when you make /l/ and /r/ sounds. •Practice some /l/ and /r/ words and make their own story with those words. 	
	Homework		Material
<ul style="list-style-type: none"> •Watch the video clip and think about topic. http://www.youtube.com/watch?v=rIQI59mBROU •Prepare for the next week class as we going to share what each person felt and thought after watching the sermon. •Practice Sentence List from “Teaching Pronunciation” 		<ul style="list-style-type: none"> •Video clip •Sentence list •Sound source 	

Materials for Session 1 and Reflection

Materials for Session 1

1. Watch

- <http://www.youtube.com/watch?v=e-u9XWmRbyc> (Scottish Accent)
<http://www.youtube.com/watch?v=KEFD2D2uF2c> (Indian Accent)
<http://www.youtube.com/watch?v=vCL5W1ioIM8> (Audrey Tautou)
<http://www.youtube.com/watch?v=xks7xtwhRY8> (Russian English)
<http://www.youtube.com/watch?v=z-rYar4PqDk> (Irish Movie: Accelerator)

Questions After Watching Various English Accents

1. What do you think after watching them?
2. Which accents do you like the most?
3. What do you think about your accents?

2. Warm-up Task

<http://www.youtube.com/watch?v=zqazbh91efc>

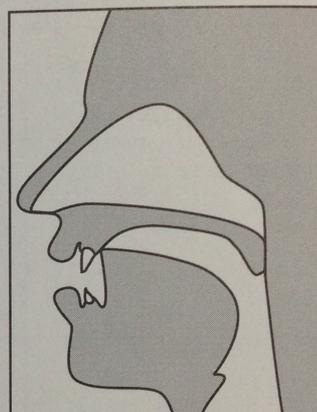
Lesley loves Roger, but roger doesn't love Lesley. Roger rather likes Lucy.

3. How to Produce /l/ and /r/ words

1. Producing /l/

EXAMPLES: love, land, luck, below, color, yellow, alone, final, fall,
little¹

- Place the tip of your tongue against your upper gum ridge.
- As you make the sound, air flows out over the sides of your tongue.
- Your vocal cords vibrate.

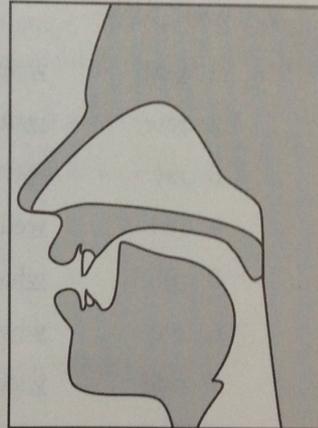


Example words: love, land, luck, below, color, yellow, alone, final, fall, little

1. Producing /r/

EXAMPLES: ran, red, write,¹ around, tomorrow, are²

- Raise the *tip* of your tongue towards the upper gum ridge, but do *not* touch it. The tip of your tongue should not touch anything.
- Press the sides of your tongue against your upper back teeth. (Your tongue should be tense.)
- Lips are slightly open. (They may be slightly rounded or pushed out.)
- As you make the sound, air flows out over the tip of your tongue.
- Your vocal cords vibrate.



Example words: ran, read write, around, tomorrow, are

4. Let's make a short story

Read those words and make short story.

love, land, luck, below, color, yellow, alone, final, fall, little
ran, read write, around, tomorrow, are

Homework

Watch the video clip and think about the topic.

Draw a picture to present what you think about the topic.

<http://www.youtube.com/watch?v=r1QI59mBROU>

Title: What is in your hand?

What do you have in your hand?

What are your talents?

Do you really think they are valuable?

What do you want to do with them?

Sentence Practice. Listen and repeat. (Practice /r/ and /l/ sound)

Sentences: r

Turn to CD Track 5. Listen to the recording of the following sentences, then read the sentences aloud. Concentrate on correctly pronouncing the r sound, which is marked phonetically.

- 1 The program director created revenue without raising prices.
 - 2 Will the crowd pay tribute to the courageous hero?
 - 3 Crime level contributes dramatically to a country's tourism industry.
 - 4 Branches of the frozen tree broke off and struck the trailer.
 - 5 I really hate driving through rush-hour traffic!
 - 6 The children rarely rested during spring break.
 - 7 Precision in preparation precedes growth and improvement.
-
- 8 Rita and Rick have a travel tradition: a road trip through the
countryside.
 - 9 The entrepreneur reserved a private room at a reputable restaurant.
 - 10 Rice isn't rich in complete protein, but provides nutrients.
 - 11 Tristan's professor remarked, "Resist propaganda, but promote reform!"
 - 12 Research recommends recreation to rejuvenate and reduce stress.
 - 13 A strategic response can transform trouble into triumph.
 - 14 Andrew was not ready to retire, so he resisted the pressure.
 - 15 The preventative treatment required a rather tricky procedure.
 - 16 Provisions for breakfast included bread and dried fruit.
 - 17 I presume the precious mineral rocks could be crafted into refined
jewelry.
 - 18 Can the agreement bring relief to the strained relationships?
 - 19 Robert misconstrued his doctrine as correct, superior—and not rigid!
 - 20 Rough terrain surrounded the trail that stretched along the marine.

Sentences: /

Turn to *CD Track 8*. Listen to the recording of the following sentences, then read the sentences aloud. Concentrate on correctly pronouncing the / sound, which is marked phonetically.

- 1 I could tell at a glance that Larry learned less from the lesson than Lily.
- 2 A lack of blame allowed the couple to avoid battle and settle amicably.
- 3 Full accessibility to the hospital is essential if the clinical trial is to be successful.
- 4 The lighting was functional, but romantic and lovely.
- 5 Animals are like people—social when handled gently.
- 6 Linda was startled at the substantial cost of a suitable lawyer.
- 7 I love Louis Armstrong's recording of "What a Wonderful World."
- 8 Without a plan, it's a long leap from possible to probable success.
- 9 Will you fly to Los Angeles for a lengthy holiday?
- 10 Listen carefully, and eventually you will conclude that Lena is less than logical.
- 11 Is it practical for Bill to finalize the commercially viable real estate deal?
- 12 It's financially impossible to assemble additional automobiles at the plant.
- 13 Melinda has gotten slightly slimmer and her clothes look large on her.
- 14 I longed for the pleasantly cool fall climate by the lake in Lucerne.
- 15 The employee was labeled as placid, but I believe he's lazy.
- 16 What languages will develop in civilizations and cultures of the future?
- 17 Play in life, and health and laughter will follow.
- 18 The lieutenant's letter listed losses that could easily lead to a costly lawsuit.
- 19 Challenging hurdles and difficult dilemmas always enliven Louie.
- 20 My colleague's complaints complicated the completion of this particular evaluation.

Reflection

For the first class, we met in the Toz center at Sookmyoung Women's University. It is far away from the tutees' homes. First, I explained what we were going to do then we watched the video clips about different English accents. After watching the video clips, I gave them questions and talked about different accents. Eunjung Kim and Hyunjeong Kim have almost no experience to hear those accents in the video clips. They were so surprised and interested. While we were talking about different accents their expectation toward learning pronunciation was slightly changed. Eunjung Kim thought British English was attractive and Hyunjeong Kim wanted to have American English pronunciation before watching the video clips. After watching them, they seemed a little bit confused except Minseo Ji because the fact that there was no right English accent. Minseo Ji also explained to the others that there were many different English accents even in one country such as U.S. Then, they asked what standard should we follow and what can be our goal for learning pronunciation. So I explained about ELF and about our goal.

Then, we practiced /r/ and /l/ sound. First, we checked how to produced /l/ and /r/ sounds differently then, practiced those sounds with words. While we produced I let the tutees check the place of their tongue with mirrors and cover their right ears to listen themselves clearly. After checking how to make those sounds, I let the tutees make short stories with the given /l/ and /r/ words and represent. I did not mean they had to write down the sentences before speaking out their short stories but they really worked hard to write all the sentences down and read out loud. I appreciate that they all joined attentively but I think I should change the approach or direction when having them prepare for their speech. So for the next class, I asked them to watch some video clips in advance and not to write down what they felt but to draw a picture what they felt after watching it. They will talk about the video

clip showing their pictures. In this way, they can only focus on their idea not their written words.

8.2 Lesson Plan (Session2) and Reflection

Session 2	Focus		Materials
May 10 th , 2014	Objectives	<ul style="list-style-type: none"> Let the tutees practice the sound of /l/ and /r/ in their real conversation. Introduce intonation 	<ul style="list-style-type: none"> Video Clip Pictures
	Tasks	<ul style="list-style-type: none"> Warm up task: Listen and read the lyrics http://www.youtube.com/watch?v=ZuJWQzjfU3o Task 1: Let the tutees have a presentation what they prepared after watching the video clip as homework Task 3: Watch the video clip and talk about feeling and intonation http://www.youtube.com/watch?v=Ecy3qIZmbOs 	
	Homework		Material
<ul style="list-style-type: none"> Listen and Read Out Loud. http://www.biblegateway.com/audio/dramatized/niv/John.12 Watch the Video Clip and Write down what you find. (This will be the warm-up task for session 3) http://www.youtube.com/watch?v=Ecy3qIZmbOs Prepare your presentation: Draw a picture about how you feel then you will explain for 5 minutes. (This will be the task 1 for session 3) 		<ul style="list-style-type: none"> Video clip 	

Materials for Session 2 and Reflection

Materials for Session 2

1. Warm-up Task: Listen and Read

- Warm up activity: Listen and read the lyrics
<http://www.youtube.com/watch?v=ZuJWQzjfU3o>

"Hello, My Name Is"

Whoa oh ah oh ah oh oh (ah oh), X 3

Hello, my name is regret
I'm pretty sure we have met
Every single day of your life
I'm the whisper inside
That won't let you forget

Hello, my name is defeat
I know you recognize me
Just when you think you can win
I'll drag you right back down again
'Til you've lost all belief

Oh, these are the voices. Oh, these are the lies
And I have believed them for the very last time

Hello, my name is child of the one true King
I've been saved, I've been changed, I have been set free
"Amazing Grace" is the song I sing
Hello, my name is child of the one true King

Whoa oh ah oh ah oh oh x3

I am no longer defined
By all the wreckage behind
The one who makes all things new
Has proven it's true
Just take a look at my life

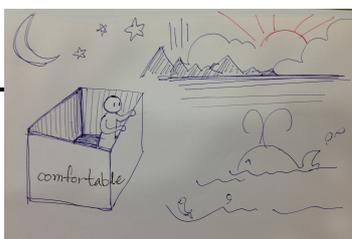
Hello, my name is child of the one true King
I've been saved, I've been changed, I have been set free
"Amazing Grace" is the song I sing
Hello, my name is child of the one true King

Whoa oh ah oh ah oh oh (ah oh)x 3

2. Task 1:

Presentation: what they think after watching the homework video clip

Show your picture and Explain!



Hyunjeong Kim's>

Eunjung Kim's>

Minseo Ji's>

Other tutees fill up the check list

Who wrote this :	Can you hear /l/ and /r/ sound clearly in general?	Which part was impressive? Or What is the good point?
Presenter's name		
Presenter's name		

2. Task 2: Talk about emotions and intonation

<http://www.youtube.com/watch?v=Ecy3qIZmbOs>

First, let's watch the video clip without sound and guess how Robin and Ted felt.

Second, let's only listen what they talk. How are they?

Third, watch it. Then check how do they feel. How do you know?

Guess the feelings list

Participant's name:	Robin (the woman)	Ted (the man)
Description of feeling (when you watch the video clip)		

Homework Material (Just Listen and repeat)

John 12: 1-8

Six days before the Passover, Jesus came to Bethany, where Lazarus lived, whom Jesus had raised from the dead.² Here a dinner was given in Jesus' honor. Martha served, while Lazarus was among those reclining at the table with him.³ Then Mary took about a pint^[a] of pure nard, an expensive perfume; she poured it on Jesus' feet and wiped his feet with her hair. And the house was filled with the fragrance of the perfume.

⁴ But one of his disciples, Judas Iscariot, who was later to betray him, objected,⁵ "Why wasn't this perfume sold and the money given to the poor? It was worth a year's wages.^[b]"⁶ He did not say this because he cared about the poor but because he was a thief; as keeper of the money bag, he used to help himself to what was put into it.

⁷ "Leave her alone," Jesus replied. "It was intended that she should save this perfume for the day of my burial."⁸ You will always have the poor among you,^[c] but you will not always have me.

Reflection

For the second session, it was planned to listen and sing the song for the warm up task. However, my tutees enjoyed the song but did not sing the song. Then as I asked each tutee to prepare for the presentation in advance they brought their pictures and talked about their idea. While the presenter was talking about the picture the other tutees were supposed to write what they found related the pronunciation, but they forgot. They said it was hard to concentrate on both listening and writing. During the presentation, people seemed to feel easy to speak out as they only concentrate on their picture. To compare last session, people could concentrate on their speaking as they were asked to explain their pictures. In the first session, when I simply asked the tutees prepare for their speech for 5 minutes then they all just wrote down and read. It was more like writing and reading class rather than pronunciation class based on speaking. To stop them to focus on reading, I let the tutees only focus on explaining their pictures to encourage them to only focus on speaking this time.

When we completed the first task, the presentation related to personal pictures, we already spent 45 minutes on this. So when we finished this first task an hour had already past. We ran out of time and we had to stop the session. As we could not finish what we had to do for this session I gave the second task as homework. Also, I gave my tutees a passage to read out loud after listening to improve their /r/ and /l/ sound.

For the first session homework, I gave /r/ and /l/ focused sentences to read and practice those two sounds. However, I could not see any improvement on those two sounds. So for this session, I just gave a passage to read not focus on the two sounds. It is because when I emphasize those two sounds they tried to hard to make right sounds and it made more mistakes. I think when people try not to make mistakes they get nervous then it affects their pronunciation badly.

8.3 Lesson Plan (Session3) and Reflection

Session 3	Focus		Materials
May 17 th , 2014	Objectives	<ul style="list-style-type: none"> • Let the tutees practice the sound of /l/ and /r/ in their real conversation. • What does intonations indicate? 	<ul style="list-style-type: none"> • video clip • writing list • Game “Say Anything”
	Tasks	<ul style="list-style-type: none"> • Warm up Task: check the video clip http://www.youtube.com/watch?v=Ecy3qIZmbOs • Task 1: Presentation about feeling with pictures. • Task 2: Playing the Game “ Say Anything” 	
Homework		Material	
<p>1. Listen and read (This will be the warm-up test for session 4) http://www.biblegateway.com/passage/?search=Psalms37&version=NIV</p> <p>2. Watch the video clip & Think and write. (This will be the task 1 for session 4) http://www.youtube.com/watch?v=siHzbnn1Bxw</p> <p>What did the little girl want to express? How is the little girl feeling?</p> <p>3. Prepare for presentation (This will be the task 2 for session 4)</p> <p>Draw a colorful picture showing how can you be satisfied with you life.</p>		<ul style="list-style-type: none"> • Video clip 	

Materials for Session 3 and Reflection

Materials for Session 3

- Warm-up Task:** Talk about emotions and intonation

<http://www.youtube.com/watch?v=Ecy3qIZmbOs>

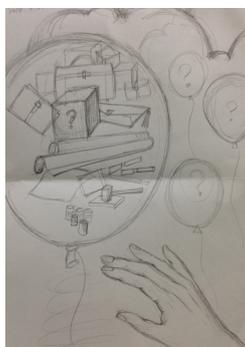
First, let's watch the video clip without sound and guess how Robin and Ted felt.

Second, let's only listen what they talk. How are they?

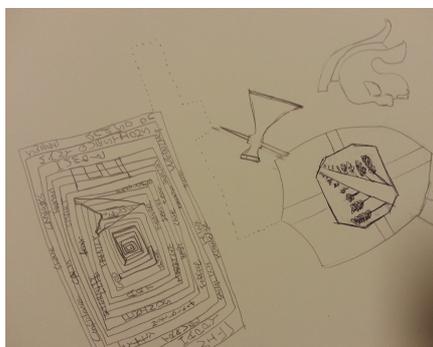
Third, watch it. Then check how do they feel. How do you know?

Participant's name:	Robin (the woman)	Ted (the man)
Write which part they emphasize.		

2. Task 1: Presentation: about feelings



Hyunjeong Kim's>



Minseo Ji's>

Presenter's name	The example of /l/ and /r/ words showing improvement.
Hyun Jeong Kim	Sold, future, for, hold, really
Minseo Ji	Feeling, brain, complicated,

3.Task: 2: Say Anything-Play a game.

Homework Just Listen and repeat

**Psalm 37^[a]
Of David.**

¹ Do not fret because of those who are evil
or be envious of those who do wrong;

² for like the grass they will soon wither,

like green plants they will soon die away.
³ Trust in the LORD and do good;
 dwell in the land and enjoy safe pasture.
⁴ Take delight in the LORD,
 and he will give you the desires of your heart.
⁵ Commit your way to the LORD;
 trust in him and he will do this:
⁶ He will make your righteous reward shine like the dawn,
 your vindication like the noonday sun.
⁷ Be still before the LORD
 and wait patiently for him;
do not fret when people succeed in their ways,
 when they carry out their wicked schemes.

Reflection

We watched a video clip to talk about intonations. While my tutees watched it I asked them to write down what words they could hear more clearly and figure out why. Also, I asked them to find which part the characters emphasized and how the intonations went. They found some patterns in a dialogue between the male character and the female character. For example, they found when the woman asked, “Do you love me?” the last part went down because the woman was sure that the man loved her. They found this type of pattern more in the conversation and realized that even though the sentences were yes/no questions the ending part went down to show confidence.

After that, we did task 1: presentation. This presentation was about their feeling. I asked them to draw a picture showing their feeling. When they started to talk it took more time again. I planned to do this activity for only 20 minutes but each person spent 20 minutes include question and answer time. Amazingly, my tutees pictures this time were in greater detail than the last session. Moreover, they spoke more about their pictures and feelings. I could see the improvement in their picture and speaking. Especially, in their speaking, I could see they made more accurate sounds of /r/ and /l/ without thinking. So I did not actually point out anything because I did not want them to be nervous to make “right” /r/ and /l/ sounds.

Then we played a game called “Say anything.” While my tutees were playing they laughed a lot and enjoyed. We picked up one card and one person read out loud then we all wrote down answers about the questions. Then we checked at the same time then explain. My tutees, especially Hyunjung Kim laughed a lot and forgot to be nervous. She was the one always tried hard to make right pronunciation. However, because her anxiety level, her way to pronounce was not natural. Fortunately, this time she could make more improvement on her pronunciation while she could not even realize. I could hear some words such as sold, future, for, hold, or and really from her more clearly.

8.4 Lesson Plan (Session4) and Reflection

Session 4	Focus		Materials
May 24 th , 2014	Objectives	<ul style="list-style-type: none"> Let the tutees practice the sound of /l/ and /r/ in their real conversation. Practice intonation: Let the tutees use intonation in a real conversation 	<ul style="list-style-type: none"> video clip pictures Apples to apples game
	Tasks	<ul style="list-style-type: none"> Warm up Task: Listen and Read http://www.biblegateway.com/passage/?search=Psalms37&version=NIV Task 1: Discuss what you watch http://www.youtube.com/watch?v=siHzbnnlBxw Task 2: Presentation Task 3: Apples to Apples 	
	Homework		Material
		<ul style="list-style-type: none"> Listen and read (This will be the warm-up task for session 5) http://www.biblegateway.com/audio/mclean/niv/Ps.63 Prepare for presentation (This will be the task 1 for session5) 	<ul style="list-style-type: none"> Video clip

	Draw a picture of what you want to achieve or have in 3 years using collage. And prepare the presentation.	
--	--	--

Materials for Session 4 and Reflection

Materials for Session 4

- Warm-up Task:** Check Home Work (10-15min)

<http://www.biblegateway.com/passage/?search=Psalms37&version=NIV>

Listen and take turn to read.

- Task 1: Discuss what you watch (15min)**

<http://www.youtube.com/watch?v=siHzbnn1Bxw>

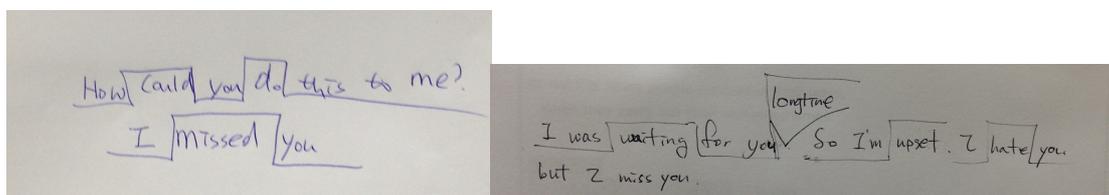
- 1) Think and Write.

What did the little girl want to express? can you write down?

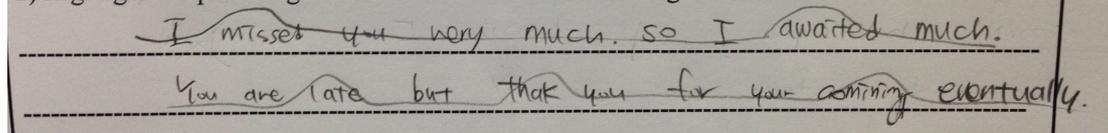
How is the little girl feeling?

what is the reason makes you think that way?

- 2) Highlight the part the girl stressed and draw a line showing intonation.



- 2) Highlight the part the girl stressed and draw a line showing intonation.



3.Task 3: Presentation of Personal Picture (20min)

How can you be content with your life? Or How can you be satisfied with your life?



Hyunjeong Kim's >



Eunjung Kim's>



Minseo Ji's>

4. Play Game: Apples to Apples (30min)

Homework (Listen and Read)

A psalm of David. When he was in the Desert of Judah.

- 1 You, God, are my God,
earnestly I seek you;
I thirst for you,
my whole being longs for you,
in a dry and parched land
where there is no water.
- 2 I have seen you in the sanctuary
and beheld your power and your glory.
- 3 Because your love is better than life,
my lips will glorify you.
- 4 I will praise you as long as I live,
and in your name I will lift up my hands.
- 5 I will be fully satisfied as with the richest of foods;
with singing lips my mouth will praise you.

Reflection

This time, while we were doing warm-up tasks, I found their /r/ and /l/ sounds became clearer. Last session, I found the improvement in their /r/ and /l/ words but it was when they were talking about their pictures. Usually, they get more nervous when they read written sentences. However, for this session, they seemed more relaxed and made less mistakes. So when they pronounced the words such as pasture, wrong, plants, your, and carry they made clearer

sounds. I think this is because as they felt easy their muscles around lips were relaxed to move. The warm-up task took 10 minutes to complete.

Then we watched one video clip and there was no sound. In this video we could only see the characters' facial expression and gestures. After watching it, I asked my tutees to write down what the little girl in the video wanted to say and draw a line showing intonation. As we could not listen to anything from the video clip, they could figure out by themselves based on what they had heard in English or how they usually talked. When I saw what they wrote and drew, I could see they understood intonation patterns. Especially, they know people emphasize the part they want other people to understand clearly. Also, they understood the intonation showed emotions as they draw a line on their sentences to show the little girl's sadness and anger.

Lastly, we had a presentation time. It took about 15 minutes for each person. It is interesting when they started to talk about their pictures they started to a lot and asked questions a lot. For this session presentation, I asked them to prepare colorful pictures to present what would make them satisfied in their lives. They became more talkative and expressive as they used more colors in their pictures. I could see Hyunjung Kim's picture became more alive as she also felt more alive. Interestingly, she said she felt alive to get encouraged to draw pictures and speak in English at the same time.

8.5 Lesson Plan (Session 5) and Reflection

Lesson 5	Focus		Materials
May 28 th , 2014	Objectives	<ul style="list-style-type: none"> • Let the tutees apply and use the sound of /l/ and /r/ in their real conversation. • Let the tutees use intonation 	<ul style="list-style-type: none"> • Game • Pictures

	Tasks	<ul style="list-style-type: none"> • Warm up Task: Listen and Read http://www.biblegateway.com/audio/mclean/niv/Ps.63 • Task 1: Presentation • Task 2: Apples to Apples 	
	Homework		Material
	No homework		

Materials for Session 5 and Reflection

Materials for Session 5

2. **Warm-up Task:** Check Home Work (10-15min)

<http://www.biblegateway.com/audio/mclean/niv/Ps.63>

Listen and take turn to read. Let Participants check each other.

Participant's name		
Can you hear any clear sound of /r/ and /l/? Write example.		

2. Task 2: Presentation of Personal Picture (30min)

Hyunjeong Kim's>



Eunjung Kim's>



Minseo Ji's>

3. Task 3: Play Game: Apples to Apples (30min)**Reflection**

This session was the last one. So we did not meet in the study room. We met in a salt café to study. When we were alltogether everyone looked so tired. While we were doing warm-up tasks their performance seemed to go inactively. Whereas I could see improvement on their pronuncaition during the session 3 and session 4, during this session 5 the tutees did not show that much improvement on their pronunciation. They read slowly and did not pronounce /l/ and /r/ words properly again. Besides in the café they couldn't concentrate on the session. However, to compare the other session as they did not want to talk a lot, time was managed as I planned. For example, usually for the presentation time each one took more than 15 minutes include questioning and anwering time but in this session each one took only 10 minutes.

9. Achievement Test

9.1 Overview

After 5 weeks sessions I gave my tutees an achievement test. This is a test to see how much the tutees' pronunciation has improved as well as how much this project was effective.

This test has three parts, part A, part B, and part C. To see the difference in their pronunciation after the tutor project, I took a part of test used for diagnostic test for part A. This part consists of reading sentences, and words. This will be used to evaluate each segment sound as well as supersegment. Part B is not controlled test. This is made to let tutees talk what they are interested. During the 5 sessions of tutor project, the sessions were led by the tutees as I just provided resources they could practice and checked if that was effective. So I think giving them test similar with what we have already done will be comfortable for them to do. In addition, giving a chance to talk about their idea will show how they are going to use what they have done in a real situation. For part B, they will also use pictures to explain the topic given in the test. Part C is a survey. It is made for get information how the tutees think about this project such as how much it helped, how effective materials were provided, how much they got motivated and so on.

9.2 Achievement Test and Survey

Please Read Aloud.

Part A.....

Consonant>>

There was a girl in a cab eating a pie. After eating the pie, she wiped her lips. Then suddenly, two dogs came into the red cab with a cat.

Going to bed early is good for health but Carla loves staying up late. As the view over the window is fantastic she sits back to enjoy it.

The bath towel is too thin to dry the big seal in the zoo. So one girl goes to a store to buy a beige color towel.

There is a shy girl who is checking her watch thinking if the color of her watch is too childish.

Joy seems to like me so no one can judge if I sing for him as a singer.

Why do you want to win the game? Can't you see the long line to run to the car? Let's run away from the room that is full of people.

Vowel Word List>>

Heat, be, fit, tin, rain, may, get, hen, cat, pan, hot, cut, son, thought, law, sew, boat, look, wool, blue, room, pie, fine, blouse, how, boy, choice (Celce-Murica, 2010)

Part B.....

Describe your future>>

1. Where do you want to live? Why?
2. What kind of house do you want to have?

Describe your party>>

There is a big party and you have to wear a cocktail dress. Google a dress you want to wear.

- 1) What kind of party are you going?
- 2) Why did you pick this dress?
- 3) Who do you want to take and why?
- 4) What do you think you will get through the party?

Part C.....

Survey>>

Question	1 (almost no)	2	3	4	5 (a lot)
Did the tutor project help your pronunciation improved?					
Did you enjoy the sessions?					
Were the contents interesting?					
Do you think the class size was efficient?					

1. What did you mostly like in the tutor project? Why?
2. In what way did the tutor project help you?
3. Was there enough motivation to participate the project? How?

10. Achievement Test Result

The evaluation chart was the same as the diagnostic test evaluation chart. The reason I used the same evaluation chart is that I wanted to compare tutees' pronunciation level before the tutor project and after the tutor project. Those evaluation forms were made based on the book English Phonology and Pronunciation Teaching and Teaching Pronunciation. Also I added the results of the survey to get feedback from my tutees. For the Achievement test, we couldn't arrange time to meet so I asked each person to record and send me by e-mail.

10.1 Hyunjeong Kim

10.1.1 Achievement Test and Survey Result

Evaluation Part A and B

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division			√		
Nuclear stress placement		v			
Intonation/ pitch		v			
Rhythm & Prominence		v			
Word stress		v			
Linking		v			

Segmentals

Consonant Manner of Articulation	Okay	Have difficulty		Examples
		Initial	Ending or middle	
Stop				
/p/ /b/	v			
/t/ /d/	v			
/k/ /g/	v			
Fricative				

/f/ /v/		v		Full, for
/θ/ /ð/		v	v	There, bath
/s/ /z/		v	v	Zoo, goes, seems
/ʃ/ /ʒ/			v	Beige, judge
/h/	v			
Affricate				
/tʃ/ /dʒ/			v	
Nasal				
/n/				
/ŋ/			v	Singer
Liquid				
/l/ (/r/)			v	Color, her, girl, like
/r/			v	After, people
Glide				
(/hw/), /w/		v		wheeled
/y/			v	boy

vowel	OK	Have difficulties	Examples
/i/ /ɛ/ /æ/ /ɑ/ /ɒ/ /ɔ/		v	Law, suddenly
/iy/ /ey/ /ow/ /ɔ/ /uw/		v	Heat, sew, look
/ay/ /aw/ /ɔy/		v	Blouse, boy

The picture she used for talking about the party.



Part C : Survey

Question	1 (almost no)	2	3	4	5 (a lot)
Did the tutor project help your pronunciation improved?				v	
Did you enjoy the sessions?					v

Were the contents interesting?					v
Do you think the class size was efficient?					v

1. What did you mostly like in the tutor project? Why?

It was interesting to draw a picture about my thoughts. The talking and communication is more easy and soft.

2. In what way did the tutor project help you?

When I look at drawing picture, I feel more easy to talk about my thought.

3. Was there enough motivation to participate the project? How?

Yes, I felt more and more interesting and improved

10.1.2 Analysis for the test result

While I was analyzing Hyunjeong's achievement test I found there was not that much improvement when she read the sentences in the test. The result was almost the same as the result of the initial diagnostic test. Even though I could see some improvement while we were doing our tutor sessions why she couldn't show the improvement on her achievement test? I could hear she was really careful to speak out when she was taking the achievement test. So I guess one of the reasons can be her concern or stress for the test. During the sessions she also showed differences on her speaking when we recorded and when we didn't record.

However, for the conversational test she showed different results from the diagnostic test. There was no part to evaluate how many words she spoke before the tutor project and after in the evaluation chart. She spoke more words than when we first started this project. This shows she had more confidence and greater motivation to speak English. I know she still has difficulties in pronouncing /l/ and /r/ sound, but at least she does not hesitate to speak out now. That is another improvement on her speaking.

10.2 Eunjung Kim

10.2.1 Achievement Test and Survey Result

Evaluation Part A and B

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division	v				
Nuclear stress placement	v				
Intonation/ pitch	v				
Rhythm & Prominence	v				
Word stress	v				
Linking	v				

Segmentals

Consonant Manner of Articulation	Ok	Have difficulty		Examples
		Initial	Ending or middle	
Stop				
/p/ /b/	V			
/t/ /d/			V	wipe <u>d</u>
/k/ /g/	V			
Fricative				
/f/ /v/		V		
/θ/ /ð/		V	V	<u>There</u> , <u>health</u>
/s/ /z/		V	V	<u>Lips</u> , <u>Goes</u> , <u>seems</u> , <u>zoo</u>
/ʃ/ /ʒ/			V	beige
/h/	V			
Affricate				
/tʃ/ /dʒ/			V	wa <u>ch</u>
Nasal				
/n/	V			

/ŋ/	V			
Liquid				
/l/ (/r/)			V	Gi <u>rl</u> , Car <u>l</u> a, tow <u>l</u> , ear <u>l</u> y, gl <u>o</u> w, Col <u>o</u> r, wor <u>l</u> d, He <u>l</u> th
/r/		V		<u>R</u> ed, Wor <u>l</u> d, stor <u>e</u>
Glide				
(/hw/), /w/		V		w <u>h</u> eel <u>e</u> d
/y/			V	bo <u>y</u>

vowel	OK	Have difficulties	Examples
/i/ /ε/ /æ/ /ɑ/ /ʌ/ /ɔ/		V	L <u>a</u> w, s <u>u</u> ddenly
/iy/ /ey/ /ow/ /ɔ/ /uw/		V	<u>E</u> ating, <u>h</u> eat / <u>s</u> crape/ <u>th</u> ought, gl <u>o</u> w, <u>c</u> row , <u>s</u> ew / Supermarket, L <u>o</u> ok, w <u>o</u> ol/ R <u>o</u> om , blue
/ay/ /aw/ /ɔy/		V	P <u>i</u> e, / bl <u>o</u> use

The picture she used for talking about the party.

(She didn't send)

Part C: Survey

Question	1 (almost no)	2	3	4	5 (a lot)
Did the tutor project help your pronunciation improved?				v	
Did you enjoy the sessions?					v
Were the contents interesting?					v
Do you think the class size was efficient?				v	

1. What did you mostly like in the tutor project? Why?

Good teacher, good friends, good contents, so I like the class.

2. In what way did the tutor project help you?

Many reading and listening

3. Was there enough motivation to participate the project? How?

The presentation class, I enjoyed natural speaking.

10.2.2 Analysis for the test result

For Eunjung Kim, the result is exactly same. She made same mistakes and showed the same patterns of sounds. When she makes sounds she always smiles so every sound she made was more like tense sound. Probably her way to pronounce while she is smiling affects the vowel sounds so it made unnecessary tense sound all the time. Even though she tried she did not have enough time to practice as she had too many things to deal with in her own company. So even during the tutor sessions she couldn't do homework.

Participating the tutor class definitely gave her motivation to study she said, but without practicing it is hard to make improvement. I know there was some change on her speaking such as how to approach when she speaks. Before she tried to think sentences first then spoke. However, after experienced the presentation time with her own picture, she realized she could just speak before making perfect sentences.

10.3 Minseo-Ji

10.3.1 Achievement Test and Survey Result

Evaluation Part A and B

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
Thought group division			v		
Nuclear stress placement				v	
Intonation/ pitch				v	
Rhythm & Prominence			v		
Word stress			v		

Linking			v		
---------	--	--	---	--	--

Segmentals

Consonant Manner of Articulation	Okay	Have difficulty		Examples
		Initial	Ending or middle	
Stop	v			
/p/ /b/	v			
/t/ /d/	v			
/k/ /g/	v			
Fricative				
/f/ /v/	v			
/θ/ /ð/			v	There, bath
/s/ /z/	v			
/ʃ/ /ʒ/			v	Beige, judge
/h/	v			
Affricate				
/tʃ/ /dʒ/	v			
Nasal	v			
/n/	v			
/ŋ/	v			
Liquid				
/l/ (/r/)	v			
/r/	v			
Glide				
(/hw/), /w/	v			
/y/	v			

vowel	OK	Have difficulties	Examples
/i/ /ε/ /æ/ /ɑ/ /ʌ/ /ɔ/		v	law
/iy/ /ey/ /ow/ /ʊ/ /uw/		v	<u>Boat, wool</u>
/ay/ /aw/ /ɔy/	v		

The picture she used for talking about the party.



Part c: Survey

Question	1 (almost no)	2	3	4	5 (a lot)
Did the tutor project help your pronunciation improved?					v
Did you enjoy the sessions?					v
Were the contents interesting?					v
Do you think the class size was efficient?					v

1. What did you mostly like in the tutor project? Why?

For improving my English, I needed to speak with someone but it wasn't really easy. During this tutor project I could have chances to speak and share in English with other people and I could know about other people more through their drawing. And we knew our English got improve.

2. In what way did the tutor project help you?

This tutor project made me do something but that wasn't pressure. Listening, speaking and drawing and thinking in English.

3. Was there enough motivation to participate the project? How?

Yes, there was. As I answered, I had chances to speak and learn English. Also leader and members encouraged each other therefore our English was improving. Somehow we tried to learn more in good way.

10.3.2 Analysis for the test result

Minseo Ji was the one who made the biggest improvement on her speaking and pronunciation. Whenever I gave homework or materials to practice pronunciation she actually did more than I expected. Sometimes I was surprised how much she practiced with the materials I gave to her. She listened to the materials several times as she wanted to understand everything in the video clips and other materials.

As the results revealed, her pronunciation and intonations improved. Also, /l/ and /r/ sounds were improved too. I asked her how she improved so much, and her answer was a lot of practice, because she really wants to be an English teacher now so she tries to learn a lot. Her fluency has progressed too. She speaks more sentences now.

11. Conclusion

When I first started this project actually it was not easy to find people who are interested in learning pronunciation and ready to spend time for several weeks. There were many people around me who wanted to study but most of them were busy working people. So it surprised me when I found the tutees changed their schedules to come to this tutor project. While they were taking the diagnostic test they seemed nervous and tried really hard.

For this project I tried not to teach the tutees, but gave them materials that they can practice and study by themselves. Then every session they had to show what they did at home. Except the first session, every session was led by tutees with what they prepared at home or what they already thought and practiced at home. I was the one observed and gave them feedback then find more resources that can assist their study. The most interesting part was presentation time. As all of my tutees were visual people they liked the time when they showed their pictures and explained. I think this method helped them to lessen stress when they spoke as they were focused on their own picture while they were speaking English. In addition, I could see their picture had improved as well as their English speaking had

improved. Additionally, as they spoke more English, the rate of success to make accurate sounds of /l/ and /r/ were rising. In this project it was not my aim to figure out the relationship between drawing and improving English speaking or pronunciation. However, allowing the tutees to draw pictures and explain what they drew verbally helped them to concentrate on only speaking. It helped them not to focus on reading what they write when they speak or speaking sentences they made in their minds.

What I realized through this project is it is more effective to let the tutees actively participate and speak out rather than simply teaching or explaining a lot. Also, an individual's language abilities cannot make improvements by itself but can be enriched by interacting with other circumstances or elements such as people, visual support or art and so on.

Reference

Walker, R. (2010). *Teaching the pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press.

Kirkpatrick, A. (2007). *World Englishes*. Cambridge University Press.

Marianne Celce-Murcia et al. (2010). *Teaching Pronunciation*. Cambridge University Press.

Speech Accent Archive. (n.d.). *Speech Accent Archive*. Retrieved June 12, 2014, from <http://accent.gmu.edu/>

cameron, S. (2012). *perfection your English pronuncaiton*. : Mc Graw Hill.