

Pronunciation Tutor Project

Final Portfolio

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Introduction

Overview

A large part of what I want tutees to do in this tutor project is to play with sounds. I hope that this tutor project will give tutees the chance to play with their voices. This tutor project consists of two sessions; one for the diagnostic and another for the tutoring for 5 weeks. For the diagnostic, I arranged tutees' profiles by collecting their background of pronunciation through a short interview with several prepared questions and analysis tutees' pronunciation by taking a test through several reading and speaking materials. Based on the collected analyzed data, I made the simple lesson plans for 5 weeks, and I and my two tutors met every Wednesday for about two hours for tutoring. The actual tutoring did not go well as planned before, and it revised and changed after processing tutoring each week. Each day of tutoring reflected me useful lessons with some feedbacks, and I tried to make informative and helpful lessons for the next pronunciation lessons. Although some of tutoring did not work well as planned, I am satisfied with my tutor project overall. For the goal of pronunciation tutor project, I think that they should acquire a better feel for the mechanisms by using and viewing pronunciation in a different light that are used in the vocal process and hopefully find their English voices. Detailed references such as profiles, diagnostic test sheets, lesson plans, reflections reports, achievement test sheets and etc. are attached in order.

Timeline and the Stages

By having the tutees go through a series of stages the tutor project will be processed to small group of individuals. The basic plan for this project involves six basic stages.

Stage 1 (Week 4; March 26 and Week 5; April 2)

- First Meeting with Tutees

At this meeting I simply find a little bit about the background and also about their interests. This helped me to design a better diagnostic. The diagnostic helped determine precisely what tutees' needs are. A simple questionnaire and a more informal question and answer discussion type elicitation technique were used. And, all of session was recorded during informal questionnaire session to focus on them.

Stage 2 (Week 5; April 2 and Week 6; April 8 and 9)

- Getting the Sample Speeches

After meeting the tutees and finding out a bit about their background, I met them again and video-recorded their speech by generating sample reading texts and using series of pictures. Tutees' authentic speech samples were taken through controlled paragraph readings and uncontrolled story-telling. The samples include all elements of pronunciation that we think are relevant or important.

Stage 3 (Week 6 and 7; April 9 through 13)

- Diagnostic

After getting speech samples from tutees, I made a diagnostic. I made video clips to shoot tutees face and took speech samples several times to get the common and individual problematic issues. The diagnostic and plan for assessing it went through with the diagnostic rubric. I tried to find specific points by making comments or notes on aspects of their performances.

Stage 4 (Week 6 to 8; April 10 through 24)

- Analyze the Results of Test and Devise a Plan

Having given the diagnostic test, I analyzed 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 is created for how they propose to help the participants develop how needed skills.

Stage 5 (Week 9 to 13; April 30 through May 28)

- Create Set of Materials to Meet Goals

-Meet and Teach Materials

This stage comprises several weeks of meeting and devised practice with the tutees. Based on the plan created in stage 4, I will put together specific materials to help tutees develop their pronunciation skills.

Stage 6 (Week 14; June 2)

- Create Achievement Test

- Assess Progress

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

Participant Profiles

These profiles are created based on first meeting interview. During an interview, I prepared a profile format which was collected from ‘Second language acquisition for English (SMU TESOL; 2013)’ with several simple questions to find a little bit about the background and

about their interests in pronunciation. I added more specific questions which ask their target pronunciation and final goals by learning pronunciation. The reason why I used this format of profile is that I thought it is appropriate and asks basic data of tutors. Through this interview, it was possible to go with some way of eliciting basic information and background of tutees. All of the session has been recorded while we were talking each other.

Tutor

	Name	Sally Jang (AKA. Kyeongran Jang)
	Age	31
	First language	Korean
	Other languages spoken	English, Japanese
	Studied English	About 20 years
	Native country	Korea, Ulsan province
	Occupation	Undergraduate Student
Frequency of use of English		Every day (usually writing)
End purpose for learning English		Teaching English effectively to students
Relationship with other learners		Tutor
<p>Notes</p> <p>When I was in a first year of middle school, I started learning English from at the beginning. At that time, I practiced pronunciation very hard by listening cassette tapes many times (audio lingual drilling) and shadowing the pronunciation. Most of time, I practiced the pronunciation by myself. I think that the audio lingual materials were helpful for me but it did not provide the opportunities to speak out the actual daily conversation in the authentic context. After graduating the university, I had a chance to go to the U.S. for internship program, and believe that I improved my pronunciation skill by working at the clothing stores. The real contexts motivated me to speak out through conversations with local U.S. people.</p> <p>Now I am taking English pronunciation class and started tutor project. Firstly, I got inspired that what we pursue is not the native like Englishes but World English with intelligence and reduction. When I process the tutor project, I will focus on encouraging tutees to less their strong local or direct sound when they speak English. This is related with reduction. During the tutor project, I will try to let them feel comfortable and enjoy time by playing with the sound and intonation. I hope that we altogether have fun time with pronunciation tutor project.</p>		

Tutee 1

	Name	Huang Jin (AKA. Huang Jean)
	Age	19
	First language	Chinese
	Other languages spoken	English, Korean
	Studied English	About 10 years in schools
	Native country	China, Anhui province
	Occupation	University Student
Frequency of use of English	Daily use (usually speaking and writing)	
End purpose for learning English	Talking with people fluently and learning many vocabularies	
Relationship with other learners	Schoolmate	
Level of motivation (1=low, 5=high)	5	
Notes		
<p>While talking with Jean, I found that she felt bad about her Chinglish. She started studying English when she entered school, and only focused on English only for the exam. Most of time in her class, she listened audio-lingual materials and read the text book following Krachen's input hypothesis. However, there was no output. When it comes to pronunciation, there was no required exam for it, and she herself also did not think that it is necessary to study English for speaking.</p> <p>Through exchange program, Jean will stay in Korea for five months. After coming to Korea this March, she felt that it is very important for her to improve English speaking skill, and she actually had to use and speaks in English every day to talk with Koreans. Now she is highly motivated and set her end goal on communication purpose. She wanted to speak fluently in English without hesitation. Although she studied British English during her school years, she did not mind to learn Americanized English pronunciation.</p>		

Tutee 2

	Name	Yeyeong Im
	Age	19
	First language	Korean
	Other languages spoken	English, Chinese
	Studied English	About 10 years in schools
	Native country	Korea, Busan province
	Occupation	University Student
Frequency of use of English		In her English class (two days a week)
End purpose for learning English		To be a good English teacher
Relationship with other learners		Schoolmate
Level of motivation (1=low, 5=high)		4
<p>Notes</p> <p>Yeyeong was enthusiastic when it comes to learning how to teach English. Her major is TESOL and her clear goal is to be a good English teacher. She wanted to go abroad someday to learn English. Although she has less chances to use English in daily life in Korea compared to another tutee Jean, she felt satisfied with her English use in English classes because all of English classes she take is encouraging students speak in English. Since it was the first time for her to take the classes which convincing to speak English only, she mentioned that it was necessary for her to take time to get used to it and now she feels comfortable compared to the first English class.</p> <p>Her background of pronunciation started from the school. She has never been to overseas, and she was eager to go to abroad and speak English fluently. Most of time she had chances to practice pronunciation in her school years only. However, the pronunciation was not highly focused on when she was in the school.</p> <p>She has been studying English for about ten years, and she also studied Americanized English in her middle and high school as most of Korean students do. Firstly, she thought that American English is general to learn and she actually preferred to learn Americanized pronunciation. However, while group talking she changed her mind, and she had interests in World Englishes. She wanted to speak English fluently with good pronunciation and highly motivated to learn pronunciation through tutor project we are going to do.</p>		

Description and reflection

- First Meeting with Tutees, Week 4; March 26 and Week 5; April 21

Jean and I made a first meeting on March 26 at 7 pm. I could not meet Yeyeong because she had several classes on March 26. Since it was time for a meal, we went to the bento restaurant and had a dinner. I wanted to let Jean feel comfortable in cozy mood. While having diner, we talked about our daily lives and private interests. I got to know that Jean came here Korea and stay for 6 months for her exchange student period. After having dinner, we went to the café and started talking about pronunciation questionnaires. I think we had a good time in our first meeting. On April 2, Jean, Yeyeong and I met in a small and quite café. Since it was the first meeting in group of three of us, we greeted each other and extended our conversation about simple questionnaire. In addition, I prepared two house pictures to get a sample speech for the diagnostic. All of conversation was recorded through the voice recording.

Diagnostic Test

Overview

The diagnostic test was given to collect a data and analyze it before processing the 5 weeks' tutoring. I prepared two scripts for reading and one series of pictures for free-talking. I thought that I can analyze their pronunciation clearly with these two different types of test tools; both controlled and uncontrolled pronunciation tests. I referred printout I received during pronunciation class and looked for other sources from the internet. The detailed source root is as following:

Reading 1)...Week3-Pronunciation Diagnostics, page 1

Reading 2).....Second Language Pronunciation Assessment Handout Packet, page 3

<http://teachingpronunciation.pbworks.com/f/Pronunciation+assessment+packet+.pdf>

Reading 3)...Teaching Pronunciation(Cambridge University Press, Celce-), page 347

I met tutees separately so that it makes tutees feel comfortable during they were taking the test. I put spent two different days to meet each tutee, and each test took for about 15 minutes. I recorded their face through cell phone video tool during diagnostic test.

Diagnostic test sheet for Huang Jin

1. Read the following passages to understand the meaning.

1) 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 may be 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.

th
d/θ/ʒ
glide
(semi-vowel)
w/y

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

b/v
ə/ə/ɔ/ɪ/ʌ
w/y

2. Describe a picture, telling a story from a series of pictures.



r/l
w

There are several children and an adult and the children is afraid of silence. The adult tells them some story and gave them some fire and they sleep well. but because of fire adult is so hot and cannot sleep while the children are sleeping.
 ɪz so hʌt ænd kænnt sli:p wɪl ðə tʃɪldrən a: slɪpɪŋ

Diagnostic test for Yeyeong Im

1. Read the following passages to understand the meaning.

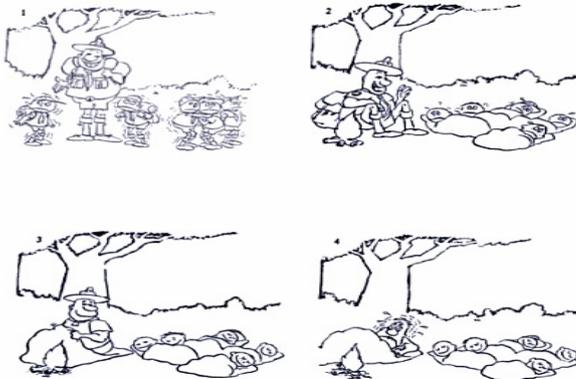
th
d/θ
r/l
w/y

1) 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 may be 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.
 ɪplɪz kɔ:l steɪlə æsk hɜ:tʊ brɪŋ ðɪz θɪŋz wɪð hɜ: frəm ðə stɔ: sɪks spu:ns ɒf freʃ snəʊ pi:s fəʊ bɪk slæbs ɒf blu tʃi:z ænd meɪ bi ə snæk fɔ: hɜ: brʌðə bɒb. wi: əlso: ni:d ə smɔ:l plæstɪk sneɪk ænd ə bɪg tɔɪ frɒg fɔ: ðə ki:z ʃi: kæn sku:p ðeɪz θɪŋks ɪntu θri: red beɪks ænd wi: ɪl go mi:t hɜ: wenzdeɪ æt ðə treɪn steɪʃən

b/v
ɔ/3/ɔ/v
w/y
r/l

2) Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don't appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into middle of someone's sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are taught explicitly not to interrupt.
 hæv ju: ɒbzəvd ðə weɪs pi:pl frəm dɪfərənt kʌltʃəz ju:z saɪləns hæb ju: nɔ:tɪsd ðæt sɔ:m pi:pl ɪntəʊpt kɔnvɜ:seɪʃənz mɔ: ðen ɔðə pi:pl ɔ:l kʌltʃəz ðu: nɔt hæb ðə seɪm ru:lz gɔvərnɪŋ ðɪz æri:əs ɒf kɔmjʊnɪkeɪʃən mæni ˌæmərɪkənz ɪntəprɪt saɪləns ɪn kɔnvɜ:seɪʃənz tu: mi:n dɪsəpru:bəl dɪsəgrɪmənt ɔ: ʌnsʊkɪsfʊl kɔmjʊnɪkeɪʃən ðeɪ ɒfn taɪ tu: fɪl saɪləns baɪ seɪŋ sɔ:mθɪŋ ɪvən ɪf ðeɪ hæb nəθɪŋ tu: seɪ ɒn ðɪ ɔðə ha:nd ˌæmərɪkənz dɔnt əpɪreɪt ə pɜ:sn wɪ: dɔmɪneɪt ə kɔnvɜ:seɪʃən nəɪŋ wɛn tu: teɪk tɜ:ns ɪn ə kɔnvɜ:seɪʃən ɪn ənəðə læŋɡwɪ:zi kæn sɔ:taɪms kɔz dɪfɪkʌlti ʃu:ju: wɪt ʌntɪl sɔ:mwʌn hæz fɪnɪʃt ə sentəns be:fɔ: kɔntrɪbju:tɪŋ tu: ə dɪskʌʃən ɔ: kæn ju: breɪk ɪntu: mɪdl ɒf sɔ:mwʌns sentəns ɪntəʊptɪŋ sɔ:mwʌn hu: ɪz spi:kɪŋ ɪz kɔnsɪdəd ru:ð ɪn ðə ˌaɪnɪtɪd steɪtɪz ɪvən tʃɪldrən ɑ: tɔ: ɪksplɪsɪtli: nɔt tu: ɪntəʊpt

2. Describe a picture, telling a story from a series of pictures.



-r/l
-w/y

A teacher and his students went to a forest for hiking. Children are scared because they went there first time. But teacher seems very pleased. At night, children want to go bed early. So teacher started to tell scary story for fun because it was dark. However, children didn't want listening. They were tired so teacher stops telling and wants to go to bed. When all were slept teacher got afraid because of the scary story he told before.

ɔ: tɪtʃər ænd hɪz stjuːdntɪz wɛnt tu ðə fɒrɛst fɔː haɪkɪŋ ˌtʃɪldrən ɑːr skəʊəd bɪkəz ðeɪ wɛnt ðɛə fɜːst taɪm bʌt tɪtʃər siːms vɛri plɪzd æt naɪt ˌtʃɪldrən wɔnt tu ɡo beɪd ɪəli sɔ tɪtʃər stɑːtɪd tu tel skəʊi stɔːri fɔː fʌn bɪkəz ɪt wəz dɑːk haʊevər ˌtʃɪldrən dɪdnt wɔnt lɪsənɪŋ ðeɪ wəz taɪəd sɔ tɪtʃər stɔps telɪŋ ænd wɔnt tu ɡo tu beɪd wɛn ɔl wɛr sleɪpt tɪtʃər ɡɒt əfrəɪd bɪkəz ɒv ðə skəʊi stɔːri hi tɔld bɪfɔːr

Description and Reflection

- Getting the Sample Speeches, Week 5; April 2 and Week 6; April 8 and 9

After English pronunciation class, I found that using comparison sentences makes tutees speak limited sentences and it does not include all elements of pronunciation that we think are relevant or important. Also it was hard to differentiate their pronunciations just with vocal recording files. Therefore, I contacted tutees to meet them. The diagnostic test was given to tutees separately so that it makes tutees feel comfortable during they were taking the test. I put spent two different days to meet each tutee. To proceed, I met Jean on Tuesday in the evening and met Yeyoung on Wednesday in the evening. The diagnostic test was going on by using two scripts for reading and one series of pictures for free-talking. In this time of meeting, we met in the empty and quiet class in Injaegawn so that we both can focus on testing.

Both tutees took participate in the diagnostic test sincerely. I feel sorry that I made them nervous somehow because I recorded their face by using video recording tool in front of them closely for more correct analysis. Overall, I am glad that I collected the right data to analyze their pronunciation, and I found their pronunciation common habits and challenges from them. I will illustrate it to next session analysis of the diagnostic results with more details.

Analysis of the Diagnostic Results

Collecting pronunciation samples

Three of us I, Jean and Yeyoung met on Wednesday April 2 to collect pronunciation sample data. I prepared pictures which show two different houses and let them compare two houses. The vocal sounds were recorded when they were talking. After English pronunciation class, I found that using comparison sentences makes tutees speak limited sentences and it does not include all elements of pronunciation that we think are relevant or important. Also it was hard to differentiate their pronunciations just with vocal recording files. Therefore, I met this Wednesday April 9 again and used different materials; two paragraphs for reading and one series of pictures for storytelling. And, this time I recorded their lips by using video recording. I expect that these materials would help to collect right type of speech samples to get a wide range of basic information.

Diagnostic rubric format

What I used for the diagnostic rubric is the printout received from pronunciation class. I thought this rubric is appropriate to analyze collected pronunciation data.

Diagnostic rubric.....English phonology and Pronunciation Teaching, Figure 14.2

Diagnostic rubric for Huang Jin

(A). General assessment of speech

clarity	very intelligible ← → unintelligible
speed	very slow ← → very fast
fluency	very fluent ← → disfluent
voice range	very wide range ← → very narrow range
volume	very high ← → very low
voice quality	very obviously L1 ← → very obviously L2
impact	very low ← → very high

(B). Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
thought group division					
nuclear stress placement					
tone choice					
rhythm & prominence					
word stress					
linkng					

(C). Segmentals

Consonants	Substitution	Omission	Articulation
plosives			good
fricatives	/b/, /d/, /dʒ/		/v/, /θ/, /ð/ not articulated properly
affricates			good
nasal			good
liquid	/l/		/r/ is high, /l/ is lip rounded
clusters	/i/, /u/		/y/, /w/ semi-vowel difficulty

Vowels	Articulation	Length	substitution
short vowels	/o/	long	/ə/ avoid articulate syllable by syllable

long vowels	/i/	short	/i:/ articulate longer enough
diphthongs	/yo/, /wi/		get the meaning through other words

Diagnostic rubric for Yeyeong Im

(A). General assessment of speech

clarity	very intelligible ←  → unintelligible
speed	very slow ←  → very fast
fluency	very fluent ←  → disfluent
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short vowels	/o/	long	/ə/ avoid articulate syllable by syllable
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diphthongs	/yo/, /wi/		get the meaning through other words
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Three of major pronunciation challenges

Proper English pronunciation can be a big problem for some ESL learners and more difficult for some students than for others. A student's native language determines, for the most part, the **degree of difficulty** and the **types of difficulties** students will have. In my experience, ESL students whose native language is Chinese, Japanese or Korean have a much harder time. I collected diagnostic test sheet, and marked phonetic sounds and intonation they spoke referring to video records. While looking at the English pronunciation problems through recording samples for diagnostics, I found that there are certain mistakes that are the most common among tutees.

1) Pronouncing “th”, “d” and “ss”

The “th” is one of the hardest consonant sounds to pronounce. I think that finding exact differences between /ð/ and /θ/ because they can be understood through context. However, I believe that “th” sound should be differentiate from consonant “d” and “s”. For example, it can be pronounced in three different ways: as a /ð/ as in this, that, these, those, they or them; as the voiceless /θ/ in three, thing, thought, or as a /t/ as in Thai or Thames. According to video samples I collected, both tutees are confused about the sound /d/ and /ð/ when it comes to the middle of th sound. For instance, they pronounced brother /broðər/ to /brodər/ other /Λðər/ to /Λdər/. Regarding /θ/ sound, they pronounce correctly when they intentionally pronounce it, but they pronounce /θ/ to /dd/ or /ss/ when they speak sentences quickly. For instance, they pronounce thing /θiŋ/ to /ddiŋ/ or /ssiŋ/ occasionally.

2) Pronouncing “r” and “l”

The “r” and “l” sounds are the stereotypical mistake tutees made – they say red /led/ instead of /red/. It seems that they unaware of the position of the tongue of “r” and “l”. When it comes to middle ‘r’ they pronounce correctly most of time. However, the problems were found when the letter started with ‘r’. Here were other examples of words start with “r” such as rule /lul/, rude /lud/. This is a mistake particularly common for English second language speakers of Asian origin, as their native languages do not have a pronunciation equivalent of “r”.

3) Reduced vowel

The schwa /ə/ is a sound that is typical in unstressed syllables, for instance in long words like mem(o)ry, choc(o)late or shorter ones like th(e) or t(o). The usual mistake is for tutees to pronounce the word syllable by syllable: me-mo-ry. These problems are caused because we got used to pronounce words through spelling not from listening. My tutees did not reduce the vowels and pronounce words as the spell shows. We should get noted that the fact that English is not a syllabic language, and that vowel reduced syllables or words in English often have this sound.

Word stress and sentence intonation

Tutees demonstrated proficiency in pronouncing the rest of the paragraph correctly. However, the tutees can improve its pronunciation by learning the stress-timed nature of English. Evidently, the tutees are intent on pronouncing each and every word carefully. This affects their intonation and creates a stilted manner in which they read. Especially, I found that they did not have specific thought groups while they were reading with given paragraphs, and it looked that they did not understand what they read. On the contrary, when they do story-telling, their word stress and sentence intonation looked more natural compared to their reading. This illustrates that they were obstructed their understanding when they were reading words' spelling and this caused unnatural word stress and sentence intonation. By learning the word stress and sentence intonation through listening and speaking, they will learn stress-time nature of English pronunciation.

Overall Conclusion and Analysis

Tutees have made errors that are common in most international students, especially Asian students. Tutees can improve their English pronunciation by learning initial consonants, learning the various kinds of stresses and inflections, recognizing the number of syllables in a given word, and lastly, differentiating the /ð/ and /d/, /l/ and /r/, /ə/ sounds and etc.

Goals and Objectives

Goals

This Pronunciation Tutor Project has two purposes. The first one is to analyze problematic factors through diagnostic. The second goal is to get the tutees to pronounce English better through various activities during tutor project. In order to this, the tutees must learn some of basic underlying principals in particular. The concepts the tutees learn this project will enable them to think in a very concrete way about what occurs as they make sounds. By feeling the place where the sounds come from, tutees will have better understanding of differences of each consonant sound firstly. Then, they will learn sentence stress and intonation by having practices with concerning its thought groups. Also, through several activities, tutees' knowledge will be converted from a more passive into more active state.

Objectives

There are three of major objectives to fulfill through this tutor project activities. First objective is that letting tutees feel the air flow (Manner of Articulation) and place where the sounds made (Place of articulation) through many fun activities so that tutees get interested in consonant sounds. Second objective is that letting tutees speak fluently by considering thought groups (Sentence stress, Intonation). And then, last objective is that letting tutees speak English by declining their local or direct intonation (Reduction). The specific objectives depends on each stage are stated on action plan (page 15 to 17).

Tutoring for 5 weeks

After analyze diagnostic test, I found that tutees have difficulties to make some consonant sounds. During the test, especially when they read the paragraph, it seems that they do not understand what they read. What I feel sorry is that they looked nervous when they were taking the diagnostic test. I hope both tutees are having fun with sounds and thought groups during teaching activities. The Action Plan was made for 5 weeks, and we met every Wednesday altogether in the empty classroom in Injaegawn. Each week we did several activities while giving and taking feedbacks each other. I put action plan, materials I used and reflection report in order.

Week 1

For pronunciation tutor project, I met my mentee Huang Jin (AKA. Jean) and Yeyeong Im on Wednesday April 30 at Injaegwan, and we had the first lesson out of five lessons. Initially, we greeted each other and asked how we have been because it had been more than two weeks since we had last meeting altogether. They said that they were busy because of mid-term exams. Also, I asked their goals through this pronunciation tutor project. They both mentioned that they want to speak fluently and highly motivated to engage in lessons. For the first lesson, I prepared lesson plans and materials titled 'consonant phonemes'. We had the lesson for about one hour and found that time was not enough to study all of consonant sounds. Therefore, I changed my plan. For the first lesson, we study consonant sounds from plosive to nasal sounds, and for the second lesson, we study evil liquid sounds /r/ and /l/, dark l/, glides /w/ and /y/, and clusters.

Action plan for Week 1

Lesson Name	Learning Consonant Sounds	
Age	19	
Level of Students	Intermediate Mid	
Materials	1) A picture of Sagittal section diagram 2) Exercise 1 (Tutor-Tutees), Exercise 2 (Tutees-Tutees)	
Objectives	1) Ss are able to classify each consonant after listening audio file. 2) Ss can illustrate different air flow and place of articulation of consonants.	
Procedure	Warm Up	Breathing and Tongue Exercise
	During	Phonetic approach by using consonant diagram Recognize the place where it make different consonant phonemes through several practices http://funeasyenglish.com/new-american-english-pronunciation-introduction.htm
	Wrap Up	Quiz about consonant phonemes

References for Week 1

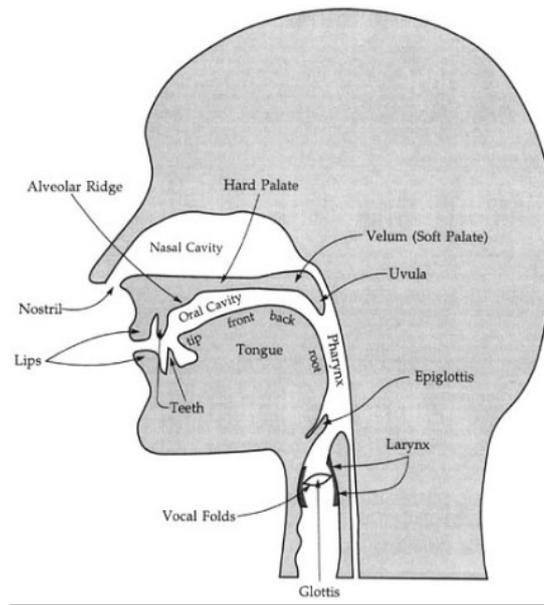


Table of English Consonants, DJPD16 p.x

	bilabial	labio -dental	dental	alveolar	post -alveolar	palatal	velar	glottal
plosive	p b			t d			k g	
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
nasal	m			n			ŋ	
lateral approximant				l				
approximant	w				r	j		

Sound type

This is a VOICED sound which means Your Vocal Cords DO vibrate when making this sound.



You CAN LISTEN to your Vocal Cords vibrating if you cover your ears with your hands.

Try covering your ears with your hands as Akiko is doing in the picture.

Now make the sound of this lesson. Can you listen to your vocal cords vibrating?
VERY GOOD



You CAN FEEL your Vocal Cords vibrating if you place your hands on your neck.

Try placing your hands on your neck as Akiko is doing in the picture.

Now make the sound of this lesson. Can you feel your vocal cords vibrating?
VERY GOOD

* Practice

Let's practice the sounds by feeling your vocal cords and place of tongue.

- 1) /d/ : **den, dip, dime, dial**
- 2) /th/ : **think, thought, method, month**
- 3) /th/ : **this, these, together, smooth**

- 1) /r/ : **road, read, write, for**
- 2) /l/ : **load, lead, table, special**

- 1) /y/ : **yard, year, yield, yen**
- 2) /w/ : **white, word, would, wool**

Reflection for Week 1

At the beginning of the lesson, I made them breathe in and breathe out and let them feel the voiced and devoiced sounds by touching their vocal folds. Afterwards, I drew the lungs and the place of vocal folds and explained where the air flow comes in and comes out and what causes sounds of voiced and devoiced. And then, I handed out materials what I prepared which has a picture of sagittal section diagram and the table of English consonants from plosive to glide. Most of time, firstly I let them make their sounds and feel it where it comes from by using diagram like a map of the air flow from vocal fold to the lips or nose. I emphasized the sound changes depending on the place of the tongue and whether tongue touching or not touching if it touches somewhere where it touches. The diagram and table were very helpful for us to follow place of the tongue. During the lesson, I also mentioned that the problematic sounds which my tutees had challenges between sounds d /d/ and th /ð, θ/. They deeply understood the differences between d and th sounds because it differs the place of their tongues. Before finishing up the lesson, I introduces interesting website which shows fun video clips for each consonant phonemes, I suggested them to see the video clip for d and th for review and r, l, w, y for preview. I believe that the website will be very helpful and informative to help tutees' clear understanding.

Before starting my first lesson, I mentioned that I hope all of us having fun with sounds and said "Don't be stressful. I want you to have fun time with sounds. Let's enjoy." After the lesson, it seems that we had fun and I am glad that the lesson went the way I wished fun time which is good. On the contrary, I feel sorry that I did not give them enough time for group talking for practice. I think that I explained too much. For the next lesson, I will use activities so that tutees have enough time for the group talking for practice. I hope we do study pronunciation by making sounds, listening sounds, and watching the sounds.

Week 2

After finished the first week of tutor project, I found that I did not give them enough time for group talking for practice. I thought that I explained too much. At week 1, I prepared lesson plans and materials titled 'consonant phonemes'. It was good that I and tutees had a good atmosphere in the class by practicing breath and pronounce each of consonant phonemes by considering the POA and MOA. However, after discussing with classmate on Thursday, I thought that it was not necessary to let them know single of consonant phonemes one by one, and it was too much information for them. On Wednesday May 7th at 7 pm, I and two tutees met in Injaegwan 3rd floor, and we greeted each other asked how have they been. Since there were three of us only in the empty class, I think it is good for us and it helps us engage in the lesson. After small talks for about 10 minutes, we started tutor week 2 tutor project. I planned to use activities so that tutees have enough time for the group talking for practice. The topic of week 2 was the sentence stress.

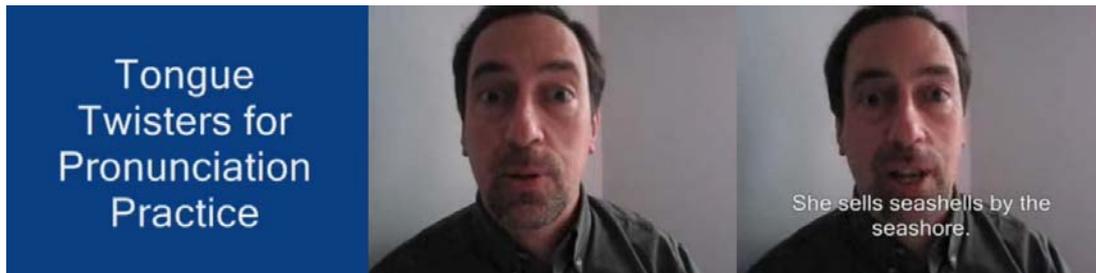
Action plan for Week 2

Lesson Name	Learning sentence stress	
Age	19	
Level of Students	Intermediate Mid	
Materials	1) Website (Video clip) 2) Script (Roll playing script) 2) Exercise 1 (Tutor-Tutees), Exercise 2 (Tutees-Tutees)	
Objectives	1) Ss are able to analyze the thought groups through video file. 2) Ss can able to pause and speak with different thought groups emotionally.	
Procedure	Warm Up	Reviewing the consonant phonemes Following Tongue twister from video clip http://www.youtube.com/watch?v=6hQmaiuF6ZA
	During	Seeing video clip and finding sentence stress http://cafe.naver.com/korean05exchange Role playing with a script under the different context
	Wrap Up	Quiz about sentence stress (short video clip)

References for Week 2

Week 2. Sentence stress

1. Practice: Tongue twister



- 1) She sells seashells by the seashore.
- 2) I scream, you scream, we all scream for ice cream!
- 3) Peter Piper picked a peck of pickled peppers.

2. Practice:



Mr. Sebell : I just have one question, Mrs. Mayson. **Who was it that fell asleep behind the wheel?** Was it your husband or was it Ocean Park Trucking Incorporated?

Mrs. Mason : My husband.

Jane : Redirect, your honor. **Who tucks your son in** at night, you or Ocean Park Trucking Incorporated?

Mr. Sebell : Your honor.

Judge Summers : You Started it, Mr. Sebell. You can answer the question.

Mrs. Mason : I do. Now it's just me.

Jane : Just you. Does Michael still ask about his dad?

Mrs. Mason: Every night. The same questions "when's dad coming home?"

Judge Summers : Counselor, are you okay?

Jane : I need a moment. And what do you tell him?

Mrs. Mason : I tell him that his dad is always with him... always loves him... and I pray to God that as he gets older, Michael doesn't forget father.

Jane : He won't.

Mr. Sebell : You've got to be kidding me! Your honor! Objection! **Counsel's using a flagrant display of emotion to try and sway the jury!**

Jane : No more questions.

Judge Summers : Um, counselor, approach please.

Jane : I'm sorry. It's just...

Mr. Sebell : This isn't dinner theater.

Judge Summers : **Are you on some kind of medication?** It this post-traumatic stress?

Jane : No. It's just so sad. This little kid... And he won't see his father. **It just.....it gets you.**

Judge Summers : I do not know what is going on with you, Jane. But **turn off the waterwoks and pull yourself together,** okay? The last thing that you want is another mistrial. Are we clear?

Jane : Yes.

Reflection for Week 2

For warming up, I used the tongue twister activity. It looked that they enjoyed it by watching the video clip. I feel sorry that I used tongue twister video clip with several repetition which was the way I did not want to follow. Simply following three sentences of tongue twister examples made me and tutees boring. In the middle of class, we focused on sentence stress by using drama video clip. I expected that they feel emotion of characters in video clip, and figuring out differences of sentence stress. However, it looked that tutees did not understand what characters were saying because of vocabulary barrier, and tutees felt uncomfortable when they follow scripts of characters. Most importantly, they felt very shy and rarely copy the emotion of characters in drama. I let them act after giving them specific situation for wrapping up activity. I found that they felt nervous before acting and hardly show their emotion.

At the end of the class, I felt bad because all of materials I prepared did not interested to me and tutees. The actual class went wrong way I did not expect; such as lots of explanation from tutor and drilling. The lesson plan I thought was that giving enough group talking activities but it did not go well. I felt like something is missing and I did not know how process future classes.

Week 3

After tutoring week 2, I felt like something is missing and I did not know how process future classes. Following day, on Thursday May 8th in the pronunciation class, I received good tips from class mate and professor. When I process the acting activities, I should have shown them my acting at first so that they can do acting in comfortable way. Also, the feedback of pronunciation should be given quickly when it was found at once. I do not teach whole phonemes. On Wednesday May 14th at 7 pm, I and two tutees met in Injaegwan 3rd floor, and we greeted each other asked how have they been. We met in the same place empty class in Injaegwan. After small talks for about 15 minutes, we started week 3 tutor project. The topic of week 3 was the intonation.

Action plan for Week 3

Lesson Name	Learning Intonation	
Age	19	
Level of Students	Intermediate Mid	
Materials	1) Printout 2) Exercise 1 (Tutor-Tutees), Exercise 2 (Tutees-Tutees)	
Objectives	1) Ss are able to analyze different intonation following . 2) Ss can able to pause and speak with different thought groups emotionally.	
Procedure	Warm Up	Reviewing consonant 'r' and 'l'

		Ship or Sheet, Ann Baker, Unit 49
	During	Listening storytelling and finding different intonation English Pronunciation in Use (Elementary), page 100 Playing with Kazoo to practice different intonation Role playing with a script under the different context
	Wrap Up	Storytelling based on tutees' experiences by considering different intonation

References for Week 3

Warm up: 'r' and 'l'

1 Target sound /r/

D73 To make the target sound /r/, turn the tip of your tongue up as in the picture. *Do not* touch the roof of your mouth with your tongue. The sides of your tongue should touch your top back teeth. Listen and repeat: /r/.



2 Minimal pairs

	Sound 1 /l/	Sound 2 /r/	
	long It's the long road.	wrong It's the wrong road.	
	light Is it light?	right Is it right?	$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$
	load It's a long load.	road It's a long road.	
	jelly Do you like jelly?	Jerry Do you like Jerry?	
	fly I'd like to fly it.	fry I'd like to fry it.	
	glass There's some glass.	grass There's some grass.	

Week 3. Intonation

1. In storytelling, we often use the past continuous tense for background information and the past simple for main events, and we often use different intonation patterns with these two tenses.

- 1) I was walking along the street one day, and I saw a wallet on the pavement.
- 2) I was waiting for the bus yesterday, and I heard an explosion.
- 3) I was lying in bed last night, and I heard a knock at the door.
- 4) I was watching the news one night, and I was myself in the shopping center.

2. We also often the type of intonation with other kinds of background information.

- 1) I was walking along the street one day, on Tuesday, and I saw a wallet on the pavement.
- 2) I was waiting for the bus yesterday, as usual, and suddenly I heard an explosion.
- 3) I was lying in bed last night, round about midnight, and I heard a knock at the door.
- 4) I was watching the news one night, and suddenly I was myself in the shopping center.

3. Listen and notice the intonation where it is marked in the text. Important new parts of the story often have this information:

Less important parts, or things we know about already, often have this intonation: ↘ or ✓

I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement. Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know, and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money, and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him! It was an old friend from school, you see, and the last time I saw him was years ago. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.

4. Listen and repeat these phrases – be careful with the intonation.

Oh? Sorry? What did you do? That's great! Really? What did you say? What happened? That's amazing! Was it? Yes. That's terrible! Did you?

5. This time, A is telling the story and B is listening.

A: I was walking along the street one day, on Tuesday, I think, and I saw a wallet on the pavement.

B: Sorry? What did you say?

A: I was a wallet on the pavement.

B: Oh? What did you do?

A: Well, I picked it up and I thought: I'll take it to the police, and I was in a hurry, you see, so I put it in my bag and forgot about it. And I went to work, as usual, and did the shopping, you know...

B: Yes?

A: ...and went home, and then I remembered the wallet. Anyway, I took it out of my bag and had a look inside, and there was some money and some cards, and tickets and so on, and a photo, and I looked at the photo and suddenly I thought: I know him!

B: Really?

A: It was an old friend from school, you see, and the last time I saw him was year ago.

B: Was it?

A: Yes. Well, I looked in the wallet and found his phone number and phoned him, and he was pretty surprised, of course, but he remembered me, and we're going to meet tomorrow.

B: That's great!

Week 4. Thought groups Homework

1. How was the tutor project? Please feedback any words you want to comment about freely.

2. Mark where you expect the speaker to pause (even if only briefly) with this symbol: //

Some have already been done for you.

- 1) What says America more than people consuming huge amounts of fast food // this event at Coney island goes back nearly a century // and this is Joey Chestnut the Usain Bolt Roger Federer and Tiger Woods of competitive eating // surprisingly trim he downed 69 sausages in a bun in then minutes a new world record // he was full of confidence and hot dogs
- 2) It was a creed written into the founding documents that declared the destiny of a nation // yes we can // it was whispered by slaves and abolitionists as they blazed a trail toward freedom // yes we can // it was sung by immigrants as they struck out from distant shores and pioneers who pushed westward against an unforgiving wilderness // yes we can // we know the battle ahead will be long, but always remember that no matter what obstacles stand in our way, nothing can stand in the way of the power of millions of voices calling for change

Reflection for Week 3

For warming up, I came up with idea of previewing consonant phonemes /t/ and /l/ briefly by applying examples of minimum pair. For intonation, related materials were prepared by referring to the book professor prepared last pronunciation class, and I brought Kazoo to play with. I divided the sentences to several chunks and let them practice from chunks to sentences repeatedly, and advised making their pitch higher or lower to emphasize specific words. I prepared two scripts which were based on storytelling. One script was based on monologue, and another script was based on dialogue. During lesson, I let them try to play Kazoo and let them feel their own intonation. Tutees were very much interested in it and enjoyed it a lot. It went well compared to last week. My tutees were interested in very much, and they tried to follow the marks of intonation. Of course that I acted firstly this time and let them follow what I did, and it worked. I emphasized the emotional part while they were practicing the intonation, and they did it well. At last, I did the same activity. After giving them the situation and letting them act and talk.

They were enthusiastic and enjoyed a lot. While processing the tutoring, I tried to give them quick feedback regarding their incorrect pronunciation such as /r/, /l/, /f/.

I think that this time of tutoring was much better than last week. I had fun with the lesson and I believe my tutees felt the same way. After the lesson, I let them bring their feedback about the lesson next week. Actually, this was my classmate's idea, and I wanted to do the same thing in my tutor project so that I can provide the better lessons. And, I let them know what we are going to do next week 'thought groups'. I gave them two scripts from news and speech, and let them mark on to thought groups. This way, I believe that they can do preview next lesson.

Week 4

Before starting Week 4 project, I asked my tutees bring their feedback about last week tutoring. I thought that it was much better than last week, and my tutees gave me a positive feedback about last week. I had fun with the lesson and fortunately my tutees felt the same way. Last week at the end of tutoring, I let them know what we are going to do next week 'thought groups'. I gave them two scripts from news and speech, and let them mark on to thought groups. I felt frustrated a little bit they did not do the homework I gave them in written form, but they remembered this week's topic we are going to do.

On Wednesday May 21, 2014 at 7:20 pm, I and two tutees met in Injaegwan 3rd floor, and we greeted each other asked how have they been. I processed tutoring for about two hours, and it the contents I prepared about tutoring 'thought groups' was quite interesting for all of us. I used print-outs, white board, and video clips. After small talks for about 10 minutes, we started tutor week 4 tutor project.

Action plan for Week 4

Lesson Name	Learning thought group	
Age	19	
Level of Students	Intermediate Mid	
Materials	1) Printout 2) Video clip	
Objectives	1) Ss are able to analyze different thought groups by listening to video clips. 2) Ss can able to pause and speak with different thought groups emotionally.	
Procedure	Warm Up	Reviewing intonation and Ss' feedback of intonation class
	During	Listening storytelling and finding different intonation http://www.youtube.com/watch?v=dHZIA0-G1sc Marking symbols of thought groups by listening to video clips

		http://www.youtube.com/watch?v=woykTfoioto http://channel.pandora.tv/channel/video.ptv?c1=06&ch_userid=boss90&prgid=11830779&ref=na Role playing with a script under the different context
	Wrap Up	Acting out under different situations by considering different thought groups

References for Week 4

Week 4. Thought groups Homework

1. How was the tutor project? Please feedback any words you want to comment about freely.

Thought groups : to identify the natural pauses in English speech.

2. Listen as I read a text TWO different ways. (/ natural, / unnatural)

When/ I was a/ girl,/ I skipped down/ paths,/ danced in my/ bedroom, // spun in circles under/ the sky, // jumped/ rope with my/ friends,/ and squatted to smell flowers/ in my/ mother's garden. //

Q1. What made the difference between these two readings?

Q2. How did I form the thought groups?

Keys to Identifying Thought Groups : Punctuation, Grammar

1) Punctuation

Writing v. Speaking : When we read aloud, the writer's punctuation tells us where to pause. For example, we pause in front of a comma(,), a period(.), a semicolon(;), and a colon(:). We also pause when we have parentheses(()).

EX) When I was a boy, I leaped over fences. When I was a young man, I hopped into my father's car.

EX) When I was a boy,/ I leaped over fences.// When I was a young man,/ I hopped into my father's car.//

Is punctuation our only guide in forming thought groups? No, there is a grammar.

Let grammar guide you.

Sentences are made up of grammatical units. Identify those units, and you'll know where to pause.

Pausing between larger grammatical units creates a natural rhythm and more fluid speech.

2) Grammatical Units

a. Noun phrases : A beautiful woman [article + adjective + noun]

* Subjects

1. A beautiful woman/ entered the room.//
2. A beautiful woman/ and her little dog/ entered the room.//

* Verb phrases

Ran blissfully [verb+adverb]

Climbed tall trees[verb+object]

Had been dancing[auxiliary verbs+ main verb]

Propositional phrases : with my friends

* Clauses

1. When I was a boy, I leaped over fences.

Propositional phrases : with my friends

2. The boy, who was no older than six or seven, leaped over a fence.

Punctuation and grammar are your guides, but in general you simply don't want to break up words that form a single idea. If you need to speak slower for your listeners, break sentences into shorter thought groups.

3. Identify thought groups in each statement.

When I was a mother, I tripped over toys on the floor and rocked my children in my arms.

Now that I am a grandmother, I tap my feet/ as I wait for my grandchildren to visit me.

4 Mark where you expect the speaker to pause (even if only briefly) with this symbol: //

Some have already been done for you.

- 1) What says America more than people consuming huge amounts of fast food // this event at Coney island goes back nearly a century // and this is Joey Chestnut the Usain Bolt Roger Federer and Tiger Woods of competitive eating // surprisingly trim he downed 69 sausages in a bun in then minutes a new world record // he was full of confidence and hot dogs



- 2) It was a creed written into the founding documents that declared the destiny of a nation // yes we can // it was whispered by slaves and abolitionists as they blazed a trail toward freedom // yes we can // it was sung by immigrants as they struck out from distant shores and pioneers who pushed westward against an unforgiving wilderness // yes we can // we know the battle ahead will be long, but always remember that no matter what obstacles stand in our way, nothing can stand in the way of the power of millions of voices calling for change



5 Acting in different situation

Situation : in the court, Characters : the rich, the poor, and judge, Case: Missing expensive necklace

Story: The rich and the poor depend themselves to convince that they both did not steal the necklace. The poor is bleeding because he fell down the stairs 10 minutes ago and getting hurt more and more. So, he wants to finish up this case quickly to go to the hospital.



Reflection for Week 4

I planned to use activities so that tutees have enough time for the group talking for practice. While looking for the materials of thought groups, I considered that several video clips which were uploaded on professor's website, and refer to them. Firstly, for warming up, I proposed group talks about thought groups, and read prepared several sentences twice; once unnaturally without thinking about thought groups and another natural way with following the thought groups to provide tutees the ideas of thought groups. They were good at understanding about thought groups. Especially, they were exactly know the grammatical units and divided sentences to several thought groups. We practiced to divide the several thought groups with materials both print-out and video clips. And, I emphasized that there are no exact answers about the thought groups, which is more changeable depends on speaker's situation and emotion. Therefore, I came up with idea of acting school. Since they did a good job last week when we were practicing sentence stress, I let them consider both sentence stress and thought groups by

giving them different situation. One situation was the emergent situation and another was the formal speech situation. I was so glad to see their improvements. Now, they start to speak English with their emotion which is in natural way when they pronounce.

It has been four weeks since we started our tutor project and I feel like we have got closer. Although we struggle to get the right English words while we speaking, we feel comfortable when we talk each other. Next week, I will do the mad gap games and let them show video clips such as Singlish. I hope that they grow their view of English pronunciation wider and want to share my ideas what I learned from pronunciation class.

Week 5

On Wednesday May 21, 2014 at 7:20 pm, I and two tutees met in Injaegwan 3rd floor, and we greeted each other asked how have they been. I processed tutoring for about two hours, and I prepared mad gab and board game to provide opportunities to speak freely. I used print-outs. After small talks for about 5 minutes, we started tutor week 5 tutor project. I planned to use activities so that tutees have enough time for the group talking for practice.

Action plan for Week 5

Lesson Name	Playing games with pronunciation practice	
Age	19	
Level of Students	Intermediate Mid	
Materials	1) Printout(Mad gap, Board game) 2) coin(\$0.25), paper, pen	
Objectives	1) Ss are able to speak freely while playing games. 2) Ss can able to review consonant phonemes, sentence stress, intonation, thought groups, world English.	
Procedure	Warm Up	World English (e.g. Konglish)
	During	Matching the syllabic sounds during madgab game http://www.bingo-lingo.net/madgab.htm Playing board game and speak freely altogether ICON (Donal Freeman, page 61)
	Wrap Up	Sharing overall feedback from tutor and tutees for the whole lessons

References for Week 5

Madgab

This is quite simple. Fold the paper in half so only half of the page is visible. One person will read the words in the column on the left. The idea is that if they read them fast enough and provide authentic and smooth links those words will sound like a meaningful stretch of the English language. This is a fun game that raises awareness and skill in linking.

Abe Ease Seize Supports	ABC Sports	Feet Verb List Her	Fever blister
Abe Odd Hull Luck Oak	A bottle of Coke	Freeze Age Ha! Leak Hood Fell Owe	For he's a jolly good fellow
Abe you team arc	A beauty mark	Grey ties hats course	Greatest scores
Ace Lip Puff That Hung	A slip of the tongue	Hiawatha dean edge van pyre	I was a teenage vampire
Ace Tray Taste Who Dent	A straight A student	Hide Hen Tickled Wins	Identical Twins
Aid Hay Huff Ache Asian	A day of vacation	High hose hill fray weigh	Hi Ho Silver, away!
Aid Ride Hyper	A dry diaper	Hit Sewn Leap Uphill Of	It's only puppy love
Amos Ooze	A Masseuse	Hit Spin Could Form He	It's been good for me
Annex Tin Chunk Hoard	An extension cord	Hit Stop Add	It's too bad
Annie Leg Ditto Fish Hull	An elected official	Hive koter bran nookie	I've got a brand new key
Ape Arrows Uncle As His	A pair of sunglasses	Hoe Pin-Up Hits Depot Lease	Open Up! It's the police
Ask Rude Arrive Her	A screwdriver	Hype People Earth Duh Hey	Happy birthday
Bat Tree Snot Ink Looted	Batteries not included	Ice Mail Ask Hunk	I smell a skunk
Weaker Tool Hater	Week or two later	Ike Otcha	I gotcha
Bowl Egg Head	Bow legged	Isle Of View	I love you
Canoe key Pace He Grit	Can you keep a secret?	It Chief Heat	Itchy feet
Canoe Key Pass Egret	Can you keep a secret?	We Shy Worth Hare	Wish I was there
Chick He Tub An An Us	Chiquita Bananas	Jog Clay Die Scream	Chocolate ice cream
Cohen Peas	Go in peace	Kitten Scene Gulf Aisle	Get in single file
Cry Cub Hook	Crack a book	Know Ozark	Noah's Ark
Dawn dude rugs	Don't do drugs	Koala Deep Rod Ducks	Quality Products
Day Leafur Rings	Daily Offerings	Ladle Rat Rotten Hut	Little Red Riding Hood
Deep Rinse Soft Ides	The Prince of Tides	Lick Kin Much Hops	Licking my chops
Delete Elmer Made	The little mermaid	Lie Turf Lou Hid	Lighter Fluid
Dew Wino Hue	Do I know you?	William Harem He	Will You Marry Me
Dew Ache Who Gulls Urge	Do a Google search	Mayor Itch Maiden Evan	Marriage made in heaven
Dish Hippie Slaw Stats He	The ship is lost at sea	Mine Her Infer Auction	Minor infraction
Wide Own Twig Hose Women	Why Don't We Go Swimming	Mower Thin Nuke Inch Who	More than you can chew
Duet Tomb He Juan Mort I'm	Do It To Me One More Time	My Kojak Sun	Michael Jackson
Ease Owner Whole	He's on a roll	Nose Hole Is Sitting	No Soliciting
Egg Aim Much Egg Curse	A game of checkers	Ooze Kid Sing Sand Tough Claws	Who's Kissing Santa Claus
Eight He Muff Forces	A team of horses	Pe Psim Aks	Pepsi Max
Eight Weeds Hoot	a tweed suit	Pier Steers	Pierced ears
Europe Art Tough Fit	You're a part of it	Plea stake arrow fit	Please take her off it
Europe Lay Sore Mine?	Your place or mine?	Rib Uncut Inks Harem Owe Knee	Ribbon cutting ceremony
Europe Ray Tear Owe	You're a prayer away	Rim Him Birth Owl Limo	Remember The Alamo
Will Saw Rim Ocean	Wheels are in motion	Sand Tack Laws	Santa Claus
Eye Mad Alas	I met a lass	Sex Yule Hair Is Mint	Sexual harassment
Went Hurl Hymn Pick Aims	Winter Olympic Games	Space You'll Limp Picks	Special Olympics
Eye Needle Ax Eight If	I need a laxative	Woodchuck Air Ford Us Hurt	Would you care for dessert?
Fee Limber Raven Huff Toot Rye	Feel I'm brave enough to try	Yore Luke Ink Hood	You're looking good

Board Game: Tell me about

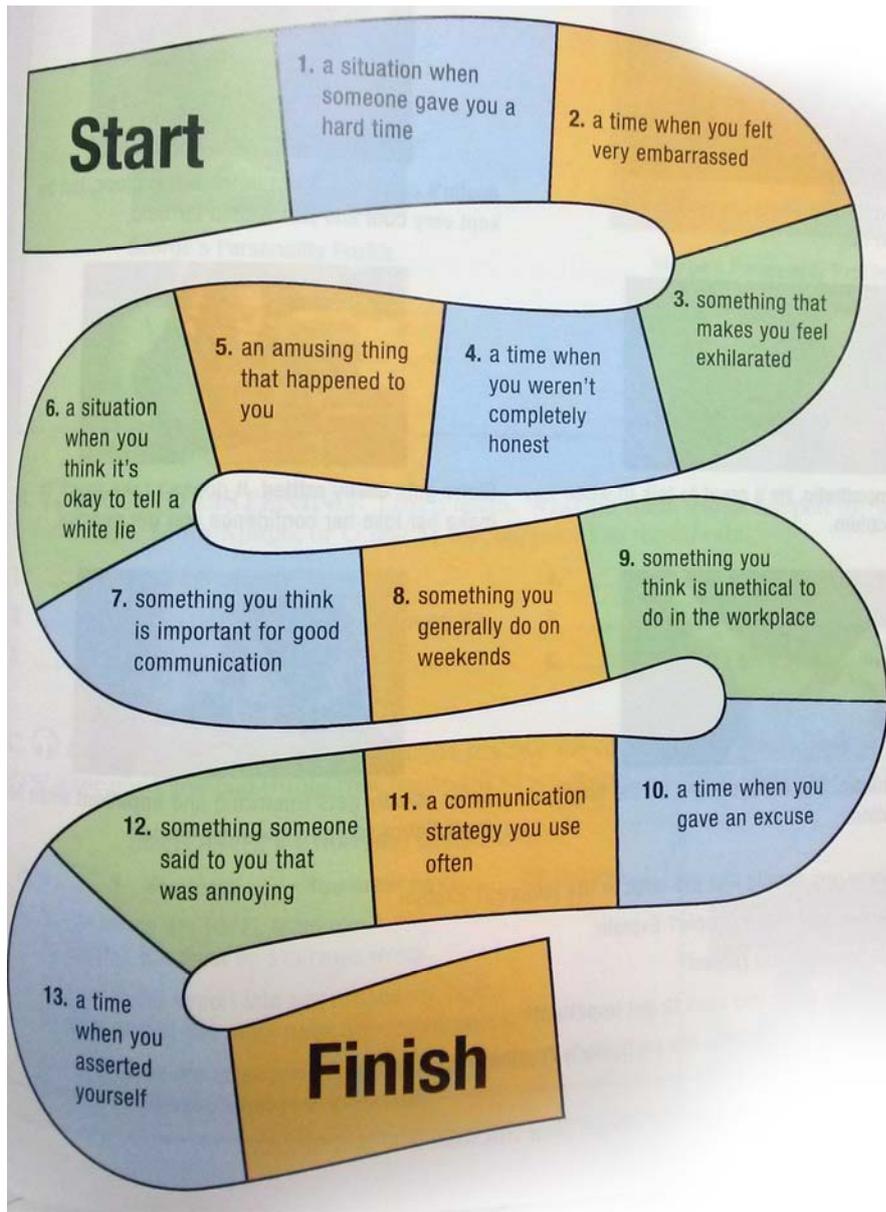
How to Play the game?

- Write your name on a small piece of paper.
- Move your paper by flipping a coin (front=one space, back=two spaces)
- Tell your group members about the topic on the space.
- Each group member asks one follow-up question. Answer your classmates questions.

* Follow-up questions

Had you...? Did you...? Would you...? Do you think...?

How did you feel when ...? What do you think about...?



Reflection for Week 5

For warm up activity, for about 15 minutes, I spoke 'Konglish' to my tutees, and asked how they feel when they hear the strong Konglishnized intonation or accent. I thought about the Singlish video clip, but I changed my mind and I made sounds Konglish by myself for my tutees. When I changed my accent to spoke strong Kognlish, both tutees were laughing. I asked them any experiences they have heard strong Konglish accent. My tutees Yeyeong and Jean both told me that they always hear Konglish around them. They said that they usually have no problem when they hear strong Konglish accent, but especially for Jean she confessed that she had hard time to understand the meaning during conversation with people who have strong Konglish accent. After sharing experiences about Konglish, I commented briefly about the uses of World English and my thoughts of point of view about it.

This week 5, I prepared mad gab and board game for group activities. While we do the

games in group, the atmosphere was joyful. It provides me and my tutees talk freely. In the middle of conversation, I found some pronunciation challenges for them and I gave feedback quickly. There were new words tutees do not know, and they had interests in it and tried to pronounce it correctly. Since there were two or three words we learned that day, it did not make tutees feel stressful. I am satisfied with the game activities because it encouraged tutees talk more and more with low affective filter. Therefore, it made me give feedbacks quickly and freely under the pleasant mood.

It has been five weeks since we started our tutor project. After game activities we shared our private experiences and worries when we study English. No doubt to say that we have got much closer when we talk. Although there were some pauses before speaking English because of words and grammar barrier, we feel comfortable when we talk each other. I cannot believe that it was the last week for the tutor project, I am sure that it was good time for both I and my tutees. I believe that they got much more interests in English pronunciation and I hope they keep enjoying practicing pronunciation now and in the future.

Achievement Test

Overview

After finishing all of tutoring for 5 weeks, I prepared achievement test. During the pronunciation class, I got inspired various advices, comments suggestions for the final achievement test. Firstly, I considered the overall format must be matched with diagnostic test to analyze and compare 'before' and 'after'. Therefore, I put reading materials and storytelling. Secondly, I tried to measure all of contents we have learned on the achievement test sheet such as consonant phonemes, sentence stress, intonation, thought groups and etc. So, I added a test of minimal pairs for the consonant phonemes test. Lastly, I added the evaluation questionnaire rubric to collect their feedback. I found the adequate rubric from through internet and changed the form for the tutor project evaluation questionnaire. I and two tutees met June 2, 2014 and I proceeded with achievement test sheet. It took about 30 minutes for each.

Minimal pairs

The first achievement test was started with minimal pairs. The purpose of this test is to measure their understanding of consonant phonemes with minimal pairs. There was no minimal pair test when the diagnostic test, but I added this minimal pairs test to check their comprehension of consonant sounds. The questions and answers were as following:

1. Listen to the minimal pair sentences and choose the right sentence. You may hear three times for each minimal pair sentence. (5 minutes)

Huang Jin

1. ① Smith is bigger, Dan Jones. 2) Smith is bigger than Jones.
2. 1) Doze after lunch. ② Those after lunch.
3. 1) It's the long road. 2) It's the wrong road. ③ It's the long load.
4. 1) It's the long road. ② It's the wrong road. 3) It's the long load.
5. ① There's some glass. 2) There's some grass.
6. ① The shop sign said 'Closing'. 2) The shop sign said 'Clothing'.
7. 1) Breeze means air moving. ② Breathe means air moving.
8. ① What a sweet little mouse! 2) What a sweet little mouth!
9. ① It's very sick. 2) It's very thick.
10. 1) There's a mountain pass. ② There's a mountain path.
11. ① He's got a first. 2) He's got a thirst.
12. ① It's a big tree. 2) It's a big three.
13. 1) The President sends his tanks. ② The President sends his thanks.

Yeveong Im

1. ① Smith is bigger, Dan Jones. 2) Smith is bigger than Jones.
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3. 1) It's the long road. 2) It's the wrong road. ③ It's the long load.
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11. ① He's got a first. 2) He's got a thirst.
12. ① It's a big tree. 2) It's a big three.
13. 1) The President sends his tanks. ② The President sends his thanks.

Both tutees understood exactly consonant phonemes with minimum pairs. They watched my lips and tried to see the place of tongue and the form of lips. They had firm comprehension about th/d/ss and r/l. Their answers matched with answers 100%.

Intonation and thought groups

To check their understanding of intonation and thought groups, I prepared two paragraphs. I gathered two types of different genre stories. One was the essay from Tapestry (Mary Mcvey Gill) which is saying daily life like a diary, and another was the speech from Steve Jobs at the Stanford University which is in the formal situation. I gave them 5 minutes to let them mark on the thought groups, and recorded their face through video tool. The purpose of this test is to evaluate their proper pronunciation by comparing between their marks on the sheet and actual speaking. The questions and answers were as following:

2. Think about the intonation and thought groups and mark where you expect to pause and emphasize with these symbols: /, //, ↗, ↘ (5 minutes). After 5 minutes, read it aloud following

your marks on the sheet. (5 minutes)

Huang Jin

1) My most embarrassing moment of last year was on my birthday. As usual, I'd put off making birthday plans until the last minute. By the time I called my friends, they'd all made other plans. I was pretty disappointed but decided to make the best of a bad situation. As soon as I got home from work, I changed out of my work clothes and put on my favorite CD. Soon I was dancing all around and singing very loudly. Suddenly, people popped out from everywhere shouting "Surprise!" They'd all been hiding, waiting for just the right moment to surprise me. I was incredibly embarrassed, but once I got over it, we had a wonderful time.

x(D) different thought groups

2) My third story is about death. When I was 17, I read a quote that went something like, "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I've looked in the mirror every morning and asked myself, "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

good.

Yeyeong Im

1) My most embarrassing moment of last year was on my birthday. As usual, I'd put off making birthday plans until the last minute. By the time I called my friends, they'd all made other plans. I was pretty disappointed but decided to make the best of a bad situation. As soon as I got home from work, I changed out of my work clothes and put on my favorite CD. Soon I was dancing all around and singing very loudly. Suddenly, people popped out from everywhere shouting "Surprise!" They'd all been hiding, waiting for just the right moment to surprise me. I was incredibly embarrassed, but once I got over it, we had a wonderful time.

2) My third story is about death. When I was 17, I read a quote that went something like, "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I've looked in the mirror every morning and asked myself, "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

very good

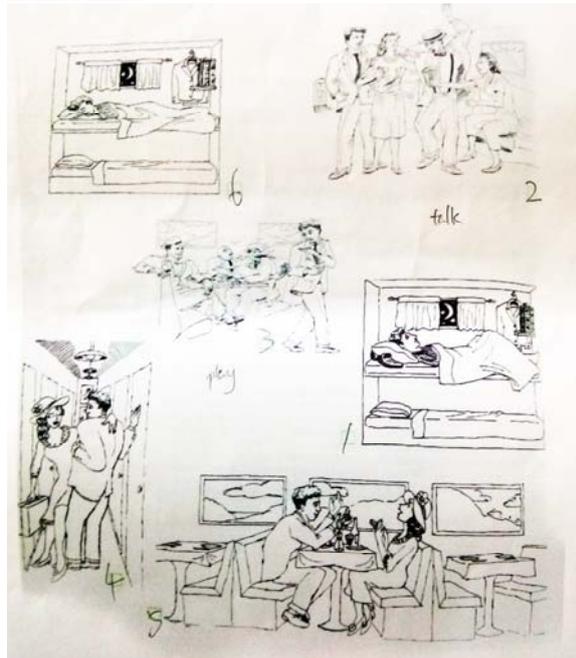
Both tutees tried to follow their marks. Compared to the diagnostic test, it seems that they both are clear about the thought groups now. Their intonation has been much more various.

Story telling

The purpose of this test is to check their pronunciation under the uncontrolled material storytelling. By creating a story from given pictures, they spoke freely about their own stories.

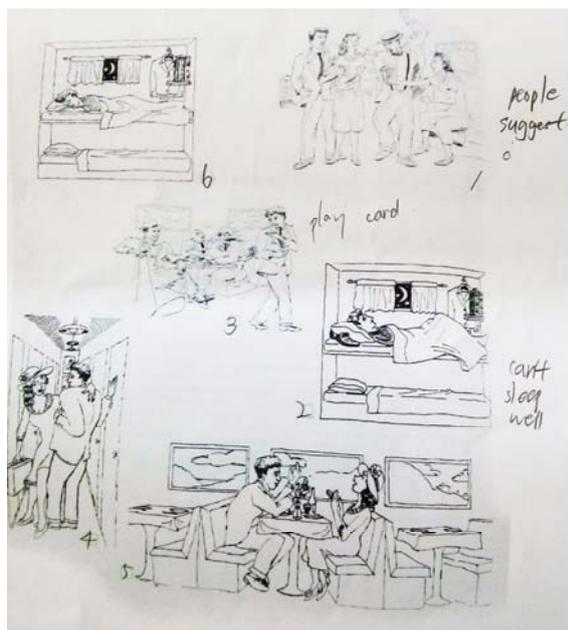
3. Look at the picture below. What is happening? Firstly, arrange the pictures in order and make a story by yourself. You may write a short memo on the sheet. (2 minutes) Then, tell the story you made. (5 minutes)

Huang Jin



This is the story of a man whose name is John. And, he spent two days on the ship. In the first night, he think the life on the ship is boring. So, he cannot sleep. He is thinking about what he should do tomorrow. And, tomorrow, he went out of the dormitory and go out to talk with his friends, but maybe he don't think the things his friends talked about is interesting. So, he say goodbye to his friends and go to the restaurant in the ship. But he found that in the restaurant, there are nothing is delicious, and he made some man was playing games about money, so he don't like it and he leaved again. He decided to go back his dormitory and go to sleep. But on the way to the dormitory, he met a beautiful woman. And, he love the beautiful woman and then, he invited her go to the restaurant with him. Although there is no delicious food, there is a beauty, so he is happy. *very good*

Yeveong Im



This story is about a man who traveling. His name is Michael. In the top of the first time, first day, his new friend suggested him for playing card game for money. But, that night he is very worried about the money, and his relationship with his friend, so he couldn't sleep well. And then, next day, they have gambling paly card, but finally, he failed the card game so he lost his money, so he felt so bad. So, he get out from the game. On the way to he goes to the trip in the train, he suddenly met a beautiful woman. But, the hallway was so narrow, they couldn't leave, so they left finally and got familiar time goes by, so he can communicate with the woman, and they had a really good time. So that night he slept happily. *good*

Tutor project evaluation questionnaire

The purpose of this evaluation questionnaire is to receive tutees' feedback about the tutor project. It asks the content and organization, tutee contribution, learning environment, teaching methods, and learning resources. I left comments sections for their additional feedback. I referred to the rubric from the web site. It was a form of student course evaluation form, and I believe that this format and contents are appropriate to use for the feedback questionnaire of this tutor project. The rubric link is as following:

4. Please give your view so that tutor quality can be improved. You are encouraged to be frank and constructive in your comments. (5 minutes)

Huang Jin

1. Tutor project Content and Organization	Strongly Agree	Agree	Disagree	Strongly Disagree
1) The tutor project objectives were clear	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) The tutor project was manageable	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The tutor project was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Comments				
The general organization of all these classes is clear. The structure of every class can be better.				

2. Tutee Contribution	<25%	25-50%	51-75%	>76%
5) Approximate level of your own attendance during the whole course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree
6) I participated actively in the tutor project	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I think I have made progress in this tutor project	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Comments				

3. Learning Environment and Teaching Methods	Strongly Agree	Agree	Disagree	Strongly Disagree
9) I think the tutor project was well structures to achieve the learning outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) The learning and teaching methods encouraged participation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) The overall environment in the class was conducive to learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Classrooms were satisfactory	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Comments				
Teaching through imitation to tutor is a better method than imitation to recorded voice video.				

4. Learning Resources	Strongly Agree	Agree	Disagree	Strongly Disagree
1) Learning materials were relevant and useful	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Recommended website link were appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Comments				

Yeyeong Im

1. Tutor project Content and Organization	Strongly Agree	Agree	Disagree	Strongly Disagree
1) The tutor project objectives were clear	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) The tutor project was manageable	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The tutor project was well organized (e.g. timely access to materials, notification of changes, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Comments				
Content was for our progressive pronunciation. Organization was good.				

2. Tutee Contribution	<25%	25-50%	51-75%	>76%
5) Approximate level of your own attendance during the whole course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree
6) I participated actively in the tutor project	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I think I have made progress in this tutor project	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Comments				
I think I got progress about intonation, stress, pause, through groups and etc.				

3. Learning Environment and Teaching Methods	Strongly Agree	Agree	Disagree	Strongly Disagree
9) I think the tutor project was well structures to achieve the learning outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) The learning and teaching methods encouraged participation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) The overall environment in the class was conducive to learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Classrooms were satisfactory	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Comments				
Teacher taught us how to have a good intonation in acting, how to stress, different from situation, and etc.				

4. Learning Resources	Strongly Agree	Agree	Disagree	Strongly Disagree
1) Learning materials were relevant and useful	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Recommended website link were appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Comments				
I got a stuff for intonation. It was interesting to act influencing intonation.				

Analysis of the Achievement Test

Overview

I created the achievement test sheet to make comparison before and after tutoring. Regarding consonant phonemes with minimum pair test, they matched perfectly with correct answers. I am glad to find their clear understanding and improvements about the consonant sounds. Although the reading tests were the controlled test, their reading was quite natural with the intonation and thought groups marks they checked. I made a storytelling test as I did the same way in diagnostic test, but tutees look uncomfortable while they were speaking with their own created stories. I met tutees on Monday June 2 recorded their face by using video recording.

Diagnostic rubric format

I used the same format to compare before and after.

Diagnostic rubric.....English phonology and Pronunciation Teaching, Figure 14.2

Diagnostic rubric for Huang Jin

(A). General assessment of speech  : Diagnostic test marks,  : Achievement test marks

clarity	very intelligible ←   → unintelligible
speed	very slow ←   → very fast
fluency	very fluent ←   → disfluent
voice range	very wide range ←   → very narrow range
volume	very high ←   → very low
voice quality	very obviously L1 ←   → very obviously L2
impact	very low ←  → very high

(B). Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
thought group division					
nuclear stress placement			 		
tone choice				 	
rhythm & prominence					
word stress					
linking					

(C). Segmentals

Consonants	Substitution	Omission	Articulation
plosives			good

fricatives	/b/, /d/, /dʒ/		/v/, /θ/, /ð/ articulated properly
affricates			good
nasal			good
liquid	/l/		/r/, /l/ articulated properly
clusters	/i/, /u/		/y/, /w/ understands the sounds

Vowels	Articulation	Length	substitution
short vowels	/o/	long	avoid /ou/ articulation
long vowels	/i/	short	/i:/ articulate longer enough
diphthongs	/yo/, /wi/		get the meaning through other words

Diagnostic rubric for Yeveong Im

(A). General assessment of speech  : Diagnostic test marks,  : Achievement test marks

clarity	very intelligible ←   → unintelligible
speed	very slow ←   → very fast
fluency	very fluent ←   → disfluent
voice range	very wide range ←   → very narrow range
volume	very high ←   → very low
voice quality	very obviously L1 ←   → very obviously L2
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(B). Detailed assessment of pronunciation

Suprasegmentals	1 (very weak)	2	3	4	5 (very strong)
thought group division					
nuclear stress placement			 		
tone choice			 		
rhythm & prominence					
word stress				 	
linking					

(C). Segmentals

Consonants	Substitution	Omission	Articulation
plosives			good
fricatives	/b/, /d/		/v/, /θ/, /ð/ articulated properly

affricates			good
nasal			good
liquid	/l/		/r/ , /l/ articulated properly
clusters	/i/, /u/		/y/, /w/ semi-vowel difficulty

Vowels	Articulation	Length	substitution
short vowels	/o/	long	/ə/ avoid articulate syllable by syllable
long vowels			Not certain long vowels found
diphthongs	/yo/, /wi/		get the meaning through other words

Reflection of achievement test

Compared to diagnostic test, several changes were found through achievement test. Firstly, their comprehension about consonant phonemes got improved. They understood exactly about the differences among consonant sounds, and especially, they could clearly differentiate the challenged consonant sounds th, d, ss, r and l. Secondly, their voice range has been wider by considering the sentence stress, intonation. During tutoring, I focused on putting on emotion following different contexts, and it seems it worked out well. Finally, they marked the thought groups and it looked that they pause adequately with their understanding. Most of marks of thought groups were marked by considering punctuations and grammar as we learned in week 4. I summarized details of my founding as following:

1) Pronouncing “th”, “d”, “ss” and “r”, “l”

When I did the diagnostic test, there were challenges about consonant phonemes. Especially, when I did diagnostic test, they had difficulty to pronounce tricky consonant phonemes such as “th”, “d”, “ss” and “r”, “l”. In week 1, I began to start breathing exercise for warm up activity, and then, I let them make sounds by feeling their POA and MOA by showing a picture of Sagittal section diagram. After finishing tutoring in week 1, I thought that the contents of POA and MOA were too much for tutees. However, now I think that their clear understanding about POA and MOA affected tutees, and they both have understanding of consonant sounds. After tutoring week 1, I reminded them the consonant phonemes with warm up activity and quick feedback during lessons. Through the minimal pair test in the achievement test, I found that now they have clear understanding of proper th”, “d”, “ss” and “r”, “l” sounds. Although they had some error when they pronounce consonant phonemes, they could analyze different consonant phonemes when they were listening carefully.

2) Reduced vowel

When I did the diagnostic test, I found that tutees did not pronounce the reduced vowel but pronounce vowels strongly following its spells. During the tutor project, I gave them quick feedback about incorrect vowel phonemes instead of giving them a separate lesson for the vowel because I thought that its MOA and POA are not clear enough to let them know. It

looked hard to train them for just 5 weeks. So, I put more focus on the sentence stress, intonation and thought groups than vowel itself.

Sentence stress, intonation and thought groups

By learning the sentence stress and intonation, and thought groups through listening and speaking, they learned proper stress-timed nature of English pronunciation. When they took the diagnostic test, their voice range was narrow, and their voice pitch was not diverse. During tutor project, I let them focus on the listening to short video clips and finding its intonation under the different contexts. Also, I let them actually act by giving specific situations. On the day of achievement test, I found that they can check the marks clearly by considering its punctuation, grammar, genre of the scripts, and I felt their tries to pronounce sentences following their marks. However, I could not find big changes of voice range for both tutees. By checking their video files, I found that their marks and their speaking were not exactly matched.

Overall Conclusion and Analysis

After analyze diagnostic test, I found their common challenges such as unstable consonant phonemes, unsettled sentence stress, and etc. Since my goal is to let tutees speak natural pronounce while their talking, I focused on intonation and thought groups. I tried to prepare fun activities so that tutees easily get engaged. The result of achievement test showed that there tutees still have made errors that are commonly found while they speak. However, I am satisfied that they can differentiate consonant sounds and mark thought groups where they naturally pause. Although they make some errors about sentence stress and intonation, I believe they will improve their pronunciation skills with their comprehension and intelligibility by practicing more and more.

Conclusion

On a first day of pronunciation class, Professor Van Vlack introduced what we are going to do. When I heard about the pronunciation tutor project firstly, I was diffident about it, and I did not know what to do for the project. And, I was worried about it because I did not know much about the pronunciation. While attending the pronunciation class every Thursday, I received lots of ideas, advices and suggestions from professor and peers, and I appreciate to their helps and supports sincerely. Especially, I want to say thank you for my two tutees Jean and yeyeong. They were enthusiastic and diligent. I could not complete this tutor project without them. This time of pronunciation tutor project made me think about three points; the goal of pronunciation itself, possible challenges for learners, and materials can be used for teachers.

Firstly, my thought of the goal of pronunciation has been changed. Before starting tutor project, I thought that the only goal of pronunciation is the mastering the exact pronunciation. And, the non-native speakers cannot be good models to teach exact pronunciation in parallel. While processing the project, I began to get confused about the notions of 'exact pronunciation'. During the first interview, one of tutee Yeyeong told me that she wants to improve her pronunciation skill like a native American speaker. She might get inspired fluent English through American movies and wanted to be one of them with intelligibility. At that time, I told her about

world English by reminding my winter reading and suggested that is not a proper goal of this tutor project. If I have chance to go back to that time, I want to say to her 'yes, please do whatever you want'. If she felt some characters' voices sound attractive, they can be good models for her. However, if she wants to speak with people from all around world, she should grow her intelligibility through various exposures. After finishing my diagnostic test, I made a goal which was focused on not exact pronunciation but intelligibility. I found that the perfect pronunciation does not exist in the world.

Secondly, I found possible challenges for learners through tutor project. While processing the tutor project with tutees, I found some common errors and challenges from tutees such as tricky consonant phonemes (e.g. th, d, ss, r, l), reduced vowel (schwa), and etc. Tutees had made errors that are common in most international students, especially Asian students. I could not train them against all of errors but set the certain objectives for 5 weeks to improve their pronunciation skills. They improved their English pronunciation by learning POA and MOA of consonants phonemes, learning the various kinds of stress, intonation, thought groups and etc.

Finally, I considered the materials can be used for teachers while preparing tutor projects. Before starting tutoring, I was worried about pronunciation materials because I thought that it is very few and limited. Thanks to advices and supports from pronunciation class, I could prepare various activities such as shouting, shadowing, dictating, playing games, acting drama, and etc. Most of tutoring went well, but there was one activity I failed because of material problem. In week 2, I was preparing the materials acting drama. I thought it could be a fun activity if tutees put their emotions on the drama scripts, but actually it did not go well because of difficulty of vocabulary. I learned that the pronunciation materials are diverse, and it should be appropriate for learners' level.

In conclusion, through this pronunciation project, I set a clear goal 'intelligibility', recognized possible common challenges from tutees, found that there are diverse and appropriate pronounce materials. Now I look back my pronunciation tutor project, and I am certain that it was a good experience for me. Although there were some moments that made me hard and difficult, I am satisfied with this precious opportunity and experience. I believe that my tutees feel the same way. I hope that this tutor project motivate them with goodwill and facilitate improvement of their pronunciation skills in the future.