

Pronunciation Tutor Project

Final Report

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English Pronunciation

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1. Introduction

Since English is more geographically widely spoken and has many bilingual/multilingual speakers in multilingual context than other languages, English has become an international language for worldwide communication. Kachru (1985)'s 'three circles' model tells that the 'expanding circle' consists of those countries where English is neither a first language, a second language, nor an official language. Today the numbers of speakers of English in the 'expanding circle' is constantly growing and, for this reason, the number of native speakers of English is greatly outnumbered by the number of non-native speakers.

As Kirkpatrick, A. (2007) mentioned that "a lingua franca is the common language used by people of different language backgrounds to communicate with each other" (p.7), English plays a crucial role as a lingua franca in multilingual and multicultural contexts especially to communicate among non-native speakers. Walker, Robin (2010) also mentioned that English is acting as the common language, a lingua franca, for speakers whose mother tongues are different. That is to say, speakers also need common core of pronunciation for mutual intelligibility in ELF settings and how to teach pronunciation should be considered by ELF contexts. Kirkpatrick, A. (2007) stressed that speaking and learning English does not necessarily mean speaking and learning RP or Standard American. The important point is that teachers should let students aware these ELF phenomena based on the new role of English in ELF settings and help them acquire the common intelligible pronunciation for better communication with people from different backgrounds.

Within ELF, mutual intelligibility is a speaker's goal, rather than native-like accuracy.

In that sense, this pronunciation tutor project is to give the students the opportunity to experience how to deal with pronunciation in the real world and make effective use of the relevant information and knowledge presented in the class.

More specifically, there are two objectives for me, as a tutor, for the project which are to increase tutee's awareness of ELF and to experience English teaching with using various skills and activities which are learned in the class because I don't have any English teaching experience so that this tutor project will be a good opportunity to experience a real teaching. For tutee, through this project he will also get a good opportunity to practice with different activities and skills more focused on only pronunciation which he has never done that before

to achieve his pronunciation goal. Also he will get knowledge of ELF with a different view point of learning English and I expect that the awareness of ELF will definitely affect his English learning in a good way. The project involves six basic stages and Table 1.1 shows a timeline and descriptions of each stage of the project in detail.

Table 1.1 Timeline of the project

Stage(Timeline)	Descriptions
<p style="text-align: center;">Stage 1 (March 20)</p>	<p>-Find/select subjects Students will find their own valid participants and explain the whole process of the project in brief setting up meeting schedule for the next steps.</p>
<p style="text-align: center;">Stage 2 (April 3)</p>	<p>-Interview subjects regarding goals and background (needs analysis) -Give diagnostic test Students will gather the participants’ background and self-assessment information regarding English pronunciation. Students also create and give a diagnostic test in order to analyze the participants’ strengths and weaknesses regarding English pronunciation.</p>
<p style="text-align: center;">Stage 3 (April 17)</p>	<p>-Analyze the results of test -Devise a plan Students will analyze the results to see what areas of English pronunciation need to develop the most. Based on the analysis of the test results, coupled with the results of the needs analysis, a specific plan will be created for how they propose to help the participants develop/enhance those needed skills.</p>
<p style="text-align: center;">Stage 4 (May 1)</p>	<p>-Create set of materials to meet goals -Meet and teach materials Based on the plan created in stage 3, students will put together specific materials to help their participants develop/enhance their pronunciation skills. Students are also expected to keep a journal on the progress of the sessions.</p>
<p style="text-align: center;">Stage 5 (June 5)</p>	<p>-Create achievement test -Assess progress</p>

	Students will devise an achievement test that can be used to assess the progress of the participants after the implementation of the plan and the practice sessions. Students will use it to assess the results of their plan and sessions with the participants.
Stage 6 (June 12)	-Write up report Students will write up the entire project from stage 1 to stage 5. This write up comprises the final project for this course. Mostly students will be working to revise and combine the different parts to create a solid cohesive report of the entire project.

2. Participants

2.1 Participant profile

I have only one tutee for my pronunciation tutor project. I gather tutee's background information through a small survey.

- **Name:** Kyoung ho, Park
- **Age:** 38 years old
- **General background:** He is in law school and he is going to be a lawyer.

- **English study background:** He has learned English about 10 years through regular school education from middle school to university. He has never taken English class in a language institution such as free talking class or business English or even TOEIC class although he has quite a high score on TOEIC(his score is 850). Interestingly, he used to communicate with foreigners in English at work before he went to law school.

- **English Proficiency level:** In terms of four skills of English, mostly he uses English for listening and reading to get a high score for official English tests or subjects in his school. Through the several meetings with my tutee, I evaluated my tutee's overall English proficiency level as intermediate mid based on the scale used by the American Council on the Teaching of Foreign Languages proficiency guidelines 2012 (The ACTFL proficiency guidelines, 2012) which I learned in SMU TESOL program(Refer to Table 2.1). Although I referred to the ACTFL

proficiency guidelines, also my tutee’s proficiency was set based on my judgement considering his background information.

Table 2.1	My tutee’s listening proficiency - Intermediate mid
Able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur.	
My tutee’s reading proficiency – Advanced low	
Able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details.	
My tutee’s speaking proficiency - Intermediate low	
Able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture.	

- **Goal for studying English:** His purpose for learning English is to get a better job in the future. He thinks that lawyers also need English proficiency to work for law firms and more global law firms will enter the Korean law market. Above all, he wants to improve English speaking skill and correct his pronunciation for more clear communication. He has never taken pronunciation instruction before so he’s quite excited about this tutor project. He prefers to acquire American English pronunciation.

2.2 Tutor profile

- **Name:** Ji-Sun, Kim
- **Age:** 37 years old
- **General background:** I have no English teaching experience at all. I worked in the marketing department as a market researcher for a multinational pharmaceutical company for around 10 years.
- **English study background:** I have studied English since middle school. Although I have not studied abroad I used English at work using all four skills.

- **Opinion on English pronunciation and ELF:** I was somewhat familiar with ELF situation since I worked for the multinational company. There were many different types of company conferences, meetings and trainings that people from different countries in Asian area participated in. At that time, people communicated with each other of course ‘in English’. Although no one was ‘native speaker of English’ there, we didn’t have any difficulties to understand one another. Especially, people didn’t too much pay attention on different types of English pronunciations. Because the important thing was the mutual understanding when people communicated in English. Sometimes we noticed the way Indian pronounced English was different from the way Chinese pronounced English and we could assumed that the different types of pronunciations were influenced by their first languages. Because people had their own distinctive English accent similar to their first language accent. Now I fully understand that no one country owns English and English is a very useful tool for communication with people from different backgrounds. Therefore, when we talk about English pronunciation it doesn’t mean only American or Briton pronunciation and we need to acquire intelligible pronunciation for better communication. Through this project, I also want to let my tutee aware of this point for using English for better communication.

2.3 Reflection on participant profile

Basically, all the information of my tutee on participant profile was from the background information survey which was one of my diagnostic tests. Through this information, I could get general information of my tutee focusing on his English learning status and know his learning goal with pronunciation goal which was very critical to design the project activities and materials. Knowing his goal for English learning really helped me to understand my tutee and also guided me to think about more specific ways to teach and help him improve his pronunciation. I realized that as a teacher to analyze students’ needs before starting the lesson was very critical and also through the tutor’s profile section I could reflect on my capability to be an English teacher. As a tutor or teacher, I thought that I was not a qualified person yet due to lack of my teaching experience. However, I realized that only teaching experience was not the qualification to be a good teacher. I would like to verify how much qualified to be a real English teacher I am through this project.

11. What is your most difficult speaking situation? Why?
 I think speaking over the telephone is very difficult. It was very hard to understand meaning of express.
12. What area would you most like to improve? Why?
 I want to improve my expression skill. If I could make accurate expression, I will enjoy the conversation with other people.
13. Which country pronunciation do you want to learn? For example, American pronunciation or British pronunciation?
 I want to learn American pronunciation.

Figure 2.1 Oral communication and Pronunciation Needs Assessment

Oral Communication Needs Assessment

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

Pronunciation Needs Assessment

Pronunciation Activities	How important is this phonemes for your comprehensible pronunciation? 1 not very-5very	What is your current ability in this pronunciation? 1 not very-5very
Consonants		
1. Stop (/p/, /b/, /t/, /d/, /k/, /g/)	1 2 3 4 5	1 2 3 4 5
2. Fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/)	1 2 3 4 5	1 2 3 4 5
3. Affricates(/tʃ/, /dʒ/)	1 2 3 4 5	1 2 3 4 5
4. Nasal(/m/, /n/, /ŋ/)	1 2 3 4 5	1 2 3 4 5
5. Liquids(/l/, /r/)	1 2 3 4 5	1 2 3 4 5
6. Glides(/w/, /y/)	1 2 3 4 5	1 2 3 4 5
Vowels		
1. Tense vowels /i, e, a, o, u, ɔ, ʊ/	1 2 3 4 5	1 2 3 4 5
2. Lax vowels/i, e, æ, ʌ, ʊ/	1 2 3 4 5	1 2 3 4 5
Suprasegmentals		
1. Syllables and/or grammatical endings ex) -s endings(Americans, relationships), -d endings(considered, appreciated)	1 2 3 4 5	1 2 3 4 5
2. Word stress	1 2 3 4 5	1 2 3 4 5
3. Rhythm in sentences	1 2 3 4 5	1 2 3 4 5
4. Focus and special emphasis	1 2 3 4 5	1 2 3 4 5
5. Intonation/Pitch	1 2 3 4 5	1 2 3 4 5
6. Thought group and linking	1 2 3 4 5	1 2 3 4 5
7. Delivery (rate of speech, loudness)	1 2 3 4 5	1 2 3 4 5

3.2 Diagnostic test

I designed four kinds of diagnostic tests for my tutee considering his English proficiency level which is intermediate mid and his interest. Basically, I made the tests from controlled tests to more production base test. The first diagnostic test which is one of controlled test is word reading to find the tutee's weaknesses and strengths focusing on segmental features and the second one which is the other one of controlled test is paragraph reading to find the tutee's weaknesses and strengths focusing on suprasegmental features. The third one is job interview context with several questions more for less controlled test and authentic context so that the tutee can speak and pronounce English more naturally. Why I choose job interview context is because his goal for studying English is to get a better job in the future. I wanted to link this tutor project to his purpose for studying English to get more active involvement from him. The last one is production test which is one open-ended question which is describing the best day in the tutee's life. During job interview, the tutee might use the memorized answers. Therefore, I need open-ended question which he really thinks about the question to answer for more authentic situation. I referred to some samples of Pronunciation Diagnostics for controlled questions which professor van Valck handed out in class and created job interview and an open-ended question for free talking. (Refer to Figure 3.1)

Figure 3.1 Diagnostic test

1. Please read below words.

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

2. Please read below paragraph.

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

3. Please imagine that you applied for a law firm. Now you are in the job interview as an interviewee and answer the questions below.

1. Tell me about yourself.

2. **Why do you want this job?**
3. **Are you the best person for this job? Why?**
4. **Describe the most difficult experience in your life and how you handled it.**

4. Please tell me about the best day in your life

3.3 Reflection on Diagnostic test

Overall, my tutee completed the tests without any difficulties so that I was satisfied with that. Especially, to design tutee's self assessment for the oral communication and pronunciation would be helpful to analyze the tutee's strengths and weaknesses more specifically with diagnostic test which was included several questions about reading and speaking. I expected the tutee's self assessment test result to find the main ideas of tutee's overall English speaking and pronunciation status.

My tutee pronounced more accurately when he answered controlled tests than production type of free talking test. There was no hesitation to answer the controlled tests but it took a little time to think about the answer of free talking test like question number 4. He used 'um~uh~' and body language a lot and spoke slowly to think about what he should tell. However, we can face this kind of situation in real conversation so we should practice more to produce naturally in English. Therefore, I thought that I should plan the activities for the future lessons of the project with controlled and production activities together in one lesson so that the tutee could practice with controlled task and also use them in more authentic situation.

4. Analysis of the diagnostic test results

4.1 Needs analysis results

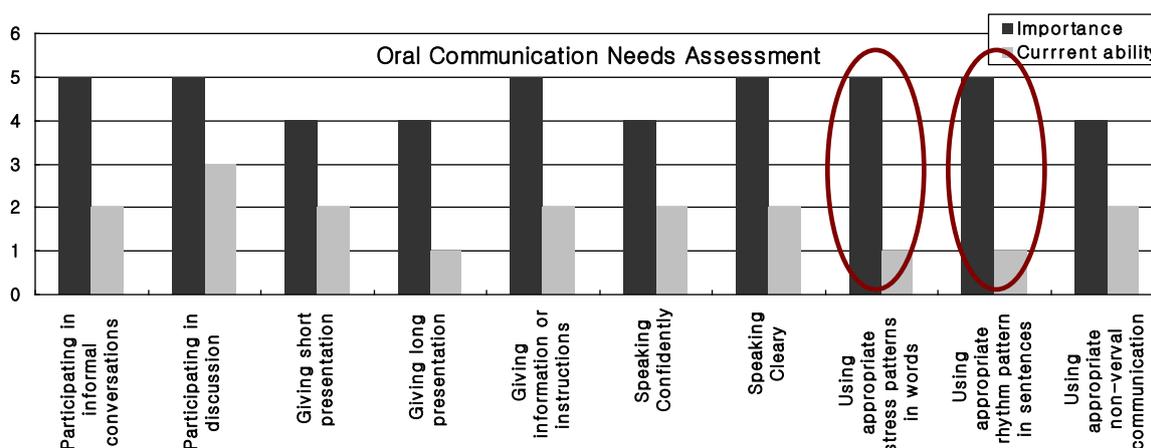
I already described my tutee's background information which is one of needs analysis parts through participant profile. In this section, I will describe analysis results of his self-assessment more focusing on oral communication and pronunciation needs. Basically, he assessed his oral communication and pronunciation needs using some elements of speech and pronunciation. He said that he felt comfortable when he had informal conversations face to face with foreigners because he could express what he wanted to say with gestures if he had

some difficulties to speak in English. He said that his most difficult English speaking situation was speaking over the phone because it was hard for him to understand what the counterpart said without any clues like non-verbal communication.

Here, I can point out that he has some listening difficulty in authentic context because of unfamiliarity with native accents, intonation, sentence stress, clear articulation of consonants and vowel sounds etc. although his TOEIC score is not that low which means his listening skill is not bad. The problem is that his listening discrimination in authentic context is more difficult for him and that maybe results in his pronunciation problems or vice versa.

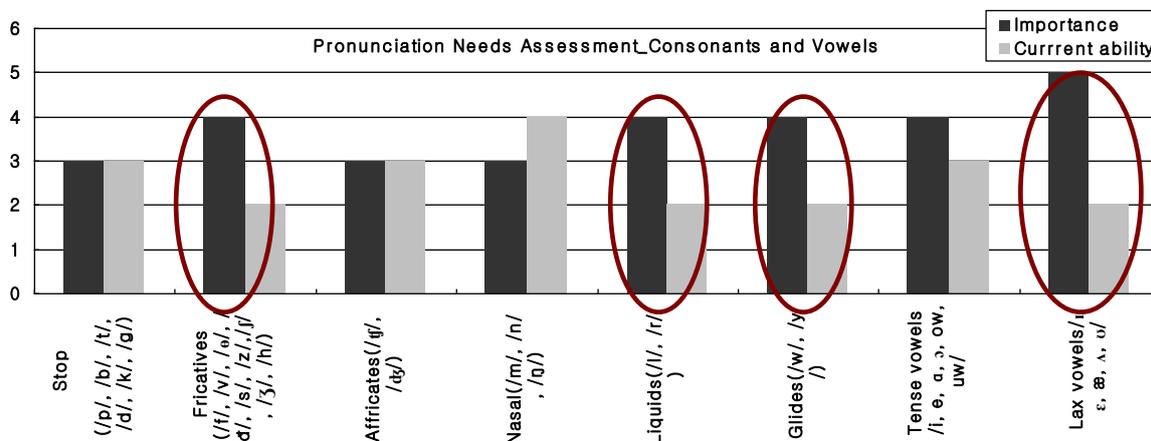
He prefers to acquire American pronunciation and he wants to improve his pronunciation more accurately. He assessed his English ability very low on especially ‘using appropriate stress patterns in words’, ‘using appropriate rhythm’ although he thinks that the importance of them for oral communication are the highest.(Refer to Figure 4.1 Results of Oral Communication Needs Assessment)

Figure 4.1 Results of Oral Communication Needs Assessment



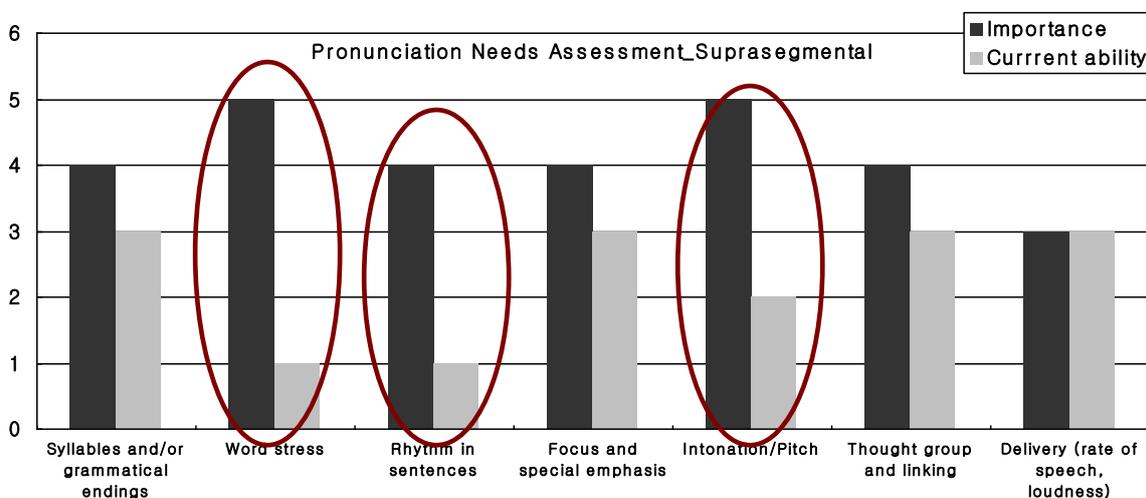
For his pronunciation he marked the lowest point on fricatives /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, liquids /l/, /r/ and glides /w/, /y/ in consonants in terms of his current ability. He thinks that lax vowels /ɪ, ε, æ, ʌ, ʊ/ are more important than tense vowels /i, e, ɑ, ɔ, ɔw, uw/ for comprehensible pronunciation. (Refer to Figure 4.2 Results of Pronunciation Needs Assessment_Consonants and Vowels)

Figure 4.2 Results of Pronunciation Needs Assessment_Consonants and Vowels



For supra-segmental, he thinks that word stress, rhythm in sentences, intonation and pitch are important for comprehensible pronunciation. However, his current abilities for them are lower than other elements. (Refer to below Figure 4.3 Results of Pronunciation Needs Assessment_Suprasegmental)

Figure 4.3 Results of Pronunciation Needs Assessment_Suprasegmental



4.2 Analysis of the diagnostic test results

I analyzed four kinds of diagnostic test results which are word reading, paragraph reading, job interview context and describing the best day in his life. When his individual words reading sounded ok except the word stress problem and his sentence reading was better than reading only words. I observed that overall his pronunciation was not that bad which means most of the sounds he articulated was comprehensible. He sometimes had difficulties to

pronounce fricative sounds like /f/, /v/, /θ/, /ð/ but it's not much interruption for his pronunciation. It seemed that he tried to pronounce the words and sentences more accurately. He was good at making pauses appropriately and he was also good at prominence on especially new information and emphatic stress when he read sentences in terms of considering thought groups and prominence. However, there were some weaknesses in his pronunciation.

I analyzed his pronunciation with my rubric for each element. (Refer to Table 3.1 Rubric). I used the rubric on 'Pronunciation Diagnostic Feedback Guidelines' which professor van Vlack handed out in class. Considering my tutee's proficiency level which is intermediate mid I need more general rubric for assessment.

Firstly, I will talk about consonants. Mostly the consonants that he pronounced are accurate but he didn't distinguish between the sounds /s/ and /z/ in many words like 'kids, cheese, these'. He tends to pronounce the last sound /z/ of word to /s/ like /kɪs/, /tʃi:s/, /ði:s/. Also he had difficulties to pronounce glide sound /w/ like 'wash, wish, we' and he tends to pronounce /w/ sound more like stressed sound like /u/. Sometimes, he didn't pronounce the last sound /r/ of word like 'water, brother, her'. Secondly, for vowel sounds, he mainly had difficulties to distinguish between the sounds /a/ and schwa; /ə/. For example, when he should pronounce 'knowledge/nɑ:lɪdʒ/, data/dertə/', he pronounced the words like /nə:lɪdʒ/, /derta/. Also he sometimes didn't distinguish between the tense and lax quality when he pronounced vowel sounds. For example, he pronounced daughter/dɔ:tər/ as/dow:tər/. Thirdly, he was ok with grammatical endings like -s endings and -d endings. However, I found that he had some negative habit for word stress. When he read all the words from one syllable to more than two syllables, he always made word stress on the last syllable. That made his pronunciation a little bit awkward and this habit affected his intonation and pitch when he read sentences. When he talked about something, most of his intonation went up like interrogative sentence. Fourthly, for rhythm in sentences, he pronounced some words choppy especially foreign words that Koreans frequently use in their daily life 'coupon, syrup, mayonnaise'. It sounded like Korean style and that sometimes interrupted a natural rhythm. Fifthly, He used emphatic stress to indicate key words and new information. As I mentioned earlier, he was good at making prominence in a sentence. Sixthly, he sometimes had linking problem but not frequently. For example, he didn't use linking and that made the sounds choppy when he pronounced 'with her'. Lastly, as I mentioned, he did good job at pausing at commas and

other appropriated places considering thought groups. However, most of his intonation went up and this was a kind of his habit when he spoke in English.

One additional comment to the analysis for several elements above, he tended to make nasal sound when he spoke in English. That made his pronunciation more stressed and not appropriate. Interestingly, when he speaks in Korean, it's almost the same as English. His Korean sounds are more like nasal sounds.

Table 3.1 Rubric

Elements of Speech	Difficulties	Examples
Consonants	Does the speaker have repeated problems with any consonants or clusters?	Frequently confused between /s/,/z/- Kids, cheese, these: pronounced all as /s/ /r/: sometimes he didn't pronounce /r/ /w/: sometimes he had difficulties to pronounce 'wish, wash, we'
Vowels	Do vowel sounds negatively affect intelligibility?	Frequently confused between tense/lax- knowledge /a/→/ʌ/, data /ə/→/a/, daughter /ɔ/→/oʊ/
Syllables and/or grammatical endings	-s endings (Americans, relationships) -d endings (considered, appreciated)	Overall ok
Word stress	Does stress fall on the appropriate syllable?	He made word stress on the second syllable in every word like a habit.
Rhythm in sentences	Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?	He pronounced foreign words like Korean style, Konglish for example 'coupon, syrup, mayonnaise'. That made language sound abrupt or choppy.
Focus and special emphasis(Prominence)	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?	Overall ok: He made prominence appropriately for important words in sentence.
Intonation/Pitch	Does tone rise and fall in the appropriate places? Or, does it sound monotone?	He frequently went up when he spoke in sentences although they were not interrogative sentences.
Thought group and linking	Does the speaker pause at commas and other appropriate places?	He sometimes had linking problem and that made language sound unnatural but it didn't much interrupt the comprehension of his speech.
Delivery (rate of speech, loudness)	Does the speaker speak too loudly or quietly, too fast, or too slow?	He frequently made nasal sound when he spoke in both Korean and English.

4.3 Reflection on analysis of the diagnostic test results

Overall, I was satisfied with the diagnostic test results. It gave me consistent information about my tutee's English speaking and pronunciation status which included his strengths and weaknesses and I could find main specific points that I should teach through the project as goals and objectives for the project. Before teaching something, I thought that it was very important to get relevant information to develop the whole lesson plan and also we should be very careful to develop the questionnaire to get useful information. If the initial questionnaire development was not correct, then the result that we got from them was not usable.

5. Goals and objectives

Basically, before we set up our specific objectives for this pronunciation tutor project I shared what I have found about my tutee's interests and needs related English pronunciation considering the results of needs analysis and diagnostic tests with my tutee. The main findings from needs analysis including self-assessment on pronunciation and the four different kinds of diagnostic tests were very similar. My tutee had difficulties on word stress, intonation, the discrimination of tense/lax vowel, especially 'schwa /ʌ/, /ə/' and fricatives /s/, /z/ although he assessed those elements were important factors for intelligible pronunciation. Since the terminal goal for teaching pronunciation in ELF settings is to teach an intelligible pronunciation, we decided to prioritize two things which were **1)The tense/lax distinction for vowel sounds-more focusing on lax vowels /ɪ, ɛ, æ, ʌ, ʊ/ and 2)Word stress** as the specific objectives for the project in order to improve my tutee's pronunciation ability.

The space in our mouths between different vowels is not very large and the boundaries between one vowel sound and its neighbor are blurred. Celce-Murcia et al. (2010) mentioned that the position of the articulatory organs in the production of vowels is not as easily specified as that of consonants. Vowel sounds can be distinguished from each other by which part of the tongue is involved (front, central, back) and by how high the tongue is when the sound is produced (high, mid, low). However, the frontness and height are very relative. Therefore, it is difficult to get a feel for the articulation of each of the different vowel sounds as a separate and distinct entity. The tense/lax distinction is one of difficult aspects of vowel

production and major distinguishing feature in English vowels. However, most Koreans are not aware of this feature when they listen and pronounce English vowels. Therefore, I want to help my tutee feel the difference more focusing on lax vowels /ɪ, ε, æ, ʌ, ʊ/ through the 5 weeks classes based on our action plan.

The second objective for the project is word stress. Since English has borrowed from other languages, word stress is very complicated for English. However, it is important to help my tutee aware of word stress system and to give him some of the basic knowledge. He tends to make stress on the last syllable within word and that makes his pronunciation is awkward. Stressed syllables are most often defined as those syllables within an utterance that are longer, louder and higher pitch and the correct placement of stress in a word plays a significant role in the overall intelligibility of English speech. Besides, as Celce-Murcia et al. (2010) mentioned that it is important to note that difference between stressed and unstressed syllables is greater in English than in most other languages, the tutee needs to be aware of that. In fact, vowels are very important for word stress since both vowels and word stress are related to syllables. Therefore, it will be helpful for the tutee to combine both vowels and word stress for class materials or each class objectives.

5.1 Reflection on goals and objectives

Basically, the objectives for the project were based diagnostic test result which included tutee's needs analysis. Therefore, I and tutee agreed with the two main areas which are discrimination between tense and lax vowels and word stress and I didn't have any concern about that. However, although we took these two areas as our objectives, to achieve one of my goals as a tutor through the project which was to increase tutee's awareness of ELF I would use and introduce relevant materials related to ELF approach in each session.

6. The action plan

The pronunciation tutor project has 5 weeks action plan including each session objectives related to the project objectives; the tense/lax distinction for vowel sounds and word stress, relevant materials and homework for the tutee. I will meet my tutee once a week and basically spend 2 hours for each session completion: each class time will be 1 hour and

tutee's self practice time will be 1 hour for homework. However, class time for session 1 will be shorter than other sessions: 40 minutes for session 1 because I prepared simple practicing lesson after watching a video clip. (Refer to Table 4.1 Syllabus for the pronunciation tutor project)

Table 4.1 Syllabus for the pronunciation tutor project

Session 1 (Week 9)
<p>Overview The position of the articulatory organs in the production of vowels is not as easily specified as that of consonants. Tutee should understand that vowel sounds can be distinguished from each other by which part of the tongue is involved (front, central, back) and by how high the tongue is when the sound is produced (high, mid, low). In this class we will use a mirror to practice vowel sounds. Giving my tutee a chance to view his own physical movements while he is working on his pronunciation can be of great value. Becoming aware of the physical movements involved in pronunciation is my tutee will need to correct pronunciation issues of which he is unaware.</p>
<p>Objective</p> <p>Tutee will be able</p> <ul style="list-style-type: none"> -To understand how to articulate each vowel sounds /i, e, ɑ, ɔ, o, u, ɪ, ε, æ, ʌ, ʊ/ and distinguish each sounds learning through youtube video clip especially focusing on distinction of tense/i, e, ɑ, ɔ, o, u/ and lax/ɪ, ε, æ, ʌ, ʊ/ vowels. -To articulate /æ / /e/& / ʌ / or /ə/ sounds appropriately through practicing tongue twister sentences. -To feel the difference between American and British accents through watching relevant video clips in terms of ELF approach.
<p>Materials Youtube video clips: ‘Learn pronunciation of English vowel sounds 1-introduction’, ‘Learn British English free’, English vowel chart handout , a mirror, tongue twister sentences focusing on /æ / /e/& / ʌ / or /ə/ with audio clip</p>
<p>Homework Practice vowel sounds /i, e, ɑ, ɔ, ow, uw, ɪ, ε, æ, ʌ, ʊ/ with a vowel chart and a mirror. Record tongue twister sentences which is dealt with in class and send it to the tutor for getting feedback.</p>
Session 2(Week 10)
<p>Overview Korean doesn't have the distinction between tense and lax vowels. For that</p>

reason, most of Koreans have difficulty of listening and pronunciation of English. Especially, awareness of lax vowels is very important to fully understand English vowel system.

Objective

Tutee will be able

-To distinguish /ɪ, ε, æ, ə/ sounds through listening discrimination activities and in spoken discourse.

-To produce /ɪ, ε, æ, ə/ sounds accurately during the conversation activity.

Materials Listen and repeat tasks handout /ɪ/ and /ε/ ; /æ/ and /ə/, English vowel chart

Homework Find a recent news article that tutee is interested in from The Korea Times. Listen to the news article and shadow it considering /ɪ/, /ε/, /æ/,/ə/ sounds. Prepare to read aloud it by the next class to get feedback on that.

Session 3 (Week 11)

Overview Stressed syllables are most often defined as those syllables within an utterance that are longer, louder and higher pitch and the correct placement of stress in a word plays a significant role in the overall intelligibility of English speech. Besides, as Celce-Murcia et al. (2010) mentioned that it is important to note that difference between stressed and unstressed syllables is greater in English than in most other languages.

Objective

Tutee will be able

-To understand some basic rules of ‘word stress in English’ through watching a video

-To practice the eight common word stress patterns in English and distinguish stressed and unstressed syllables to make appropriate word stress through handouts.

-To notice the difference between American accent and French accents through youtube video clips in terms of ELF approach.

Materials Handouts of the eight common word stress patterns in English and Heavy syllables and pronouncing unstressed syllables, video clips of ‘Word Stress in English (5 basic rules to improve your pronunciation), ‘My french accent in English’ and Reporter Joseph Kim in Seoul on the ferry sinking off the South

Homework Think about the favorite English songs to learn in next class and let tutor know it before the next class, watch the video that tutor introduced as homework and find

some differences between two accents of an anchor and a reporter
Session 4 (Week 12)
Overview Getting the tutee to sing increase his awareness of the stress patterns within words.
Objective Tutee will be able -To sing a song considering word stress and dictate the song and play ‘Word factory’ game. -To explain and discuss the difference between native and Korean English accents with tutor through the previous homework in terms of ELF approach.
Materials Video clips for tutee’s favorite songs: Twinkle Twinkle little star and Yesterday , Word factory and a video clip of ‘Reporter Joseph Kim in Seoul on the ferry sinking off the South’
Homework Sing songs which were dealt with in class and play word factory with tutee’s friends or family in English.
Session 5 (Week 13)
Overview Less control and more real world and authentic types of speaking tasks will be very useful for practicing vowels and word stress at the same time. The authentic context will be given related to my tutee’s interest.
Objective Tutee will be able -To pronounce lax vowels /ɪ, ε, æ, ʌ, ʊ/ more accurately and make word stress properly during role-play. -To explain the difference between native and Korean English accents through watching relevant job interview video clips in terms of ELF approach.
Materials Video clips related to Job interview, Job interview role play cards
Homework Prepare for the tutee’s future job interview

6.1 Reflection on the action plan

I developed the action plan for each session based on what I learned in class. I tried to use various techniques, tools and technology as many as possible but I was not sure those things

would work well and effectively in real classes or not. What I tried to do for the action plan was to link our goals and objectives that we found in the previous stage to the plans consistently. Moreover, I prepared some video clips related to different English accents to let my tutee get the knowledge and feel ELF approach although the classes were planned only five times for the project which was short to make the tutee get full idea on ELF. However, I expected his change toward ELF approach after finishing the project. In my case the main concept of ELF is really understandable and acceptable, because I already experienced ELF context many times and I thought that we need that to survive in this English world. I really want my tutee also to understand ELF to be a good English communicator in the future.

7. Lesson Plans

In this section, a lesson plan for each of the session is included with objectives, learning activities, procedures and time. Also the materials used and reflection of each session are included.

7.1 Lesson Plan of Session 1

Session 1	Objectives	
	<p>Tutee will be able</p> <ul style="list-style-type: none"> -To understand how to articulate each vowel sounds /i, e, a, ɔ, o, u, ɪ, ε, æ, ʌ, ʊ/ and distinguish each sounds learning through youtube video clip especially focusing on distinction of tense/i, e, a, ɔ, o, u/ and lax/ɪ, ε, æ, ʌ, ʊ/ vowels. -To articulate /æ/ /e/& / ʌ / or /ə/ sounds appropriately through practicing tongue twister sentences. -To feel the difference between American and British accents through watching relevant video clips in terms of ELF approach. 	
Materials	Learning activities and procedures	Time
	<p><u>Warm-up stage</u></p> <p>1. Ask a tutee of the differences between English vowel sounds and Korean vowel sounds to activate his schemata with his background knowledge.</p>	2''

	2. Introduce topic, contents and main activities	
Video clips: 'Learn pronunciation of English vowel sounds 1-introduction', 'Learn British English free', English vowel chart handout, a mirror	<p><u>Main activity 1 stage</u></p> <p>1. Let the tutee watch the video clip of 'Learn pronunciation of English vowel sounds 1-introduction'</p> <p>-Part 1: How do we make English vowel sounds? (2 min.)</p> <p>-After watch Part 1, tutor explains and adds more information related Part 1 (2 min.)</p> <p>-Part 2: How do we shape the sounds? (2 min.)</p> <p>-After watch Part 2, tutor explains and adds more information related Part 2 (2 min.)</p> <p>-Part 3: How many vowel sounds are there in English?(2 min.)</p> <p>-After watch Part 3, tutor explains and adds more information related Part 3 (2 min.)</p> <p>2. Comprehension check-up with exercise questions and shadow the paragraph which the instructor read in the video (3 min.)</p> <p>4. Let the tutee practice each vowel sound with an English vowel chart handout and a mirror and give feedback on tutee's pronunciation (7 min.)</p> <p>5. Let tutee watch the video clip of 'Learn British English free' and discuss the difference between American and British accents in terms of ELF approach (3 min.)</p>	25''
Tongue twister sentences focusing on /æ/ /e/& / ʌ / or /ə/ with audio clip	<p><u>Main activity 2 stage</u></p> <p>1. Let the tutee listen to the audio clip of 'Tongue twister sentences focusing on /æ/ /e/& / ʌ / or /ə/' and repeat the tongue twister sentences. (7 min.)</p> <p>3. Give the tutee feedback on tutee's pronunciation. (3 min.)</p>	10''
Tongue twister sentences focusing on /æ/ /e/& / ʌ / or /ə/	<p><u>Wrap-up stage</u></p> <p>1. Give the tutee overall feedback about what he practiced in class</p> <p>2. Introduce homework for the tutee which was recording tongue twister sentences dealt with in class and sending it through voice mail to the tutor to get feedback on that.</p>	3''

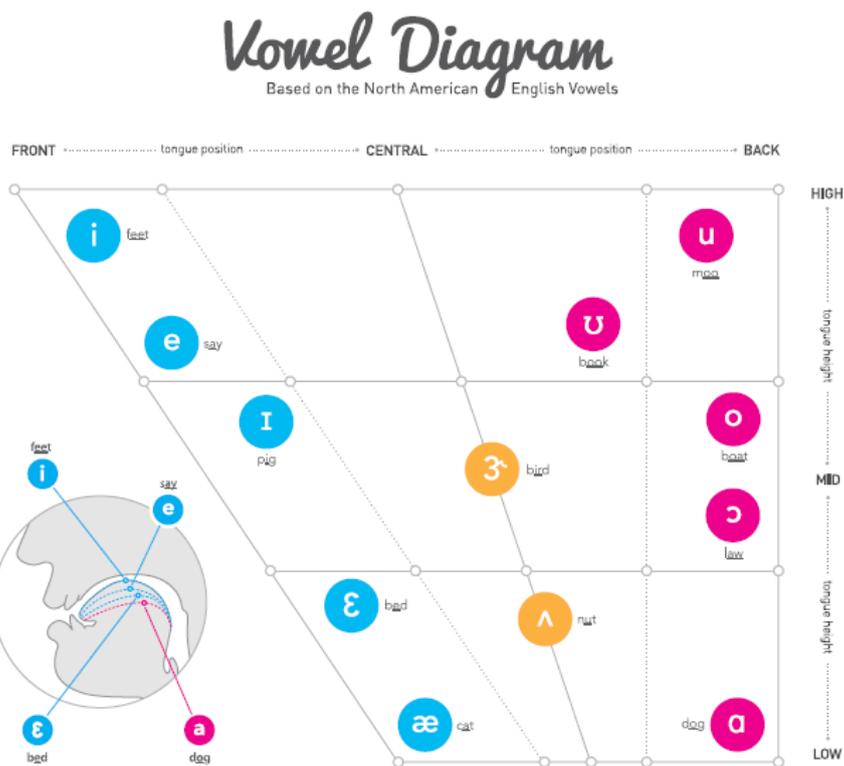
7.1.1. Materials used in Session 1

First main activity

http://www.youtube.com/watch?v=qMM_hwyHxaI



Source: © 2014 www.mommyspeechtherapy.com



Comprehension check-up

Learn Pronunciation of English Vowel Sounds 1 - Introduction

Exercise

Answer the questions.

1. Say "gate" and "get".
 and 
Which vowel sound is **longer**?

- a. The "a" in "gate".
- b. The "e" in "get".

2. Say "spun" and "spoon".
 and 
Which vowel sound is **longer**?

- a. The "u" in "spun".
- b. The "oo" in "spoon".

3. Say "choose" and "cheese".
 and 
Which vowel sound makes you **round your lips** (like in a circle)?

- a. The "oo" in "choose".
- b. The "ee" in "cheese".

4. Say "father" and "further".
 and 
Which vowel sound makes you **open your mouth** more?

- a. The "a" in "father".
- b. The "ur" in "further".

5. Say "hey" and "hoe".
 and 
Which vowel sound makes the **back of your tongue rise higher**?

- a. The "ey" in "hey".
- b. The "oe" in "hoe".

Listening to American accent

Learn Pronunciation of English Vowel Sounds 1 - Introduction

Note

- I'm American, and I'm from the Northeast. My pronunciation is mostly standard, but it may be different from other teachers', even if they are also native speakers of North American English.



Listening to British accent

<http://www.youtube.com/channel/UCsLwBDkNIDLmxxregzb0-kw>



Second main activity

<http://englishspeaklikenative.com/tongue-twisters/>

Tongue twister sentences focusing on /æ/ /e/ & /ə/ or /ə/

A: My pal's cat sat on the mat and made it wet.

B: Wasn't that the cat that ran off behind her owner's back?

A: Yes and the cat's owner is a cat catcher who can't find his own cat.

B: Tell the cat catcher the best way to get the cat is to rent a rat.

A: My pal's cat sat on the mat and made it wet.

IPA: *maɪ pælz kæt sæt ʌn ðə mæt ən meɪt ət wet.*

B: wasn't that the cat that ran off behind her owner's back?

IPA: *wʌzən ðæt ðæt kæt ðæt rən ɔ:f bəhaɪnd ə ɔʊnəz bæ k?*

A: yes and the cat's owner is a cat catcher who can't find his own cat.

IPA: *jes ən ðæt kæt s ɔʊnə əz ə kæt kætʃə hu kæt nt faɪnd əz ɔʊn kæt.*

B: Tell the cat catcher the best way to get the cat is to rent a rat.

A: tel ðæt kæt kætʃə ði ɔʊnli wei tə get ðæt kæt əz tə rent ə ræt

Key Pronunciation tips

For /æ/:

- Open your jaw wide leaving about a 2-cm gap between the teeth.
- Move your lips back slightly.
- Move your tongue to the front while resting in the bottom of your mouth.
- Your tongue tip should touch the gum behind your lower teeth.

For /e/:

- Open your jaw slightly leaving about 1-cm gap between the teeth.
- Don't tense your lips at all. Just relax them.
- Tongue: Same place as in /æ/.

For /ə/:

- Relax your lips. Do not make any movement with your lips
- Relax your jaw. Do not open or close your jaw. Just keep it at a neutral position.
- Relax your tongue. Do not make any movement with your tongue. Keep it at a neutral position

7.1.1.1. Reflection of Session 1

Overall, main activities for session 1 which were practicing tense /i, e, æ, ɔ, o, u/ and lax /ɪ, ε, ʌ, ʊ/ vowels using a mirror after watching a video clip which was explaining of how to articulate English vowel sounds and practicing tongue twister sentences especially focusing on /æ/ /e/ & /ʌ/ or /ə/ sounds worked quite well. I thought that it was good start for the project. Basically, my tutee thought that English vowel sounds were very difficult and complicated. He said that it was not easy to articulate each sound correctly following the instruction and to remember the instruction. He mentioned that he needed more and more practice. The video clip which was dealt with in class was very interesting and easy to understand English vowel system to him. He said that it would be helpful for him to distinguish English vowel sounds when he listened to English. He also enjoyed tongue twister but it was difficult to read the sentences with the same pace as the audio clip. As a tutor, I was also satisfied with the class but using a video clip to transfer a basic knowledge which was one of useful tools was somewhat dangerous because the role of teacher could be restricted. Therefore, teacher should make the balance between the contents and teacher's explanation on the contents. Through this project, I expected to learn how to deliver a lesson and knowledge to students more effectively because I didn't have any experiences of English teaching. The session time was around 50 minutes which was a little bit longer than I planned. Actually, I thought the class time for the first session should be shorter than other classes so I planned 40 minutes for the session because the tutee easily could be bored before all the

sessions were not completed if the first session was long. Therefore, it seemed that I was in a hurry to complete all things that I prepared. The problem was I prepared too much for 40 minutes session. That's why we had little time to practice tongue twister sentences although the homework of the session 1 was practicing tongue twister. We had the class in TOZ where was a study café with several rooms.

In warm-up stage, I asked a tutee of the differences between English vowel sounds and Korean vowel sounds to activate his schemata with his background knowledge. He answered that there were no differences between them. I introduced the topic, contents and main activities which were related the planned objectives of session 1 and I explained that we could find some differences between English vowel sounds and Korean vowel sounds.

In main activities stage, there were mainly two parts. First, we watched the video clip of how to make English vowel sounds to derive tutee's more active involvement and to help my tutee get the knowledge of English vowel system through listening to authentic American accent. I thought it would be helpful to listening to authentic American accent which was the tutee's English pronunciation goal instead of just presenting English vowel system using a vowel chart by tutor. The video consisted of three main parts; How do we make English vowel sounds? How do we shape the sounds? How many vowel sounds are there in English? It was 12 minutes length which was quite long but I divided a whole video into 5 parts which took around 2 or 3 minutes length according to the topics. We watched the video for each topic and pause then I explained what the video told about the topic and added more additional knowledge. Basically, I emphasized and added more detail explanation that all English vowel sounds were voiced compared to English consonants sounds such as "If you take your hand and place it on your throat, you will feel vibration as you say each vowel sounds. The air and the sound flow out of our mouth when we say vowels and they are not blocked or obstructed in anyway." I explained how to shape the sounds with the position of our lips, the position of our tongue, vowel length and tense versus lax. The tutee was very excited of this knowledge because before the class, he thought how to articulate English vowel sounds were so simple like Korean vowel sounds. However, he realized that there were different kinds of vowels in English and because of this difference he had difficulty to articulate English vowel sounds before. I also introduced each vowel sounds and we watched how to make this each sound

through video clip. Then, I let the tutee practiced each sound using an English vowel chart with a mirror to see his own physical movement. Why I chose this video clip was that the tutee could listen to American accent and kept comparing with his pronunciation. Actually, at the end of the class he said that he could notice his problematic vowel sounds through comparing with the instructor's pronunciation on the video clip. He mentioned that he didn't articulate correctly especially lax vowels. He said that it was difficult to distinguish tense and lax vowels and articulate them correctly. Therefore, I emphasized that only practice could help for the improvement of pronunciation.

After the main parts, tutee did comprehension check through relevant quizzes in the video. Tutee also shadowed the paragraph about introduction of the instructor line by line after the instructor read. This was also helpful that the tutee could focus on English vowel sounds when he listened to the American accent right after getting the knowledge of English vowel system. It seemed that he was very concentrated on listening English vowels considering what he learned. We also watched another video which was British accent to compare with American accent and figured out the difference between two accents. My tutee thinks that British accent is less sophisticated compared to American accent and British accent sounds choppy. However, the tutee also needs to be familiar with a variety of accents in English as a lingua franca context although his pronunciation goal is to acquire American accent.

Second main part of session 1 was Tongue twister. I prepared tongue twister sentences focusing on /æ/ /e/ & /ʌ/ or /ə/ with audio clip and the tutee mainly listened and repeated the sentences. However, we didn't have much time to practice tongue twister because I was in a hurry to finish the class within the time that I prepared.

In wrap-up stage, I gave my tutee my overall feedback about what he practiced in session 1 and introduced homework for the tutee which was recording tongue twister sentences dealt with in class and sending it through voice mail to the tutor to get feedback on that.

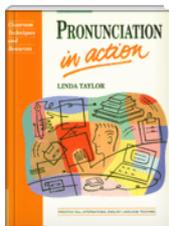
7.2 Lesson Plan of Session 2

Session 2	Objectives	
	<p>Tutee will be able</p> <ul style="list-style-type: none"> -To distinguish /ɪ, ɛ, æ, ə/ sounds through listening discrimination activities and in spoken discourse. -To produce /ɪ, ɛ, æ, ə/ sounds accurately during the conversation activity. 	
Materials	Learning activities and procedures	Time
	<p>Warm-up stage</p> <ol style="list-style-type: none"> 1. Practice vowel sounds with English vowel chart as a warm-up. (3 min.) 2. Share my feedback on tutor's tongue twister assignment.(3 min.) 3. Practice tongue twister sentences. (3 min.) 4. Introduce topic, contents and main activities. (1 min.) 	10''
<p>Listen and repeat tasks /ɪ/ and /ɛ/, /æ/ and /ə/ handout, English vowel chart</p>	<p>Main activity stage</p> <ol style="list-style-type: none"> 1. Listen and repeat the words and simple sentences focusing on /ɪ/ and /ɛ/ sounds. (10 min.) 2. Practice /ɪ/ and /ɛ/ sounds with English vowel chart and give the tutee feedback. (5 min.) 3. Understand the 4 different patterns making the mixed /æ/ and /ə /sounds phrases and listen to the phrases with /æ/ and /ə /sounds. (7 min.) 4. Practice the patterns using different conversation contexts. (5 min.) 5. Practice /æ/ and /ə /sounds with English vowel chart and give the tutee feedback. (5 min.) 6. Free talk about 'What did you do last weekend?' to produce/ɪ/ and /ɛ/, /æ/ and /ə/ sounds in real conversation. (8 min.) 	40''
	<p>Wrap-up stage</p> <ol style="list-style-type: none"> 1. Give the tutee overall feedback about what he practiced in class and get overall feedback on the lesson from the tutee. (7min.) 2. Introduce homework for the tutee. (3 min.) <ul style="list-style-type: none"> -Find a recent news article that tutee is interested in from The Korea Times. -Listen to the news article and shadow it considering /ɪ/, /ɛ/, /æ/,/ə/ 	10''

	sounds. -Prepare to read aloud it by the next class to get feedback on that.	
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7.2.2. Materials used in Session 2

Source of materials: ‘Pronunciation in action’



Main activities

Focus on /ɪ/ and /ɛ/

1. Listen and repeat these words.

A

/ɪ/

bill	pin
fill	tin
lift	spill
disk	bitter

B

/ɛ/

bell	pen
fell	ten
left	spell
desk	better

2. Listen to these sentences. Do they contain words from box A or box B? Write the word you hear in the space.

- They fell in the hole.
- Can I have the _____, please?
- I _____ the books at the library.
- It was too expensive to buy _____.
- Put the file on this _____.
- Is this tea _____?
- I found a _____ on the floor.
- You don't _____ orange juice like that.

Focus on /æ/ and /ə/

3. The words in these phrases contain sounds /æ/ and /ə/ in four different patterns. (Ignore the words a and an) Listen.

An angry customer = /æ/ + /ə/

Run faster = /ə/ + /æ/

Enough Money = /ə/ + /ə/

A happy man = /æ/ + /æ/

Now listen to more phrases with /æ/ and /ə/ and write each one in the correct column in the table.

/æ/ + /ə/	/ə/ + /æ/	/ə/ + /ə/	/æ/ + /æ/
a multinational company	an interesting company	Some place sunny	a black jacket
a taxi at the bus stop	my brother's company	an interesting restaurant	a black pants
a sad movie at the theater	my sister's pat	winter season in next year	a black hat
a fancy restaurant		a new hair designer	a black sunglasses
a handsome doctor			

4. Use some of the phrases from 3 to complete these conversations.



5. Let's talk about 'What did you do last weekend?'

7.2.2.2. Reflection of Session 2

Overall, main activities for session 2 which were listening discrimination activities and distinguishing the sounds in spoken discourse focusing on /ɪ, ε, æ, ə/ sounds worked not bad but it was just ok. I planned the main activities and practices considering my tutee's proficiency level and thought that it would be useful and effective to improve his vowel sounds within a short time. However, he didn't much enjoy the session and it seemed that he was bored to practice listening and repeating. As a tutor, I should make the activities more authentic and interesting to the tutee for production. The class time was one and a half hours which was longer than I planned and we had the class in TOZ where was a study café with several rooms.

In warm-up stage, we practiced vowel sounds with English vowel chart as we learned in session 1 as a warm-up. He still had difficulties to pronounce lax /ɪ, ε, æ, ʌ, ʊ/ vowels. I also shared my feedback on tutor's tongue twister assignment which he recorded and sent me through voice mail after session 1. I pointed out that he didn't make the discrimination of /æ/ and /e/. Especially, he mispronounced /æ/ sound as /e/sound. I told him that he should open his mouth more and lower his tongue when he pronounced /æ/ sound. Then we practiced /æ/ sound with the tongue twister sentences which was dealt in session 1 emphasizing on the words such as 'cat, sat, mat, that, ran, back, catcher, rat'.

In main activities stage, I prepared listening and repeating activities focusing on /ɪ, ε, æ, ə/ sounds including conversation activities using /ɪ, ε, æ, ə/ sounds. I mainly used the materials from the book ‘Pronunciation in action’ which was shared in our class. Basically, he was good at listening discrimination of words and simple sentences but he didn’t pronounce the same sounds that he listened to accurately. I found that my tutor mispronounced especially /ɪ/ and /æ/ sounds more compared to /ε/ and /ə/ sounds. Although these sounds are lax vowels but my tutor pronounced them like tense vowels. He seemed to make his neck muscle tensed when he pronounced /æ/, /ɪ/ sounds. After listening and repeating words and simple sentences focusing on /ɪ/ and /ε/, we practiced each vowel sounds with the vowel chart again. I taught that he needed to make his neck muscle more relaxed and open his mouth more. I also mentioned that he also should considered tongue and lip positions when he pronounced the sounds. Then we kept going listening activity focusing on /æ/ and /ə/ to understand the 4 different patterns making the mixed /æ/ and /ə/ sounds phrases and practice the patterns using different conversation contexts. After that, we talked about ‘What did you do last weekend?’ to use what he learned in session 2 focusing on /ɪ, ε, æ, ə/ sounds. He seemed to be little bored with these activities. He said that this kind of activities were usual and not special.

In wrap-up stage, I introduced homework. I asked the tutee of finding a recent news article that tutee was interested in from The Korea Times and shadowing the news article considering /ɪ/, /ε/, /æ/, /ə/ sounds to read aloud it in the next class to get feedback on that.

7.3. Lesson Plan of Session 3

Session 3	Objectives	
	Tutee will be able -To understand some basic rules of ‘word stress in English’ through watching a video -To practice the eight common word stress patterns in English and distinguish stressed and unstressed syllables to make appropriate word stress through handouts. -To notice the difference between American accent and French accents through youtube video clips in terms of ELF approach.	

Materials	Learning activities and procedures	Time
News article that the tutee chose	<p><u>Warm-up stage</u></p> <ol style="list-style-type: none"> 1. Practice vowel sounds with English vowel chart as a warm-up. (2 min.) 2. Give the tutee my feedback on the previous class homework before starting the session: reading aloud of the news article which the tutee chose. (7 min.) 3. Introduce topic, contents and main activities. (1 min.) 	10”
<p>Video clips: ‘Word Stress in English (5 basic rules to improve your pronunciation), ‘My French accent in English’ Handouts of the eight common word stress patterns in English and Heavy syllables and pronouncing unstressed syllables</p>	<p><u>Main activity stage</u></p> <ol style="list-style-type: none"> 1. Before watch the video let the tutee know the focused question: what are 5 basic rules to improve pronunciation (1 min.) 2. Let the tutee watch the video clip of ‘Word stress in English’ to answer the focused question. (4 min.) 3. Discuss the focused question to find answer. (3 min.) 4. Let the tutee watch the initial part of the second video clip of ‘My French accent in English’. (2 min.) 5. Discuss what the differences between American and French accents. (3 min.) 6. Explain ELF approach. (2 min.) 7. Practice ‘word stress’ with ‘Eight common word stress patterns in English’. (5 min.) 8. Give the tutee feedback on tutee’s word stress (5 min.) 9. Practice ‘word stress’ with ‘Heavy syllables and pronouncing unstressed syllables’. (10 min.) 10. Give the tutee feedback on tutee’s word stress (5 min.) 	40”
<p>Video clip of ‘Reporter Joseph Kim in Seoul on the ferry sinking off the South’</p>	<p><u>Wrap-up stage</u></p> <ol style="list-style-type: none"> 1. Give the tutee overall feedback about what he practiced in class and get overall feedback on the lesson from the tutee. (5min.) 2. Introduce homework for the tutee. (5 min.) <p>-Think about the favorite English songs to learn in next class and let tutor know it before the next class</p> <p>-Watch the video that tutor introduced as homework and find some differences between two accents of an anchor and a reporter</p>	10”

7.3.3. Materials used in Session 3

Warm-up

THE KOREATIMES Email or It

National

People National Money Tech Culture

National > Briefs >

Posted : 2014-05-16 18:10
Updated : 2014-05-16 18:10

Sewol ad to run in Washington Post

By Jane Han

NEW YORK — Less than a week after a full-page Sewol ad in the New York Times sparked massive debate in Korea and the U.S. , another ad condemning the government of President Park Geun-hye was set to print in the Washington Post Friday.

The follow-up ad may come with some minor changes, but it will stick to the same general message — that the Park administration handled the

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The follow-up ad may come with some minor changes, but it will stick to the same general message — that the Park administration handled the sunken ferry Sewol **disaster** all wrong.

Unlike the New York Times full-pager, details of the second ad have been kept strictly confidential, only among the individuals who participated in the crowd-funding **campaign** that raised more than \$160,000, nearly triple the amount organizers initially set as their goal.

When the organizers — a group of three Koreans in Los Angeles who remain anonymous — launched the campaign, their original objective was to run a Sunday ad in the New York Times, which roughly costs around \$58,000, to denounce the Korean government's handling of the ferry tragedy.

But with 4,000-some participants, the fund quickly added up, **surpassing** the goal and now leaving leftover money for other options.

The Washington Post is their second campaign stop, but it is unclear what other plans these organizers and supporters — largely married Korean women residing in the U.S. — have up their sleeve. It's a secret.

To them, it was unfortunate that the Washington Post ad secret somehow slipped on Facebook, Twitter and MissyUSA. com, the online site these supporters huddle up to gather and exchange news and information regarding the Sewol ferry disaster.

The news leaked a few hours too early this time, but they stressed that other efforts down the road should and will be kept tightly shut.

"Next time, we need to make sure that the word spreads after the ad prints. We can't allow any room for interference," wrote one user, whose opinion is echoed by dozens of others.

The reason why these women are being so hush-hush is because of the intense backlash they faced after the first ad printed last week and concerns over political pressure and interference.

A series of political and non-political organizations both in Korea and the U.S. released statements criticizing MissyUSA and the three organizers of the New York Times ad. Many of them labeled the efforts as a "disgrace to the country" and urged them to stop their agenda.

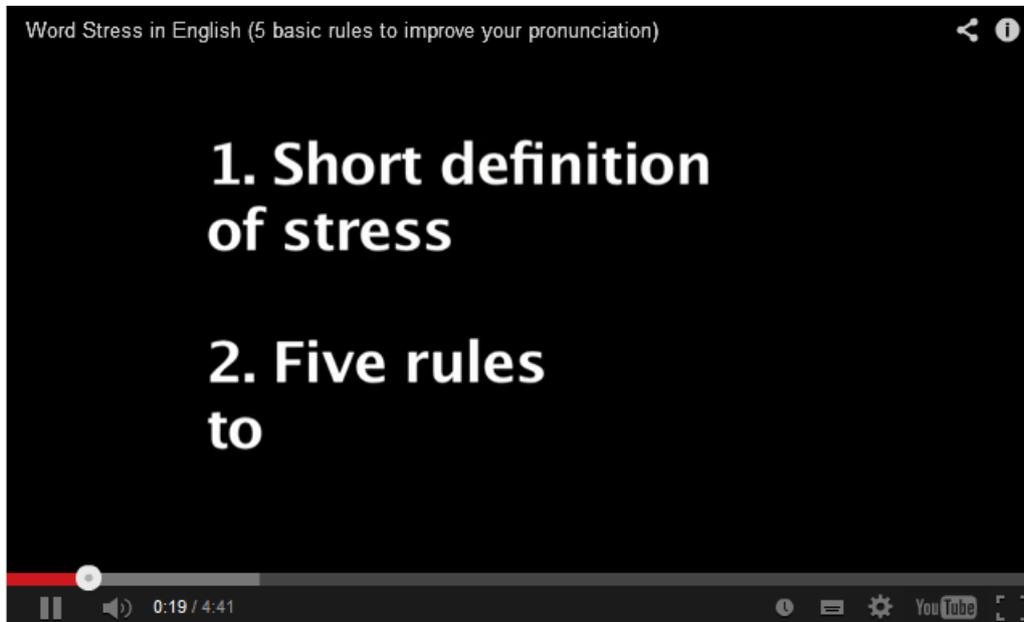
Despite criticism, MissyUSA members show no sign of backing down as they continue to express anger over the Sewol

accident.

"It's our responsibility to speak up and take a stand even if we are far away from our mother country," wrote one user. "This can't be just a one-time campaign, but a continued effort to help set things straight." jhan@ktimes.co.kr

Main activities

<http://www.youtube.com/watch?v=65AgbiwQ6ko>



<http://www.youtube.com/watch?v=OvCnR85JKtY>



Source: English puzzles 3 Heinemann international

heavy syllables

Read these words aloud:



MONUMENT



CATHEDRAL

Both words have three syllables (MONU/MENT, CA/THE/DRAL), but the stress is different.

In **MONUMENT**, the stress is on the first syllable: **MON** UMENT

In **CATHEDRAL**, the stress is on the second syllable: CA **THE** DRAL

Here are sixteen more words. Write them on the correct groups of weights. There are eight like this:  and eight like this: 

 ARENA	 ATHLETICS	 BALCONY	 COMPUTER	 EQUIPMENT	 FURNITURE	 INDUSTRY	 MUSEUM	 ORCHESTRA
 BASKETBALL	 EXERCISE	 MOTORBIKE	 POLICEMAN	 PHOTOGRAPH	 UMBRELLA	 POTATO		

PUZZLE 26 English Puzzles 3 Heinemann International

With this in mind, here are the eight common word stress patterns in English.

One Syllable - Stressed
All one syllable words have the stress on the one syllable. The intonation should go down.
EAT DRINK SIGN WELL

Two Syllable - First Syllable Stressed
Listen to the general pattern and these specific examples:
Giant PICTURE HEATING

Two Syllable - Second Syllable Stressed
Listen to the general pattern and these specific examples:
toDAY aHEAD aLLow

Three Syllable - First Syllable Stressed
Listen to the general pattern and these specific examples:
ENergy Operate ORganize

Three Syllable - Second Syllable Stressed
Listen to the general pattern and these specific examples:
meMORial aSSUMption caNAdian

Three Syllable - Third Syllable Stressed
Listen to the general pattern and these specific examples:
emplyEE japanESE volunTEER

Four Syllable - Second Syllable Stressed
Listen to the general pattern and these specific examples:
psyCHOLogy eVAporate cerTificate

Four Syllable - Third Syllable Stressed
Listen to the general pattern and these specific examples:
poliTiCian indiVidual repuTATION

From: <http://esl.about.com/od/speakingenglish/a/8wspatterns.htm>

Homework

<http://www.youtube.com/watch?v=H2UZoy2wQ30>

Reporter Joseph Kim in Seoul on the ferry sinking off the South



7.3.3.3. Reflection of Session 3

Overall, main activities for session 3 which were watching two videos of several common rules for ‘word stress’ and French English accent to understand English ‘word stress’ and listen & repeat and reading aloud practice using two handouts related to ‘word stress’ worked well. My tutee was interested in the video of French English accent because he was not familiar with different English accents so the videos helped him interested different English accents. He said that he realized that speakers’ first language affected their English accents. He experienced that he had hard time to understand British accents when he took TOEIC listening comprehension test if the speakers were English. He said that he was familiar American accents compared to other accents so that he had hard time to understand different accents. He said that he needed to get accustomed to different accents and he was happy to learn new things through this pronunciation tutor project. However, he didn’t enjoy practicing ‘word stress’ using handouts because he was bored with that kind of simple practicing activities and he said that it was not special and meaningful to him. As a tutor, I was glad to get positive feedbacks on video clips to teach ‘word stress’ and to increase tutee’s awareness of ELF approach. However, I was a little disappointed about the tutee’s feedback on listen & repeat and reading aloud practice. Because considering my tutee’s proficiency, I thought that this kind of simple practice was suitable and appropriated. I realized that it would be better and more meaningful to him if there was a production activity after the simple practice. The session 3 took one and a half hours which was longer than I planned. We had the class in TOZ where was a study café with several rooms.

In warm-up stage, I gave the tutee my feedback on the previous class homework before starting the session: reading aloud of the news article which the tutee chose. The news article was about Sewol tragedy which was recently the sunken ferry in Korea. I made comments that he made some improvement of the discrimination of /æ/ and /e/ sounds. Especially, he pronounced /æ/ sound correctly compared to the previous classes such as ‘disaster, campaign, surpassing’.

In main activities stage, I explained ‘word stress’ using a Youtube video clip. The title of the video was ‘Word Stress in English (5 basic rules to improve your pronunciation).The video was made by ESL teacher whose first language was French. Before we watched the video, I

introduced a focused question: what are 5 basic rules to improve pronunciation? for the tutee to think about it and listen carefully to answer the question. The video took around 4 minute which was a little longer to listen to carefully at one time but the focused question helped for the tutee concentrate on the video. He explained that French didn't use stress while English used stress so that he had some difficulties when he learned English. I explained the difference between stress-timed and syllable-timed languages. In stress-timed languages, the family to which English belongs, syllables are grouped into metrical feet and each metrical foot contains one strong-stressed syllable along with lightly stressed and unstressed ones. These strongly stressed syllables tend to occur at regular intervals, causing English to have a regular rhythmic neat. Syllable-timed languages, on the other hand, have fairly regular stress on each syllable such as Spanish and French. I shared 5 basic rules of word stress through the video and asked the tutee of his impression on the video. He said that the teacher's accent on the video was different from the one that he was familiar with; American accent. I also introduced another Youtube video clip. The title of the video was 'My French accent in English'. After watching the video, the tutee said that he couldn't understand what she said almost of all. Although, she spoke in English, she seemed to speak in French. I explained the reason why I introduced two French speakers' videos. I had mainly two reasons. One reason was to explain that English was stress-timed language so that stress was so important to speak and listen in English compared to other languages. The other reason was to help my tutee familiar with different various English accents from ELF perspective rather than just following an American English accent. After watching two videos, we practiced 'word stress' using two simple activities to meet the main objective for the class; to understand the eight common word stress patterns in English and distinguish stressed and unstressed syllables to make appropriate word stress through handouts. Basically, he tends to make stress on the last syllable within word and that makes his pronunciation is not intelligible. Therefore, these basic rules for 'word stress' will be helpful.

In wrap-up stage, I also explained that word stress is very complicated for a language like English because English has free stress and there is a huge variety of different patterns for word stress. Therefore, just memorizing all rules of word stress like grammar is not effective. I recommended that the tutee learned word stress lexically listening more in English and learning more vocabulary. After the main activities, I shared the homework for the next

session: Think about the favorite English songs to learn in next class and let tutor know it before the next class, watch the video clip regarding Sewol ferry tragedy and find some differences between two accents of an anchor and a reporter

7.4. Lesson Plan of Session 4

Session 4	Objectives	
	Tutee will be able -To sing a song considering word stress and dictate the song and play ‘Word factory’ game. -To explain and discuss the difference between native and Korean English accents with tutor through the previous homework in terms of ELF approach.	
Materials	Learning activities and procedures	Time
a video clip of ‘Reporter Joseph Kim in Seoul on the ferry sinking off the South’	<u>Warm-up stage</u> 1. Do reading aloud exercise using the 16 words on the previous class handout ‘Heavy syllables’ with kinesthetic reinforcement. (3 min.) 2. Share the ideas about the two different accents of an anchor and a reporter on the video clip to help the tutee aware of ELF concept. (6 min.) 2. Introduce topic, contents and main activities (1 min.)	10”
Video clips: tutee’s favorite songs: Twinkle Twinkle little star and Yesterday	<u>Main activity 1 stage</u> 1. Let the tutee listen to the song ‘Twinkle Twinkle little star’ (2 min.) 2. Let the tutee dictate the song (2 min.) 3. Let the tutee sing the song (2 min.) 4. Give the tutee feedback on his pronunciation and word stress. (5 min.) 5. Let the tutee listen to the song ‘Yesterday’(3 min.) 6. Let the tutee dictate the song (3 min.) 7. Let the tutee sing the song (3min.) 8. Give the tutee feedback on his pronunciation and word stress. (5 min.)	25”

Word factory	<p><u>Main activity 2 stage</u></p> <ol style="list-style-type: none"> 1. Explain how to play word factory. (2 min.) 2. Play the game and practice word stress after making words. (10 min.) 3. Give feedback on tutee's pronunciation. (3 min.) 	15''
	<p><u>Wrap-up stage</u></p> <ol style="list-style-type: none"> 1. Give the tutee overall feedback about what he practiced in class. 2. Introduce homework for the tutee - Sing songs which were dealt with in class and play word factory with tutee's friends or family in English. 	10''

7.4.4. Materials used in Session 4

Warm-up

<http://www.youtube.com/watch?v=H2UZoy2wQ30>

Reporter Joseph Kim in Seoul on the ferry sinking off the South



Main activities

Songs

<http://supersimplelearning.com/other-songs/twinkle-twinkle-little-star/>



<http://blog.naver.com/cafepapamama?Redirect=Log&logNo=140193193268&jumpingVid=968C574C3D21F38AE06A04CC676647DAE467>



Game-Word factory



How to play word factory

For 2 to 6 Players
Ages 7 to 77

EQUIPMENT: 25 letter cubes, cube grid with dome, and a 3-minute timer

OBJECTIVE: To list, within 3 minutes, as many words of the highest point value as you can find among the random assortment of letters in the cube grid.

HOW TO PLAY THE GAME

Preparation
 Place the letter cubes into the dome and position the grid, open side down, over the dome. Turn the domed grid right side up, and gently roll the cubes around. Maneuver the grid until each cube falls into place. Then, as one player removes the dome, another player starts the timer.

Playing
 When the timer starts, each player searches the assortment of letters for words of four letters or more. When you find a word, write it down.

Words are formed from adjoining letters, and letters must join in the proper sequence to spell a word. Letters may be joined horizontally, vertically or diagonally to the left, right or up and down. No letter cube, however, may be used more than once within a single word.

Figures 1 through 3 show how words can be formed from adjoining letters.

Figure 1
 RATE

Figure 2
 RETAIN

Figure 3
 HIBERNATE

Figure 4
 LANTERN

Figure 5
 DENTAL

Figures 4 and 5 show two incorrect spelling techniques: In "LANTERN" (Figure 4), "N" is used twice. To form "DENTAL" (Figure 5) requires skipping over the letter "T". No skipping is allowed; letters must adjoin in sequence.

Remember:

- The only words that are allowed are those that can be found in a standard English dictionary. You may look for any type of word - noun, verb, adjective, adverb, etc. Plural nouns are acceptable, as are all verb tenses. Words within words are also allowed, e.g., licensure: censure, ensure, sure, lice, ice.
- Proper nouns, abbreviations, contractions, hyphenated words and foreign words that are not in an English dictionary are not acceptable.
- Neither the cubes nor the grid may be moved while the timer is running.
- Both the "M" and the "W" have a line under them.
- The letter "Z" also has a line under it and should not be seen as the letter "N".
- Common words tend to be found by more than one player. Therefore, if your words are unique and unusual, they are more likely to earn you points.

Scoring and Winning
 When the timer runs out, everyone must stop writing. Each player in turn then reads aloud his or her list of words. Any word that appears on more than one player's list must be crossed off all lists, including that of the reader.

After all players have read their lists, each player scores his or her remaining words:

SCORING

NO. OF LETTER	4	5	6	7	8 or more
POINTS	1	2	3	5	11

The winner is: a) the player whose words have earned the most points, or b) the first to reach 50 points, 100 points or whatever score is considered by all to be a reasonable target; or c) the player whose words earned the highest cumulative score in a game series.

7.4.4.4. Reflection of Session 4

Overall, main activities for session 4 which were songs and games to practice ‘word stress’ worked well because my tutee enjoyed and actively participated in these activities and I also was satisfied with the class. The class time was one and a half hours which was longer than I planned and we had the class in his school to find the appropriate classroom to sing songs. Because in his school there were some classrooms which there was no class so that only we used the classroom for a while.

In warm-up stage, we did reading aloud exercise using the 16 words on the previous class handout ‘Heavy syllables’ and tapping on legs when the appropriate syllable was stressed within a word. He put stress on correct syllables in almost of the words but sometimes he still put stress inappropriately. I reminded him that he should not put stress on the last syllable all the time like a habit and find appropriate syllables considering several basic rules that we learned in previous class. Before we started the main activities, we also shared and exchanged ideas about the two different accents of an anchor and a reporter on the video clip that I introduced as homework to help the tutee aware of ELF concept. He pointed out that the anchor didn’t open her mouth bigger than a reporter when she spoke and she was very good at prominence that she emphasized on the important words. Whereas, the reporter who was Korean did relatively strong accent when he spoke and it seemed to be hard to listen. I agreed with him and I explained more about the importance of awareness of different accents in ELF settings. Warm-up stage took around 20 minutes.

In main activities stage, I introduced the main activities to practice ‘word stress’ which one was learned the songs; ‘Twinkle twinkle little star’ and ‘Yesterday’ as controlled practices and the other one was playing ‘Word factory’ game as a more free practice. Before the class, I asked the tutee chose the songs that he wanted to learn and he chose these songs. I explained why these songs and games were appropriate to help the tutee practice ‘word stress’ before listening the first song. After listening to each song, I prepared dictation task for the tutee. He dictated all the words correctly for the first song, ‘Twinkle twinkle little star’ which was simple and easier, but some parts correctly for the second song. Actually, the first song, ‘Twinkle twinkle little star’, was easy to sing and appropriate to learn ‘word stress’ but almost every words had one or two syllables so that the tutee were not able to practice more

than two syllables. However, using the other song, ‘Yesterday’, we could practice more than two syllables. The tutee enjoyed singing these songs and he tapping on the desk when he was singing considering ‘word stress’. From my observation of his English pronunciation so far, when the tutee spoke in English he put more stress in every word and used nasal sound much more. I mentioned this point and asked him to be relaxed when he spoke in English. However, interestingly his Korean sound was also similar. I explained the concept of ‘voice quality’ to my tutee and somewhat he agreed with my observation. After the songs, we played ‘Word factory’. It was fun. To make words using ‘word factory’ within limited time using sandglass was difficult for us and especially to find the words that had more syllables was more difficult. Once we made a word I let the tutee read and practice the word with correct ‘word stress’ and he did good job for one or two syllables but for more than two syllables he sometimes was confused. I thought that it was not because of his pronunciation but because of his vocabulary capacity. Therefore, I explained him that he also should learn vocabulary to improve his pronunciation especially considering ‘word stress’. Besides, during the games we could practice English in authentic context and we could communicate in English without any controlled practice. These main activities took almost one hour.

In wrap-up stage, I got feedback from the tutee about the class activities, contents and materials that I prepared and shared homework. He said that he enjoyed the songs and games a lot and thought that songs and games were useful to learn English. Since he has not taken any pronunciation class or regular English classes in hakwon, it seemed that these activities were new to him. This feedback and closure took 10 minutes.

7.5. Lesson Plan of Session 5

Session 5	Objectives	
	Tutee will be able -To pronounce lax vowels /ɪ, ɛ, æ, ʌ, ʊ/ more accurately and make word stress properly during role-play. -To explain the difference between native and Korean English accents through watching relevant job interview video clips in terms of ELF approach.	

Materials	Learning activities and procedures	Time
English vowel chart handout, a mirror	<p><u>Warm-up stage</u></p> <ol style="list-style-type: none"> 1. Do reading aloud exercise using vowel diagram with a mirror. (4 min.) 2. Talk about the last class' homework: playing 'word factory' with his friend or family.(5 min.) 2. Introduce topic, contents and main activities. (1 min.) 	10''
Video clips related Job interviews, Job interview role play cards	<p><u>Main activity stage</u></p> <ol style="list-style-type: none"> 1. Before watch the video let the tutee know the focused question: What are 5 tips for a good job interview? (1 min.) 2. Let the tutee watch some part of the video clip of 'Job interview' to answer the focused question. (4 min.) 3. Discuss the focused question to find answer. (3 min.) 4. Give feedback to the tutee about his pronunciation based on discussion. (3 min.) 5. Let the tutee watch the initial part of the second video clip of 'Kate's job interview'. (4 min.) 6. Discuss what the differences between Canadian and Korean accents in the video clip. (3 min.) 7. Give feedback to the tutee about his pronunciation based on discussion. (3 min.) 8. Introduce Job interview role-play context and roles with role-play card. (2 min.) 9. Do Job interview role-play. (18 min.) 10. Give feedback on Job interview role-play (5 min.) 	45''
	<p><u>Wrap-up stage</u></p> <ol style="list-style-type: none"> 1. Give the tutee overall feedback about what he practice in class and get overall feedback of the project from tutee 2. Introduce homework for the tutee <ul style="list-style-type: none"> - Prepare for the tutee's future job interview 3. Announce that tutee will have achievement test after session 5 	5''

7.5.5. Materials used in Session 5

Warm-up activity- reading aloud exercise using vowel diagram with a mirror

Source: © 2014 www.mommyspeechtherapy.com



Main activities

Job-interview video clips

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



Job Interviews

<http://www.youtube.com/watch?v=2wNLcuCRYAw>



Kate Job Interview

Role-play context

[Job-interview Role-play]



Scenario

1. Foreign Tobacco Company
2. Job position: Brand manager in Marketing
3. Interviewer: Marketing Director who doesn't like nonsmoker employees
4. Interviewee: Majored in Economics, This is the second job, Non-smoker

Interview questions

- 1. Tell me about yourself.**
- 2. Why do you want this job?**
- 3. Do you have any experience in this area before?**
- 4. Do you smoke? If you don't smoke, then how do you fully understand your customers?**
- 5. If you are a brand manager, what could be your brand strategies to increase sales volume?**

7.5.5.5. Reflection of Session 5

The main activity for session 5 was a role-play of 'Job Interview' to practice vowel sounds and 'word stress' all together which have been dealt with in previous classes so far through less controlled exercises. Since my tutee's goal to learn English is to get a better job after graduation of law school, practicing this job interview situation will help him in a more practical way. Overall, I was satisfied with the class because the tutee seemed to be very sincere and active to participate in role-play like a real situation and the discrimination of /æ/ and /e/ sounds was a little bit improved compared to the previous classes. Mostly, he put stress on appropriate syllable within a word. The class time was almost two hours which was longer than I planned and we had the class in Minto where was a café having several rooms for people gathering to do role-play.

In warm-up stage, we did reading aloud exercise using vowel diagram with mirror for 5 minutes. He still sometimes had difficulties to pronounce /æ/ sound but not that incorrect like the first and second classes. I explained again of each vowel sound using some example words and let the tutee saw his mouth movement with mirror to compare each vowel sound when he pronounced. We also talked about the last class' homework. He said that he played 'word factory' with his friend and they had so much fun. He mentioned that it was more difficult to make even one word using word factory than he thought before playing this game but it was a very useful game to think about his vocabulary. The best part of this game was that he actually won the game when he played it with his friend. During our conversation, I

observed that he used much more strength and body language when he spoke in English. Actually, those things sometimes made his conversation unintelligible. I guessed that was because he was nervous when he spoke in English. However, I noticed several times it was the same when he spoke in Korean. I advised that he should be more relaxed when he spoke in English and it was not useful to use body language all the times to express something. I let the tutee put his hands on his abdomen when he used more strength on his speaking and he was relaxed on his speaking to compare the differences using his physical movement. I wanted him to feel the differences. In terms of ‘word stress’, he showed much improvement. He put stress on correct syllables in almost of the words. Warm-up stage took around totally 25 minutes.

In main activities stage, I introduced the class main activity which was ‘Job interview role-play’ to the tutee. Before the role-play, I shared some video clips to introduce 5 tips for a good job interview and to watch a real job interview which a Korean had an interview with foreigners to activate his schemata to prepare for the main activity. Before we watched the first video which was 5 tips for a good job interview titled ‘Job interview’ I prepared focused questions which was ‘What are 5 tips for a good job interview?’ to help the tutee catch main ideas of video. Actually full length of this video was more than 5 minutes but I cut the introducing and closing parts and used just main parts of the video which took around 3 minutes. After we watched the first video, we shared ideas about the focused question and he mentioned 3 main tips out of 5. During his speaking, he used ‘um~, uh~’ a lot including body language. I pointed out it again to make his speaking and pronunciation more intelligible and clear. We also talked about the speaker’s pronunciation on the video. The tutee mentioned that her speech rate was fast so that it was a little hard to understand and catch what she mentioned. I also asked another question; do you agree with her? And he said that basically he agreed with her but he thought that those tips were not that special and he needed more practical advice. After watching the second video which the title was ‘Kate’s job interview’, I asked some questions about tutee’s opinion on Kate’s interview considering 5 tips for a good job interview. The whole length of the video was more than 18 minutes but we watched the initial parts of the video which took 4 minutes. The questions that I asked were three. I asked him that she was doing well during her interview and He answered that she was not doing well because it seemed that she didn’t have any confidence to answer the questions and she was a little nervous to answer when the interviewers asked unexpected questions. Her

answers and explanations were not enough to impress and persuade the interviewers. Then I asked him how he noticed that she didn't have much confidence to express herself or answer the questions. He answered that he could notice through her body language and facial expression and also her answers were not well organized. Lastly I asked him that interviewers would hire her and he answered 'Yes' because she somehow showed her loyalty and sincerity to the interviewers. I mentioned that sometimes body language told a lot more than language and Kate used body language more when she was asked unexpected and unknown questions. Again, I mentioned and advised the tutee to use body language appropriately when he spoke in English and even Korean so that the tutee's speaking became more intelligible and well organized. We also talked about Kate's pronunciation. The tutee mentioned that her pronunciation seemed to be flat like most of Koreans. After watching two videos, we did 'Job interview role-play'. I set the scenario about the context which happened in 'Foreign Tobacco Company'. I played a role of the interviewer who was a marketing director and didn't like non-smoker employees and the tutee played a role of the interviewee who was a non-smoker. I asked 5 interview questions and the tutee answered all the questions very sincerely. When he answered the questions he sometimes mispronounced some words considering vowel sounds such as 'people, meet, consumer, because etc.' so we did 'listening and repeating' exercise using sound clips on the Internet after finishing the interview. After finishing the role-play, the tutee mentioned that the role-play was practical to him to prepare for the future job interview and the context was very authentic since he would become a lawyer and there could be a lot of law issued in the tobacco companies. Through this practice, he could think about the real situation related to his future career. The main activities took around totally 80 minutes.

In wrap-up stage, I got feedback from the tutee about the class activities, contents and materials that I prepared. Since Class 5 was our last class for the whole project, I assigned our last homework which was to prepare for the tutee's own future job interview, an applying for a law firm. He said that he enjoyed role-play activities and it helped him in more practical ways. We also talked about ELF approach. He said that he needed to listen to different various English accents using more real and authentic English conversations or speaking to feel more close to English rather than just practicing through listening comprehension test like TOIEC. Besides, he was aware of the importance of vocabulary for his correct 'word

stress' and listening and speaking. I explained that the tutee would have the achievement test after a couple of days so we would meet again and we would close the project after the achievement test. This feedback and closure took 15 minutes.

8. Achievement Test

In this section, the tests that I used and the result with rubric are presented. Basically, the aim of the achievement test is to evaluate my tutee's achievement in terms of the project objectives which are **1)The tense/lax distinction for vowel sounds-more focusing on lax vowels /ɪ, ɛ, æ, ʌ, ʊ/ and 2)Word stress** compare to diagnostic test results. We can see the main differences and findings and compare them before and after the project. The achievement test took around 1 hour for completion.

8.1. Achievement Test Result

I designed 3 types of achievement test questions such as controlled test which was reading words aloud, less controlled test which was a presentation of English vowels with a vowel chart and production test which was a question of 'If you have one more chance to participate in this kind of project, would you like to join? Why?' similar to diagnostic tests. (Refer to Figure 8.1 Achievement test questions).

Basically, I used the same question as diagnostic test for the controlled test which was reading words aloud to compare the results between diagnostic test and achievement test directly to see the improvement. For the less controlled and production tests, I also used similar type of tests with diagnostic tests to compare to the results. I revisited the diagnostic test recording to listen to and analyze the results with the same rubrics which was designed for achievement test analysis. I used different rubrics according to whether the test was controlled or not and also used same rubric for the same type of test result for diagnostic and achievement tests. (Please refer to Figure 8.2, Figure 8.3, Figure 8.4, Figure 8.5). For the controlled test, I checked whether my tutee pronounced the words correctly when he read the words according to vowels and word stress. For the less controlled and production test, I used 10 scale to evaluate my tutee's correctness level of pronunciation according to vowels and word stress. Because it was difficult to compare all the words directly with diagnostic test

results so I checked the tendency and patterns of his pronunciation according to vowels and word stress. (Please refer to Figure 8.2, Figure 8.3, Figure 8.4, Figure 8.5). Based on the rubrics(Please refer to Figure 8.2, Figure 8.3, Figure 8.4, Figure 8.5), for controlled test of achievement test, he pronounced 22 words out of 31 correctly which was 71 % in terms of vowels and pronounced 20 words out of 23 correctly which was 87% in terms of word stress. For controlled test of diagnostic test, he pronounced 20 words out of 31 correctly which was 65% in terms of vowels and pronounced 4 words out of 23 correctly which was 17% in terms of word stress.

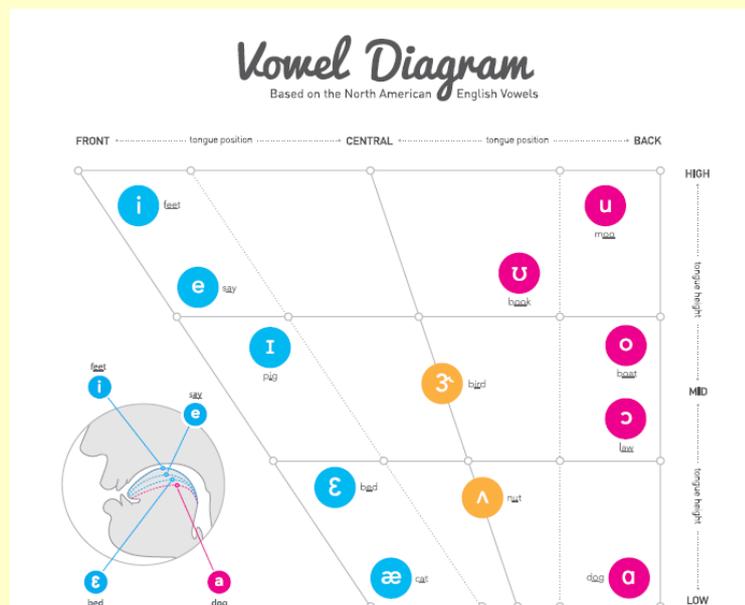
Figure 8.1 Achievement test questions

1. Please read below words aloud.

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

2. Please make a presentation of 'English vowel system' using below vowel chart.

Source: © 2014 www.mommyspeechtherapy.com



3. If you have one more chance to participate in this kind of project, would you like to join? Why?

Figure 8.2 Rubric_C Controlled test_Achievement Test_Reading words aloud

	Word stress	Tense /Lax vowels	Comment		Word stress	Tense /Lax vowels	Comment
Aunt		Incorrect	/æ/→/e/	New Orleans	Incorrect	Incorrect	/ɔ/→ /o/
Roof		Correct		Pecan	Correct	Correct	
Route		Incorrect	/u/→/ ʊ /	Both		Correct	
Wash		Correct		Again	Correct	Correct	
Oil		Correct		Probably	Correct	Correct	
Theater	Correct	Correct		Spitting image	Incorrect	Correct	
Iron	Correct	Correct		Alabama	Correct	Correct	
Salmon	Correct	Incorrect	/æ/→/e/	Lawyer	Correct	Incorrect	/ɔ/→ /o/
Caramel	Correct	Incorrect	/æ/→/e/	Coupon	Correct	Incorrect	/u/→/ ʊ /
Fire	Correct	Correct		Mayonnaise	Correct	Correct	
Water	Correct	Correct		Syrup	Correct	Correct	
Sure		Correct		Pajamas	Correct	Correct	
Data	Correct	Correct		Caught		Correct	
Ruin	Correct	Incorrect	/u/→/ ʊ /	Naturally	Correct	Correct	
Crayon	Correct	Correct		Aluminium	Incorrect	Incorrect	/æ/→/e/
				Envelope	Correct	Correct	

Figure 8.3 Rubric_C Controlled test_Diagnostic Test_Reading words aloud

	Word stress	Tense /Lax vowels	Comment		Word stress	Tense /Lax vowels	Comment
Aunt		Incorrect	/æ/→/e/	New Orleans	Incorrect	Incorrect	Incorrect Word stress /ɔ/→ /o/
Roof		Correct		Pecan	Incorrect	Correct	
Route		Correct		Both		Correct	
Wash		Correct		Again	Incorrect	Correct	
Oil		Correct		Probably	Incorrect	Correct	
Theater	Incorrect	Correct	Incorrect Word stress	Spitting image	Incorrect	Correct	
Iron	Incorrect	Correct	Incorrect Word stress	Alabama	Incorrect	Correct	
Salmon	Incorrect	Incorrect	/æ/→/e/, Incorrect Word stress	Lawyer	Correct	Incorrect	/ɔ/→ /o/
Caramel	Incorrect	Incorrect	/æ/→/e/, Incorrect Word stress	Coupon	Incorrect	Incorrect	Incorrect Word stress, /u/→/ ʊ /
Fire	Incorrect	Correct	Incorrect Word stress	Mayonnaise	Incorrect	Incorrect	/e/→/a/, Incorrect Word stress
Water	Incorrect	Correct	Incorrect Word stress	Syrup	Incorrect	Incorrect	/ɪ /→/i/, Incorrect Word stress
Sure		Correct		Pajamas	Correct	Correct	
Data	Incorrect	Incorrect	Incorrect Word stress /ə/→/a/	Caught		Correct	
Ruin	Incorrect	Incorrect	Incorrect Word stress /u/→/ ʊ /	Naturally	Correct	Correct	
Crayon	Incorrect	Correct	Incorrect Word stress	Aluminium	Incorrect	Incorrect	/æ/→/a/, Incorrect Word stress
				Envelope	Correct	Correct	

Figure 8.4 Rubric_Less controlled & Production_Achievement Test_Presentation & feedback

Vowels	Example	Always Incorrect	Always Correct	Comment
Tense vowels				
/i/		1 2 3 4 5 6 7 8 9 10		
/e/		1 2 3 4 5 6 7 8 9 10		
/ɑ/		1 2 3 4 5 6 7 8 9 10		
/ɔ/	law: /ɔ/→/o/	1 2 3 4 5 6 7 8 9 10		Sometimes mispronounce the word. Still not to distinguish tense & lax vowels
/o/	boat: /o/→/ɔ/	1 2 3 4 5 6 7 8 9 10		
/u/	moo: /u/→/ʊ/	1 2 3 4 5 6 7 8 9 10		
Lax vowels				
/ɪ/		1 2 3 4 5 6 7 8 9 10		
/ɛ/		1 2 3 4 5 6 7 8 9 10		
/æ/	cat, lax, back: /æ/→/e/	1 2 3 4 5 6 7 8 9 10		In most cases, still mispronounce /æ/ sound like /e/ sound, It could cause intelligibility problem.
/ə/, /ʌ/	front, position: /ə/, /ʌ/→/o/	1 2 3 4 5 6 7 8 9 10		Sometimes Pronounced correctly:ex)tongue. But in many cases, he mispronounced the sounds: /ə/, /ʌ/
/ʊ/	Would: /ʊ/→/u/	1 2 3 4 5 6 7 8 9 10		
Word stress				
Example	Always Incorrect	Always Correct	Comment	
Two syllables		1 2 3 4 5 6 7 8 9 10	In most cases, he put stress on appropriate syllable	
More than three syllables	Explain, opportunity	1 2 3 4 5 6 7 8 9 10		

Figure 8.5 Rubric_Less controlled & Production_Diagnostic Test_Job interview & freetalking

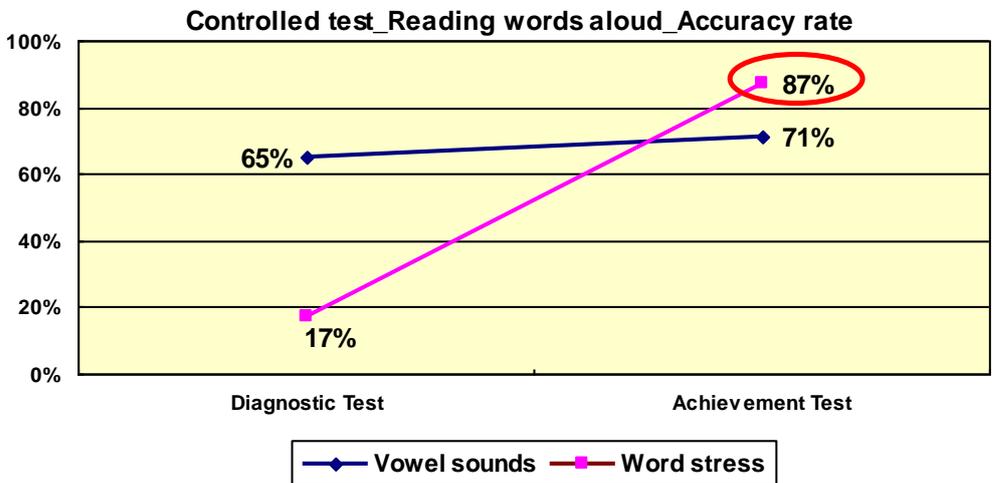
Vowels	Example	Always Incorrect	Always Correct	Comment
Tense vowels				
/i/		1 2 3 4 5 6 7 8 9 10		
/e/		1 2 3 4 5 6 7 8 9 10		

/ɑ/	knowledge /ɑ/→/ʌ/, job/ɑ/→/ɔ/	1 2 3 4 5 6 7 8 9 10	Sometimes mispronounce the word and not to distinguish tense & lax vowels	
/ɔ/	daughter /ɔ/→/o/, law/ɔ/→/o/	1 2 3 4 5 6 7 8 9 10		
/o/		1 2 3 4 5 6 7 8 9 10		
/u/	school /u/→/ʊ/	1 2 3 4 5 6 7 8 9 10		
Lax vowels				
/ɪ/		1 2 3 4 5 6 7 8 9 10		
/ɛ/		1 2 3 4 5 6 7 8 9 10		
/æ/	Family, chat /æ/→/e/	1 2 3 4 5 6 7 8 9 10	Frequently not to distinguish tense & lax vowels	
/ə/	data /ə/→/a/, problem/ə/→/ɔ/	1 2 3 4 5 6 7 8 9 10		
/ʊ/		1 2 3 4 5 6 7 8 9 10		
Word stress	Example	Always Incorrect	Always Correct	Comment
Two syllables		1 2 3 4 5 6 7 8 9 10		Sometimes correct, sometimes incorrect. It might depend on tutee's vocabulary.
Three syllables	Interview, interviewee	1 2 3 4 5 6 7 8 9 10		

8.2. Analysis of achievement test results

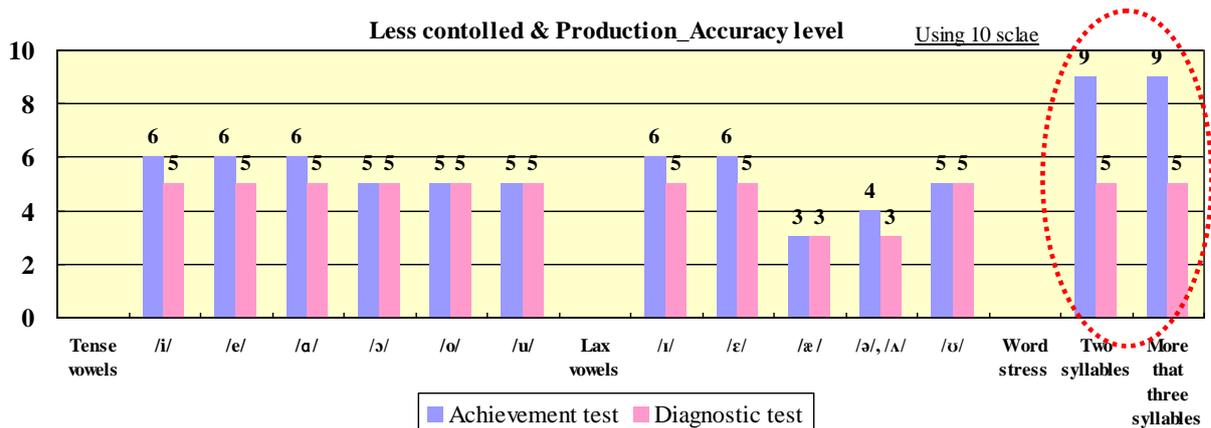
Base on the results, for controlled test analysis you can see the significant improvement of word stress compare to diagnostic test whereas the result of vowels is not significantly improved. (Please refer to Figure 8.6)

Figure 8.6 Key Result Analysis_ Comparison between Diagnostic test & Achievement test_ Controlled test_ Reading words aloud



For less controlled and production tests analysis, you can also see the significant improvement of word stress compare to diagnostic test whereas the result of vowels is not significantly improved. (Please refer to Figure 8.7)

Figure 8.7 Key Result Analysis_Comparison between Diagnostic test & Achievement test_ Less controlled & Production



From these two types of test analysis between achievement test and diagnostic test, we can say that there was significant improvement of tutee's word stress while vowels were not improved through the project.

8.3. Reflection on achievement test

The achievement test result was shown that to change vowel sounds was difficult. I thought that vowel sounds, especially English vowel sounds were very complicated and difficult to pronounce accurately especially for adults. They used MOA (Manner of articulation) and POA (Place of articulation) in a more familiar way which meant we couldn't change their habit and physical movement in a short time. I guess it takes a long time to change. One more thing that I should have done before the analysis was I dictated all the words from what he said for less controlled and production tests for more accurate analysis of them although it would take a long time to listen and check whether all the words that my tutee pronounced were correct or not.

9. Tutee's self-assessment survey

I conducted a survey to get the relevant information assessed by tutee regarding pronunciation improvement, satisfaction of the project, awareness of ELF (English as a lingua franca) and 'vowel sounds and word stress'. I developed all the questionnaire for the survey by my self. As one of participant for the project, I can tell about the project and project result step by step through this portfolio. However, as the other participant for the project, tutee cannot tell about his idea and opinion about the project and his pronunciation. Therefore, I designed this survey to listen to what he really thinks about what we did for the last 5 weeks. This survey took around 30 minutes for completion and my tutee did the survey sincerely.

9.1. Tutee's self-assessment of pronunciation improvement

Basically, I wanted to know whether he thought that the project really helped to improve his pronunciation and if he thought that the project was really helpful then, how much the project affected his judgement and what were the reasons and which areas he thought were really improved. I used more specific elements related to segmental and suprasegmental features which I used the same for needs analysis to get more specific answers. (Please refer to Figure 9.1) Through the survey, he assessed that the project was helpful to improve his pronunciation and he assessed the most improved area was lax vowels /ɪ, ɛ, æ, ʌ, ʊ/ which was one of our project objectives and the area that he had the most difficulties to pronounce at the same time based on diagnostic test result and the least improved area was Fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/). He also included tense, lax vowels and word stress which are our project objectives in the improved areas that he assessed. (Please refer to Figure 9.1.1.)

5. Liquids(/l/, /r/)	2			1 2 3 4 5 6 7 8 9 10
6. Glides(/w/, /y/)				1 2 3 4 5 6 7 8 9 10
Vowels				
1. Tense vowels /i, e, a, o, ow, uw/	2			1 2 3 4 5 6 7 8 9 10
2. Lax vowels /ɪ, ɛ, æ, ʌ, ʊ/	2	1		1 2 3 4 5 6 7 8 9 10
Suprasegmentals				
1. Syllables and/or grammatical endings				1 2 3 4 5 6 7 8 9 10
2. Word stress	2			1 2 3 4 5 6 7 8 9 10
3. Rhythm in sentences				1 2 3 4 5 6 7 8 9 10
4. Focus and special emphasis	2			1 2 3 4 5 6 7 8 9 10
5. Intonation/Pitch	2			1 2 3 4 5 6 7 8 9 10
6. Thought group and linking				1 2 3 4 5 6 7 8 9 10
7. Delivery (rate of speech, loudness)				1 2 3 4 5 6 7 8 9 10

Figure 9.1.1. Analysis of tutee's self-assessment of pronunciation improvement

Tutee's self-assessment of pronunciation improvement

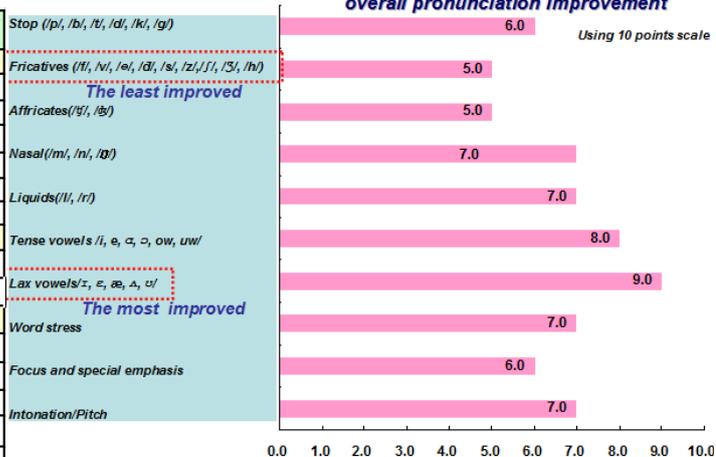
•Do you think overall your pronunciation has been improved compared to one month before? **Yes**

•If you say 'yes', then how much do you think this pronunciation tutor project helped your pronunciation improvement? **7 point out of 10**

Improved areas that tutee thinks

Pronunciation Attributes	Improved	The most improved	The least improved
Consonants			
1. Stop (/p/, /b/, /t/, /d/, /k/, /g/)	0		
2. Fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/)	0	0	0
3. Affricates (/tʃ/, /dʒ/)	0		
4. Nasal (/m/, /n/, /ŋ/)	0		
5. Liquids (/l/, /r/)	0		
6. Glides (/w/, /y/)			
Vowels			
1. Tense vowels /i, e, a, o, ow, uw/	0		
2. Lax vowels /ɪ, ɛ, æ, ʌ, ʊ/	0	0	
Suprasegmentals			
1. Syllables and/or grammatical endings			
2. Word stress	0		
3. Rhythm in sentences			
4. Focus and special emphasis	0		
5. Intonation/Pitch	0		
6. Thought group and linking			
7. Delivery (rate of speech, loudness)			

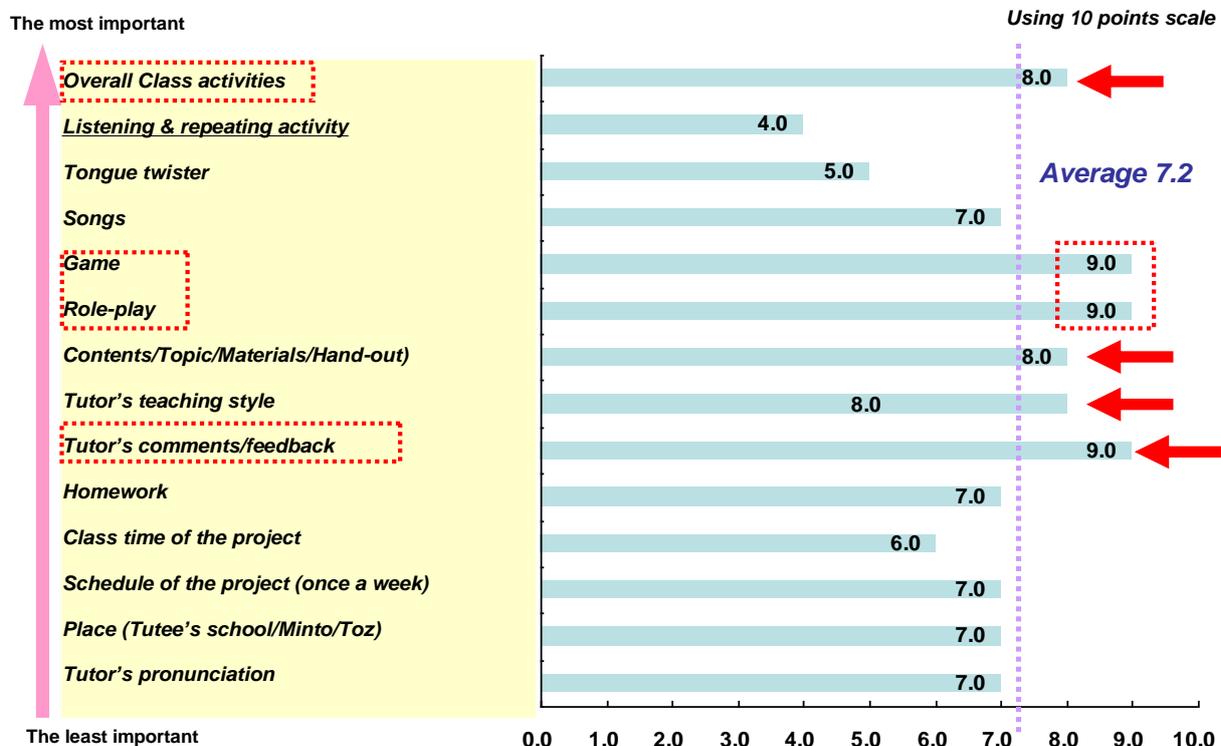
contribution of improved areas to tutee's overall pronunciation improvement



3. Place(Tutee's school/Minto/Toz)	8	1 2 3 4 5 6 7 8 9 10	
4. Contents/Topic/materials/handout	2	1 2 3 4 5 6 7 8 9 10	
5. Overall Class activities	1	1 2 3 4 5 6 7 8 9 10	Roll play and interesting but if I have a classmate, it would be more helpful.
5-1. Listening & repeating activity		1 2 3 4 5 6 7 8 9 10	It was not special.
5-2. Tongue twister		1 2 3 4 5 6 7 8 9 10	
5-3. Songs		1 2 3 4 5 6 7 8 9 10	
5-4. Game		1 2 3 4 5 6 7 8 9 10	
5-5. Role-play		1 2 3 4 5 6 7 8 9 10	
6. Tutor's teaching style	3	1 2 3 4 5 6 7 8 9 10	
7. Tutor's pronunciation	9	1 2 3 4 5 6 7 8 9 10	
8. Tutor's comments/feedback	4	1 2 3 4 5 6 7 8 9 10	Tutor's feedback was brief and understandable.
9. Homework	5	1 2 3 4 5 6 7 8 9 10	

Figure 9.2.1. Analysis of tutee's satisfaction of the project

Tutee's satisfaction of the project



9.3. Tutee's awareness of ELF

One of my objectives for the project was to increase the tutee's awareness of ELF approach. Therefore, I needed to measure and check whether my tutee was really aware ELF or not and also ELF affected his pronunciation goal and his pronunciation improvement or not. (Please refer to Figure 9.3) The main findings through the survey were that he was aware of ELF but he didn't think that it affected his English learning and his pronunciation improvement. He still thought that American English accent was important for him to learn English as his pronunciation goal although he got some knowledge of ELF. I thought that the awareness of ELF also could affect the tutee's pronunciation goal but it didn't really affect his goal. I could realized that just to understand ELF approach didn't mean that it could change every aspects of English learning toward ELF.(Please refer to Figure 9.3.1)

Figure 9.3 Survey result of tutee's awareness of ELF

Tutee's awareness of ELF

Q1. Are you aware of ELF? Yes/No Yes No

Q1-1. Then, what is ELF? *English as a Lingua Franca*

Q2. Your pronunciation goal was changed after the project? Yes/No No Yes

Q2-1. Then how much do you think that ELF approach affects your pronunciation goal?

1	2	3	4	5	6	7	8	9	10
Extremely				So so					Extremely
Not much									much

Q2. How much do you think that ELF approach is important to learn English?

1	2	3	4	5	6	7	8	9	10
Extremely				So so					Extremely
Not important									important

Q3. How much do you think that ELF approach is important for English pronunciation?

1	2	3	4	5	6	7	8	9	10
Extremely				So so					Extremely
Not important									important

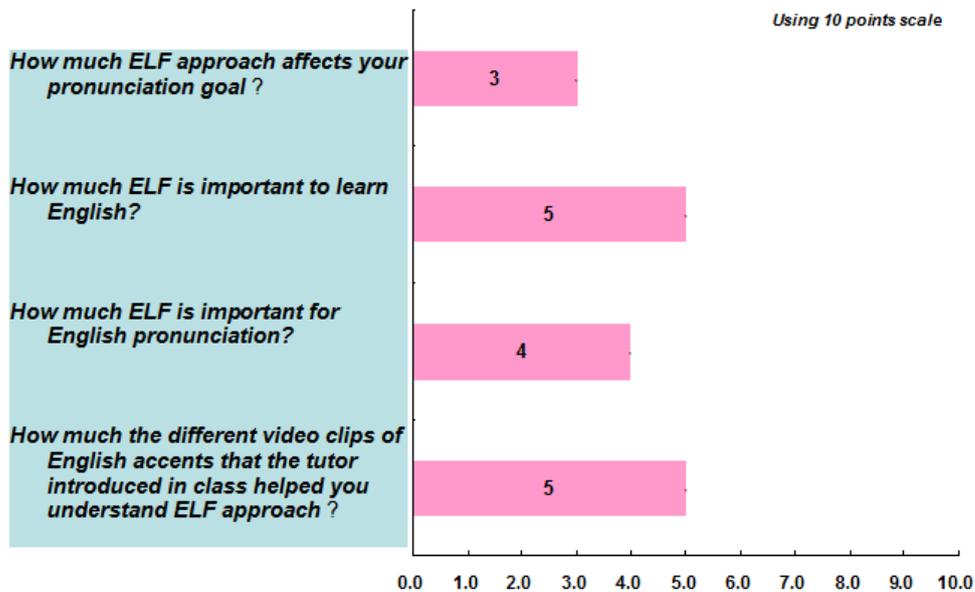
Q4. How much do you think the different video clips of English accents that the tutor introduced in class helped you understand ELF approach?

1	2	3	4	5	6	7	8	9	10
Extremely				So so					Extremely
Not helped									helped

Figure 9.3. 1. Analysis of tutee’s awareness of ELF

Tutee’s awareness of ELF

- Are you aware of ELF? **Yes**
- What is ELF? **English as a Lingua Franca**
- Your pronunciation goal was changed after the project? **No**



9.4. Tutee’s self-assessment of ‘vowel sounds and word stress’

Although we did the achievement test about ‘vowel sounds and word stress’ to check his ability to pronounce, I would like to compare what he thought he could produce in terms of his pronunciation focusing on ‘vowel sounds and word stress’ through tutee’s self-assessment survey and what he actually produced through the achievement test. According to the achievement test result, especially for vowel sounds his pronunciation was not improved significantly compared to diagnostic test result but he thought that his vowel sounds was improved in the self-assessment survey. (Please refer to Figure 9.4) The main findings from the survey were that my tutee thought that his pronunciation of ‘vowel sounds and word stress’ was improved and he could distinguish each vowel sound which was not true in real situation. I could catch the big gap between what he thought and what he could do. However, there was consistency that he had difficulties to pronounce /æ, ə/ sounds which was the same

Figure 9.4.1. Analysis of tutee’s self-assessment of ‘vowel sounds and word stress’

Tutee’s self-assessment of ‘vowel sounds and word stress’

•Do you think your pronunciation of vowel sounds is improved after the project? **Yes**

•Then, how much improved your pronunciation of vowel sounds?

1 2 3 4 5 6 **7** 8 9 10
 Extremely Not much So so Extremely much

•Which vowel sounds are the most difficult for you to pronounce? /æ, ə /

•Can you distinguish the sounds?

	Yes	No
/e/ and /æ/	0	
/ɛ/ and /æ/	0	
/ɛ/ and /e/	0	
/ɔ/ and /ə/	0	
/i/ and /ɪ/	0	
/ow/ and /ə/	0	
/uw/ and /u/	0	

•Do you think your word stress is improved after the project? **Yes**

•Then, how much improved your word stress?

1 2 3 4 5 6 7 **8** 9 10
 Extremely Not much So so Extremely much

•Can you always put stress on a correct syllable within a word?

1 2 3 4 5 **6** 7 8 9 10
 Not at all Sometimes Always

9.5. Reflection on tutee’s self-assessment survey

Through this survey, I could get additional important information so that I could analyze the project and his pronunciation more specifically based on the evidence from tutor and tutee’s sides. If I had only the achievement test result, it would be difficult to analyze the project and his pronunciation improvement more effectively. This survey really helped me to understand what my tutee thought. Especially, it was very good to get the information related to the awareness of ELF. Because, as a person who really agreed with the ELF concept and wanted to let others also know it to understand and communicate with the world in ELF context, it seemed that I was in a hurry to deliver the concept to my tutee in a short period. Also I didn’t fully understand the real status of my tutee in terms of his English learning. Because, I thought that I should change his pronunciation goal from American accent to ELF approach which I was totally wrong. To increase awareness of the ELF concept is one of the important

factors for English learners to be good, effective communicators in this globalization of world but it really depends on the learners. Each learner has a different goal of learning English and as a teacher I should also understand and accept that. I should not push the students to accept all the ideas, knowledge and information that I prepared, although those are really good and helpful. I thought about the real role of English teacher and I realized that to become a facilitator or advisor or coordinator was sometimes better for the learners not to become only a teacher.

10. Conclusion

Overall, I really enjoyed this pronunciation tutor project and satisfied with what my tutee and I achieved after the project.

My objectives of this project were to increase tutee's awareness of ELF and to experience English teaching with using various skills and activities aside from 'vowel sounds and word stress' improvement and I felt to achieve both objectives successfully although it was my first project in my first semester of MA program. Because my tutee is now aware of ELF concept compared to before the project although it doesn't affect a lot to his English learning. Besides, I really experienced many things which were really helpful for me to practice teaching English. The project was a very valuable opportunity to keep and through the project I could have some confident to become an English teacher. I got lots of new knowledge and information compared to before the project and learned many different various skills to teach pronunciation which were very useful and effective. I also could practice to develop and design the questionnaire to get background information, needs analysis, diagnostic and achievement tests and the small self-assessment survey which were very useful practices. Through the analysis the results, I could also practice analyzing the relevant information to elicit the meaningful key points to apply for the future plan and teaching which were very practical. The whole procedure was like a research that would be helpful for thesis if I would like to do it in the future. I realized that as a teacher it was very important to do students' needs analysis, diagnostic test analysis to find the real problems to design the curriculum and develop the lesson plans to solve the problems that the students had. I also experienced that language learning was a social and personal process and that was why the teacher's role was

so important in class. I thought that due to having only one tutee I could somewhat get more confident and focus on the tutee's problem solving consistently. Maybe if I had several tutees, it would be more difficult to handle the project.

The project was also a good opportunity for my tutee to experience different activities and get new knowledge of English pronunciation and ELF approach. When he was asked the question: If you have one more chance to participate in this kind of project, would you like to join? Why? That was the production question of achievement test. He actually mentioned that if he had any chance to participate in this kind of project again, he would like to join it again. However, he mentioned that if he had classmates for the project, then he could also learn from them. Although we had one on one class to fit into only my tutee's problems and interests so that he could concentrate on that more but he also needed someone to exchange the knowledge and practice except a teacher. He really enjoyed the project and now he realized that he could learn language through paying games and sing songs which were very different from what he usually did before for his English learning. If he thought about the English pronunciation learning, he just imagined of listening and repeating activities which he was bored. Considering his age which is 38 years old, it would take a lot more time to improve or maybe it could not be changed but somehow the way he learn English would be changed to more effective ways not just reading books and listening to TOEIC audio clips to listen to American accents. English is everywhere in Korea. When I introduced some video clips in class, he was really enjoying. Actually, he didn't notice that there were lots of information and learning materials on the Internet. Now he could use various technologies to learn English which was very useful information to him.

In conclusion, I and tutee enjoyed much this project and through the project we both have been developed. I got knowledge and a little confidence to become a teacher and overcome the some barriers that I didn't have any teaching experience. My tutee got many tips and ways how to learn English more effectively and also prepare for his future plan which was to get a good job after his graduation.

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