

# Pronunciation Tutor Project



**Kang Min Jung(1243957)**

Sookmyung Women' s University

Graduate School of TESOL

## Table of Contents

<b>Table of Contents</b>	2
<b>1. Introduction</b>	4
<b>2. Participants</b>	
2.1 Tutee Profile	7
2.1.1 Tutee A	7
2.1.2 Tutee B	8
2.2 Tutor Profile	9
<b>3. Diagnostic Test</b>	
3.1 Needs Analysis	10
3.2 Diagnostic Test	11
3.3 Tutee A's Needs Analysis Questionnaire and Diagnostic Test	13
3.4 Tutee B's Needs Analysis Questionnaire and Diagnostic Test	17
<b>4. Analysis of the Diagnostic Test Results</b>	
4.1 Tutee A	
4.1.1 Test Results	21
4.1.2 Analysis of the Test Results	23
4.2 Tutee B	
4.2.1 Test Results	25
4.2.2 Analysis of the Test Results	27
<b>5. Goals and Objectives</b>	29
<b>6. The Action Plan</b>	31
<b>7. Pronunciation Tutor Class</b>	
7.1 Class 1	
7.1.1 Lesson Plan	36
7.1.2 Reflection	37
7.1.3 Materials	40
7.2. Class 2	
7.2.1 Lesson Plan	43
7.2.2 Reflection	44
7.2.3 Materials	47
7.3 Class 3	
7.3.1 Lesson Plan	50
7.3.2 Reflection	52
7.3.3 Materials	55

7.4 Class 4	
7.4.1 Lesson Plan	58
7.4.2 Reflection	60
7.4.3 Materials	62
7.5 Class 5	
7.5.1 Lesson Plan	67
7.5.2 Reflection	69
7.5.3 Materials	72
<b>8. Achievement Test</b>	<b>75</b>
8.1 Tutee A's Achievement Test	77
8.2 Tutee B's Achievement Test	81
<b>9. The Analysis of Achievement Test Results</b>	
9.1 Tutee A	
9.1.1 Test Results	85
9.1.2 The Analysis of Test Results	87
9.2 Tutee B	
9.2.1 Test Results	89
9.2.2 The Analysis of Test Results	91
<b>10. Conclusion</b>	<b>93</b>
<b>References</b>	<b>95</b>



## 1. Introduction

In an era of globalization, English is not used by the limited number of people in a certain places anymore, but it becomes *lingua franca*, which is “the common language used by the people of different language backgrounds to communicate with each other” (Kirkpatrick, 2007, p. 7). In other words, English becomes the most important medium for interacting with people having different cultural and linguistic background in various areas, such as business, science, technology, and academia (Phillipson, 1998).

From this perspective, teaching English should not focus on following native-speaker norms any more. Instead, it should focus on adopting English as lingua franca (ELF) norms (Canagarajah, 2006). This is to say, the goal of English education should be to develop communicative competence to communicate with other non-native speakers rather than to become native-like speakers (Walker, 2010). Thus, it is important to raise students’ attention to the concept of English as lingua franca (ELF) in EFL class.

As pronunciation is the integral part of language learning (Wei, 2006), it is also necessary that the goal of teaching English pronunciation should be changed from the attainment of native-like pronunciation to more realistic goals of talking intelligibly to others in other non-native speakers to be consistent with the lingua franca perspectives (Walker, 2010). In order to achieve this goal of English pronunciation class, *the Pronunciation Tutor Project* is designed. For teachers, this project will provide opportunities to teach pronunciation based on the ELF point of view in the real world. For L2 learners, this project will help them to raise their awareness about reasonable pronunciation in the ELF approach and also develop their intelligible pronunciation.

This project comprises six stages. The first stage is to find and select subjects. At least one tutee who is willing to participate in this project will be chosen. Then, at the second stage, the tutor will examine each tutee’s linguistic background, experience and attitudes

through interview, a needs analysis questionnaire and a diagnostic test. All these examinations will be analyzed carefully to figure out each tutee's problems at the stage 3. In consideration of this analysis, the tutor will devise a customized plan for each tutee's problems. At the stage 4, the tutor will meet each tutee minimum two hours a week for five weeks. Every week, tutees will have practicing time to improve their pronunciation skills with specific materials. After finishing all tutoring sessions, at the stage 5 the tutee will administrate an achievement test to assess the progress of the tutees. Finally, the tutor will write up the report in reference to the entire project. The following Table 1 shows the overall procedures of this Pronunciation Tutor Project. In this 5-session project, not only my tutees but also I, as an English teacher, will be able to develop some practical ideas regarding the ELF pronunciation approach, which helps my students become members of a global society.



Stage	Descriptions	
<b>Stage 1</b> <b>(March 20)</b>	<ul style="list-style-type: none"> <li>● Find and select subjects</li> </ul>	At least one tutee will be chosen for this project. Tutees' language proficiency levels and age would not be concerned in this project.
<b>Stage 2</b> <b>(April 3)</b>	<ul style="list-style-type: none"> <li>● Interview subjects regarding goals and background (Needs analysis)</li> <li>● Give diagnostic test</li> </ul>	In order to gather tutees' information, the tutee will be interviewed with a needs analysis questionnaire and diagnostic test. This information will be used to scrutinize tutees' strengths and weaknesses regarding English pronunciation.
<b>Stage 3</b> <b>(April 17)</b>	<ul style="list-style-type: none"> <li>● Analyze the results of test</li> <li>● Devise a plan</li> </ul>	The analysis of diagnostic test results will show what areas of English pronunciation each tutee needs to develop the most. Based on this analysis and needs analysis, a plan with specific goals will be made to assist each tutee to enhance their weaknesses.
<b>Stage 4</b> <b>(May 1)</b>	<ul style="list-style-type: none"> <li>● Create set of materials to meet goals</li> <li>● Meet and teach materials</li> </ul>	During a five-week tutoring period, a tutor will meet tutees for at least two hours a week and provide customized lessons to develop tutees' pronunciation skills. At this time, the tutee should create and provide appropriate materials and feedback for each tutee to improve their pronunciation.
<b>Stage 5</b> <b>(June 5)</b>	<ul style="list-style-type: none"> <li>● Create achievement test</li> <li>● Assess progress</li> </ul>	In order to assess the progress of the tutees, a tutor will create a different achievement test depending on each tutee's weaknesses regarding English pronunciation and administrate it.
<b>Stage 6</b> <b>(June 12)</b>	<ul style="list-style-type: none"> <li>✓ Write up report</li> </ul>	The tutor will write up the report about the entire project.

**Table 1.** The procedures of Pronunciation Tutor Project

## 2. Participants

### 2.1 Tutee Profiles

In this project, two 4<sup>th</sup> grade elementary school students in Suwon in Korea were chosen. Both failed the school English achievement test last



year and their English proficiency level can be described as novice low as based on the scale used by the American Council on the Teaching of Foreign Languages (See Table 2.1).

#### **Novice Low**

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

**Table 2.** Tutees' speaking proficiency (ACTFL, 2012, P. 9)

#### 2.1.1 Tutee A



The first tutee is a little bit shy Korean girl. During the interview, she spoke too softly to hear. Like many other Korean students going to private English academies to learn English, she also has been going to the English academy, but began to go there three months ago. Before going there, she learned English in only English class at school. This means she started learning English last year when she was in 3<sup>rd</sup> grade, English is one of her subjects in accordance with Korean English National Curriculum. Moreover, she has no experience to live or stay another country. From her one-year English experience, she is able to recognize and write every single alphabet letter, but lacks phonological awareness since

she has never had any experience regarding English pronunciation before, except for some individual consonant sounds in her textbook. Therefore, she has difficulty with isolating, blending and manipulating sounds. When asking about her opinion about learning English, she said she did not like English since it was too difficult to learn. She knew, however, she had to learn English because English is considered as an important subject in middle and high school. For this reason, she hopes she will be good at English.

### 2.1.1 Tutee B



The second tutee is also a girl. She is not a shy girl, but seemed to have the lack of confidence in English. Whenever asked to speak in English or read English words, she tended to speak too soft to hear what she said. Like Tutee A, she has never learned English before her 3<sup>rd</sup> grade and received any types of private English lessons as well. In other words, she started learning English at school one year ago by attending 40-minute class twice a week. She has not lived and stayed other English countries like Tutee A. Even though she was taught alphabet recognition in 3<sup>rd</sup> grade English class, she was confused some of the upper and lower case alphabet letters. Additionally, as she has insufficient language concepts, she does not know simple English words such as “fox”, “bird”, and so on. Like Tutee A, she has not received any sort of English pronunciation lessons, but she has a little experience in relation to phonics in her textbook. Therefore, she has hard time speaking and listening to English. Her lack of experience and low confidence appear to give rise to the fact that English has become her least favorite subject and is too difficult to learn. Nevertheless, she thinks she should learn English and wants to speak English fluently for her dream to become a world famous actress.

## 2.2 Tutor Profile



I began to learn English when I was in middle school. After starting learning grammar, English had been my worst and least favorite subject. I had no idea how to deal with this subject and why I had to learn English at that time, so I simply refused to learn English after high school. When I, however, worked for a fashion company, I realized English was necessary to communicate with foreign fashion models from different countries. For this reason, I studied English again in the U.S.A for about one year 8 years ago, and since then I have learned and taught English. I have learned English pronunciation through an online English program in the U.S.A. That program was about only segmental features, but it was quite helpful for foreign students who had a lack of knowledge of American pronunciation since the learners could watch video clips regarding mouth movements. After that, I also studied English pronunciation with a book which focused on American pronunciation. In addition, I have taken a class for teaching phonics for young learners and this class dealt with segmental aspects of English related to phonological awareness. Due to these experiences, I have the knowledge of segmental and suprasegmental aspects of American pronunciation, but have not had opportunities to teach only pronunciation itself that much. This is because a number of the English classes for young learners in Korea tend to deal with only segmental features in the part of phonics lessons that emphasize letter-sound correspondence.

### 3. Diagnostic Test

Firth (1987) states when designing a pronunciation course, a teacher should consider several stages: a general assessment of individual variables; a diagnostic test; the design of syllabus; and teaching and feedback. In accordance with this suggestion, this pronunciation project begins with examining tutees' needs and tutoring goals through two types of tests, a needs analysis questionnaire and a diagnostic test, are administered. In consideration of my tutees' English proficiency, all tests are given in Korean on interviewing in person.

#### 3.1 Needs Analysis

According to Firth (1987), the syllabus of a pronunciation course should be based on the attitudes and motivation of individual learners. This is because learner variables not only determine different instructional areas of pronunciation but also affect pedagogical outcomes. In this sense, a number of aspects regarding individual attitudes that can affect the motivation of students should be considered upon designing needs analysis such as age, education, occupation, length of time in host country, feelings about the host culture and personality.

Drawing upon this concept of the needs analysis, this tutor project conducts the needs analysis to investigate two tutees' attitudes and motivation. This needs analysis is modified from Student Profile Questionnaire Used at UCLA in *Teaching Pronunciation a course book and reference guide* (Celce-Murcia, Brinton, & Goodwin, 2010, p. 477). This analysis consists of three sessions: general background, English study background and knowledge of English pronunciation. In the general background session, each tutee provides their name, age, native language, the frequency of English use and the place of English use to gather overall information about tutees. In addition to the general information, English experiences are also inquired and this information might be helpful to estimate their English proficiency levels. Some questions in this part are related to their school English due to the fact that my

tutees are young elementary school students. The last part of this needs analysis questionnaire is the knowledge of English pronunciation. This information may use to set a goal and make a plan for each tutee. In this section, only three questions in regard to basic pronunciation knowledge are asked to figure out what tutees know and what they do not know as considering their levels.

### 3.2 Diagnostic Test

The English proficiency levels of my tutees are considered as novice low, so a diagnostic test for them was designed to focus on discriminating segmentals, particularly consonants in terms of phonemic awareness. This is because low-level speakers heavily depend on individual sounds to construct meaning, while L2 language learners with a higher level of proficiency tend to employ more contextual clues (Walker, 2010). Moreover, developing phonemic awareness competence is “crucial for both production and reception (decoding and comprehension) of spoken language in every aspect” (Pennington, 1999, p. 427), and “upon entering school is also the best predictor of successful reading and writing ever found” (Eldridge, 1999, as cited in Kim, D., & Margolis, 1999, p. 89).

The diagnostic test I used to assess my tutees was modified from several sources such as Reading a-z’s *Phonological awareness assessment* (available from <http://www.readinga-z.com/assessments/phonological-awareness-assessment/>), *Phonemic awareness assessment* (Blevin, 1997) and *Testing Pronunciation* (Bobda, 1993). This test limited only ten consonant sounds /p/, /t/, /k/, /b/, /d/, /g/, /s/, /z/, /f/, and /v/ for my tutees’ condition and relatively short tutoring period. Among these sounds /p/, /t/, and /k/ are considered as plosives or stops, and are apt to aspirate like their counterparts /b/, /d/, and /g/. This phenomenon can cause the breakdowns in communication, so correct aspiration of these six sounds is necessary for ELF intelligibility (Jenkins, 2000, cited in Seidlhofer, 2005). In addition to these sounds, /f/, /v/, /s/,

and /z/ known as fricative are included in this diagnostic test owing to the fact that these sounds are considered as problematic sounds for Korean learners (Avery & Ehrlich, 1992). All ten sounds can also place at the beginning or ending of a word as voiced and voiceless minimal pairs, so these might be effective to evaluate tutees' basic sound discriminative ability.

Additionally, as mentioned earlier, pronunciation is related to both productive and receptive skills, so it is necessary that pronunciation be tested through speaking (for production) and listening (for reception). For this reason, the diagnostic test for my tutees is made up with two sections: auditory discrimination and oral production. In the listening section, the initial and final sounds of each sound were tested to check whether the tutees can identify individual sounds and discriminate each sound. For this test part, I read every single word for them since they cannot read any single word by themselves. Also, due to their lack of language concepts, it was hard to use pictures for their pronunciation diagnostic test. This is because they even could not say "fox" in English for the picture of a fox. Consequently, I had my tutees listen and said what they heard. In the speaking section, I asked my tutees to repeat after me words and sentences to examine their productive skills. I conducted all test procedures individually and each student's test was recorded for further information.

During the test, both of my tutees seemed to be a little awkward about this type of the test since the test was given individually and they have never had pronunciation tests before. For this reason, as first they mumbled when they answered, so I had to keep asking to check their answers. They, however, soon appeared to be more comfortable and confident since I tried to make atmosphere more relaxed for them by making jokes. Overall, both girls took the diagnostic test seriously, so I believe I could get more reliable test results from this diagnostic test.

### 3.3 Tutee A's Needs Analysis Questionnaire and Diagnostic Test

#### Needs Analysis Questionnaire

##### General Background

1. What is your name? Kim Si Hyun

2. How old are you? 9 years old

2. What is your native language? Korean

3. Have you ever lived or stayed other countries before? No

If so, 5.1 Which country have you been?

5.2 How long have you been there?

4. Approximately what percentage of time do you speak English each day as opposed to your native language?

Circle one: 0-20%    20-40%    40-60%    60-80%    80-100%

5. In what type of setting are you currently speaking English?

A. Internet    B. School    C. Academy    D. Home



##### English Background

6. Have you ever learned English before 3<sup>rd</sup> grade English class? No

If so, 3.1 Where have you learned English?

3.2 How long have you learned English?

7. Are you studying English other places now (ex. academy, after-school program) except for school? If so, where are you studying? Academy

8. Which areas of English (Reading, Writing, Speaking, and Listening) is the easiest and the most comfortable? Listening

9. Do you think English is easy or difficult to learn? Why do you think so?

It is difficult for me to learn because I have learned English for a short time.

10. Do you like English or not? Why do you think so?

No, I don't like. Because English is too difficult.

##### Knowledge of English Pronunciation

11. Have you ever learned the sounds of each alphabet letters? No, I haven't.

12. What are consonants in English? I don't know.

13. What are vowels in English? I don't know.

## Pronunciation Diagnostic Test (b, p, d, t, g, k, f, v, s, z)

Name Kim Si Hyun Date Apr 8<sup>th</sup>, 2014

### Part 1. Auditory Discrimination

**A. Directions:** I am going to say some words. I want you to tell me the sound that is the same in all the words.

NO.	Initial Sounds					No.	Final Sounds				
1	bat	bee	bell	big	O	11	lab	Bob	rub	club	X
2	pen	pet	piano	pumpkin	O	12	stop	sheep	cup	mop	O
3	dog	duck	doll	dive	O	13	bread	load	food	mud	O
4	two	tie	tent	toast	O	14	hit	cat	foot	wet	O
5	girl	glass	green	glue	O	15	log	frog	leg	wig	O
6	cat	cake	coke	can	O	16	sack	cook	luck	pick	O
7	five	fan	foot	face	X	17	beef	deaf	knife	leaf	X
8	van	violin	vase	vest	X	18	brave	dive	have	live	X
9	soap	sack	sock	song	O	19	bus	gas	miss	yes	O
10	zebra	zoo	zero	zip	X	20	easy	close	was	these	X

**B. Directions:** I am going to read two words for you. Please listen to the words and tell me the sound you hear at the beginning or ending of each word.

NO.	Initial Sounds				No.	Final Sounds			
21	bear	pear	/b/ bear	/p/ pear	26	cup	cub	/b/ <b>cup</b>	/p/ <b>cub</b>
22	ten	den	/d/ den	/t/ ten	27	eight	aid	/d/ aid	/t/ eight
23	cap	gap	/g/ gap	/k/ cap	28	pick	pig	/g/ pig	/k/ pick
24	fan	van	/f/ fan	/v/ van	29	leaf	leave	/f/ <b>leave</b>	/v/ <b>leaf</b>
25	sip	zip	/s/ sip	/z/ zip	30	bus	buzz	/s/ bus	/z/ buzz

**C. Directions:** I am going to read three words. Please listen to the words and tell me what word has a different beginning or ending sound.

NO.	Initial Sounds				No.	Final Sounds			
31	dog	fire	door	fire	36	grab	pop	tab	pop
32	bed	pop	pink	bed	37	rug	lick	truck	<b>truck</b>
33	camera	goose	gun	camera	38	nut	bird	pet	bird
34	sleep	zigzag	sand	zigzag	39	cave	love	wolf	wolf
35	violet	fig	fire	violet	40	face	cheese	dance	cheese

## Part 2. Oral Production

**A. Directions:** Now I want you to repeat after me.

NO.	Initial Sounds		No.	Final Sounds	
41	bear		51	cup	
42	pear		52	cub	/p/
43	ten		53	eight	
44	den		54	aid	
45	cap		55	pick	
46	gap		56	pig	
47	fan	/p/	57	leaf	/p/
48	van	/b/	58	leave	/b/
49	sip		59	bus	
50	zip	/dʒ/	60	buzz	/dʒ/

**B. Directions:** Now I want you to repeat after me.

- b1. There is a bear under the pear tree.
- b2. Dennis plays tennis.
- b3. There is one glass of milk in class.
- b4. IU's fan blocked her van.
- b5. Today, Sue went to the zoo.
- bb. I left my cap in the cab.
- b7. They painted a wide door in white.
- b8. I carry my bag on the back.
- b9. I will leave you before that last leaf falls down.
70. She needs to put some ice on her eyes.

### 3.4 Tutee B's Needs Analysis Questionnaire and Diagnostic Test

#### Needs Analysis Questionnaire

##### General Background

1. What is your name? Bu Sung Hee

2. How old are you? 9 years old

2. What is your native language? Korean

3. Have you ever lived or stayed other countries before? No

If so, 5.1 Which country have you been?

5.2 How long have you been there?

4. Approximately what percentage of time do you speak English each day as opposed to your native language?

Circle one: 0-20% 20-40% 40-60% 60-80% 80-100%

5. In what type of setting are you currently speaking English?

A. Internet B. School C. Academy D. Home



##### English Background

6. Have you ever learned English before 3<sup>rd</sup> grade English class? No

If so, 3.1 Where have you learned English?

3.2 How long have you learned English?

7. Are you studying English other places now (ex. academy, after-school program) except for school? If so, where are you studying? No

8. Which areas of English (Reading, Writing, Speaking, and Listening) is the easiest and the most comfortable? None

9. Do you think English is easy or difficult to learn? Why do you think so?

It is difficult for me to learn because I have never learned English before.

10. Do you like English or not? Why do you think so?

No, I don't like. Because English is too difficult.

##### Knowledge of English Pronunciation

11. Have you ever learned the sounds of each alphabet letters? No, I haven't.

12. What are consonants in English? I don't know.

13. What are vowels in English? I don't know.

## Pronunciation Diagnostic Test (b, p, d, t, g, k, f, v, s, z)

Name Bu Sung Hee Date Apr 8<sup>th</sup>, 2014

### Part 1. Auditory Discrimination

**A. Directions:** I am going to say some words. I want you to tell me the sound that is the same in all the words.

NO.	Initial Sounds					No.	Final Sounds				
1	bat	bee	bell	big	O	11	lab	Bob	rub	club	X
2	pen	pet	piano	pumpkin	O	12	stop	sheep	cup	mop	X
3	dog	duck	doll	dive	O	13	bread	load	food	mud	O
4	two	tie	tent	toast	O	14	hit	cat	foot	wet	O
5	girl	glass	green	glue	O	15	log	frog	leg	wig	O
6	cat	cake	coke	can	O	16	sack	cook	luck	pick	X
7	five	fan	foot	face	X	17	beef	deaf	knife	leaf	X
8	van	violin	vase	vest	X	18	brave	dive	have	live	X
9	soap	sack	sock	song	O	19	bus	gas	miss	yes	O
10	zebra	zoo	zero	zip	X	20	easy	close	was	these	X

**B. Directions:** I am going to read two words for you. Please listen to the words and tell me the sound you hear at the beginning or ending of each word.

NO.	Initial Sounds				No.	Final Sounds			
21	bear	pear	/b/ bear	/p/ pear	26	cup	cub	/b/ <b>cup</b>	/p/ <b>cub</b>
22	ten	den	/d/ den	/t/ ten	27	eight	aid	/d/aid	/t/ eight
23	cap	gap	/g/ gap	/k/ cap	28	pick	pig	/g/ pig	/k/ pick
24	fan	van	/f/ fan	/v/ van	29	leaf	leave	/f/ <b>leave</b>	/v/ <b>leaf</b>
25	sip	zip	/s/ sip	/z/ zip	30	bus	buzz	/s/ bus	/z/ buzz

**C. Directions:** I am going to read three words. Please listen to the words and tell me what word has a different beginning or ending sound.

NO.	Initial Sounds				No.	Final Sounds			
31	dog	tire	door	tire	36	grab	pop	tab	tab
32	bed	pop	pink	bed	37	rug	lick	truck	truck
33	camera	goose	gun	camera	38	nut	bird	pet	pet
34	sleep	zigzag	sand	zigzag	39	cave	love	wolf	wolf
35	violet	fig	fire	violet	40	face	cheese	dance	cheese

## Part 2. Oral Production

**A. Directions:** Now I want you to repeat after me.

NO.	Initial Sounds		No.	Final Sounds	
41	bear		51	cup	
42	pear		52	cub	/p/
43	ten		53	eight	
44	den		54	aid	/t/
45	cap		55	pick	
46	gap		56	pig	
47	fan	/p/	57	leaf	/p/
48	van	/b/	58	leave	/b/
49	sip		59	bus	
50	zip	/dʒ/	60	buzz	/dʒ/

**B. Directions:** Now I want you to repeat after me.

- b1. There is a bear under the pear tree.
- b2. Dennis plays tennis.
- b3. There is one glass of milk in class.
- b4. IU's fan blocked her van.
- b5. Today, Sue went to the zoo.
- bb. I left my cap in the cab.
- b7. They painted a wide door in white.
- b8. I carry my bag on the back.
- b9. I will leave you before that last leaf falls down.
70. She needs to put some ice on her eyes.

## 4. Analysis of the Diagnostic Test Results

### 4.1 Tutee A

#### 4.1.1 Test Results

The evaluation forms were designed to analyze diagnostic test results. Table 3, 4, and 5 show the results of the auditory discrimination and oral production tests of Tutee A.

	A student can	b	p	d	t	g	k	f	v	s	z
<b>Initial Sounds</b>	find out the same sound in the different words	O	O	O	O	O	O	X	X	O	X
	discriminate each sound in minimal pairs	O	O	O	O	O	O	O	O	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	O	O	O	O	O	O
<b>Final Sounds</b>	find out the same sound in the different words	X	O	O	O	O	O	X	X	O	X
	discriminate each sound in minimal pairs	X	X	O	O	O	O	X	X	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	X	X	O	O	O	O

**Table 3.** Tutee A's Auditory Discrimination Test Results

**O:** A student is able to discriminate a sound

**X:** A student is not able to discriminate a sound

	Words				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	O		O		
<b>b</b>	O			O	substitute /p/ for /b/
<b>d</b>	O		O		
<b>t</b>	O		O		
<b>g</b>	O		O		
<b>k</b>	O		O		
<b>f</b>		O		O	substitute /p/ for /f/
<b>v</b>		O		O	substitute /b/ for /v/
<b>s</b>	O		O		
<b>z</b>		O		O	substitute /dʒ/ for /z/

**Table 4.** Tutee A's Word-Level Oral Production Test Results

	Sentences				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	O		O		
<b>b</b>	O			O	substitute /p/ for /b/
<b>d</b>	O		O		
<b>t</b>	O		O		
<b>g</b>	O			O	substitute /k/ for /g/
<b>k</b>	O		O		
<b>f</b>		O		O	substitute /p/ for /f/
<b>v</b>		O		O	substitute /b/ for /v/
<b>s</b>	O		O		
<b>z</b>		O		O	substitute /dʒ/ for /z/

**Table 5.** Tutee A's Sentence-Level Oral Production Test Results

#### 4.1.2 Analysis of the Test Results

The results of the auditory discrimination and oral production section on the Tutee A's diagnostic test were analyzed respectively. In the auditory discrimination test, initial and final sounds were examined whether a student could find out the same sound in the different words, discriminate each sound in minimal pairs, and distinguish a word with different sound from words with the same sound. According to the results of the auditory test, Tutee A had more difficulty with final sounds than initial sounds. With initial sounds, only she had trouble with /f/, /v/, and /z/ when she needed to pick up the same sound from four different words. This is to say, she could identify /f/, /v/, and /z/ correctly in minimal pairs and distinguish them from other different sounds. As for final sounds, Tutee A had problems with most testing sounds. First, she struggled to find out /b/, /f/, /v/, and /z/ in the different word groups. Moreover, she seemed to be confused a lot to discriminate /b/ and /p/, and /f/ and /v/ in minimal pairs, and she was not able to pick up the word with voiced plosive /g/ from the words with voiceless plosive /k/. Consequently, the results of this auditory discrimination test indicated that Tutee A's most problematic sounds were /f/, /v/, and /z/.

Like the results of the auditory discrimination test, Tutee A showed similar problems in the oral production test. As reading words with each sound, she did not seem to be able to pronounce words with /f/, /v/, and /z/ at both initial and final positions correctly. She tended to substitute the counterparts of each sound for these three sounds. For example, she pronounced stop sound /p/ instead of /f/, substitute /b/ for /v/, and created the sound /z/ without vibration. Furthermore, she was not able to make accurate pronunciation regarding final /b/ sound because she said "cub" like "cup". With regard to sentence-level oral production, Tutee A also had similar obstacles to word-level production. Regardless of the beginning and ending positions, she was not capable of producing accurate pronunciation words with /f/, /v/, and /z/ in the sentences. Also, her pronunciation for final sound /b/ and /g/ was not clear. She appeared to make sounds /p/ and /k/

more like /b/ and /g/.

The test results turn out that in this pronunciation tutor project, Tutee A needs to develop her listening and pronunciation skills for the stop sounds /p/ and /b/, and fricative sounds /f/, /v/, and /z/. They need to learn how to articulate these sounds clearly. This is because they did not make voice and voiceless sounds differently. In particular, she needs more specific instruction for these sounds at the ending position than the beginning position. In addition to developing her pronunciation skills, I hope she can build her confidence in speaking English through this five-session tutor project since she was inclined to hesitate saying something in English with very soft voice even though she can speak more loudly and clearly in Korean.

## 4.2 Tutee B

### 4.2.1 Test Results

The evaluation forms were designed to analyze diagnostic test results. Table 6, 7 and 8 show the results of the auditory discrimination and oral production tests of Tutee B.

	<b>A student can</b>	<b>b</b>	<b>p</b>	<b>d</b>	<b>t</b>	<b>g</b>	<b>k</b>	<b>f</b>	<b>v</b>	<b>s</b>	<b>z</b>
<b>Initial Sounds</b>	find out the same sound in the different words	O	O	O	O	O	O	X	X	O	X
	discriminate each sound in minimal pairs	O	O	O	O	O	O	O	O	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	O	O	O	O	O	O
<b>Final Sounds</b>	find out the same sound in the different words	X	X	O	O	O	X	X	X	O	X
	discriminate a word with different sound from words with the same sound	X	X	O	O	O	O	X	X	O	O
	discriminate a word with different sounds from the others	X	X	X	X	X	X	O	O	O	O

**Table 6.** Tutee B's Auditory Discrimination Test Results

**O:** A student is able to do

**X:** A student is not able to do

	Words				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	O		O		
<b>b</b>	O			O	substitute /p/ for /b/
<b>t</b>	O		O		
<b>d</b>	O			O	substitute /d/ for /t/
<b>g</b>	O		O		
<b>k</b>	O		O		
<b>f</b>		O		O	substitute /p/ for /f/
<b>v</b>		O		O	substitute /b/ for /v/
<b>s</b>	O		O		
<b>z</b>		O		O	substitute /dʒ/ for /z/

**Table 7.** Tutee B's Word-level Oral Production Test Results

	Sentences				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	O		O		
<b>b</b>	O			O	substitute /p/ for /b/
<b>t</b>	O		O		
<b>d</b>	O		O		
<b>g</b>	O			O	substitute /k/ for /g/
<b>k</b>	O		O		
<b>f</b>		O		O	substitute /p/ for /f/
<b>v</b>		O		O	substitute /b/ for /v/
<b>s</b>	O		O		
<b>z</b>		O	O		substitute /dʒ/ for /z/

**Table 8.** Tutee B's Sentence-level Oral Production Test Results

#### 4.2.2 Analysis of the Test Results

The results of the auditory discrimination and oral production section on the Tutee B's diagnostic test were analyzed respectively. The test results indicated that Tutee B had similar problems as Tutee A's. Like Tutee A, Tutee B also had more difficulty with final sounds than beginning sounds. In other words, when it comes to initial sounds, only she was not able to identify /f/, /v/, and /z/ among other sounds, but she could not differentiate each sound in not only minimal pairs but also words with different sounds. Nonetheless, with regard to final sounds, aside from fricative sounds /f/, /v/, /z/, Tutee B also had more trouble with other sounds. For instance, Tutee B could not recognize the differences between final stop /p/ and /b/. She could not identify /p/ and /b/ in the different word groups and minimal pairs. In addition to stop sounds, she failed to separate the sound /k/ from four different words, and could not discriminate the sound /g/ from /k/ in minimal pairs.

In both word-level and sentence-level oral production test, as the auditory discrimination test, she had difficulty with fricative sounds /f/, /v/, and /z/. First, they made pronunciation /f/ and /v/ like stop sounds /p/ and /b/. Also, like Tutee A, Tutee B did not make voiced fricative /z/ correctly, so it sounded like almost voiced affricate sound /dʒ/. These sound problems came out regardless of the sound positions such as the beginning or ending of words. Additionally, Tutee B did not pronounce the word with /b/ and word with /p/ as repeating after words and sentences. When she mimicked the words with /d/, she pronounced the word with /t/. Moreover, she tended to substitute /k/ for /g/ when repeating the sentence including /k/ and /g/ sounds.

From the analysis of Tutee B's diagnostic test, she needs particular instruction for the sounds /f/, /v/, /z/, /b/, and /p/ due to the fact that she was apt to replace these sounds with other sounds. I think this instruction should focus on not only the development of pronunciation skills but also the improvement of phonemic awareness ability. As pointed out

in the analysis of Tutee A's diagnostic test, this five-session project should help her build more confidence in speaking English. Her voice was not that soft when speaking in Korean but she muttered on speaking English. I think this phenomenon is related to her self-assurance in reference to English. I believe if they have more confidence in speaking English, their English pronunciation will be much more intelligible and clearer.

## 5. Goals and Objectives

The general goal of this tutor project is to improve tutees' intelligibility regarding their pronunciation in order to communicate not only English native speakers but also non-native speakers in English. In order to achieve this goal, specific objectives are set up in consideration of mutual intelligibility and teachability based on the analysis of each tutee's diagnostic test (Celce-Murcia et al., 2010). Thus, this project aims at the improvement of some segmental aspects, specifically consonant sounds, rather than suprasegmentals as taking my tutees' language proficiency levels and age into account. This is because teaching single consonant sounds to young and beginning level learners help them develop their basic concept of pronunciation skills which can be the foundation of intelligible pronunciation. Also, selecting some problematic segmental aspects might be more teachable for this project that is conducted for only five weeks.

The results of the diagnostic test indicate that my two tutees have similar problems regarding ten consonant sounds, such as /b/, /p/, /d/, /t/, /g/, /k/, /f/, /v/, /s/, and /z/. Among these ten sounds, both have similar difficulty regarding /f/, /v/, /p/, /b/ and /z/. They have trouble articulating initial and final fricative sounds /f/ and /v/, and they substitute /p/ and /b/ for /f/ and /v/. Also, they cannot discriminate final stop sounds /b/ from /p/. Lastly, two tutees cannot make voiced /z/ sound with vibration. Based on these results, the objectives of this project for my two tutees are follows:

- 1) At the end of this project, a student will be able to articulate initial and final sounds of /f/, /v/, /p/, /b/, and /z/ in words and sentences appropriately
- 2) At the end of this project, a student will be able to identify initial and final fricative sounds /f/ and /v/ respectively by listening to words and sentences with these sounds
- 3) At the end of this project, a student will be able to identify final stop sounds /b/ and /p/ respectively by listening to words and sentences with these sounds

4) At the end of this project, a student will be able to discriminate fricative sounds /f/ and /v/ from stop sounds /p/ and /b/ by saying words and sentences including these sounds

As a matter of the fact, the objectives should reflect learners' own desires and needs (Celce-Murcia, 2010), but in this project it is not easy to reflect my young tutees' own goals or needs on the objectives of this project since they are typical Korean students whose educational decision is made by their parents. For this reason, three objectives are set up only based on the results of diagnostic tests.

In short, I think these objectives above might be achievable for this short-term project. According to Morley (1999), setting achievable goals is necessary for the reason that it will help learners be able to get involved in learning situations more actively. In this sense, this project will be more learner-centered and employ a variety types of activities and materials to aid my tutees to gain more confidence and better pronunciation in the ELF perspectives.



## 6. The Action Plan

During five weeks, the tutor and two tutees will have a one-hour meeting once a week after their regular classes are over. The meetings will be held in an English classroom, where is equipped with various English materials, props and gadgets. Each meeting will focus on specific objectives which have been set up before having meetings to assist tutees to enhance their phonemic awareness abilities in terms of basic pronunciation skills.

In order to accomplish the objectives of each class effectively, every class will be designed to include a variety of activities, such as listening to story, games and role play including a target sound since children learn better in an enjoyable environment without any pressure of learning (Ara, 2009). In addition, because they are relatively young, more controlled activities rather than freer activities will be provided and various types of techniques and materials will be employed. As considering young learners' short attention spans, these kinds of varieties will make them more concentrate on lessons. Although this is the tutor project, but as considering my tutees' linguistic and cognitive developmental stage, each class will include explicit pronunciation lessons as well seeing that young learners can benefit from more explicit instruction than implicit teaching methods (Goh, & Taib, 2006). Table 9 shows a syllabus for this pronunciation tutor project.



Class / Date	Objectives	Homework
	Activities	
	Materials	
Class 1 May 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative sound /z/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative sound /z/ by listening to words and sentences including the /z/ sound.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice /z/ with the song “Letter Z rhyme and song”</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Introduce the sound /z/ with an audio file</li> <li>✓ Watch a video clip about the manner of articulation of the /z/ sound, practice /z/ with a mirror and record Ss’ pronunciation.</li> <li>✓ Practice /z/ in a word-level activity like a picture card game and a /z/ song.</li> <li>✓ Practice /z/ in a sentence-level activity. like “Is this....” “Yes, it is.” or “No, it isn’t.”</li> </ul>	
Class 2 May 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ Audio file</li> <li>✓ Video clip</li> <li>✓ Mirrors</li> <li>✓ /z/ picture cards</li> <li>✓ Song worksheet</li> <li>✓ Recorder</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiced sound /b/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative voiced sound /b/ by listening to words and sentences including the /b/ sound.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice /b/ sound in words and sentences</li> </ul>
<ul style="list-style-type: none"> <li>✓ Go over the /z/ sound with the “Letter Z rhyme and song”</li> <li>✓ Introduce the sound /b/ with picture cards and an audio file.</li> <li>✓ Watch a video clip about the manner of articulation of the /b/ sound and practice /b/ with a mirror.</li> <li>✓ Practice /b/ in a word-level activity like a picture card game and then record Ss’ pronunciation.</li> <li>✓ Practice /b/ in a sentence-level activity like a role play.</li> </ul>		

	<ul style="list-style-type: none"> <li>✓ /b/ picture cards</li> <li>✓ Audio file</li> <li>✓ Worksheet</li> <li>✓ Video clip</li> <li>✓ Mirrors</li> <li>✓ Recorder</li> </ul>	
<p style="text-align: center;"><b>Class 3</b> <b>May 15<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the stop voiceless sound /p/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final stop voiceless sound /p/ by listening to words and sentences including the /p/ sound.</li> <li>✓ Students will be able to distinguish between /final p/ and /b/ by listening to words and sentences with /p/ and /b/ correctly.</li> <li>✓ Students will be able to distinguish between final /p/ and /b/ by saying words and sentences with /p/ and /b/ correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice and record “I like....” by using /p/ and /b/ sound words.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Warm-up activity: Breathing exercises.</li> <li>✓ Go over the previous lesson with words and sentences including /b/ sound.</li> <li>✓ Show /p/ sound picture cards and ask Ss to guess today’s sound.</li> <li>✓ Introduce the manner of articulation of /p/ sound by using tissues.</li> <li>✓ Practice /p/ sound by listening to audio files and playing a picture card game.</li> <li>✓ Do /p/ and /b/ discrimination activity by listening to minimal pairs and repeat after audio files, and then record Ss’ pronunciation.</li> <li>✓ Practice /p/ and /b/ through sorting activity.</li> <li>✓ Practice /p/ and /b/ by playing a “I like.....” game.</li> </ul>	
<p style="text-align: center;"><b>Class 4</b> <b>May 22<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>✓ /p/ picture cards</li> <li>✓ Tissues</li> <li>✓ Audio file</li> <li>✓ Recorder</li> <li>✓ /p/ and /b/ picture cards</li> <li>✓ Sorting worksheets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice the sound /f/ with the “Sound /f/ song”</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiceless sound /f/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final</li> </ul>	

	<p>fricative voiceless sound /f/ by listening to words and sentences including the /f/ sound.</p> <ul style="list-style-type: none"> <li>✓ Students will be able to discriminate /f/ sound from /p/ sound by listening and saying words and sentences.</li> <li>✓ Warm-up activity: Mouth stretching as saying a-e-i-o-u</li> <li>✓ Go over /p/ and /b/ sounds by using tongue twister.</li> <li>✓ Introduce today's sound /f/ by reading a story book.</li> <li>✓ Listen to audio files and practice /f/ sound.</li> <li>✓ Record Ss' pronunciation.</li> <li>✓ Practice /f/ sound words through a picture game and worksheet.</li> <li>✓ Practice /f/ sound in a sentence-level activity like a game "I have, Who has?"</li> <li>✓ Do /f/ and /p/ discrimination activity through a guessing game.</li> </ul>	
<p><b>Class 5</b> <b>May 29<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>✓ Story book "Fox and Frog"</li> <li>✓ Audio file</li> <li>✓ Recorder</li> <li>✓ /f/ picture cards</li> <li>✓ /f/ worksheet</li> <li>✓ "I have, Who has?" game board</li> <li>✓ Dice</li> </ul> <ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiced sound /v/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative voiced sound /v/ by listening to words and sentences including the /v/ sound.</li> <li>✓ Students will be able to distinguish between /f / and /v/ by listening to words and sentences with /f/ and /v/ correctly.</li> <li>✓ Students will be able to distinguish between /b/ and /v/ by saying words and sentences with /b/ and /v/ correctly.</li> <li>✓ Warm-up activity: Mouth stretching as saying a-e-i-o-u.</li> <li>✓ Go over /f/ sounds with the song.</li> <li>✓ Show /v/ sound picture cards and ask Ss to guess</li> </ul>	<ul style="list-style-type: none"> <li>✓ Practice and record the tongue twister</li> </ul>

	<p>today's sound.</p> <ul style="list-style-type: none"> <li>✓ Watch a video clip about the manner of articulation of the /v/ sound, practice /v/ sound.</li> <li>✓ Practice /p/ sound by listening to audio files and playing a picture card game.</li> <li>✓ Practice /v/ sound in a sentence-level activity “Do you have....? I want.....”</li> <li>✓ Go over /f/, /v/, and /b/ with audio files and picture cards.</li> <li>✓ Record Ss’ pronunciation.</li> <li>✓ Practice /f/, /v/ and /b/ sounds through a board game.</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ /v/ picture cards</li> <li>✓ /v/, /f/, /b/ picture cards</li> <li>✓ Board game</li> <li>✓ Video clip</li> <li>✓ Audio file</li> <li>✓ Recorder</li> </ul>	
<p><b>Achievement Test June 5<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>✓ Students will be able to distinguish /z/, /f/, /v/, /p/, and /b/ respectively by listening to words on the achievement test.</li> <li>✓ Students will be able to distinguish /z/, /f/, /v/, /p/, and /b/ respectively by saying words and sentences on the achievement test.</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Take the achievement test.</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Achievement test paper</li> </ul>	

**Table 9.** Syllabus for the pronunciation tutor project

## 7. Pronunciation Tutoring Class

### 7.1 Class 1

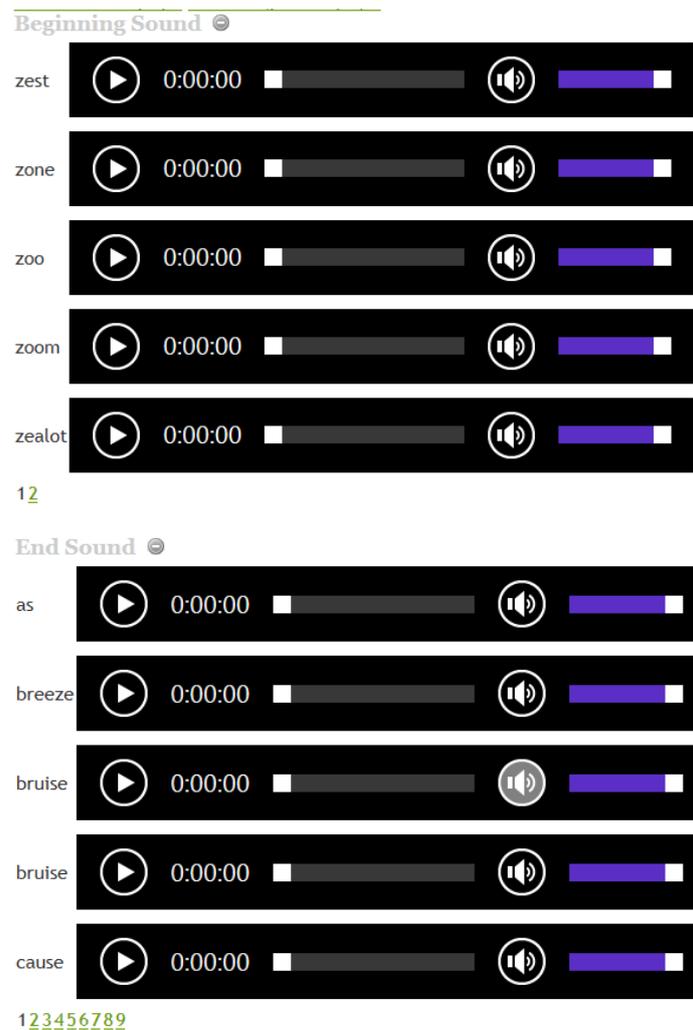
#### 7.1.1 Lesson Plan for Class 1

Class 1 (May 1 <sup>st</sup> )			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative sound /z/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative sound /z/ by listening to words and sentences including the /z/ sound.</li> </ul>		
<b>Activities</b>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: top; padding: 5px;"> <p><b>&lt;Warm-up &gt; (3”)</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Small talks to create comfortable atmosphere.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Have Ss listen to the audio files and ask them about the common sound.</li> <li>✓ Have Ss listen to the audio files and repeat after words.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (12”)</b></p> <ul style="list-style-type: none"> <li>✓ Watch a video clip about the manner of articulation of the /z/ sound.</li> <li>✓ Ask Ss practice /z/ with a mirror.</li> <li>✓ Record Ss’ pronunciation.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (15”)</b></p> <ul style="list-style-type: none"> <li>✓ Show /z/ picture cards to get Ss be familiar with words in the pictures.</li> <li>✓ Play a touching game.</li> <li>✓ Practice /z/ with a /z/ song.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound at the sentence-level (16”)</b></p> <ul style="list-style-type: none"> <li>✓ Ask Ss to listen to the sound /z/ in a conversation, such as “Is this.....” “Yes, it is.” or “No, it isn’t.” carefully.</li> <li>✓ Practice this conversation several times.</li> <li>✓ Practice this conversation with other words.</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework.</li> </ul> </td> <td style="width: 30%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>✓ Audio file</li> <li>✓ Video clip</li> <li>✓ Mirrors</li> <li>✓ Recorder</li> <li>✓ /z/ picture cards</li> <li>✓ Song worksheet</li> </ul> </td> </tr> </table>	<p><b>&lt;Warm-up &gt; (3”)</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Small talks to create comfortable atmosphere.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Have Ss listen to the audio files and ask them about the common sound.</li> <li>✓ Have Ss listen to the audio files and repeat after words.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (12”)</b></p> <ul style="list-style-type: none"> <li>✓ Watch a video clip about the manner of articulation of the /z/ sound.</li> <li>✓ Ask Ss practice /z/ with a mirror.</li> <li>✓ Record Ss’ pronunciation.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (15”)</b></p> <ul style="list-style-type: none"> <li>✓ Show /z/ picture cards to get Ss be familiar with words in the pictures.</li> <li>✓ Play a touching game.</li> <li>✓ Practice /z/ with a /z/ song.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound at the sentence-level (16”)</b></p> <ul style="list-style-type: none"> <li>✓ Ask Ss to listen to the sound /z/ in a conversation, such as “Is this.....” “Yes, it is.” or “No, it isn’t.” carefully.</li> <li>✓ Practice this conversation several times.</li> <li>✓ Practice this conversation with other words.</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio file</li> <li>✓ Video clip</li> <li>✓ Mirrors</li> <li>✓ Recorder</li> <li>✓ /z/ picture cards</li> <li>✓ Song worksheet</li> </ul>
<p><b>&lt;Warm-up &gt; (3”)</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Small talks to create comfortable atmosphere.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Have Ss listen to the audio files and ask them about the common sound.</li> <li>✓ Have Ss listen to the audio files and repeat after words.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (12”)</b></p> <ul style="list-style-type: none"> <li>✓ Watch a video clip about the manner of articulation of the /z/ sound.</li> <li>✓ Ask Ss practice /z/ with a mirror.</li> <li>✓ Record Ss’ pronunciation.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (15”)</b></p> <ul style="list-style-type: none"> <li>✓ Show /z/ picture cards to get Ss be familiar with words in the pictures.</li> <li>✓ Play a touching game.</li> <li>✓ Practice /z/ with a /z/ song.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound at the sentence-level (16”)</b></p> <ul style="list-style-type: none"> <li>✓ Ask Ss to listen to the sound /z/ in a conversation, such as “Is this.....” “Yes, it is.” or “No, it isn’t.” carefully.</li> <li>✓ Practice this conversation several times.</li> <li>✓ Practice this conversation with other words.</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio file</li> <li>✓ Video clip</li> <li>✓ Mirrors</li> <li>✓ Recorder</li> <li>✓ /z/ picture cards</li> <li>✓ Song worksheet</li> </ul>		
<b>Homework</b>	<ul style="list-style-type: none"> <li>✓ Practice /z/ with the song “Letter Z rhyme and song”</li> </ul>		

### 7.1.2 Reflection for Class 1

My two tutees for this project are young and have a very low level of English proficiency, so I focused on more segmental features based on phonemic awareness activities. Also, they have a short attention span, I tried to make activities more like fun games.

The objectives of this class were to discriminate and articulate the consonant sound /z/. In order to achieve these objectives, I used various types of activities. First, to raise the awareness of this sound, I let my tutees listen to the audio files and asked them what common sound they could listen. If they could figure it out correctly, I told them they would get points. They listened to the beginning sound /z/ first and then later ending sound /z/. They were able to pick up the sound /z/ with ease, but when they tried to repeat after words what they listened to, they could not articulate the sound /z/ correctly. The figure 1-1 below are the screen captures I used for this activity.



**Figure 1-1.** /z/ sound audio files adopted from <http://www.pronuncian.com/Lessons/Default.aspx?Lesson=130>

To help my tutees make correct pronunciation for the sound /z/, I had them watch the video clips which clearly showed mouth and tongue movements. Then, I asked them to make the sound by looking at their mouth in mirrors. In this activity, they seemed to realize why they could not make the correct sound and strived to mimic the sound. To compare their sounds and video sounds, I recorded their voice and had them listen to their sounds. The figure 1-2 showed the video clip for articulating /z/.



**Figure 1-2.** The manner of the articulation of the sound /z/ adopted from [http://www.youtube.com/watch?v=\\_E2MT3f87FQ](http://www.youtube.com/watch?v=_E2MT3f87FQ)

After these two activities, they knew how to pronounce the /z/ itself, so I moved to the next activity practicing the /z/ in the words. At first, I used picture cards. As I mentioned earlier, they have the lack of language concepts, so I first needed to teach them what the pictures (Material 1-1) were. I did not show the words for each picture since I did not want to distract them and also made them concentrate on only sounds in terms of phonemic awareness. After I said the words several times, we played the touching game to help memorizing words. Then, they said the words as I showed the pictures. At this time, I asked them to pronounce the sound /z/ carefully. Moreover, I used the song to practice words with /z/. This song was quite exciting and easy to sing, so my tutees easily remembered the words. They loved this song! The following is the screen capture of the /z/ song.



**Figure 1-3.** The /z/ song adopted from <http://www.youtube.com/watch?v=wLu-bccANRg>

Lastly, I tried to have them practice in the sentence level. As considering their level, I thought that the sentences should be simple, so I used the very simple conversation practice like “Is this.....?” “Yes, it is.” or “No, it isn’t.” (Material 1-2). I first asked them where they could listen to the /z/ sound in this conversation. They appeared to be confused a little bit at this point, so I needed to let them listen to this conversation several times carefully. They finally got the part correctly, and then practiced this short conversation with other words. After finishing every activity, I assigned homework to practice the /z/ sound at home. The homework was “Letter Z rhyme and Song” (Material 1-3) and since they could not read words, I recorded this song sample in their cell phone and asked them to record their voice next time.

Overall, my tutees and I enjoyed this first pronunciation tutoring class. As I did not want to bore them in this class, I tried to make them have fun with a variety of activities. Among those activities, my tutees especially loved to practice the sound with mirror and compare their voice with the video clip by recording their own voice. They all giggled while practicing and sometimes made fun of each other. On their way to home, they hummed the /z/ song and kept making zzzz. Before this class, I actually worried about how to teach pronounce my tutees who did know even fox in English. Also, I was not sure about whether introducing the manner of articulation could be effective or not. However, at the end of this class, at least my tutees discriminate the /z/ sound and could pronounce the /z/ even though their pronunciation still needed more practice. I hope they can practice more at home and make better pronunciation next time.

7.1.3 Materials for Class 1



**Material 1-1.** /z/ picture cards

adopted from <http://testyyetrying.blogspot.kr/p/downloadprint-free-speech-articulation.html>

4

A13

Look at the cartoon and listen to the conversation.



Which words have /z/? Underline them.

**Pairwork**  
Practise the conversation with a partner.

5

A14

Look at the pictures and listen to the questions.

Answer: Yes, it is. or No, it isn't. It's a \_\_\_\_.

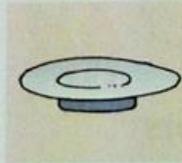
EXAMPLE: Picture 1: Is this a horse?  
Answer: No, it isn't. It's a cat.

1 horse



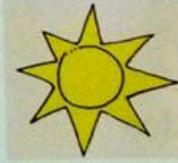
cat

2 hat



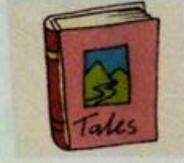
plate

3 star



the sun

4 book



book

5 cup



glass

6 spoon



spoon

7 box



house

**Pairwork**  
Ask your partner about the pictures: 'Is this a ...?'

Material 1-2. Sentence-level Activity  
adopted from Tree or Three? (Baker, 2006)

## Letter Z Rhyme and Song

Come buzz with me!!

Bzzz! Bzzz! Bzzz!

Buzzing on the buzzer, Bzzz! Bzzz! Bzzz!

What says "Bzzz"?

A bee! A bee!

A Bee says Bzzz! Bzzz! Bzzz!

What says "Bzzz"?

A buzzer! A buzzer!

A buzzer says Bzzz! Bzzz! Bzzz!

What says "Zzzz"?

The letter "Z"! ZZZZZzzzzz...

Material 1-3. /z/ song

adopted from <http://www.readingbyphonics.com/letter-sounds/z.html#.U45c7DOKDIU>

7.2.Class 2

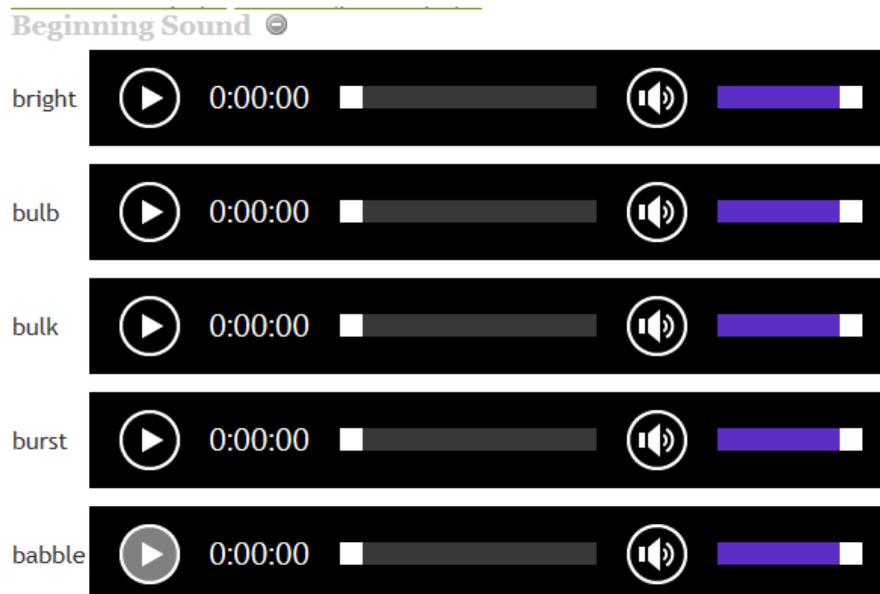
7.2.1 Lesson Plan for Class 2

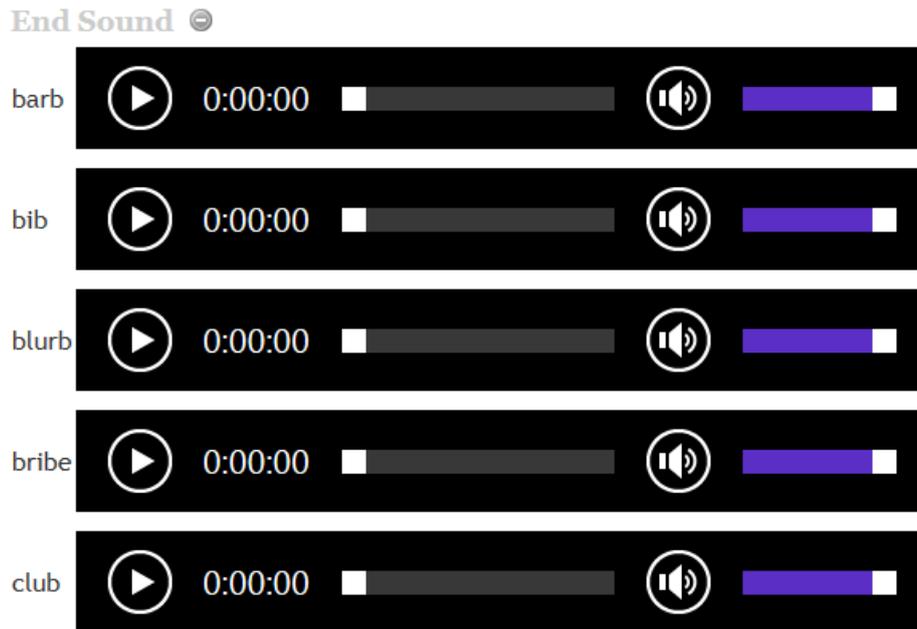
Class 2 (May 8 <sup>th</sup> )	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiced sound /b/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative voiced sound /b/ by listening to words and sentences including the /b/ sound.</li> </ul>
<b>Activities</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p><b>&lt;Warm-up &gt; (5”)</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Small talks to create comfortable atmosphere.</li> <li>✓ Go over the /z/ sound with the “Letter Z rhyme and song”</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Show some pictures such as ball, bell, bus, bee, and ask them to say the words,</li> <li>✓ Have Ss listen to the audio files and repeat after words.</li> <li>✓ Distribute worksheet and have Ss check which position of /b/ sound they can recognize.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Watch a video clip about the manner of articulation of the /b/ sound.</li> <li>✓ Ask Ss practice /z/ with a mirror.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (15”)</b></p> <ul style="list-style-type: none"> <li>✓ Show /z/ picture cards to get Ss be familiar with words in the pictures.</li> <li>✓ Play a matching game.</li> <li>✓ Record Ss’ pronunciation.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound through the role play (18”)</b></p> <ul style="list-style-type: none"> <li>✓ Ask Ss to listen and repeat the expression such as “Do you have a.....?” “I have a .....”.</li> <li>✓ Practice this expression several times.</li> <li>✓ Do a role play “At the market” together.</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework</li> </ul> </div> <div style="width: 25%; font-size: small;"> <ul style="list-style-type: none"> <li>✓ /b/ picture cards</li> <li>✓ Audio file</li> <li>✓ Worksheet</li>   <li>✓ Video clip</li> <li>✓ Mirrors</li>   <li>✓ Recorder</li> </ul> </div> </div>
<b>Homework</b>	<ul style="list-style-type: none"> <li>✓ Practice /b/ sound in words and sentences</li> </ul>

### 7.2.2 Reflection for Class 2

This second class began with reviewing the previous lesson, the sound /z/, with the “Letter Z rhyme and Song”. This chant was their homework, so I expected they could make the /z/ sound better. At least, both girls seemed to do their homework because they could make somewhat clear /z/ with vibration. I also went over some words with the /z/ sound as showing the flash cards. Tutee A recalled the more words than Tutee B, but both girls sometimes pronounced the words without vibration. Even though they knew how to make the sound /z/, they appeared to need more practices to become an automatic habit.

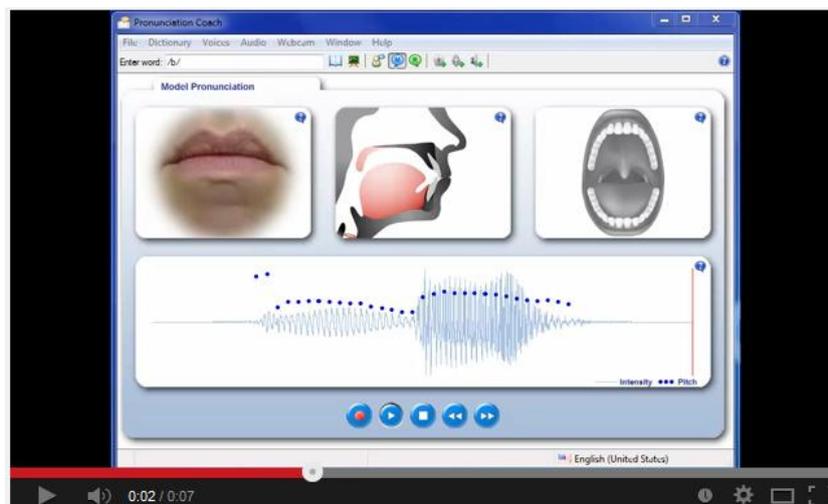
After going over the /z/ sound, I moved to today’s sound /b/ that is considered as the voiced stop sound. In fact, this sound was already introduced in their regular class, I started the lesson by showing some pictures regarding the words with /b/, such as ball, bell, bus, bee, and asking them to say the words. Fortunately, they were able to say the words and the common sound among those words without difficulty. Then I had them listen to audio files which included words with /b/ sound at the beginning and ending position. As listening to the words, I asked them where they could listen to the /b/ sound. They did not have that difficulty discriminating the /b/ sound by listening, but when I asked them to mimic the words what they heard, they showed difficulties, particularly with unfamiliar words such as bulb, babble, and barb. So, I distribute a handout (Material 2-1) with more familiar word pictures and had them check where they could listen to the sound /b/. The figure 2-1 below was the audio file screen capture I used in this activity.





**Figure 2-1.** /b/ sound audio files adopted from <http://www.pronuncian.com/Sounds/Default.aspx?Sound=3+5>

After this listening activity, I showed the video clip about the manner of articulation of the /b/ sound. This video clip only showed the articulating manner of the sound /b/ for a very short time, so I replayed it several times to help my tutees to listen and repeat the sound correctly. Both students have a little bit difficulty making the voiced sound, so I asked them to touch their throat to feel vibration. The following was the screen capture for the articulating manner of the sound /b/.



**Figure 2-2.** The articulating manner of the sound /b/ adopted from <http://www.youtube.com/watch?v=V-Vn7ICRwMo>

Then I introduced words with /b/ sound with picture cards (Material 2-2). These cards mixed words with the beginning sound /b/ with words with the ending sound /b/. I first had

my tutees remember what the pictures were through the game, they picked up the card what I said. Then when they seemed to remember most pictures, I asked them to say each word matching with the picture. Both of them could pronounce the words with the beginning sound more correctly than the words with the final sound since they tended to exaggerate the sound /b/ at the final position. After several more practices, I recorded their pronunciation and let them listen to their own pronunciation, and then I took turn asking them whether they could know what the other said in terms of the intelligibility. They said “yes”, but also answered their pronunciation was a little bit strange comparing with voice files.

After that, we did a role play. I pretended a clerk and my tutees played the role of customers. Then they pretended to buy something they wanted by using the expression “Do you have a (book / ball / balloon / bed / bib)?” In this activity, they could use the words with /b/ sound in a communicative task.

For homework, I distributed the picture cards used in class to each tutee and asked them to practice not only words but also the sentences “Do you have a.....?” and “I have a .....” .

At this class, I could see the familiarity of words also has effect on pronunciation. When my tutees are familiar with words, they can mimic more correctly than unfamiliar words. This means that pronunciation itself seems to be in the output area, but it is also deeply related to the input. Therefore, I think a teacher should provide enough input sources with practicing opportunities to improve learners’ pronunciation.

7.2.3 Materials for Class 2

Is the **b** sound at the beginning or the end?

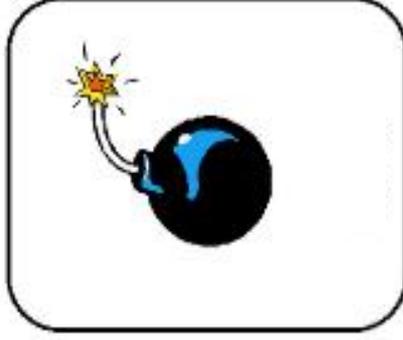
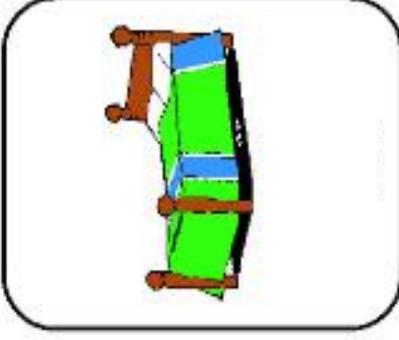
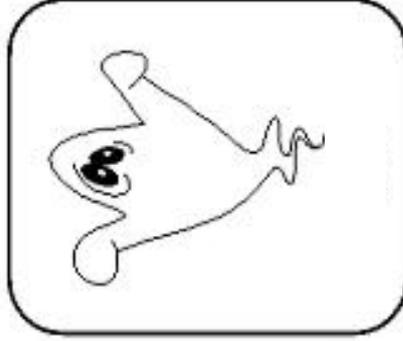
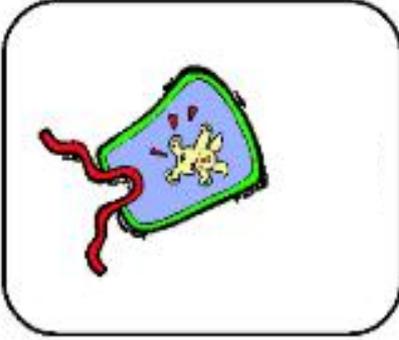
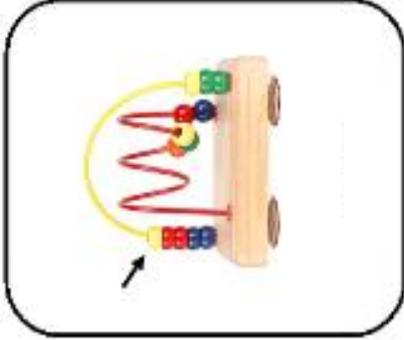
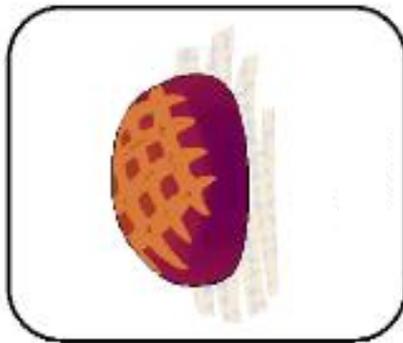
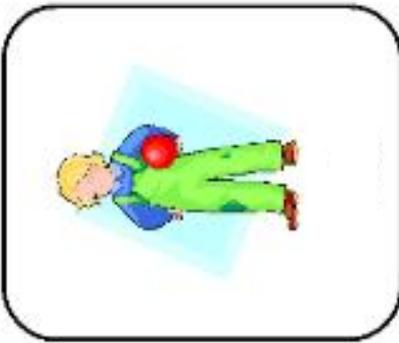
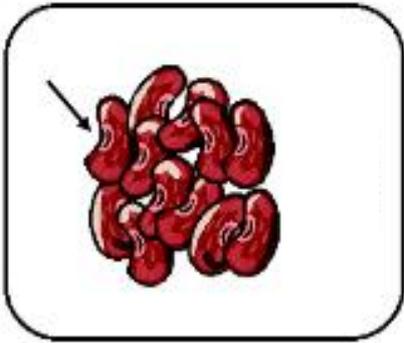
					

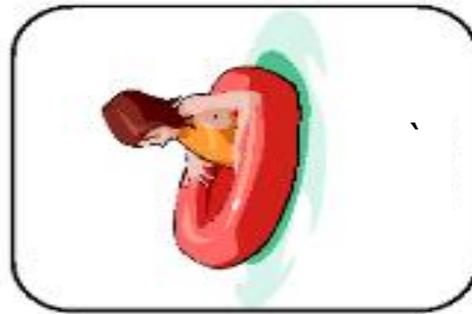
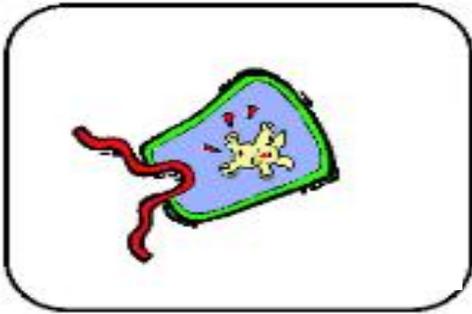
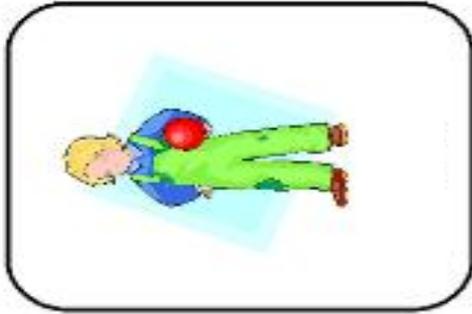
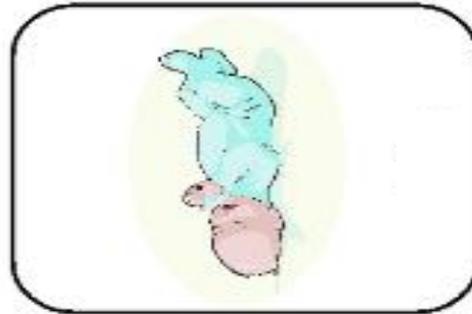
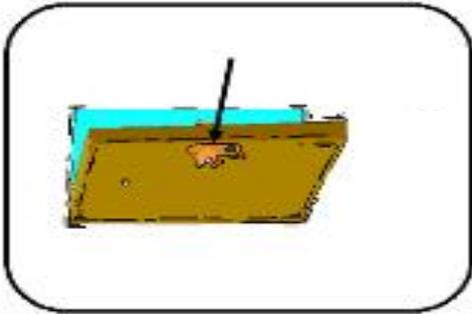
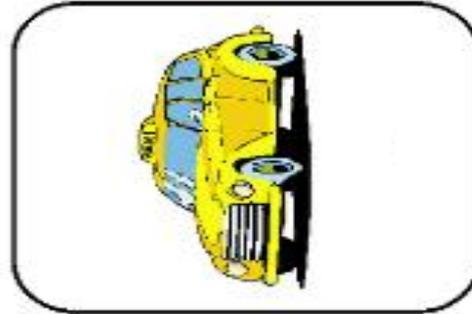
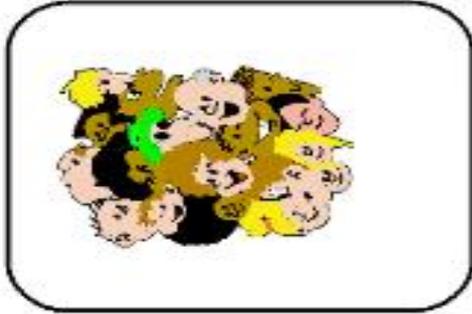
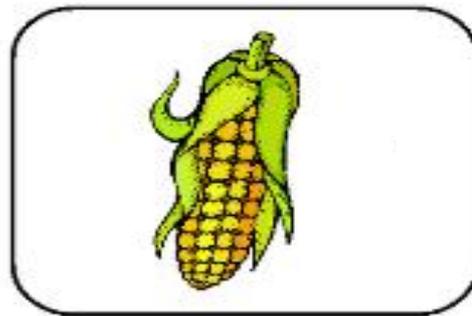
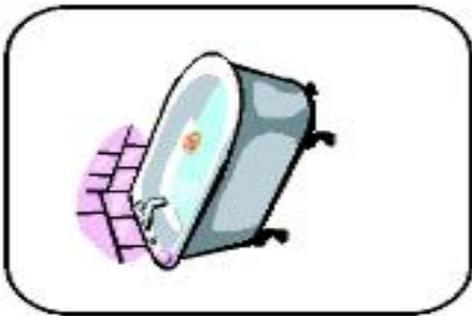
					

If **b** comes at the beginning, write it before the picture. If **b** comes at the end, write it after the picture: tub, bed, web, cube, bug, box, robe, book, ball, tab.

**Material 2-1.** Listening initial and final sound /b/ Activity  
adopted from Kathryn J. Davis (2009)





**Material 2-2. /b/ Picture cards**

adopted from <http://testyyettrying.blogspot.kr/p/downloadprint-free-speech-articulation.html>

## 7.3 Class 3

### 7.3.1 Lesson Plan for Class 3

Class 3 (May 15 <sup>th</sup> )	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the stop voiceless sound /p/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final stop voiceless sound /p/ by listening to words and sentences including the /p/ sound.</li> <li>✓ Students will be able to distinguish between /final p/ and /b/ by listening to words and sentences with /p/ and /b/ correctly.</li> <li>✓ Students will be able to distinguish between final /p/ and /b/ by saying words and sentences with /p/ and /b/ correctly.</li> </ul>
<b>Activities</b>	<p><b>&lt;Warm-up &gt; (6'')</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Breathing exercises</li> <li>✓ Go over the previous lesson with words and sentences including /b/ sound.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (3'')</b></p> <ul style="list-style-type: none"> <li>✓ Show /p/ sound picture cards and have Ss say the words.</li> <li>✓ Ask Ss to guess today's sound by finding the common sound in pictures.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (7'')</b></p> <ul style="list-style-type: none"> <li>✓ Introduce the manner of articulation of the /p/sound through the video clip.</li> <li>✓ Distribute tissues and have Ss hold a tissue in front of their mouth and say the /p/sound.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (17'')</b></p> <ul style="list-style-type: none"> <li>✓ Get Ss to listen and repeat after the audio files.</li> <li>✓ Show /p/ picture cards and say the words in the pictures to have Ss memorize the words.</li> <li>✓ After that, Ss play "Card collection" game, which is that Ss listen to what T says and pick up the matching card quickly.</li> <li>✓ After picking up the card, S should say the word correctly to keep that card. Gathering more cards will be a winner.</li> </ul> <p><b>&lt;Activity 4&gt; Discrimination Activity (20'')</b></p> <ul style="list-style-type: none"> <li>✓ Get Ss listen to minimal pairs in audio files and ask them what sounds and which position of the sounds they can</li> </ul>

	<p>hear.</p> <ul style="list-style-type: none"> <li>✓ Then, have Ss repeat after audio files carefully.</li> <li>✓ Record Ss' pronunciation and compare their pronunciation with the audio files.</li> <li>✓ Distribute picture cards and have Ss sort those cards according to /p/and /b/ sounds and then say the words.</li> </ul> <p><b>&lt;Activity 5&gt; Practice the sound at the sentence-level (5")</b></p> <ul style="list-style-type: none"> <li>✓ T begins by naming two things that including /p/ and /b/ sounds. For example, "I like web and pup".</li> <li>✓ Have Ss then repeat the original sentence and adds an items of her own.</li> </ul> <p><b>&lt;Wrap-up&gt; (2")</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sorting worksheets</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>✓ Practice and Record "I like ....." with /p/ and /b/ sound words</li> </ul>	



### 7.3.2 Reflection for Class 3

This third class was a little busier than the previous two classes since this class had to cover not only the /p/ sound but also give students opportunities to compare the /p/ sound with the /b/ sound. Moreover, the overall lesson structure was similar to the previous classes, but this time students had a warm-up activity that was not in the previous classes in order to make my tutees get ready for class more comfortably.

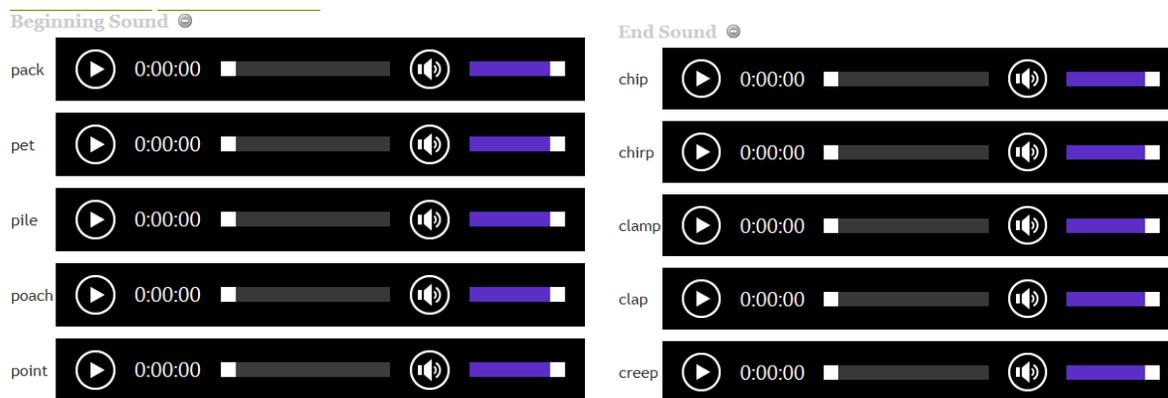
The objectives of the third class were mainly two things: to articulate and identify the stop voiceless sound /p/; and discriminate the /p/ sound from the /b/ sound. Before focusing on these objectives, this class began with the warm-up activity, breathing exercises. When I asked my tutees to breathe deeply several times, they seemed to feel awkward seeing that they thought this kind activity did not have to do with our class. So, I explained what benefits this exercise might bring into their learning. After that, we reviewed the previous lesson with their homework, which practice the /b/ sound in given words and sentences. Tutee B remarkably improved, while Tutee A still struggled making the voiced sound, so I had her touch her throat as making the sound and we practiced more.

After going over the sound /b/, I moved into today's first activity to introduce the /p/ sound. As showing the picture cards (Material 3-1), they could say the sound /p/ since most of the pictures were very familiar to them. Then, they watched the sort video clip about the manner of articulation of the /p/ sound. After watching it, I distributed a piece of tissue to practice the /p/ sound. They liked this activity and competed with each other by making the tissue more by releasing air. I think using a tissue to show the manner of the articulation of the voiceless stop sound /p/ was very effective for young learners since they could learn quickly in this visual method. Figure 3-1 is the screen capture I used for this activity.



**Figure 3-1.** The manner of articulation of the /p/ sound adopted from <http://www.youtube.com/watch?v=yAnIgA8sXrw>

The activity 3 was to listen to the audio files regarding the /p/ sound and repeated after what they heard. This time I carefully chose familiar and relatively easy words because the last time they had trouble with unfamiliar and unknown words. Like the last lesson for the sound /b/, they could mimic the words beginning /p/ sound, which seemed to make sound much easier than the ending sound. For this reason, I had two girls practice more ending sound /p/ than the beginning sound /p/. The following figure 3-2 shows the audio files I employed for this activity.

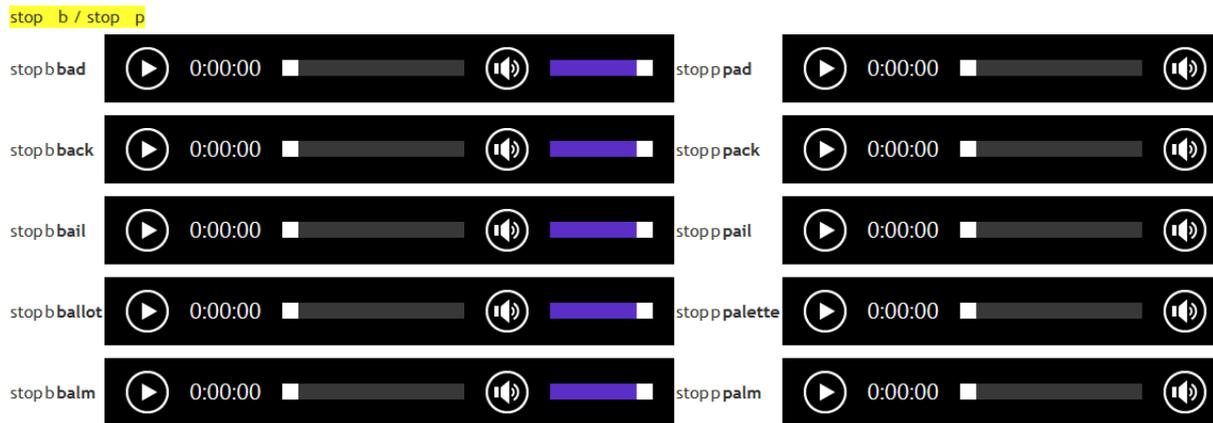


**Figure 3-2.** /p/ sound audio files adopted from <http://pronuncian.com/Sounds/default.aspx>

After practicing the /p/ sound with the audio files, they played “Card collection” game. This game provided more word-level practice for my tutees. They loved this game, but I had to remind them of pronouncing the words more carefully because sometimes they did not much focus on the purpose of this game.

For the second objective, which is to discriminate final /p/ sound from final /b/ sound in

words and sentences, they listened to minimal pairs and tried to figure out what sound they could hear. This activity was not easy for them since the final sounds were not clear, so I told them the voiceless sound /p/ made shorter than the voiced sound /b/. They seemed to understand, but still had difficulty discriminating two final sounds. Figure 3-3 is the screen capture of minimal pair audio files.



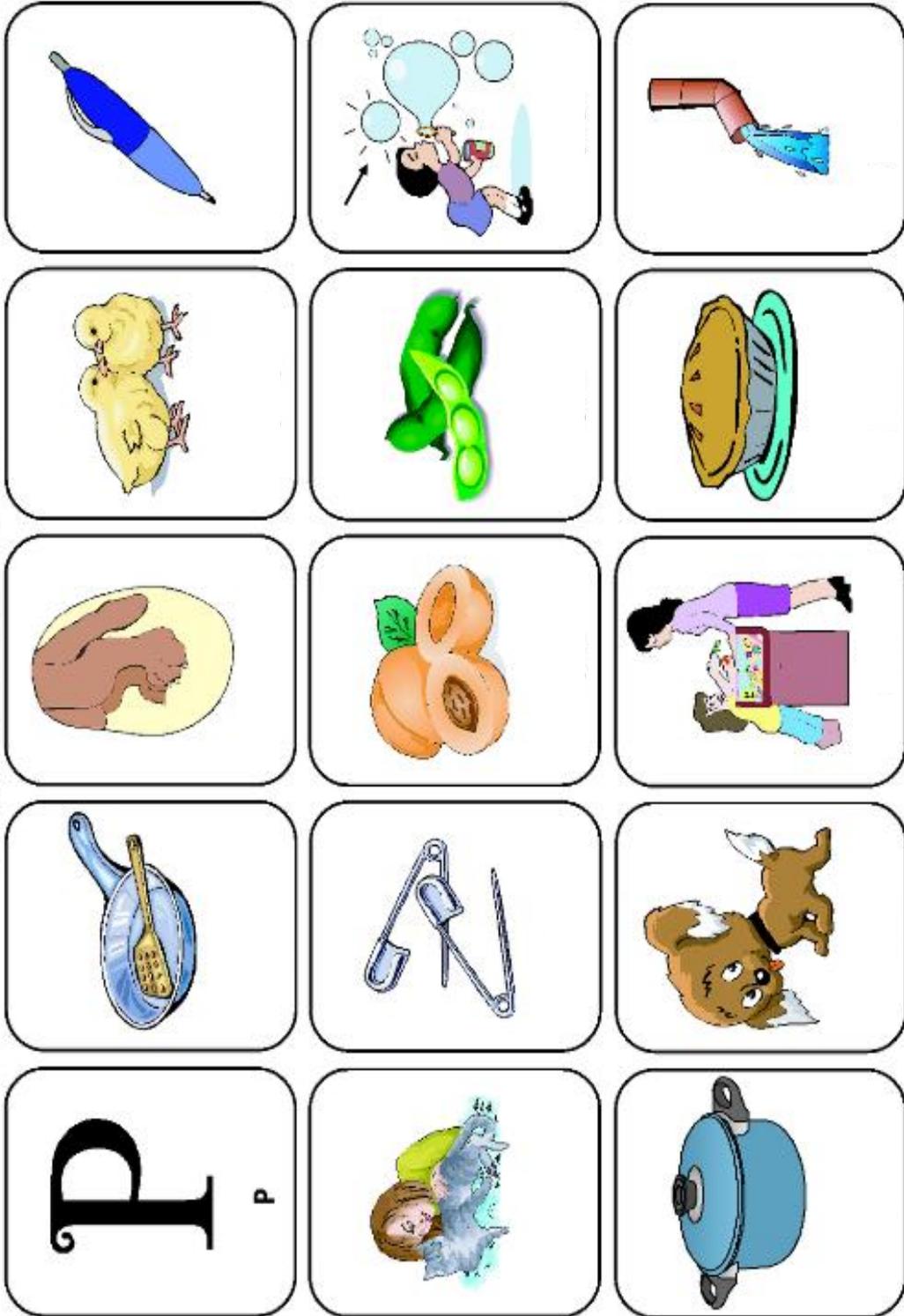
**Figure 3-3.** The minimal pair audio files adopted from <http://pronuncian.com/Sounds/default.aspx>

After the auditory discrimination activity, they did sorting two-sound picture activity (Material 3-2). In this activity, even though two girls were confused about some pictures, but they could sort the pictures and say the words correctly.

The last activity was for practicing the sound at the sentence-level. For this activity, the simple sentence like “I like.....” was used because I did not want my tutees to have hard time remembering the complicated sentence structures. In this activity, Tutee A appeared to play this game better than Tutee B since she had good memory skills, but Tutee B made better pronunciation.

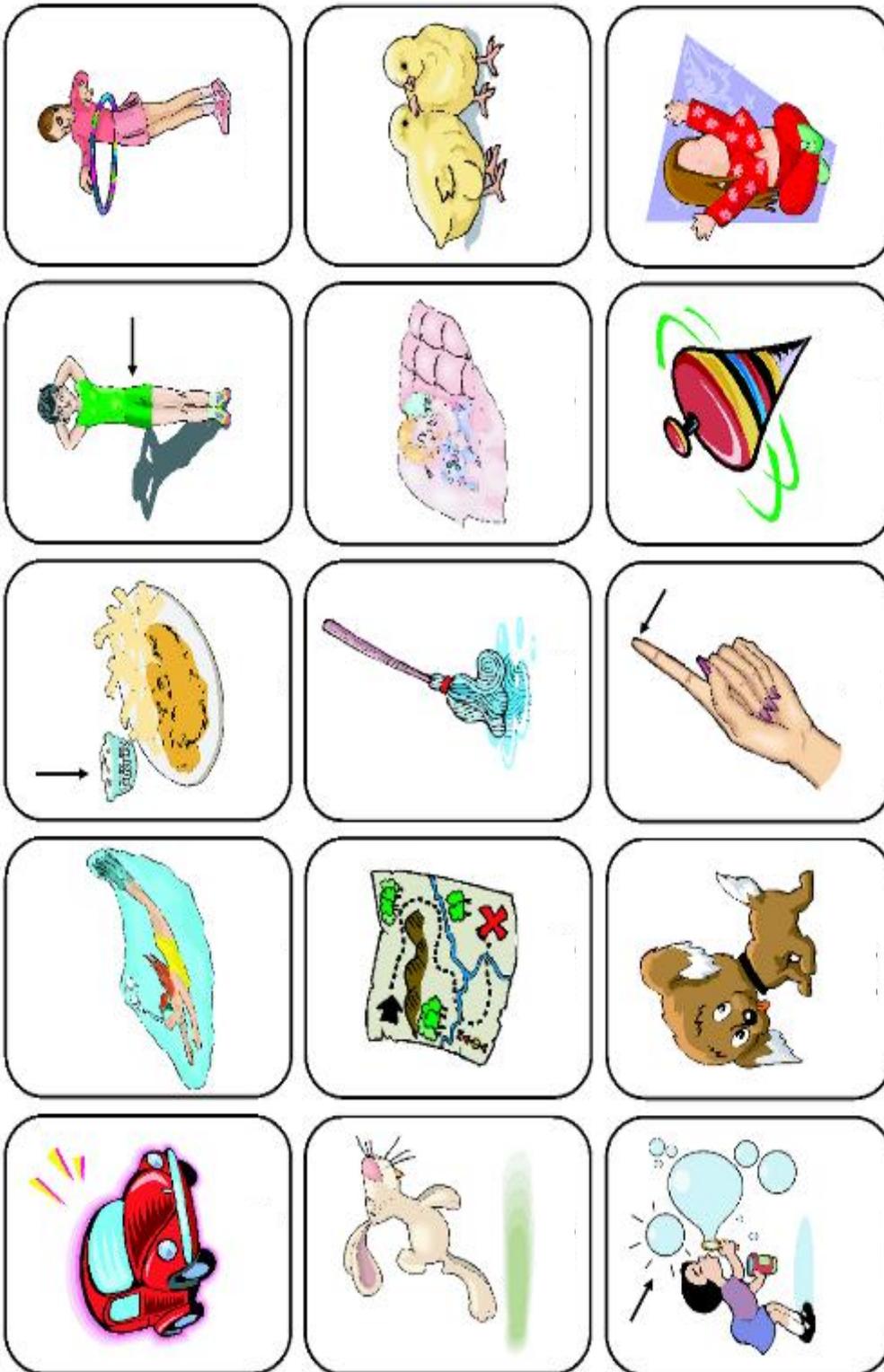
In this class, there were more word-level activities than sentence-level activities since the lack of time. Even though they can pronounce words correctly, sometimes they do not pronounce sounds in sentences since other aspects affect the articulation of sounds. For this reason, I assigned them to practice the sentence “I like...” with /p/ and /b/ sounds.

One-Syllable Initial /p/ Picture Cards



One-Syllable Initial /p/ - Picture Cards Page: 1 Front Created by Dala M.A. CCC-SLP ©2011 www.testyetrying.blogspot.com Images ©2011 Jupiterimages Corporation

One-Syllable Final /p/ Picture Cards



One-Syllable Final /p/ - Picture Cards Page 1 Front Created by Dale M.A. CCC-SLP ©2011 www.testyyetrying.blogspot.com Images ©2011 JupiterImages Corporation

Material 3-1. /p/ picture cards

adopted from <http://testyyetrying.blogspot.kr/p/downloadprint-free-speech-articulation.html>

**Material 3-2.** Sorting picture activity  
 adopted from <http://www.havefunteaching.com/activities/center-activities/phonics-centers/beginning-sounds-activity-b-p>

## 7.4 Class 4

### 7.4.1 Lesson Plan for Class 4

Class 4 (May 22 <sup>nd</sup> )	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiceless sound /f/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative voiceless sound /f/ by listening to words and sentences including the /f/ sound.</li> <li>✓ Students will be able to discriminate /f/ sound from /p/ sound by listening and saying words and sentences.</li> </ul>
<b>Activities</b>	<p><b>&lt;Warm-up &gt; (6”)</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Mouth stretching as saying a-e-i-o-u.</li> <li>✓ Go over the previous lesson /b/and /p/ sounds by using the tongue twister.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (5”)</b></p> <ul style="list-style-type: none"> <li>✓ Read the storybook, “Fox and Frog”.</li> <li>✓ Ask Ss to guess what the today’s sound is.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (12”)</b></p> <ul style="list-style-type: none"> <li>✓ Get Ss to listen and repeat after the audio files.</li> <li>✓ Record their pronunciation and compare their pronunciation with the audio files.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (13”)</b></p> <ul style="list-style-type: none"> <li>✓ Show the sound /f/ picture cards and say the words on the pictures.</li> <li>✓ Spread the cards on the desk.</li> <li>✓ Have Ss listen to what T says and pick up the matching card quickly.</li> <li>✓ After picking up the card, ask S to say the word on the picture.</li> <li>✓ Distribute the phonemic awareness worksheet.</li> <li>✓ Get Ss to find out and color every picture including the initial and final sound.</li> <li>✓ After checking the answer, ask Ss to say the words they colored.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound at the sentence-level (14”)</b></p> <ul style="list-style-type: none"> <li>✓ Explain how to play the game, “I have, Who has?”</li> </ul>

	<p>-First, players should decide who is going to play first.</p> <p>-The first player rolls a dice first and places the marker on the space what the dice shows. Then, the player has to complete sentence “I have.....Who has....?” by using the picture on the place.</p> <p>-After that, the second player throws the dice and does the same thing.</p> <p><b>&lt;Activity 5&gt; Discrimination Activity (10”)</b></p> <ul style="list-style-type: none"> <li>✓ Have Ss listen to audio files carefully.</li> <li>✓ Then, ask them to say what sound they can hear.</li> <li>✓ After that, have Ss repeat after the words</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework</li> </ul>	<p>game board</p> <p>✓ Audio file</p>
<b>Homework</b>	<p>Practice the sound /f/ with the song “Sound /f/ song” (available online <a href="http://www.youtube.com/watch?v=oT5Rzwwj1xd">http://www.youtube.com/watch?v=oT5Rzwwj1xd</a>)</p>	



#### 7.4.2 Reflection for Class 4

The lesson in this class 4 seemed to be a little bit hard for my two tutees since they were not able to make the /f/ sound correctly at the end of this class. In fact, their pronunciation was not bad when they worked in word-level activities, but they appeared to forget how to pronounce the /f/ sound correctly in sentences. They tended to pronounce the sound /f/ like the stop sound /p/. In this regard, the objectives of this class were partially achieved.

The class 4 went through by focusing on three things: articulating the /f/ sound words and sentences; identifying the initial and final /f/ sound; and discriminating /f/ from /p/. For these three objectives, this class first began with mouth stretching as a warm-up activity. I think this was a pretty effective way to make students ready for class. Then, I reviewed the /p/ and /b/ sound through a short tongue twister such as “Peter Piper brought a butter biscuit”. They giggled a lot when the other girl could not make it. I assumed the tongue twister could be one of good activities even for young beginners, but a teacher should draw students’ attention to make correct pronunciation.

In order to introduce the /f/ sound, I chose the storybook, which contained a lot of /f/ sound since I wanted to deal with this class in a sort of top-down approach. Furthermore, I also wanted my tutees to see how the sound worked in a context. This activity seemed to be efficient for students to pay more attention to listen to the target sound.

After checking some words with /f/ sound in a story (Material 4-1), I moved into the listen and practice stage. Like the previous lessons, I had my tutees listen more to the final sound than the initial sound /f/. In this listening activity, they did not show a lot of difficulty, but when I asked them to mimic the words they heard, they had trouble making the correct /f/ sound. This time I did not prepare a video clip in reference to the manner of the articulation of the /f/ sound, thus, I showed how to pronounce the /f/ sound by myself and had them watch my mouth carefully and mimic the sound. They could pronounce the isolated

sound /f/, but was not able to make correct sound in words. Their pronunciation was more close to the stop sound /p/ rather than fricative /f/ sound. This word-level practice kept going by using picture cards (Material 4-2) and a worksheet (Material 4-3). In these word-level activities, their pronunciation appeared to be improved to some extent, but when we played the game named “I have, Who has?” (Material 4-4), their /f/ sound became /p/ sound again.

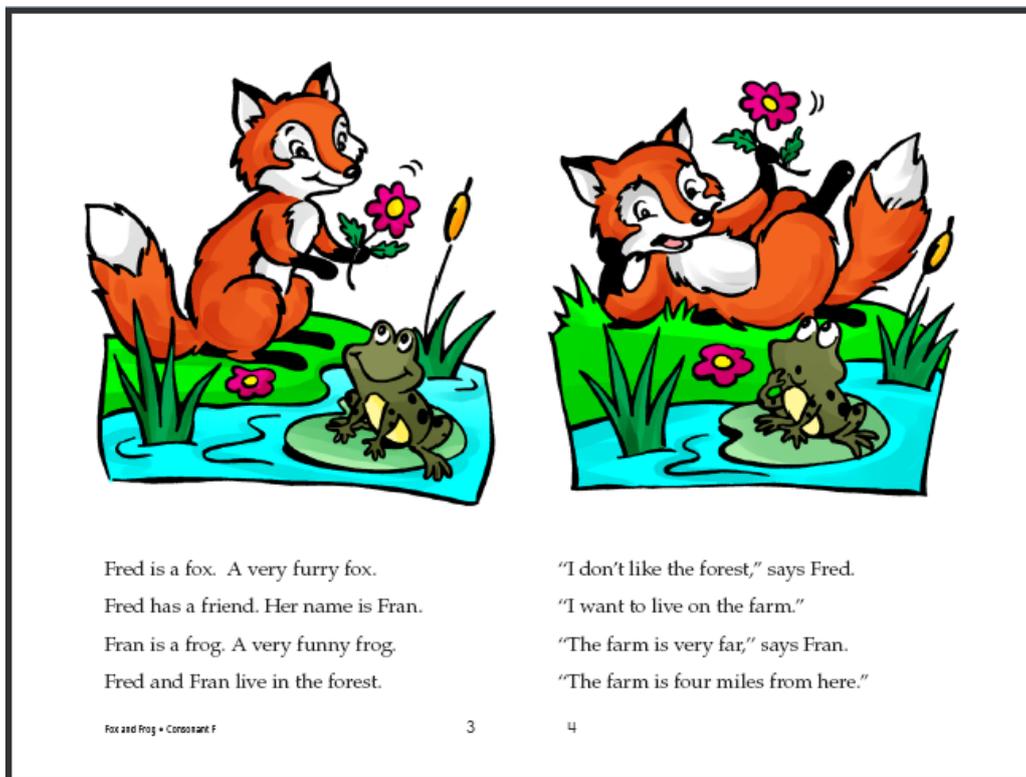
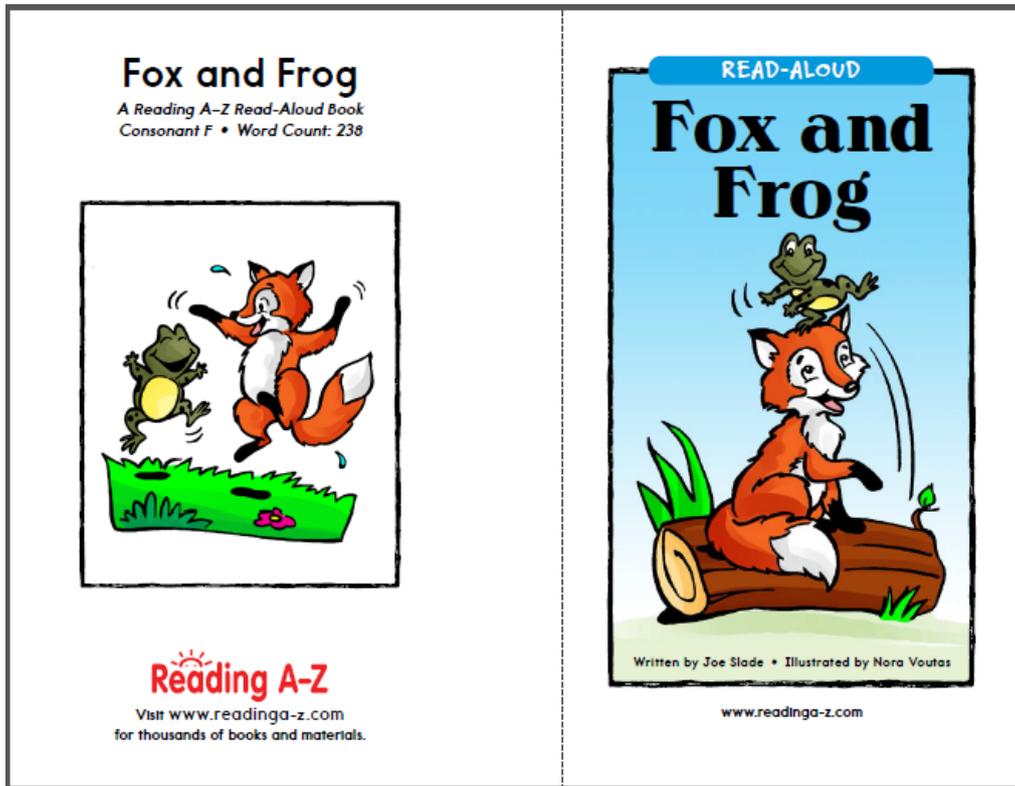
For this reason, I conducted /f/ and /p/ discrimination activity to compare difference between /f/ and /p/. In this activity, they could distinguish /f/ from /p/ by listening to words and sentences. Nevertheless, they still had trouble pronouncing /f/ sound if they did not pay extra attention to it. The following is the screen capture for this activity.



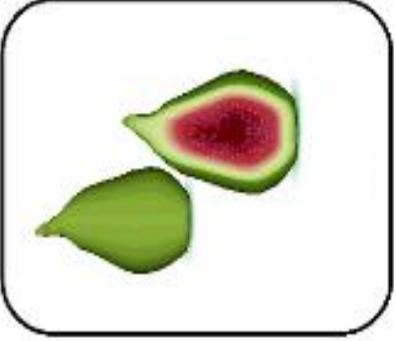
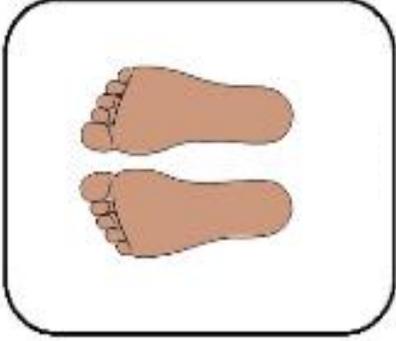
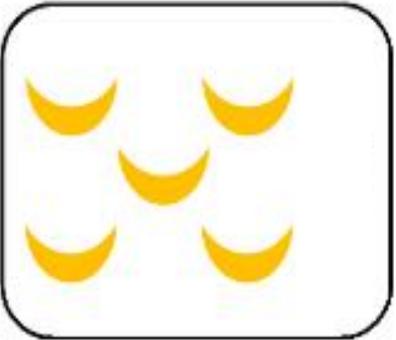
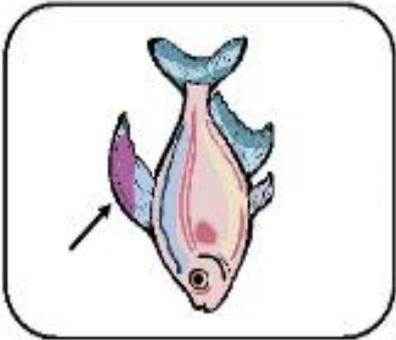
Figure 4-1. Minimal pairs “p” and “f”  
adopted from [http://www.youtube.com/watch?v=thaBCR\\_5\\_wE](http://www.youtube.com/watch?v=thaBCR_5_wE)

As Walker (1999) pointed out, the fricative /f/ is one of the most difficult sounds for Koreans since this sound does not exist in Korean. However, since this sound is more likely to cause the breakdown of communication, it is necessary for my tutees to make correct pronunciation. Once I raised their awareness on this sound, I hope they can articulate this sound better in the future through more practices.

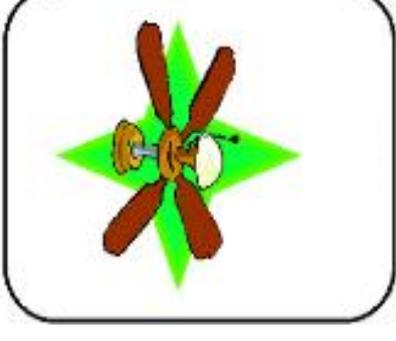
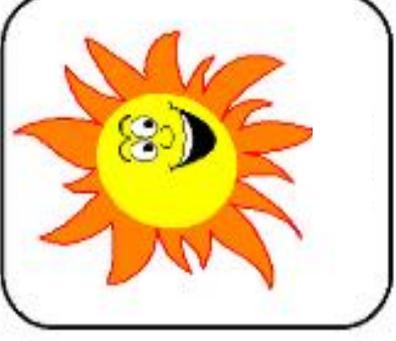
7.4.3 Materials for Class 4

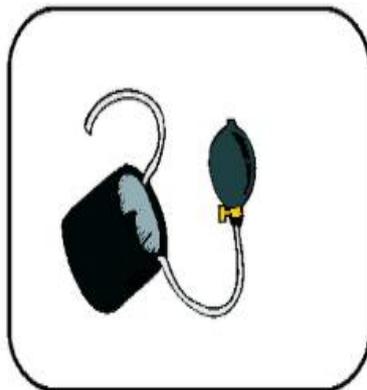
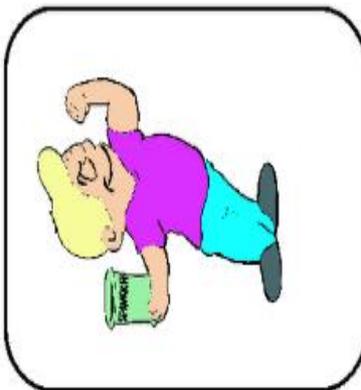
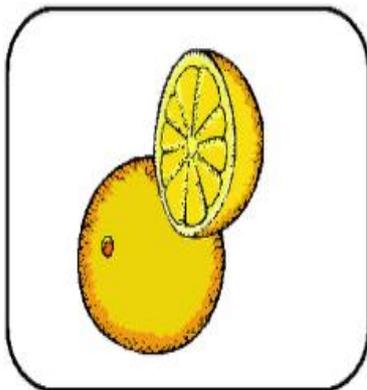
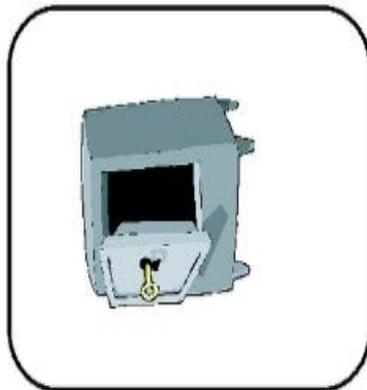
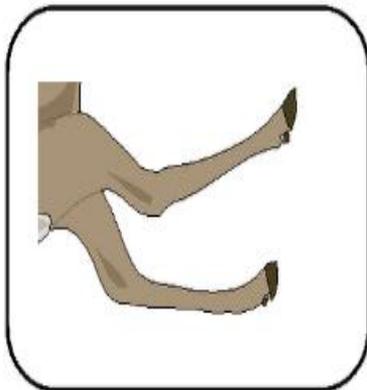
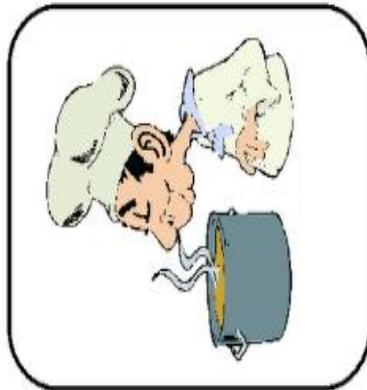
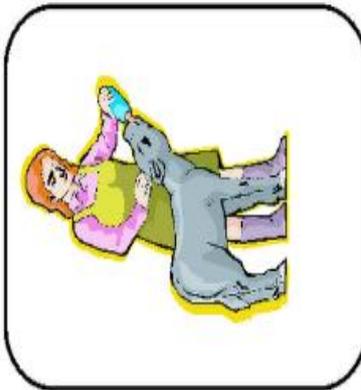
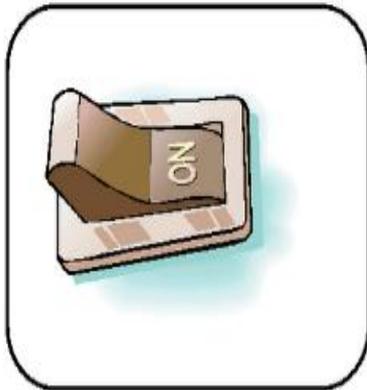
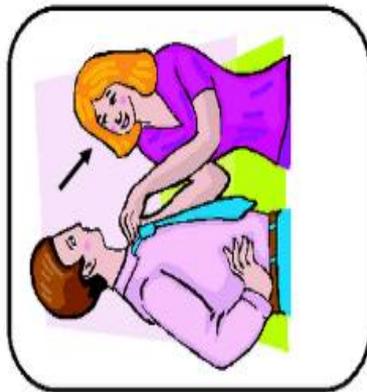


**Material 4-1.** The storybook for the sound /f/ adopted from [www.readinga-z.com](http://www.readinga-z.com)



**FAT**  
**THIN**





**Material 4-2. /f/ picture cards**

adopted from <http://testyyetrying.blogspot.kr/p/downloadprint-free-speech-articulation.html>

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

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



**Teacher Instructions:** Have students circle the pictures that begin or end with the /f/ sound.

**Material 4-3.** The sound /f/ worksheet  
adopted from [www.readinga-z.com](http://www.readinga-z.com)



7.5 Class 5

7.5.1 Lesson Plan for Class 5

Class 5 (May 29 <sup>th</sup> )	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✓ Students will be able to articulate the fricative voiced sound /v/ in words and sentences appropriately.</li> <li>✓ Students will be able to identify initial and final fricative voiced sound /v/ by listening to words and sentences including the /v/ sound.</li> <li>✓ Students will be able to distinguish between /f / and /v/ by listening to words and sentences with /f/ and /v/ correctly.</li> <li>✓ Students will be able to distinguish between /b/ and /v/ by saying words and sentences with /b/ and /v/ correctly.</li> </ul>
<b>Activities</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p><b>&lt;Warm-up &gt; (6'')</b></p> <ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ Mouth stretching as saying a-e-i-o-u</li> <li>✓ Go over the previous lesson with the song.</li> </ul> <p><b>&lt;Activity 1&gt; Introduce the sound (5'')</b></p> <ul style="list-style-type: none"> <li>✓ Show /v/ sound picture cards and have Ss say the words.</li> <li>✓ Ask Ss to guess today's sound by finding the common sound in pictures.</li> </ul> <p><b>&lt;Activity 2&gt; Articulate the sound (3'')</b></p> <ul style="list-style-type: none"> <li>✓ Introduce the manner of articulation of the /v/sound through the video clip.</li> <li>✓ Have Students make sound /v/ as touching their throat.</li> </ul> <p><b>&lt;Activity 3&gt; Practice the sound at the word-level (14'')</b></p> <ul style="list-style-type: none"> <li>✓ Get Ss listen to audio files as looking at picture cards.</li> <li>✓ Then ask Ss to mimic after the audio files.</li> <li>✓ Spread picture cards with initial and final /v/ sounds on the desk.</li> <li>✓ Have Ss sort these cards by initial and final sounds as quickly as they can.</li> <li>✓ After that, each student should say the words on the picture cards they have.</li> </ul> <p><b>&lt;Activity 4&gt; Practice the sound at the sentence-level (10'')</b></p> <ul style="list-style-type: none"> <li>✓ Distribute 5 /v/ sound picture cards to each student.</li> <li>✓ Spread their cards in front of them.</li> <li>✓ Have Ss play rock, paper, scissors and a winner can take one card from the other student's card set as saying the</li> </ul> </div> <div style="width: 25%; vertical-align: top; padding-left: 10px;"> <ul style="list-style-type: none"> <li>✓ /v/ picture cards</li> <li>✓ Video clip</li> <li>✓ Audio files</li> <li>✓ /v/ picture cards</li> <li>✓ /v/, /f/, /b/ picture cards</li> </ul> </div> </div>

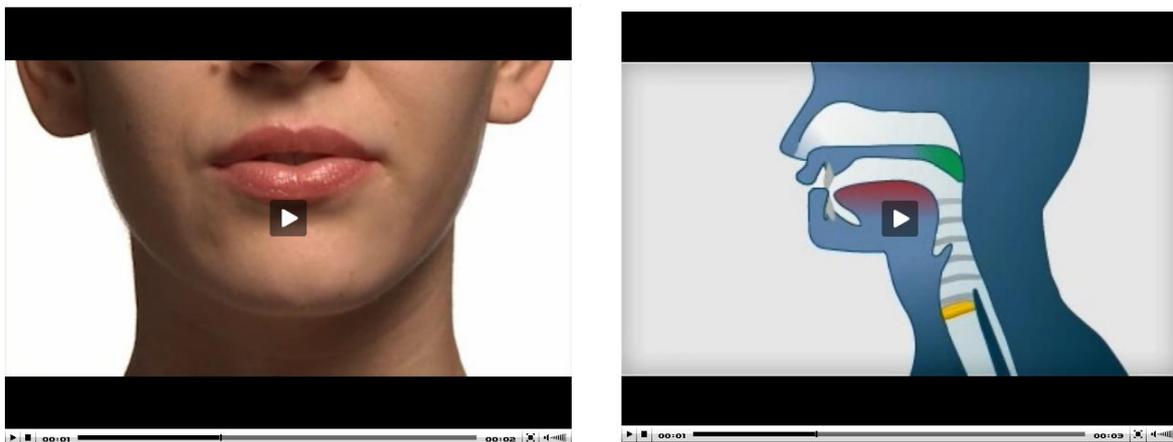
	<p>sentence “Do you have .....? I want .....” The other student says “Yes, I have.....” as giving the card.</p> <ul style="list-style-type: none"> <li>✓ At this time, T remind them of the pronunciation of words on the pictures.</li> </ul> <p><b>&lt;Activity 5&gt; Discrimination Activity (20”)</b></p> <ul style="list-style-type: none"> <li>✓ Have Ss listen to audio files and ask them what word they can hear and pick up a right picture and also ask about what sound and which position of the sound the picture has.</li> <li>✓ Then, have Ss repeat after audio files carefully.</li> <li>✓ Record Ss’ pronunciation and compare their pronunciation with the audio files.</li> <li>✓ Get students to make a /v/, /f/, /b/ board game together.</li> <li>✓ In the board game, Ss say a word on the space where their marker is placed.</li> </ul> <p><b>&lt;Wrap-up&gt; (2”)</b></p> <ul style="list-style-type: none"> <li>✓ Assign homework</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio file</li> <li>✓ /v/, /f/, /b/ picture cards</li> <li>✓ Recorder</li> <li>✓ Board game</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>✓ Practice and record the tongue twister (<a href="http://www.twisterking.com/f.php">http://www.twisterking.com/f.php</a>)</li> </ul>	

### 7.5.2 Reflection for Class 5

This last class focused on not only introducing a new sound /v/, but also connecting this new sound with similar sounds my tutees learned in the previous lessons. For this reason, there were more diverse activities were provided.

The objectives of this class were mainly two things: Students will be able to identify and articulate the sound /v/ and they will discriminate the sound /v/ from other sound /f/ and /b/ at the end of this class. In order to accomplish these objectives, they first did mouth stretching activity and then they went over the previous lesson. Both activities were conducted as warm-up activities, these activities made my tutees get ready to focus on their lesson. Also, starting with a song was effective for young learners to lower their affective filter.

After warming up, two girls learned the manner of articulation through the video clip. The following capture shows the manner of articulation of the sound /v/. At this time, I asked them to look at my lips and touch their throat to feel vibration as making the voiced fricative sound /v/ because they had difficulty having correcting mouth movement and vibration.



**Figure 5-1.** The manner of articulation of the sound /v/  
adopted from <http://www.readinga-z.com/book/decodable.php?id=29>

When they finally made the correct sound, practicing the /v/ sound was carried out in a word level-activity. For word-level practice, listening and repeating after audio files. Like

the other previous classes, two girls' receptive skill was better than producing skill. They could catch the initial and final sound /v/ on picture cards (Material 5-1) without that difficulty, but they seemed to forget how to pronounce /v/ sound in saying words. Therefore, I had to keep reminding them of articulating manner to produce appropriate sound. The figure 5-2 is the screen capture of audio files for this practice.



**Figure 5-2.** /v/ sound audio file  
adopted from <http://www.pronuncian.com/Sounds/default.aspx>

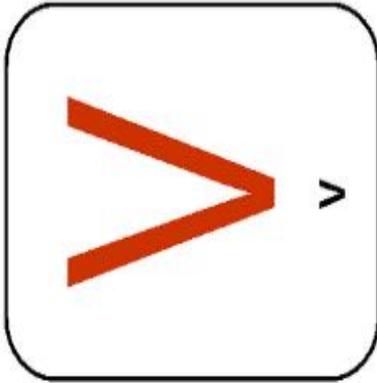
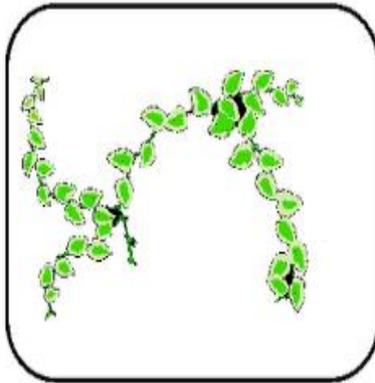
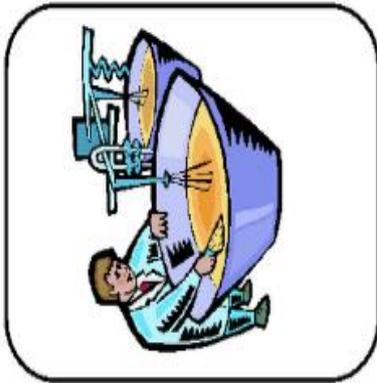
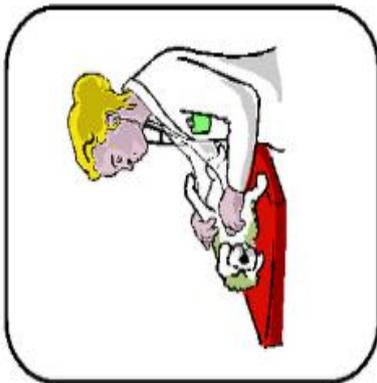
Then the sound /v/ was practiced in a sentence-level activity. Two girls had fun with this activity because it was a sort of a game. They first learned a simple sentence “Do you have...?” and “I want...”, then they played the game by using this expression. Like the word-

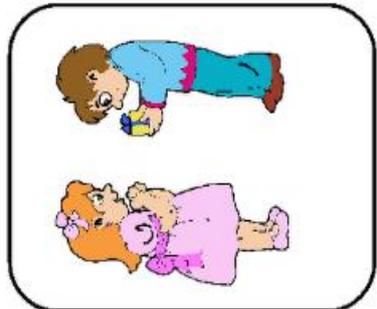
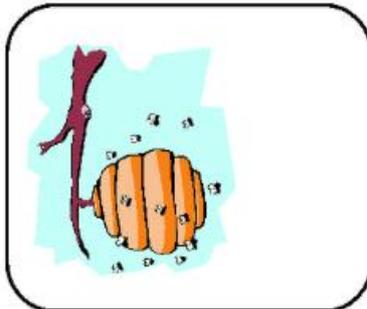
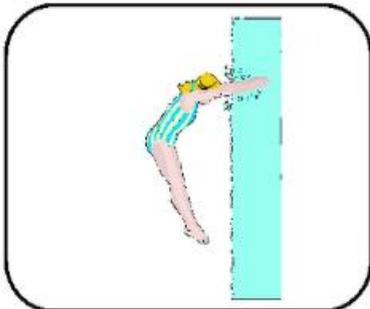
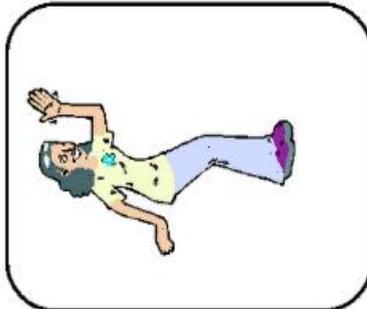
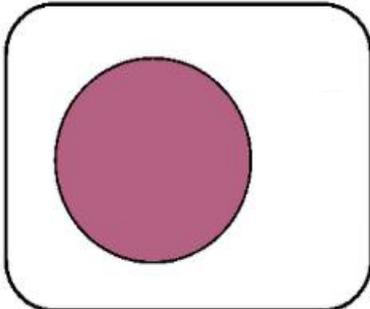
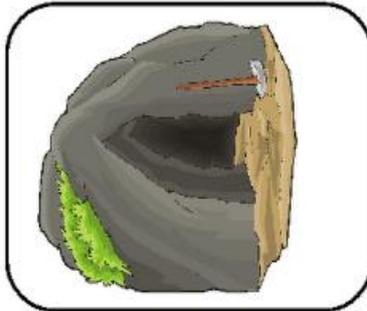
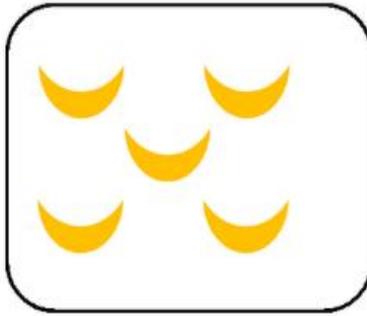
level activity, I needed to have them pay attention to the pronunciation of /v/ sound because they were enthusiastic for only taking cards from each other.

After finishing this game, we spent time discriminating the sound /v/ from /f/ and /b/ through a board game (Material 5-2) owing to the fact that even though they were able to make appropriate sound in individual practice, they appeared not to articulate each sound in the mixed sound group. They had more difficulty with voice sound /v/ and /b/ than /f/, and they also struggled the correct mouth movement for /f/ and /v/. I recorded their pronunciation to compare their pronunciation with the audio file, and explained different mouth movement could make different sounds. Furthermore, I asked them to give feedback on their pronunciation each other. This was a good way to have them focus on their own pronunciation as well as the other's

Overall, my young tutees need more time to listen and practice. I think improving pronunciation seems to be related to developing mouth muscles and get used to target sounds by more exposure. This is because in this lesson, my students know the manner of articulation, but if they do not pay attention to it, they unconsciously pronounce target sounds as similar sounds in their L1. Consequently, a teacher should provide enough time to practice and internalize target sounds for them.

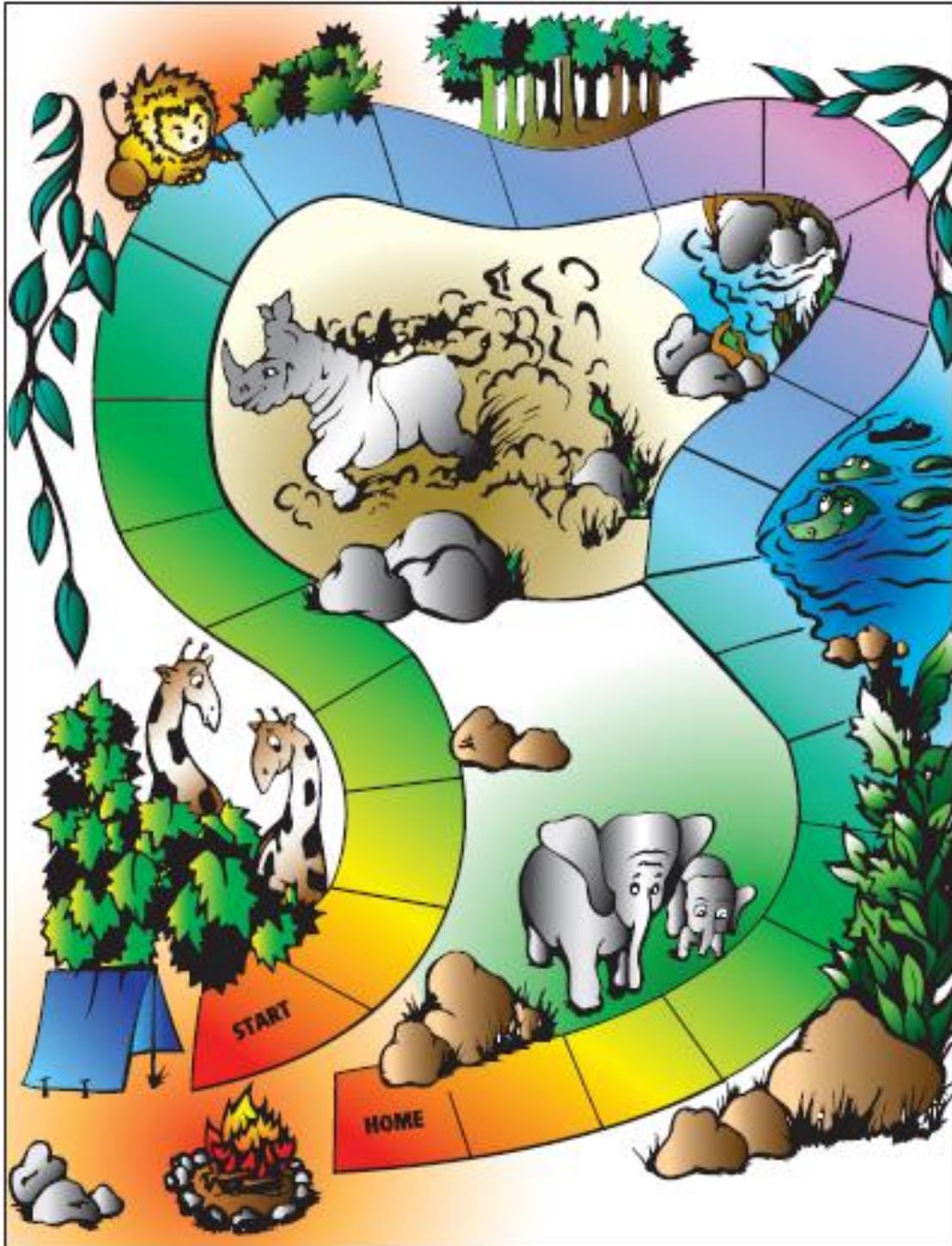
7.5.3 Materials for Class 5





**Material 5-1.** /v/ sound picture cards

adopted from <http://testyyetrying.blogspot.kr/p/downloadprint-free-speech-articulation.html>



Material 5-2. /v/, /f/, and /b/ discrimination board game  
adopted from www.readinga-z.com

## 8. Achievement Test

Testing pronunciation is not easy for the reason that pronunciation gets involved in both receptive skill and productive skill. It is, however, important to test pronunciation, according to Walker (2010), because “testing pronunciation is the central role it plays in communication and intelligibility” (p. 147). Also, Walker (2010) points out achievement tests are directly connected with the contents of a course, so a teacher is able to figure out students’ strengths and weaknesses.

For this reason, after finishing 5- pronunciation tutoring session, a final achievement test was conducted. In order to compare students’ development before-treatment with after-treatment the structure of this achievement test is similar to the diagnostic test for this project. Thus, like the diagnostic test, the achievement test of this pronunciation project was also based on *a-z Phonological awareness assessment* (available from [http:// www.reading a-z.com/assessments/phonological-awareness-assessment/](http://www.reading-a-z.com/assessments/phonological-awareness-assessment/)), Phonemic awareness assessment (Blevin, 1997), and Testing Pronunciation (Bobda, 1993). As mentioned earlier, testing should be directly linked with what students have learned in class, so on this achievement test, five sounds which have dealt with in class were tested, such as /z/, /b/, /p/, /f/ and /v/. Since pronunciation should be assessed both knowledge and skills which includes a receptive and a productive skill (Walker, 2010), the achievement test for this project consists of two parts: auditory discrimination testing part for evaluating a receptive skill; and oral testing part for checking a productive skill. In auditory discrimination section, the tutees’ listening skill is assessed in three different parts. First, the tutees need to listen to four words a teacher reads and figure out and say the common sound in these words. Next, the tutees should choose the right picture matching with a word that a teacher says. In the last part, the tutees listen to the words what a teacher reads, and choose one word with different sound from the others. In the oral pronunciation section, first, the tutees need to look at the pictures and say the words.

Then, they also repeat sentences after a teacher.

As doing on the diagnostic test, the tutor read all items on the test and each tutee took this test individually. In addition, the whole test procedures were recorded for further information.

Unlike the diagnostic test, they did not appear to be awkward or nervous. I think this is because they got used to this type of a test through five-pronunciation session and felt more comfortable being with me. Also, their voice became much louder than before, so it was easier to understand what they said.



## Pronunciation Achievement Test (b, p, f, v, z)

Name Kim Si Hyun Date June 5<sup>th</sup>, 2014

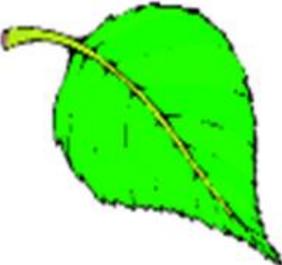
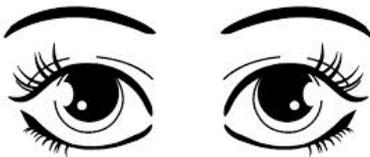
### Part 1. Auditory Discrimination

**A. Directions:** I am going to say some words. Please tell me the sound that is the same in the words.

NO.	Initial Sounds					No.	Final Sounds				
1	bug	bus	bat	ball	0	b	tub	web	tube	bib	0
2	pin	pot	pup	pen	0	7	nap	hop	map	top	0
3	fish	fall	foot	fan	0	8	knife	wife	half	chef	0
4	van	vase	violin	voice	0	9	dove	five	wave	love	0
5	zoo	zip	zoom	zigzag	0	10	nose	peas	noise	maze	0

**B. Directions:** I am going to show two pictures and say a word for you. Please listen to the word and point to the picture matching with the word you hear.

<b>Initial Sounds</b>	1			0
	2			0

	3			O
Final Sounds	4			X
	5			O
	b			O

**C. Directions:** I am going to read three words. Please listen to the words and tell me what word has a different beginning or ending sound.

NO.	Initial Sounds			No.	Final Sounds				
17	pie	book	pop	O	20	cob	mop	tab	X
18	vine	fall	vest	O	21	hive	off	live	O
19	Zeus	zap	star	O	22	face	dance	cheese	O

## Part 2. Oral Production

**A. Directions:** Look at the pictures and say the words.

NO.	Initial Sounds	No.	Final Sounds
23	 	28	 
24	 	29	 
25	 	30	 
26	 	31	 
27	 	32	 

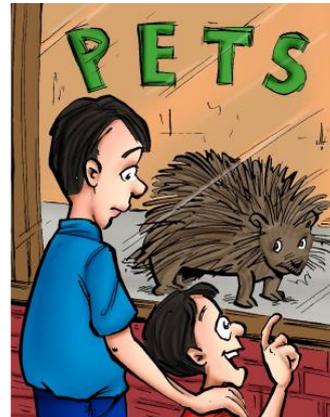
**B. Directions:** Now I want you to repeat after me.

33.



Bob found a bag of big, black beans

34.



"Papa, please get me a pet."

35.



Fred and Fran live in the forest.

3b.



They have fun in the van.

37.



There' s a crazy zebra at zoo.

## Pronunciation Achievement Test (b, p, f, v, z)

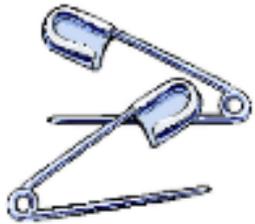
Name Bu Sung Hee Date June 5<sup>th</sup>, 2014

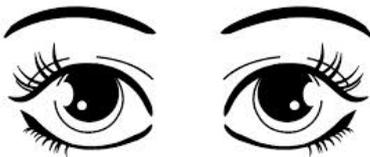
### Part 1. Auditory Discrimination

**A. Directions:** I am going to say some words. Please tell me the sound that is the same in the words.

NO.	Initial Sounds					No.	Final Sounds				
1	bug	bus	bat	ball	0	b	tub	web	tube	bib	0
2	pin	pot	pup	pen	0	7	nap	hop	map	top	0
3	fish	fall	foot	fan	0	8	knife	wife	half	chef	0
4	van	vase	violin	voice	0	9	dove	five	wave	love	0
5	zoo	zip	zoom	zigzag	0	10	nose	peas	noise	maze	0

**B. Directions:** I am going to show two pictures and say a word for you. Please listen to the word and point to the picture matching with the word you hear.

<b>Initial Sounds</b>	1			0
	2			0

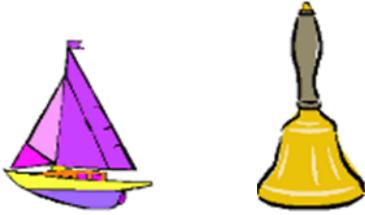
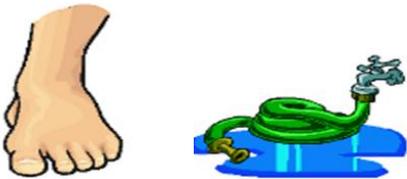
	3			0
Final Sounds	4			0
	5			0
	b			0

**C. Directions:** I am going to read three words. Please listen to the words and tell me what word has a different beginning or ending sound.

NO.	Initial Sounds			No.	Final Sounds				
17	pie	book	pop	0	20	cob	mop	tab	0
18	vine	fall	vest	0	21	hive	off	live	0
19	Zeus	zap	star	0	22	face	dance	cheese	0

## Part 2. Oral Production

**A. Directions:** Look at the pictures and say the words.

NO.	Initial Sounds	No.	Final Sounds
23		28	
24		29	
25		30	
26		31	
27		32	

**B. Directions:** Now I want you to repeat after me.

33.



Bob found a bag of big, black beans

34.



"Papa, please get me a pet."

35.



Fred and Fran live in the forest.

3b.



They have fun in the van.

37.



There' s a crazy zebra at zoo.

## 9. The Analysis of Achievement Test Results

### 9.1 Tutee A

#### 9.1.1 Test Results

For assessing the auditory discrimination test and word-level oral production test, the same checklists used in diagnostic analysis was used in analysis of the achievement test (See Table 10 and 11). For the sentence-level oral production test, a new form of evaluation form was created (See Table 12). Table 10, 11 and 12 show the results of the achievement of Tutee A.

	<b>A student can</b>	<b>b</b>	<b>p</b>	<b>f</b>	<b>v</b>	<b>z</b>
<b>Initial Sounds</b>	find out the same sound in the different words	O	O	O	O	O
	discriminate each sound in minimal pairs	O	O	O	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	O
<b>Final Sounds</b>	find out the same sound in the different words	O	O	O	O	O
	discriminate each sound in minimal pairs	X	X	O	O	O
	discriminate a word with different sound from words with the same sound	X	X	O	O	O

**Table 10.** Tutee A's Auditory Discrimination Test Results

**O:** A student is able to discriminate a sound

**X:** A student is not able to discriminate a sound

	Words				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	0		0		
<b>b</b>	0		0		
<b>f</b>		0		0	substitute /p/ for /f/
<b>v</b>		0		0	substitute /b/ for /v/
<b>z</b>	0		0		

**Table 11.** Tutee A's Word-level Oral Production Test Results

	Sentences			Comments
	Incorrect	Partially Correct	Correct	
<b>p</b>			0	
<b>b</b>			0	
<b>f</b>	0			substitute /p/ for /f/
<b>v</b>	0			substitute /b/ for /v/
<b>z</b>		0		For some words, substitute /dʒ/ for /z/

**Table 12.** Tutee A's Sentence-level Oral Production Test Results

### 9.1.2 The Analysis of Test Results

The results of the auditory discrimination and oral production section on the Tutee A's achievement test were analyzed respectively. According to the analysis of these test results, Tutee A's overall pronunciation can be said to improve comparing with her diagnostic test results.

In the auditory discrimination test, Tutee A did not have any problems with initial sounds. In other words, she could find all initial sounds, such as /b/, /p/, /f/, /v/, and /z/ in different words correctly although she was not able to listen to the initial /f/ and /v/ sound in different words with these sounds on the diagnostic test. She also distinguished each sound in minimal pairs and word groups with other sounds correctly. In contrast to the initial sounds, she could not discriminate all final sounds. As a matter of the fact, comparing with the diagnostic test, she was able to distinguish more sounds on the achievement test, but she still had problems with /p/ and /b/ sounds. Especially, she was not capable of discriminate /b/ from /p/ in the minimal pair and word groups. Aside from these two sounds, her receptive skill seem to be developed during this short-period tutor project.

As for the oral production section, her knowledge and productive skill had been improved comparing with her pronunciation before this pronunciation tutor project. With respect to five sounds, she seemed to know how to pronounce these sounds differently, but when she pronounced these sounds in person, she still had problems with /f/ and /v/ like on the diagnostic test. In both word-level and sentence-level tests, her pronunciation of /f/ and /v/ was still similar to /p/and /b/. She knew what sound was contained in the words or sentences, but her pronunciation was not clear. In particular, although the mouth movement of /f/ and /p/, and /v/ and /b/ are different, unconsciously she made the same mouth movement regarding all these sounds. She, however, made her efforts on differentiate the voiced sounds from voiceless sounds. She could make vibration for /z/ in the word-level test, but this effort

seemed to disappear when she worked with sentences. I think this was because her attention was paid more other parts than making voiced sounds themselves.

From the analysis of the achievement test outcomes, Tutee A needs to develop to discriminate the final stop sound /b/ and /p/ by listening, and have more time to practice pronouncing the sound /f/ and/v/. In spite of the difficulties with some sounds, her pronunciation skills and knowledge have been enhanced for a short time. These results, I assume, probably might be due to her awareness of articulation, development of knowledge of pronunciation and experience through practicing.

## 9.2 Tutee B

### 9.2.1 Test Results

For assessing the auditory discrimination test and word-level oral production test, the same checklists used in diagnostic analysis was used in analysis of the achievement test (See Table 13 and 14). For the sentence-level oral production test, a new form of evaluation form was created (See Table 15). Table 13, 14 and 15 show the results of the achievement of Tutee B.

	<b>A student can</b>	<b>b</b>	<b>p</b>	<b>f</b>	<b>v</b>	<b>z</b>
<b>Initial Sounds</b>	find out the same sound in the different words	O	O	O	O	O
	discriminate each sound in minimal pairs	O	O	O	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	O
<b>Final Sounds</b>	find out the same sound in the different words	O	O	O	O	O
	discriminate each sound in minimal pairs	O	O	O	O	O
	discriminate a word with different sound from words with the same sound	O	O	O	O	O

**Table 13.** Tutee B's Auditory Discrimination Test Results

**O:** A student is able to discriminate a sound

**X:** A student is not able to discriminate a sound

	Words				Comments
	Initial		Final		
	correct	substitution	correct	substitution	
<b>p</b>	0		0		
<b>b</b>	0		0		
<b>f</b>	0		0		
<b>v</b>	0		0		
<b>z</b>	0		0		

**Table 14.** Tutee B's Word-level Oral Production Test Results

	Sentences			Comments
	Incorrect	Partially Correct	Correct	
<b>p</b>			0	
<b>b</b>			0	
<b>f</b>		0		For some words, substitute /p/ for /f/
<b>v</b>		0		For some words, substitute /b/ for /v/
<b>z</b>		0		For some words, substitute /dʒ/ for /z/

**Table 15.** Tutee B's Sentence-level Oral Production Test Results

### 9.2.2 The Analysis of Test Results

The results of the auditory discrimination and oral production section on the Tutee B's achievement test were analyzed respectively. In accordance with these test result analysis, Tutee B shows the great improvement in terms of skills and knowledge of pronunciation comparing with her diagnostic test results.

In the auditory test section, she did not have any problems distinguishing each sound in word groups and minimal pairs. It is the amazing result comparing her diagnostic test results since on her diagnostic test, she could not discriminate the initial sounds /f/, /v/, and /z/, and final sounds /b/, /p/, /f/, /v/ and /z/ in a certain circumstances, but after only five-session treatment, she did not have difficulty listening to these sounds at all.

On the oral production test, she did good job on the word-level oral production test. In contrast to Tutee A, Tutee B's pronunciation of /f/ and /v/ was clear. She knew how to pronounce each sound and articulated with correct mouth movement. According to her diagnostic test, she struggled with voiced and voiceless sounds. At that time, her voiced sounds were not that much different from voiceless sounds, but on the achievement test, she was capable of clearly making differences between these two sounds. As for /z/ sound, she could make /z/ sound with clear vibration even though she tended to exaggerate the vibration. However, on the sentence-level oral production test, she showed problems with /f/, /v/, and /z/. This is to say, when she repeated the sentences including these sounds, her articulation was not clear. I think, as Tutee A did, her attention seemed to be allocated to other aspects of the sentences.

Even though Tutee B could not deal with some sounds in the sentences, her achievement is amazing. As a matter of the fact, Tutee B's diagnostic test results were lower than Tutee A's, but the outcomes of the achievement test indicate that Tutee B outperforms Tutee A. I think these results might be affected by each Tutee's personality to some extent.

Tutee A was much shier than Tutee B, and she was apt to be afraid of making mistakes, while Tutee B was more outgoing than Tutee A and did not care about her mistakes. In addition, Tutee B did not mind doing silly and goofy performance during the lesson.

In short, Tutee B's pronunciation has been improved through this five-session pronunciation tutor project. With regard to her improvement, she shows not only the knowledge of pronunciation but also development of the receptive and productive skills.

## 10. Conclusion

As English has been used as lingua franca (Kirkpatrick, A., 2007), the perspectives of teaching English have been changed as well. In the lingua franca perspectives, English education should focus on communicating with other non-native speakers with diverse language background. Thus, the objectives of teaching English pronunciation should be consistent with the lingua franca perspectives, whose priority is to increase intelligibility than possessing native-like pronunciation.

In this point of view, the five-session pronunciation tutor project was designed. This project consisted of six stages: Find and select tutees; interview and give a diagnostic test; analyze the results of the diagnostic test and make a plan; have meeting for tutoring; asses progress; write up reports. In each stage a teacher could develop feasible ideas in regard to teaching pronunciation in ELF approach, and students was able to have opportunities to improve intelligible pronunciation despite the insufficient time.

Two tutees participating this project were 4<sup>th</sup> graders in elementary school and their language proficiency level was considered as novice low according to ACTFL, which means they did not have any knowledge regarding pronunciation with little English language concepts. For these reasons, the objectives of this project focused on segmental features rather than suprasegmentals. Moreover, due to the short tutoring period, only five consonant sounds were chosen as the developing area based on the diagnostic results. During five meetings, each lesson used various types of activities, materials and techniques to draw young learners' attention. After five sessions, the achievement test was conducted and the results of the test were analyzed. The outcomes of the test said both tutees' overall pronunciation knowledge and skills with confidence in English were enhanced. In other words, the some objectives of this project were achieved during five-pronunciation tutoring session.

From this pronunciation project, I have learned some important aspects of teaching

pronunciation. First, it is important to set up realistic goals of learning and teaching pronunciation as Walker (2010) and Celce-Murcia et al. (2010) mention. If the goals of this project are to develop native-like pronunciation, it is almost impossible for my two tutees to have confidence in their English pronunciation and to achieve any kinds of objectives of this project during five-tutoring session. Additionally, for young beginners it is quite significant to be exposed to target sounds as many as they can to develop their pronunciation. I have found that my young learners tend to pronounce familiar words more easily than unknown words. This is because pronunciation gets involved in not only productive skills but also receptive skills (Walker, 2010). Last, but not least, I think developing pronunciation means developing mouth muscles to get used to target language. Although my two tutees know how to the pronunciation of some sounds, they unconsciously make those sounds like similar sounds in their L1. This means since the mouth muscles do not get use to the movement of target sounds, if they do not pay attention to articulation of the sounds, their mouth muscles move in ways for the movement of their L1 sounds. Therefore, a teacher should provide enough time to practice target sounds and build the knowledge of pronunciation to improve their pronunciation

This 5-session project was not enough to change my tutees' whole pronunciation, but at least it was a great opportunity to raise their awareness regarding the importance of pronunciation in ELF view. I hope this small project can be a starting point for my young tutees to become an ELF speaker as a member of a global society in the future.

## References

- Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *Dhaka University Journal of Linguistics*, 2(3), 161-172.
- Blevins, W. (1997). *Phonemic Awareness Activities for Early Reading Success*. New York: Scholastic.
- Bobda, A. S. (1993). Testing pronunciation. *English Teaching Forum Online*, 31(3), 18-22.
- Canagarajah, A. S. (2006). Negotiating the local in English as a lingua franca. *Annual Review of Applied Linguistics*, 26, 197-218.
- Celce-Murcia, M., Brinton, D. and Goodwin, J. with Griner, B. (2010). *Teaching pronunciation: A course book and reference book* (2nd Edition). Cambridge: Cambridge University Press.
- Firth, S. (1987). Pronunciation Syllabus Design: A Question of Focus. *TESL Talk*, 17(1), 160-70.
- Fitzpatrick, J. (2002). *Phonemic Awareness*. Seoul: JY books.
- Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), 222-232.
- Kim, D. D., & Margolis, D. P. (1999). Teaching English pronunciation to Koreans: Development of an English pronunciation test EPT. In *KOTESOL proceedings: The Second Pan Asian Conference*, 89-112.
- Kirkpatrick, A. (2007). *World Englishes*. Cambridge: Cambridge University Press.
- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *Tesol Quarterly*, 25(3), 481-520.
- Pennington, M. C. (1999). Computer-aided pronunciation pedagogy: Promise, limitations, directions. *Computer Assisted Language Learning*, 12(5), 427-440.
- Phillipson, R. (1998). Globalizing English: Are linguistic human rights an alternative to linguistic imperialism?. *Language Sciences*, 20(1), 101-112.

Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339.

Swender, E., Conrad, D., & Vicars, R. (2012). ACTFL proficiency guidelines 2012.

Alexandria, VA: American Council for the Teaching of Foreign Languages.

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

Wei, M. (2006). A literature review on strategies for teaching pronunciation. *Online Submission*.