

English pronunciation

Tutor project

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Contents

1. Introduction	1
2. Participation profiles.....	2
Tutor profile	3
Tutee profile	4
3. Diagnostic test 1.....	5
Basic word multiple choice test	6
Read each sentence aloud test	7
4. Diagnostic test 2	8
Word stress test	9
Sentence stress test	10
Test result A	11
Test result B	12
Reflection on the result	13
5. Analysis of the diagnostic results	14
6. Goal and objective	15
Goal	16
Objective	17
7. Action plan	18
Practice 1	19
Tongue twisters.....	20
Minimal pair words sheet.....	21
Minimal pair practice.....	22
Practice 2	23
The pronunciation of the tongue.....	24
Bingo card for practicing	25
Minimal pair sentences.....	26
Practice 3	27
Word stress worksheet	28
Sentences stress worksheet	29
Practice 4	30
Achievement test	31
8. Description of reflection	32

1. Introduction

There are many different natural varieties of English pronunciation around world. In this project of pronunciation is designed to given an introduction to North American English. Throughout the project included in all stage, I make reference to efficient teaching techniques and anticipate common Korean middle of students. It contains both a detailed linguistic description of pronunciation features and materials for students. There are also activities to practice identifying to different between to pronounce each of the sounds. It also contains both segmental versus suprasegmental and suggests ways in which critical area of sound system. This focus on students to intelligible pronunciation which students distinguish between similar and problematic sounds in the target language through minimal pair drills and spoken practice. This statement includes word stress and sentence stress to practice stress pattern within sentences.

In recent years, the term ‘English as a lingua franca’ (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language (Crystal 2003), most ELF interactions take place among ‘non-native’ speakers of English. Although this does not preclude the participation of English native speakers in ELF interaction, what is distinctive about ELF is that, in most cases, it is ‘a ‘contact language’ between persons who share neither common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’ (Firth 1996:240).

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2. Participant profiles

Tutor profile

I have been assiduous in studying English linguistics for a long time. My undergraduate major was English. When I studied English, the English phonetics was compulsory. After graduate I have lived in London for 1 year and then Philippines for 2 years. Through travel, I have experienced and studied English. My teaching experience, I had taught elementary students how to pronounce vowel and consonant sounds and I had taught English to middle school students around 10 years. English as a lingua franca, teaching the pronunciation is critical part of the ELF students. The teachers need to have established that intelligible pronunciation is one of the necessary components of oral communication in teaching English.

These days many people learning English language often do not pay any attention to their pronunciation. Most Korean English teachers teach grammar and vocabulary than pronunciation. The biggest problem in studying English in Korea is that do not have a lot of opportunities to speak English. Most people could not only hardly understand, and but they speak English so nervous in front of foreigners.

In my opinion, pronunciation is important to speak and listen to others. That is to say it is communication tool. It is important to include pronunciation in our lessons. Pronunciation is not just about producing the right sounds or stressing the right syllables, it is also about helping students understand what they hear.

Based on these reasons, I would like to teach students how to pronounce in their weakness points. Also students practice it and train everyday with good material without boring. Therefore, I will try to select appropriate material for students. I also prepare the lesson plans. The introduction, development, guided practice, practice, and assessment of each concept and skill is rich, practical, and engages the majority of students at their level of development.

Tutee profile

Hello!
My name is Jiyea.
I enjoy reading and my
favorite subject is English.

Hi!
My name is Minhee.
I'm 13 years. I have lived
philippines for a year. I
want to travel around
the world.



Tutee profile

- **Name** : Minhee
- **Age** : 13
- **Grade** : first year of middle school student
- **Other languages spoken** : No
- **Level of English** : Intermediate
- **Started learning English** : from kindergarten
- **Experience English country** : a half year in Malaysia

She likes to study English and recognized vowel and consonant sound system. She learns English twice a week in academy. She can read English book natural and fast. Sometimes she misunderstands the word stress and sentences.

She is quite a good speaker of English.

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These two students I had been teaching the English for a long time to speak, read, and write. However, I think it is necessary to more detail their information about English pronunciation. Therefore, to investigate and their proficiency in language level I made rubric and the questionnaire. The students' attitudes toward reading, questionnaire with four choices and the semi-structured interviews used. The diagnostic test was used to collect data.

3. Diagnostic test 1

This diagnostic test is designed to the segmental aspects which individual sounds were difficult to pronounce in consonants and vowel sounds. Many of the standard formant values for English vowels have depended on citation words spoken specially for the purpose of obtaining the measurements. For example, Gimson and Ramsaran (1989:100) used measurements of vowels from a single speaker from. Modern advances in technology have made measurements of the vowels of continuous speech both easier and more reliable. The multiple choice questions take short test students to distinguish vowel and consonants sounds. It is to understand how students aware the different vowel and consonant sounds. In additionally, on suprasegmental aspects which are multiple-choice and ten sentences. Words bearing high stress appear to be easier to process during sentence comprehension. Since sentence stress typically falls on content words this suggests that comprehension is organized according to a form class bias: process stressed items as content words. The present study measured reaction-time (RT) to word-initial phoneme targets on content and function words in sentence contexts.

To diagnostic test I found reference to with a carrying:

- www.antimoon/how/test-pronunciation/test.php

The suprasegmental aspects which are ten sentences read aloud test students how to pronounce naturally .It designed to test students overview of how pronunciation treat in English. While the phonological focus has changed, the teaching techniques and task types presented continue to be based on behaviorist notions of second language acquisition, largely relying on imitation and discrimination drills, reading aloud and contrastive analysis of L1 and L2 sound systems. Pronunciation teaching claims that the factors affecting second language pronunciation are chiefly acquisition variables, which cannot be affected by focused practice and the teaching of formal rules (Krashen 1982).

Basic word multiple choice test

Answer the questions given below.

1. Are *son* and *sun* pronounced the same way?
 - a. Yes
 - b. No
2. Does *basic* have a /s/ or /z/ sound?
 - a. Yes
 - b. No
3. Are *where* and *were* pronounced the same way?
 - a. Yes
 - b. No
4. Does *of* have an /s/ sound or a /v/ sound?
 - a. /s/
 - b. /v/
5. Are *roll* and *role* pronounced the same?
 - a. Yes
 - b. No
6. Which of these words has short vowel sound in the first syllable?
 - a. pael
 - b. phte
 - c. pae
 - d. pavement
7. Which of these words has a short vowel sound?
 - a. seek
 - b. scene
 - c. seethe
 - d. section
8. Complete the sentence with a word that has a long vowel sound?

- My grandmother is always kind and _____ to very one.

 - a. gnerous
 - b. gorgeous
 - c. gracious
 - d. badger

Read each sentence aloud

1. Every classroom in this school has a blackboard.
2. I went to the doctor for a checkup of my health.
3. A lot of boys like to play computer games at internet bars.
4. Before you are allowed to drive a car, you have to first get a driver's license.
5. I have two grandmothers, my father's mother and my mother's mother.
6. My printer produces beautiful, color printouts.
7. A school teacher works in a school, teaching children.
8. She swims at the swimming pool every night.
9. Wilma Rudolph was a small and sickly child.
10. The star of stage and screen took a bow.

Diagnostic test result

Name: Jiyea

Date: April, 12

Sounds	Examples	Not good	Good	Excellent
/iy/	teacher		<input type="radio"/>	
/i/	Printer. swim	<input type="radio"/>		
/ey/	Game,		<input type="radio"/>	
/ɛ/	Went, get		<input type="radio"/>	
/æ/	has., blackboard		<input type="radio"/>	
/ʊ/	School			<input type="radio"/>
/uw/	pool			<input type="radio"/>
/b/	Boy, bar			<input type="radio"/>
/p/	printouts		<input type="radio"/>	
/f/	father		<input type="radio"/>	
/d/	doctor			<input type="radio"/>
/t/	to			<input type="radio"/>
/k/	car			<input type="radio"/>

Diagnostic test result

Name: Minhee

Date: April, 12

Sounds	Examples	Not good	Good	Excellent
/iy/	teacher		○	
/i/	Printer, swim		○	
/ey/	Game,		○	
/ɛ/	Went, get	○		
/æ/	has., blackboard	○		
/ʊ/	School			○
/uw/	pool			○
/b/	Boy, bar			○
/p/	printouts			○
/f/	father			○
/d/	doctor		○	
/t/	to			○
/k/	car			○

Diagnostic test 2

This test investigate students how to aware their English pronunciation skills through worksheets that focus on the basics of words and sentences stress, intonation in speaking usage of the English language. This is to better understand which the suprasegmentals carry more of the overall meaning load than do the segmental. This performance is to check student's word and sentence stress. It also investigate students connected speech winch characteristic stress and rhythmic patterns. The word and sentence stress is important point to speaking and understanding English. The English language is often referred to as stress at regular intervals and the length it takes to say something depends on the number of stressed syllables rather than the number of syllables itself. The sentence stress can help listeners to understand spoken English, especially when spoken fast. English is a polysyllabic language with diverse syllable structure. English is often described as a stress-timed language, whereby the speech rhythm of English involves an interplay of prominent ~or long duration! Syllables and less prominent ~or short duration! Syllables When a word receives high stress, it typically has higher pitch, its syllables are lengthened, it is somewhat louder, and, importantly, its vowels occur closer to their citation form (Lehiste, 1970; Tiffany, 1959). Individuals who speak English as a second languag~L2! Vary in their ability to produce phonetic features of English precisely. Phonetic characteristics of the native or first language ~L1! Are thought to interfere with the production of L2 ~Cheng, 1987! The L1 interference with L2 production can occur at the segmental and suprasegmental level ~Ingram and Pittam, 1997; Shen, 1990! The more interference which exists between L1 and L2, the less likely phonetic features of the L2 will be produced accurately First of all I thought the consideration such factor as my tutees' ages and exposure to the target language. The test result show that they recognize the vowel and consonant sounds. The students vowel sounds are pronounced quite naturally however, student needs to focus on some sound such as /t/ and /f/ sounds. Sometimes they made mistake the /t/ place of articulation which position in dental to be produced. In vowel sounds students need attention. They mispronounced the high versus mid versus low such as /iy/ and /i/. They also did not accurate lip position such al /ε/ and /æ/. The mid front vowel /ε/ and the low front vowel /æ/ right below it on the vowel quadrant are frequently confused. Student's word and sentence stress sounded quite naturally, however a little flat. They need to make sure students intonation and pitch.

Word stress test

Box 50 Student handout

above accountant biology calculation economics
engineer experiment guitar over trumpet

- 1 A: Where did you put John's photo? B: It's the door. oO
- 2 A: What's Sue doing at college? B: She's studying ooOo
- 3 A: What does Pat do? B: He's an oOo
- 4 A: David's quite musical, isn't he?
B: Yes, he plays the oO
- 5 A: What do you like best at school? B: I really like oOoo
- 6 A: What did you do in maths today?
B: A really difficult ooOo
- 7 A: Was Jack hurt when he fell off his bike?
B: He just got a small cut his left eye. Oo
- 8 A: What was the exam like?
B: We had an easy to do. oOoo
- 9 A: Do you play any musical instruments?
B: I used to play the Oo
- 10 A: What does Maria want to do when she leaves university?
B: She wants to be an ooO

Sentence stress

Katie: **Hiya**, **how**'s it going?

Alex: Good, thanks.

Katie: what you been up to?

Alex: This and that. Had a busy weekend actually.

What about you?

Katie: Not a lot really. Stayed at home on Saturday
and chilled.

Alex: Sometimes it's good to laze around.

Katie: Yeah, recharge the batteries! What did you
get up to on Saturday?

Alex: When shopping, had lunch with a friend and
when went to a party.

Katie: Cool, sounds fun!

Alex: it was!

Analysis of the diagnostic result

Name: JiYea

Date: April, 12

Connected speech	Not good	Good	Excellent
Student aware individual word stress.	<input type="radio"/>		
Student can focus on important part of the sentences stress.		<input type="radio"/>	
Student can make the stress syllable longer, louder and a different pitch in sentences.		<input type="radio"/>	
Student speaks in a natural rhythm and accurate intonation.		<input type="radio"/>	

Analysis of the diagnostic result

Name: MinHee

Date: April, 12

Connected speech	Not good	Good	Excellent
Student aware individual word stress.		○	
Student can focus on important part of the sentences stress.			
Student can make the stress syllable longer, louder and a different pitch in sentences.		○	
Student speaks in a natural rhythm and accurate intonation.		○	

4. Analysis of the diagnostic results

In the first part, we discuss the basic idea of what is a word and sentence stress in English. I emphasized what function of the stress in the sentences to student motivation when they learn English pronunciation.

Students speak words and sentence stresses sounded not naturally. Some words stress sounded quite well they already know individual words stress however they tend to pronounce a little flat. When they concentrated on the stress with speak slowly they could spoke clearly and with correct accent. When students read the dialogue each other they were able to speak on important part of the sentences stress however it was not perfect. When they did this activity they enjoyed and engaged in conversation. Students could make the stress syllable longer and louder however not at all in the sentences. Overall, they speak in a naturally however not clear precisely what accurate intonation in English.

In the phoneme-monitoring task, subjects are asked to comprehend sentences and at the same time to listen for the occurrence within them of a word beginning with a specified target sound. Reaction times to the target sound in this task are faster if the target begins a word which bears accent (sentence stress) than if it begins a non-accented word (Shields, McHugh and Martin, 1974; Cutler and Foss, 1977).

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast.

Characteristics of English Sentence Stress In isolated words; the position of stressed syllables is fixed. In the case of sentence utterances, stress patterns are affected by important word's context. Typically, content words such as verbs and nouns are stressed where function words in the context.

5. Goal and objectives

Goal: Based on the analysis of the diagnostic results we discussed about the strengths and weaknesses of the pronunciation. Particularly they confused the vowel sounds. Many students have problems articulating the difference between the adjacent tense lax vowel phonemes /iy/ and /i/. They did not have language backgrounds particular difficulty producing /iy/ and may consistently substitute a sound resembling /i/ for /iy/.

Therefore, we were supposed to practice with contextualized minimal word pairs and an explanation of the tense and lax distinguishing characteristics of these two vowel sounds. We also focus on the less spread position of the lips and the lower jaw position of /ε/ and spread position of the lips /æ/.

This procedure made it possible to vary position of focus within the sentence while holding all acoustic aspects of the sentence itself constant.

Reaction time to detect a phoneme target in a sentence was found to be faster when the word in which the target occurred formed part of the semantic focus of the sentence. Focus was determined by asking a question before the sentence; that part of the sentence which comprised the answer to the sentence was assumed to be focused. This procedure made it possible to vary position of focus within the sentence while holding all acoustic aspects of the sentence itself constant.

Objective: The students will be able to understand the adjacent tens and lax vowel phonemes /iy/ and /i/ sounds. The students will be able to understand jaw position of /ε/ and /æ/. Students will be able to understand individual word stress and make the stress syllable longer, louder and a different pitch in sentences. Students will be able to speak in a natural rhythm and accurate intonation.

6. The action plan

Practice 1

Class 1 :	April , 18	Time : 40min
Material	<ul style="list-style-type: none"> Tongue twister sentence /iy/ and /I/. <p>Minimal pair worksheet.</p>	
Object	<ul style="list-style-type: none"> Students will be able to distinguish jaw position /iy/ and /I/ and aware tens and lax vowel phonemes. 	
produce	<ul style="list-style-type: none"> Worm up the tongue twister 5 to 10minutes at the begin and end of the class with tongue twister sheet. For 20minites students do pair practice using worksheets with minimal pair sentences. Pire and teacher feedback for 10minutes 	
Reflection	<ul style="list-style-type: none"> Before we started the practice we talk a lot to make comfortable atmosphere. Then I explained the today's practice. When we was doing tongue twister they did hardly speak with together with kidded. First they very slow read several times. I described the lip position and tongue position to understand. We spend around 10 minutes. However, they found pronounce the most difficult in vowel sounds. When they did the minimal pair they also could not distinguish the between two words. First one student read the sentence then the other student answered question. 	

Tongue Twisters

Reference Group #1

say this sharp, say this sweetly

say this shortly, say this softly,

Say this sixteen times in succession.

- **Group #2**

She sells sea shells by the sea shore.

The shells she sells are surely seashells.

So if she sells shells on the seashore.

I'm sure she sells seashore shells.

Minimal pairs with the /I/ and /iy/ vowel sound

Students A

- Read sentences 1-5 to your partner.
 1. He gave me a hug.
 2. Hand me the pin.
 3. This room is full of cats.
 4. It's much withered.
 5. The men will come soon.
- Circle the word that your partner reads.
 6. I'd like to see that _____.
 - (a) Chick
 - (b) Check
 7. That's my _____.
 - (a) luck
 - (b) lock
 8. They _____ around.
 - (a) spun
 - (b) spin
 9. I fell over a _____.
 - (a) rock
 - (b) rack
 10. They _____ weights at the Gym.
 - (a) lift
 - (b) left

Student B

- Circle the word that your partner read.
 1. He gave me a _____.
 - (a) hug
 - (b) hog
 2. Hand me the _____.
 - (a) pen
 - (b) pin
 3. This room is full of _____.
 - (a) cots
 - (b) cats
 4. Its very _____.
 5. The _____ will come soon.
 - (a) man
 - (b) men
- Read sentences 6-10 to your partner.
 6. I'd like to see that chic.
 7. That's my lock
 8. They spun around.
 9. I fell over a rock.
 20. They left weights at the gym.

Practice 2

Class : April , 26

Time : 40min

Material

- Bingo game worksheet
- Minimal pair sentence work sheet

Object

- Students will be able to distinguish the voiceless /t/ and voiced /d/ and understand the place of articulation.

produce

- Worm up tongue twister for 5min
Minimal pair activity 10min
Bingo game 10min
- The game begins as a listening discrimination exercise with the teachers reading aloud a list of words containing the targeted minimal pair contrast from the bingo card. The minimal pair sentence work sheet is the review activity.

Reflection

- Today we had activity with bingo game worksheet. Last class they hardly distinguish the position of tongue so I explained accuracy to understand for the minimal pair activity. After I explained the position of the tongue they aware more than first practice. When they circled the answer in the sheet sometimes they found the word the meaning of the word in the sentence. However, they found it easily than first time.

The position of the tongue

/iy/ and /æ/

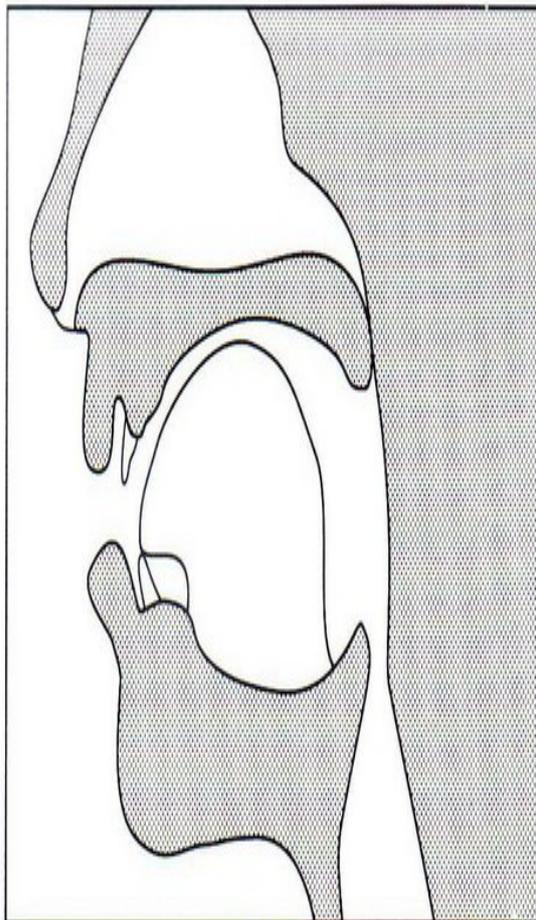


Figure 2.14: The position of the tongue in the pronunciation of the high front vowel in the word 'beat'

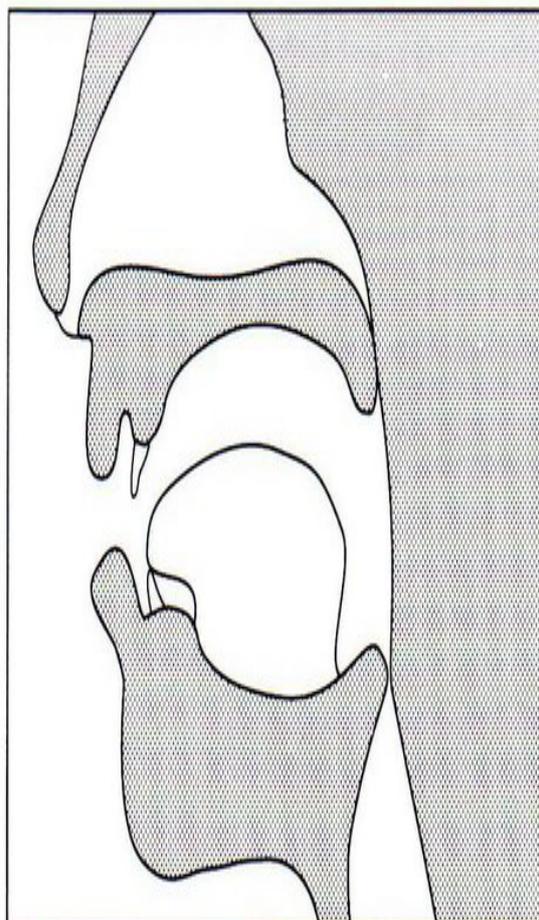


Figure 2.15: The position of the tongue in the pronunciation of the low front vowel in the word 'bat'

minimal pair sentence

/e/ and /æ/

- **Listen and circle the correct word.**

1. You can't say **dad/dead** on a gravestone.
2. Charles confesses: I love **Alan/Ellen**.
3. Will the **man/men** come?
 4. This **pan/pen** leaks.
 5. They bought a lot of **jams/gems** from the specialty shop.
6. He was **sanding/sending** some furniture when I called.
7. I like **Barry's/berries** best.
8. I hope you will **land/lend** me a fish.
9. We had **Brad/bread** for lunch.
10. It's easy to get **feta/fatter**

Bingo card for practicing

/ɛ/ and /æ/

washing machine	fork	television	rug	coffee maker
oven	plate	sofa	car	ruler
pen	toothbrush	FREE	lamp	bed
iron	hat	pencil	radio	shoes
trousers	chair	cup	table	shirt

Practice 3

Class : May, 3

Time : 40min

Material

- Word stress work sheet
- Sentence stress work sheet.

Object

- Students will be able to make the stress syllable longer, louder and a different pitch and speak naturally.

produce

- This is listening discrimination activity. Students recognize the most common syllable stress patens in the words.

Sentences stress is simple one that will help students build up the conception of sentence stress.

Reflection

- The most difficult to understand stress part. They found only one syllable on the words first they found hardly. They need to understand that a basic characteristic of English word. They need first distinguish between stress time and syllable time language. I explained that the alternation of stressed and unstressed syllables functions within sentence length utterances on sentence stress. Students hardly understand We repeat the example fairly rapidly in succession while tapping.

Word stress activity

Pronunciation

Word Stress 2 Gamesheet

EnglishClub.com

Lev: P1

Enter at the WAY IN sign. You can move up, down or across through the maze (not diagonally), but only on words with the stress on the first syllable. Exit at the WAY OUT sign.

↑ WAY OUT

mirror	repair	employ	annoy
final	advice	attack	report
crazy	witness	habit	climate
revise	police	complains	useful
females	autumn	Egypt	rarely
couple	alone	exam	cartoon

↑ WAY IN

Sentence stress worksheet

Sentence Stress in English - Exercise 1

Cats chase mice.

The cats chase mice.

The cats have chased mice.

The cats have chased the mice.

The cats have been chasing the mice.

The cats might have been chasing the mice.

Mark the stress in the following dialogue:

Ben: Honey, I'm home!

Maria: Hi! How are you? How was your day at work?

Ben: It was great! I got a promotion! I'll have more responsibilities in the office, but the best news is that I'll have more money at the end of each month.

Maria: That's great! Congratulations! I'm really happy.

Ben: Unfortunately, I have to go to a conference this weekend so I won't be able to go to dinner with your parents this Friday. Sorry to let you down.

Maria: You're sorry? You're sorry?!?! I'm afraid "sorry" isn't good enough. I've already told them you're going, Ben!

Ben: I know, I know. And I am sorry about it. But as long as you have the chance to see them it's okay, right?

Maria: Fine. But we're going to dinner with them next Friday. No excuses.

Practice 4

Class : May, 3

Time : 40min

Material

- Dialogue pair activity work sheet.

Object

- Students will be able to speak very natural and connected speech with rhythm.

produce

- There are some of the questions ask each students to speak on their own thoughts. It will check students an achievement test to assess the progress of the project.

- This practice how students speak English naturally with concentrate stress and intonation. When we listen it should be clear and understand what they say.
First they read question and think how to answer the question therefore they practice 10minute then they did activity together.
They speak quite natural and make short sentence in notebook.

Achievement test

conversation starter cards

Describe your ideal birthday party?



If you met an alien what would you say?



If you met a pirate what would you say?



What do you want to be when you grow up?



If you can star in any TV show, what would it be?



List things that make you cry.



<http://speechtimefun.blogspot.com/>

7. Reflection

I know well about my tutee they studied English with me for a long time in my private lesson class. We met all together in my house to plan the tutor project. We were comfortable and good mode to design the program. On the first meeting to search the background I prepared more detail questionnaire to process the effective tutoring. Through the meeting I gathered information student's individuals' attitude and what is their motivation in English. I also survey the student's goals regarding English pronunciation. It helps to make the effective tutor project. On the second meeting for diagnostic test I gave two diagnostic tests to find students' strengths and weaknesses English pronunciation. The word list is to find the ability of an individual to speak English. To the diagnostic test I researched a lot of material from the internet and put the more vowel, consonant and diphthong in it to make proper diagnostic test sheet then I make up the proper worksheet for the weakness.

I asked record the category to find the pronunciation of ability. On the third meeting for analyze the results of test what areas of English pronunciation needs to develop the most. I received the recorder and then listen to the recorder several times to check student' strengths and weaknesses point. After I tried to make good lesson plan and prepared effective material for my tutee.

In this part of the project, I treat four areas that can help students the acquisition of pronunciation. In the first class, we will practice the aspect of the vowel sound with tongue twister and minimal pair work sheet to identify the /iy/ and /I/ sound. In the second class, students will distinguish the voiceless /t/ and voiced /d/and understand the place of articulation with worksheets and students activity to produce the consonant sounds system. In third class, this focus on the basic rules of word and sentence stress. Student will be aware of the importance of placing pronounce.

Finally, we checked students have an achievement test to assess the progress of the lesson plan. The lesson plan designed to practice the communication. Each time student's activity with pair. It designed students who are in middle school. They need more practice and read English story book with vocabulary to recognize speaking, listening, writing, and reading skill.

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English pronunciation

Tutor project

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