

# Pronunciation Tutoring Project

Final (Spring 2014): Portfolio

Sujung, Kim

Student Number: 1340482

Sookmyung Women's University

English Pronunciation

Stephen P. van Vlack

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## Table of Contents

1	Introduction to the project	1
2	Participant profiles	3
2.1	Tutee: Gayoung, Kim	4
2.1.1	Background information survey	4
2.1.1.1	Analysis of the background information survey	6
2.1.1.1.1	General background information	6
2.1.1.1.2	English learning experience	6
2.1.1.1.3	Self-assessment about proficiency of English pronunciation	6
2.1.1.1.4	Motivation for learning English pronunciation	6
2.1.1.1.5	Self-awareness	7
2.2	Tutee: Sue Yeon, Lee	8
2.2.1	Background information survey	8
2.2.1.1	Analysis of the background information survey	10
2.2.1.1.1	General background information	10
2.2.1.1.2	English learning experience	10
2.2.1.1.3	Self-assessment about proficiency of English pronunciation	10
2.2.1.1.4	Motivation for learning English pronunciation	10
2.2.1.1.5	Self-awareness	11
2.3	Overall analysis of tutees' background information	11
2.4	Tutor profile: Sujung, Kim	12
2.4.1	Background information and English learning experience	12
2.4.2	English teaching experience	12
2.4.3	Personal view about English pronunciation	12
2.5	Reflection on the first meeting	13
3	Diagnostic test	14
3.1	Overview	14
3.1.1	Diagnostic test	15
4	Analysis of the diagnostic test results	18
4.1	Tutee: Gayoung, Kim	18
4.1.1	Rubric and the diagnostic test results	18
4.1.2	Analysis of the diagnostic test results	21
4.2	Tutee: Sue Yeon, Lee	24

4.2.1	Rubric and the diagnostic test results	24
4.2.2	Analysis of the diagnostic test results	27
4.3	Reflection on the second meeting for the diagnostic test	30
5	Goals and objectives	31
6	The action plan	32
7	Lesson plans	38
7.1	The class 1	38
7.1.1	The lesson plan 1	38
7.1.2	Materials for the lesson plan 1	40
7.1.3	Feedback on the class 1	46
7.1.3.1	Tutee: Gayoung, Kim	46
7.1.3.1.1	Feedback on the class 1	46
7.1.3.1.2	Feedback on assignment for the class 1	46
7.1.3.2	Tutee: Sue Yeon, Lee	47
7.1.3.2.1	Feedback on the class 1	47
7.1.3.2.2	Feedback on assignment for the class 1	47
7.1.4	Reflection on the lesson plan 1	48
7.2	The class 2	51
7.2.1	The lesson plan 2	51
7.2.2	Materials for the lesson plan 2	53
7.2.3	Feedback on the class 2	58
7.2.3.1	Tutee: Gayoung, Kim	58
7.2.3.1.1	Feedback on the class 2	58
7.2.3.1.2	Feedback on assignment for the class 2	59
7.2.3.2	Tutee: Sue Yeon, Lee	60
7.2.3.2.1	Feedback on the class 2	60
7.2.3.2.2	Feedback on assignment for the class 2	61
7.2.4	Reflection on the lesson plan 2	61
7.3	The class 3	64
7.3.1	The lesson plan 3	64
7.3.2	Materials for the lesson plan 3	66
7.3.3	Feedback on the class 3	72
7.3.3.1	Tutee: Gayoung, Kim	72
7.3.3.1.1	Feedback on the class 3	72

7.3.3.1.2 Feedback on assignment for the class 3	72
7.3.3.2 Tutee: Sue Yeon, Lee	73
7.3.3.2.1 Feedback on the class 3	73
7.3.3.2.2 Feedback on assignment for the class 3	74
7.3.4 Reflection on the lesson plan 3	74
7.4 The class 4	77
7.4.1 The lesson plan 4	77
7.4.2 Materials for the lesson plan 4	79
7.4.3 Feedback on the class 4	84
7.4.3.1 Tutee: Gayoung, Kim	84
7.4.3.1.1 Feedback on the class 4	84
7.4.3.1.2 Feedback on assignment for the class 4	85
7.4.3.2 Tutee: Sue Yeon, Lee	86
7.4.3.2.1 Feedback on the class 4	86
7.4.3.2.2 Feedback on assignment for the class 4	87
7.4.4 Reflection on the lesson plan 4	87
7.5 The class 5	90
7.5.1 The lesson plan 5	90
7.5.2 Materials for the lesson plan 5	94
7.5.3 Feedback on the class 5	100
7.5.3.1 Tutee: Gayoung, Kim	100
7.5.3.1.1 Feedback on the class 5	100
7.5.3.1.2 Feedback on assignment for the class 5	101
7.5.3.2 Tutee: Sue Yeon, Lee	102
7.5.3.2.1 Feedback on the class 5	102
7.5.3.2.2 Feedback on assignment for the class 5	103
7.5.4 Reflection on the lesson plan 5	103
8 Achievement test	105
8.1 Overview	105
8.1.1 Achievement test	107
8.2 Analysis of the achievement test results	110
8.2.1 Tutee: Gayoung, Kim	110
8.2.1.1 Rubric and the achievement test results	110
8.2.1.2 Analysis of the achievement test results	113

8.2.2 Tutee: Sue Yeon, Lee	115
8.2.2.1 Rubric and the achievement test results	115
8.2.2.2 Analysis of the achievement test results	118
8.3 Reflection on the achievement test	120
9 Survey	121
9.1 Tutee: Gayoung, Kim	122
9.1.1 Self-evaluation form on the pronunciation tutoring project	122
9.1.2 Analysis of the survey	124
9.2 Tutee: Sue Yeon, Lee	125
9.2.1 Self-evaluation form on the pronunciation tutoring project	125
9.2.2 Analysis of the survey	127
10 Conclusions	128
References	129

## 1 Introduction to the project

Jenkins (1998) suggested that an emerging notion about uses of English as an international language (EIL) has changed learners' thoughts about learning English pronunciation. Learners may not hope any longer to acquire native-English speakers' accent and even they may want to communicate with people not only from native-English speaking countries but also non-native-English speaking countries (ibid.). In addition, Kirkpatrick (2007) proposed that the more varieties of English are increasing in the world as more people use English as a communication tool. Walker (2010) also described the new role of English as a phenomenon that more and more people from the expanding circle are communicating with people from other expanding circle. Even though there is research indicates that the majority Korean college students tend to feel familiar with American accent of English (Kim and Joo, 2012), Korean English teachers may be required to consider that they do not need to teach only English pronunciation with American accent because it is not sure whether their students will communicate with only American or not. Rather, they will communicate with people from different countries with different first languages. In consideration of this, teaching pronunciation may need to concentrate on improving comprehensibility in speakers' utterances to other speakers' of English.

In the light of English as a lingua franca, the purpose of the pronunciation tutoring project is to make tutees' pronunciation be intelligible not only to native-English speakers but also to non-native-English speakers which means that to be intelligible to various speakers with different backgrounds and then develop comprehensibility in their speaking. For me, the aim of this project is to demonstrate how non-native English teachers may be advantageous in teaching English pronunciation in an EFL situation because acquiring a native English speakers' accent is not an aim in the EFL environment and it may not mean that the accent is intelligible in the EFL (Walker, 2010). Through this project, the tutor will concentrate on specific tutees' weaknesses in English pronunciation and then make them drill the weaknesses which may interrupt intelligibility of tutees' pronunciation to improve comprehensibility to other speakers of English. The overall stages are presented in Table 1. 1. Introduction about participants: tutees and a tutor with analysis of background information survey will be introduced in the following parts. Next, diagnostic tests and analysis results will be proposed and then goals and objectives will be introduced. With these sources, 5 action plans will be suggested including approaches and types of practices for 5 pronunciation tutoring sessions. Then, the 5 lesson plans with materials and feedbacks for

each tutoring session will be represented. After that, the achievement test with the analysis of the results of the test will be introduced. In addition, a survey for this project as a supplement for the achievement test to collect more information about tutees' impression through this project will be presented. Finally, conclusions for the pronunciation tutoring project will be discussed. In this manner, tutees will reduce and correct problems on their pronunciation and then their comprehensibility of pronunciation will be developed and expanded toward various other speakers with different first languages.

Table 1. 1 Timeline of the pronunciation tutoring project

<b>Stage (Timeline)</b>	<b>Description</b>
<b>Stage 1 (Week 3: March 20)</b>	<ul style="list-style-type: none"> <li>✚ Find/ select subjects</li> </ul> <p>Students will find their own tutees considering available schedules. Students may choose 2 or 3 tutees for the project.</p>
<b>Stage 2 (Week 5: April 3)</b>	<ul style="list-style-type: none"> <li>✚ Interview subjects regarding goals and background (needs analysis)</li> <li>✚ Give diagnostic test</li> <li>✚ Devise a rubric</li> </ul> <p>First, students will meet their tutees for an interview, a background information survey considering their goals in respect of English pronunciation. In their first meeting, students will set a schedule for upcoming meetings of the project. After the first meeting, students will analyze the results of the background information survey and then devise a diagnostic tests and rubrics considering the results. Next, students will give the diagnostic tests.</p>
<b>Stage 3 (Week 8: April 24)</b>	<ul style="list-style-type: none"> <li>✚ Analyze the results of test</li> <li>✚ Devise a plan</li> </ul> <p>After finishing the diagnostic tests, students will analyze the results of the tests to figure out which parts of tutees' English pronunciation should be improved or corrected the most. On the basis of the results of the diagnostic tests and background information surveys, students will make 5 lesson plans about how they will tutor and assist their tutees to improve required skills of English pronunciation.</p>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>✚ Create set of materials to meet goals</li> </ul>

<p><b>(Week 9: May 1)</b></p>	<p>✚ Meet and teach materials</p> <p>In this stage, students will meet and teach the tutees for 5 weeks with the created plans. With the plans devised in stage 3, students will teach the materials to assist their tutees improve required English pronunciation skills. Students will write up a reflection after each tutoring in progress.</p>
<p><b>Stage 5 (Week 14: June 5)</b></p>	<p>✚ Create an achievement test</p> <p>✚ Assess progress</p> <p>Students will create an achievement test to examine the progress of the tutees' English pronunciation after completing 5times tutoring with plans and materials. Next, students will give the achievement test to their tutees to assess their tutees' progress and the results of 5 plans.</p>
<p><b>Stage 6 (Week 15: June 12)</b></p>	<p>✚ Write up report</p> <p>Students will write up the overall project including stages from 1 to 5 for the final project in this course. Students will revise or modify their works from stage 1 to 5 in this stage to create a firmly cohesive report of the pronunciation tutoring project.</p>

## 2 Participant profiles

In the pronunciation tutoring project, I am the tutor: Sujung, Kim and tutees are Gayoung, Kim and Sue Yeon, Lee. Before creating diagnostic tests and lesson plans for the project, needs analysis: background information survey was devised and then conducted face-to-face. The purpose of the survey was to collect and understand tutees' general background information, English learning experience especially English pronunciation, motivation, and self-awareness about the pronunciation. Sources for background information survey are from Celce-Murcia et al. (2010), Hewings (2004), and Rogerson-Revell (2011). The reason why I employed those sources to devise the survey is that collecting and then accumulating information of tutees' data about general information, personal awareness towards their proficiency of English pronunciation including pronunciation, experiences of learning English with pronunciation, and motivation for learning English pronunciation may be helpful for creating lesson plans for the pronunciation tutoring project with considering results of diagnostic tests. In addition, those sources can be served as a good reference for analyzing the result of the diagnostic tests.

## 2. 1 Tutee: Gayoung, Kim

## 2. 1. 1 Background information survey

MA TESOL. Spring 2014. Sujung, Kim  
English Pronunciation, Stephen P. van Vlack

### Pronunciation Tutoring Project Background information survey

#### General background

Name	김가영
Major	TESL
Age	21
First language	한국어
Frequency of English use (on the basis of 100%)	65%
Purpose of learning English	to communicate with people around the world

Please describe about proficiency (between High: 5 and low: 1) in your English pronunciation and write which part you want to improve the most

Consonants	4
Consonants clusters	4
Vowels	3
Connected speech	2
Stress	1
Intonation	1

Please describe your experience in learning English in Korea

How long	<del>7년</del> 초등학교때부터 영어 공부를, 중·고등학교 때 입학영어공부 ⇒ total 10년
Where	public school, cram school, university
Purpose	to be familiar with English, to enter the university
What kinds of courses	공부, TESL인증, MOOC 강의 수강, 수능영어학원
What kinds of teachers	학교선생님, 학원(대시)선생님, 교수님들
Experiences in learning pronunciation	중고등학교 입학전 영어학습기를 통해 <sup>English</sup> 발음 연습 (Tape)
How did you feel	재미있었음

Please describe you experience in English-speaking countries

How long	X
Where	
Purpose	
What kinds of courses	
How did you feel	

Extra question: Which countries' pronunciation would you like to learn the most and why?

GA, 영국 (London) 발음.

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English Pronunciation, Stephen P. van Vlack

### Motivation for learning English pronunciation

- Why do you want to learn in English pronunciation?

In communication, pronunciation very huge as well as grammatical or vocabulary.  
the effect of

- In which situation do you think English pronunciation affects your speaking?

(Presentations in classes, conferences, informal or formal speaking, etc.)

- ① presentation (official)
- ② informal speaking

- What is your final goal in Pronunciation Tutoring Project?

be intelligible to both native speakers and non-native speakers.

### Self-Awareness

- In which situation do you think that native-English speakers have difficulties to understand you due to your pronunciation?

hesitation, intonation, awkward stress pattern

- Do you have any experience for asking a help to native-English speakers about your pronunciation? Please explain how it had helped you.

I participated in a Forum which was held in English, last summer. Because I had to do a presentation in front of many audiences, I asked my friend to correct my pronunciation.

- Are there any specific situations that make you nervous about your pronunciation?

I am often nervous at any situations.

- In which situation do you feel the most relaxed with pronunciation?

informal talking with friends.

Pronunciation tutoring project: background information survey (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 477, 478]; *Pronunciation Practice Activities: A resource book for teaching English pronunciation* [Hewings 2004, 26]; *English phonology and pronunciation teaching* [Rogerson-Revell 2011, 256])

## 2. 1. 1. 1 Analysis of the background information survey

### 2. 1. 1. 1. 1 General background information

The first tutee is Gayoung, Kim. She is 21 years old. She is majoring in TESL at Sookmyung Women's University. She was born in Korea and her first language is Korean. She considers her frequency of English use at the rate of 65 % in her daily life. Her purpose of learning English is to communicate with people around the world. She is enthusiastic about her studying English for her future. In addition, she prefers British accent of English pronunciation especially London.

### 2. 1. 1. 1. 2 English learning experience

Gayoung has learned English for 10 years. When she was an elementary school student, she had been taught English from the public education. In addition, she had studied English for preparing entrance exams in middle school and high school. She had been taught English from public schools, cram schools, and university. Her purposes of studying English were to be familiar with English and to enter the university. She had taken English courses in the public education, TESL department, MOOC (Massive Open Online Course), and private English educational institutes. Her English instructors were teachers in public schools, private institutes, and professors in the university. She described her experiences in learning English pronunciation were in a period before she entered the elementary school. She said that she had practiced English pronunciation using home-school materials with English tape and she felt that it was interesting. She had no experiences in learning English in English-speaking countries. In this way, she had been practiced English pronunciation in Korea using home-study materials with English tape at home.

### 2. 1. 1. 1. 3 Self-assessment about proficiency of English pronunciation

She described the highest proficiency of English pronunciation in her speech on consonants and consonant clusters. Vowels and connected speech were following parts. She considered that her lowest proficiency of English pronunciation is stress and intonation and she said that she does not exactly know where she has to put pauses with a natural flow.

### 2. 1. 1. 1. 4 Motivation for learning English pronunciation

Gayoung believes that English pronunciation has a huge impact on communication as well as grammar or vocabulary. She thought that English pronunciation may affect official

presentations and informal speaking. Her final purpose of pronunciation tutoring project is to be intelligible to both native-English speakers and non-native-English speakers in the world.

#### 2. 1. 1. 1. 5 Self-awareness

She considered that native-English speakers may have difficulties in understanding her speaking because of hesitation, intonation and awkward stress patterns. She explained that she had asked her friend to correct her pronunciation because of her presentation in a forum which was based on English. She said that she sometimes feels nervous in any situations and she feels the most relaxed with her English pronunciation in informal conversations with her friends.

## 2. 2 Tutee: Sue Yeon, Lee

## 2. 2. 1 Background information survey

364

MA TESOL. Spring 2014. Sujung, Kim  
English Pronunciation, Stephen P. van VlackPronunciation Tutoring Project  
Background information survey

## General background

Name	이수연
Major	TESOL
Age	22
First language	한국어
Frequency of English use (on the basis of 100%)	70%
Purpose of learning English	영어에 대한 심화하기 위해서

Please describe about proficiency (between High: 5 and low: 1) in your English pronunciation and write which part you want to improve the most

Consonants	3~4
Consonants clusters	3
Vowels	3
Connected speech	3
Stress	2 (improve most.)
Intonation	2~3 //

Please describe your experience in learning English in Korea

How long	about 13 years
Where	한국 / 학교
Purpose	학교 공부 하기 위해서
What kinds of courses	외국 문화 / 외국어 과정
What kinds of teachers	외국 선생님 / 원어민 (미국인) / 한국어 한국인 선생님
Experiences in learning pronunciation	어렸을 때 선생님이 배웠을 때 정말 많이 배웠는데 지금은 아니에요 X
How did you feel	

Please describe you experience in English-speaking countries

How long	
Where	
Purpose	
What kinds of courses	
How did you feel	

Extra question: Which countries' pronunciation would you like to learn the most and why?

미국, 캐나다 발음

MA TESOL, Spring 2014. Sujung, Kim  
English Pronunciation, Stephen P. van Vlack

### Motivation for learning English pronunciation

- Why do you want to learn in English pronunciation?  
I think (English) pronunciation makes speaker have confidence. I want to get the fluent pronunciation and get confidence when I speak English in front of others.
- In which situation do you think English pronunciation affects your speaking?  
(Presentations in classes, conferences, informal or formal speaking, etc.)  
Presentations in classes & in classroom (한국어만 하면 되는데 영어는 강요되고, 수업 중이 가장 큰 부담을 주는 때가 항상 영어를 말할 때라고 생각해요).
- What is your final goal in Pronunciation Tutoring Project?  
이번 self-검정 시간 내기가 방법이 부족해서 (consonant cluster 같은 부분에서)

### Self-Awareness

- In which situation do you think that native-English speakers have difficulties to understand you due to your pronunciation?  
무엇인가 vowel sound 같은 것 때문이
- Do you have any experience for asking a help to native-English speakers about your pronunciation? Please explain how it had helped you.  
너무 조용해서 잘라 주거나 → 영문만 쓰기 도움 받음 (한글이니까 이해하기 쉬움) 받음 (한국어는 알아서 듣고 싶은 것)
- Are there any specific situations that make you nervous about your pronunciation?  
과제 발표할 때 Nervous 많이 그 Nervous를 무조건 받음이라서 그렇기 때문  
발음이나 억양이 잘 안 나오면
- In which situation do you feel the most relaxed with pronunciation?  
듣기 강요 안 받으면 훨씬 편함 (한국어는 물론 편함) 받으면 편함  
relaxed 됨.

Pronunciation tutoring project: background information survey (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 477, 478]; *Pronunciation Practice Activities: A resource book for teaching English pronunciation* [Hewings 2004, 26]; *English phonology and pronunciation teaching* [Rogerson-Revell 2011, 256]).

## 2. 2. 1. 1 Analysis of the background information survey

### 2. 2. 1. 1. 1 General background information

The second tutee is Sue Yeon, Lee. She is 22 years old. She is also majoring in TESL at Sookmyung Women's University. She was also born in Korea and her first language is Korean. She rated her frequency of English use at 70% in her daily life. Her aim of purpose of learning English is to communicate with people around the world. She prefers the North American English pronunciation.

### 2. 2. 1. 1. 2 English learning experience

Sue Yeon has approximately learned English for 13 years from private institutes and public schools. She had studied English for her study in schools such as getting good grades. Her English instructors were Korean in public schools and private institutes. Native-English speakers were also her English instructors. She considered a phonics course as her experience of learning English pronunciation when she was young and said that she has no specific experiences of learning English pronunciation except for that. In addition, she has never learned English in English-speaking countries.

### 2. 2. 1. 1. 3 Self-assessment about proficiency of English pronunciation

Sue Yeon described that she is generally good at consonants, consonants clusters, vowels and connected speech in her English pronunciation. Among these, she considered that she is slightly better at consonants. Next, she evaluated that stress and intonation is the lowest proficiency of her English pronunciation and she wanted to improve both parts the most.

### 2. 2. 1. 1. 4 Motivation for learning English pronunciation

As a reason for learning English pronunciation, Sue Yeon said that fluent English pronunciation makes her be confident when she speaks English in front of people and thus she would like to be fluent in English pronunciation. She considered that English pronunciation may affect her speaking for presentations in classes because she is taking courses in English and there are several discussions using English. After she did self-assessment in her class, she said that she realized that her pronunciation was not clear such as consonant clusters. Therefore, she believes that her English pronunciation may always affect her speaking.

#### 2. 2. 1. 1. 5 Self-awareness

Sue Yeon considered that native-English speakers may have difficulties in understanding of her speaking because of less clear pronunciation and vowel sounds. She explained that she had experiences in a phone conversation in English to practice English pronunciation with native-English speakers. She said that it was helpful for correcting her English pronunciation because she did not need to face with the speaker and just focus on listening her pronunciation. As a nervous situation about her English pronunciation, she said that when she is in a class with lots of students who had lived in English-speaking countries for a long time, she becomes less confident because she compares her pronunciation with other students who have abundant experiences in English-speaking countries. However, she supposed that she feels the most relaxed with her pronunciation when she practices English speaking at home or speaks with foreigners that she has never seen them before.

#### 2. 3 Overall analysis of tutees' background information

Both Gayoung and Sue Yeon have learned English for a similar period with similar purposes which are for school records and a university entrance exam. In consideration of their major: TESL, they may frequently use English in their daily lives because Sue Yeon said that they have to use English in their class such as discussions. Even though they have studied English more than 10 years, they have no specific experiences on learning English pronunciation. This may result in less confidence in speaking English because they may not know whether they pronounce English correctly or not to be comprehensible to others.

## 2. 4 Tutor profile: Sujung, Kim

### 2. 4. 1 Background information and English learning experience

I am a tutor Sujung, Kim in the pronunciation tutoring project. I was born in Korea and my first language is Korean. I am currently majoring in TESOL at Sookmyung Women's Graduate School and I am in the third semester including the SMU-TESOL certificate program. I have learned English from 11 years old through private institutes and public educations. My English teachers generally used listening sources from native-English speakers from the United States and I rarely had chances to listen to various accents of English from other countries. Since I have learned English, I have enjoyed studying English. My general purpose of studying English was for my school grades or preparing English tests such as TOEIC or TOEFL. When I was an undergraduate student, I had studied in the United States as an exchange student for 10 months and I took economics courses which was my major at undergraduate school and writing courses.

### 2. 4. 2 English teaching experience

I had taught English to elementary and middle school students in a private academy for about one year after finishing the SMU-TESOL certificate program. When I had taught the students, speaking and listening sources for English was based on the North American English (Celce-Murcia et al., 2010). Thus, students thought that American accent is a standard accent in English pronunciation. Due to their belief and their parents' hope, I had to teach and focus on American accent considering their preferences.

### 2. 4. 3 Personal view about English pronunciation

Before taking 'English pronunciation' class by Professor Stephen van Vlack, I had thought that teachers may be required to teach native-English speakers' accents for English pronunciation. This is because of preferences toward American and British English pronunciation for college students in Korea and they said that more than 90% students had learned American English and they were more familiar with American accent (Kim and Joo, 2012). However, I have changed my view that there is no superior accent of English pronunciation because English is used as a lingua franca (Kirkpatrick, 2007) and the number of speakers of English in outer circle are rapidly increasing (Walker, 2010). In addition, I believe that comprehensibility in English pronunciation should be considered as a crucial factor because it may affect communication between speakers. Thus, I would like to focus on

improving comprehensibility of students' English pronunciation in the future.

## 2.5 Reflection on the first meeting

Our first meeting for the pronunciation tutoring project was on Monday, March, 24<sup>th</sup>. Before I met tutees, I got information about the tutees from the Professor Stephen van Vlack. Then, I realized that I will do the project with two tutees. After checking the tutees' available schedule on the memos, the next day, I called them to introduce me and arrange our first meeting for an interview and a background information survey. When I had called the tutees, I investigated more available schedules for the project before we met together. At the first meeting, I could not meet my tutees at the same time because of their schedule. Instead of meeting together, I let them visit and see me personally to talk about our future schedules for the project and do the background information survey. I met them about one hour respectively. We introduced each other and talked about the project at the beginning of the first meeting. All the process of the first meeting with each tutee was same. While the tutees were filling out the survey, if there were some questions for how to answer the survey, I elaborated the questions in the survey. Questions on the survey were written in English but I told them that they may write in either Korean or English. The reason why I allow them to write in Korean is that they may well more express their thoughts about the survey and thus they can well explain their information which will be good sources for devising the diagnostic tests and lesson plans. After completing the survey, I had talked with the tutees our schedules. We also had talked about the class and it was interesting. In addition, I could understand the tutees' predisposition to study and I could also use that information on creating the diagnostic test and plans. After talking about the schedule in the first meeting, we confirmed our schedule and then I informed them about the final schedule. Even though we did not meet all together at the first meeting, we could well fix the schedule of the project and use time efficiently.

### 3 Diagnostic test

#### 3.1 Overview

The purpose of pronunciation diagnostic tests is to get information about pronunciation of tutees and then the tutor may identify how to devise the lesson plans considering the results of the diagnostic tests. Through the diagnostic tests, it may be possible to figure out which parts have to be improved the most among the features of pronunciation using the information. In this way, the tutor may understand tutees' problems and then establish objectives of pronunciation tutoring through results of the diagnostics. For this, the pronunciation diagnostic tests are divided into six parts consisted of reading paragraphs, reading lists of words, describing pictures, and free speech in this portfolio considering the analysis of background information survey for tutees. When I conducted the diagnostic tests, I had video-recorded tutees' speech. At first, tutees seemed to be a little embarrassed but they could adjust the circumstance soon. Through the video, I could gather information about both tutees' shapes of the mouth and gestures and thus these sources were useful for evaluating and analyzing the diagnostics.

The reason why I provided the tutees with different types of tasks for the diagnostic tests such as reading given sources and free speaking is to elicit information of the tutee's English pronunciation as much as possible because their pronunciation may be different between reading given sources and free speaking. Pronunciation diagnostic A and B are reading paragraphs. Sources for the pronunciation diagnostic A and B are from Gerhiser and Wrenn (2007). From these diagnostics, it was possible to gather both suprasegmentals and segmentals of tutees' pronunciation in a given reading. In the test A, tutees read interrogative sentences and declarative sentences. Using this information, I could identify different intonations or pitches considering prominence and sentence stresses. In addition, I could observe segmentals such as consonants and vowels and it may be possible to watch different qualities of consonants and vowels between words. The test B made tutees produce '-ed' endings in a connected speech and I could figure out whether there were problems or not. Moreover, it may be useful for observing vowel reduction. In the test D, tutees read lists of words. Sources for the pronunciation diagnostic D are from Benwell (2010). The purpose of this test is to identify segmental problems and word stresses more specifically in a limited circumstance. To gather information about free speech, the test C, E, and F were provided to tutees. The pronunciation diagnostic C is created by me and pictures for the pronunciation

diagnostic test E and F are from Vlack (n. d. ). Before conducting diagnostics for free speech, I let tutees prepare their speaking without writing information. Thus, I let them brainstorm about their speech before beginning the actual diagnostic tests. In describing pictures, tutees could freely produce declarative sentences as much as they wanted. It was useful to gather information about speaking declarative sentences in free speech. Through the test C and F, tutees could freely speak both interrogative and declarative sentences. They could progress their conversations by asking and answering questions each other. They could also express their feeling and thoughts through the conversations. Through these tests, it was especially good for observing tutee's intonation in free speaking besides consonants and vowels. In this manner, the diagnostic tests tried to gather tutees' speech samples of both reading given sources and free speaking for collecting information about both suprasegmentals and segmentals of tutees' pronunciation.

### 3. 1. 1 Diagnostic test

#### **Pronunciation Diagnostic – A**

Read the following passage aloud as naturally as you can.

- I. 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 the 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.

\*From Deena R. Levine and Mara B. Adelman, *Beyond Language: Intercultural Communication for English as a Second Language* (Englewood Cliffs, N.J.: Prentice Hall, 1982), p.23.

### **Pronunciation Diagnostic – B**

Read the following passage aloud as naturally as you can.

- II. In designing advertisements, advertisers can link stimuli. They try to create a certain kind of learning in which a neutral stimulus is connected to an unrelated stimulus. For example a pleasant image or sound is linked to a product or an image of a product. As a result of this conditioning, a warm feeling can be formed with a product. This can be a powerful tool in affecting the behavior of consumers. You might be surprised how much your own behavior as a consumer is affected by classical conditioning.

### **Pronunciation Diagnostic – C**

#### III. Giving advice

Instruction: A teacher makes students write their one worry on a paper to get advice from their friend. Then the students exchange the paper and prepare advice for 5 minutes. Finally, the students, in turn, will give advice to their friend for 2 minutes. After finishing giving advice to their partners, they may freely ask more questions to each other.

### **Pronunciation Diagnostic – D**

Read the words below.

1. thistle, crisps, should, would, clothes, order, murder, air, literature, language, onomatopoeia, deterioration, little, assailant, catastrophic, alter, exclamation, crocodile, unfortunate, six, development, decision, ambulance, law, low
2. gorgeous, thoroughly, daughter, challenge, enhance, variety, influence, effect, whistle, throughout, adjective, island, appliance, shrimp, refrigerator, scissors, cough, though, through, praise, free, trade, vocabulary, psychologist, genuine



#### 4 Analysis of the diagnostic test results

After collecting enough information of the tutee's English pronunciation, the tutor may need to evaluate the data consistently and accurately. In this respect, rubrics may be required to be employed in analyzing the results of the diagnostic tests both from a comprehensive view and specific view. The purpose of rubrics is to evaluate intelligibility of the tutee's pronunciation both from a macro and micro view. Sources for creating the rubrics are from Celce-Murcia et al. (2010) and Rogerson-Revell (2011). The rubrics consist of four parts: overall analysis of speech, suprasegmentals, segmentals on consonants, and segmentals on vowels. The reason why I divided the rubrics into four parts is that to evaluate the results of the diagnostic tests from both a holistic perspective and a specific view. Through using the rubrics, it can be helpful for the tutor to identify which parts the tutees have problems for the intelligibility of pronunciation. In addition, the tutor may get clear ideas about how to devise the lesson plans considering the evaluation of the diagnostic tests using the rubrics. Thus, the rubrics may guide the tutor to that which features the tutor should concentrate on setting up goals and objectives for devising lesson plans.

##### 4.1 Tutee: Gayoung, Kim

##### 4.1.1 Rubric and the diagnostic test results

### Pronunciation Diagnostic Rubric

#### Overall analysis of speech

Elements of Speech		Degree	
<b>Intelligibility</b>	Strong		Weak
<b>Speed</b>	Slow		Fast
<b>Fluency</b>	Fluent		Disfluent
<b>Voice range</b>	Wide		Narrow
<b>Voice volume</b>	High		Low

<b>Voice quality</b>	Close to L1 ←  → Close to L2
<b>Impact</b>	Low ←  → High

### Suprasegmentals

Elements of Speech	Strengths	Weaknesses
<b>Thought group division</b> (appropriate pause)	<ul style="list-style-type: none"> <li>More pauses considering thought groups were in free speech than reading paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>No appropriate pauses in reading paragraphs considering thought groups</li> </ul>
<b>Intonation &amp; Pitch</b>	<ul style="list-style-type: none"> <li>Falling and rising intonation in interrogative sentences</li> </ul>	<ul style="list-style-type: none"> <li>Flat intonation in reading declarative sentences</li> <li>No clear pitch within utterances</li> </ul>
<b>Rate of speech</b>	<ul style="list-style-type: none"> <li>Fast in reading paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>She read paragraphs faster than free speech.</li> <li>Irregular rate of speech in free speech</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>Expressing feeling in free speech</li> </ul>	<ul style="list-style-type: none"> <li>No rhythm in reading paragraphs</li> </ul>
<b>Word stress</b>	<ul style="list-style-type: none"> <li>Generally appropriate stresses on words</li> </ul>	<ul style="list-style-type: none"> <li>Mistake in pronouncing 'certain'</li> </ul>
<b>Sentence stress</b>	<ul style="list-style-type: none"> <li>Put stresses on expressing feeling in free speech</li> </ul>	<ul style="list-style-type: none"> <li>Not clear sentence stresses in sentences</li> </ul>
<b>Prominence</b>	<ul style="list-style-type: none"> <li>A little prominence on expressing feeling in free speech</li> </ul>	<ul style="list-style-type: none"> <li>Not clear prominence in utterances</li> </ul>

<b>Connected speech</b>	<ul style="list-style-type: none"> <li>Good (e.g. 'have you', 'need you')</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>
<b>Syllables and/or grammatical endings (ex: -s, -ed)</b>	<ul style="list-style-type: none"> <li>Good (e.g. 'connected', 'unrelated', 'advertisers')</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>

### Segmental: Consonants

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
<b>Plosives</b>	<ul style="list-style-type: none"> <li>Both initial and final plosives are good</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes she strongly pronounced /t/ instead of putting no stress (e.g. 'certain')</li> <li>Sometimes she pronounced /t/ strongly (e.g. 'explicitly')</li> </ul>
<b>Fricatives</b>	<ul style="list-style-type: none"> <li>Overall fricatives are good</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /sh/ for /s/ (e.g. 'consumer'), /dʒ/ for /z/ (e.g. 'pleasant')</li> <li>Sometimes she pronounced /s/ instead of omission (e.g. 'island')</li> </ul>
<b>Affricates</b>	<ul style="list-style-type: none"> <li>Overall affricatives are good</li> </ul>	<ul style="list-style-type: none"> <li>Weak in pronouncing /dʒ/ (e.g. 'language')</li> </ul>
<b>Nasal</b>	<ul style="list-style-type: none"> <li>Overall nasals are good</li> </ul>	<ul style="list-style-type: none"> <li>Weak in nasal /n/ (e.g. 'own', 'sentence')</li> </ul>
<b>Approximants (liquid &amp; glide)</b>	<ul style="list-style-type: none"> <li>Good at between syllables (e.g. 'from', 'middle')</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /l/ for /r/ (e.g. 'rude')</li> <li>Weak in pronouncing /w/ (e.g. 'warm')</li> </ul>
<b>Clusters (initial / final)</b>	<ul style="list-style-type: none"> <li>Both initial and final clusters are good (e.g. <b>crisps</b>, <b>shrimp</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Unnatural pronunciation in initial 'cl-' cluster (e.g. 'classification')</li> </ul>

### Segmental: Vowels

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
<b>Rounded vowels</b>	<ul style="list-style-type: none"> <li>/ʌ/ (e.g. Americans)</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ʌ/ for /ɑ/ (e.g. 'conversation', 'product'), /ʌ/ for /æ/ (e.g. 'advertisement'), /ʌ/</li> </ul>

		<p>for /ɔ/ (e.g. ‘cause’)</p> <ul style="list-style-type: none"> <li>Not well rounded because of small shape of mouth (e.g. /ɔ/: ‘taught’)</li> <li>Substitution: /oo/ for /ɔ/ (e.g. ‘law’)</li> </ul>
<b>Spread vowels</b>	<ul style="list-style-type: none"> <li>Good at /ɪ/ (e.g. ‘until’)</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ɛ / for /æ/ (e.g. ‘unsuccessful’, ‘connected’)</li> <li>Substitution: /æ/ for /ɛ / (e.g. ‘hand’)</li> </ul>
<b>Tense vowels</b>	<ul style="list-style-type: none"> <li>Good at /ɛ/ (e.g. ‘American’), /ɪ/ (e.g. ‘influence’)</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ʌ/ for /ɔ/ (e.g. ‘formed’) without tense</li> <li>No tense in /ɜ/ (e.g. ‘observed’)</li> </ul>
<b>Lax vowels</b>	<ul style="list-style-type: none"> <li>Good at /ʊ/ (e.g. ‘put’)</li> </ul>	<ul style="list-style-type: none"> <li>Strongly pronounced /ɪ/ (e.g. ‘effect’)</li> </ul>
<b>Short vowels</b>	<ul style="list-style-type: none"> <li>Good at /ɪ/ (e.g. ‘crisp’)</li> </ul>	<ul style="list-style-type: none"> <li>/ɪ/ (e.g. ‘fill’, ‘stimuli’)</li> </ul>
<b>Long vowels</b>	<ul style="list-style-type: none"> <li>Good at /æ/ (e.g. ‘enhance’)</li> </ul>	<ul style="list-style-type: none"> <li>No long vowel on /i:/ (e.g. ‘appreciate’), /ɔ/ (e.g. ‘cause’)</li> </ul>
<b>Diphthongs</b>	<ul style="list-style-type: none"> <li>Good at /i/ (e.g. ‘free’, ‘people’), /ʊ/ (e.g. ‘would’)</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>
<b>/r/-coloring &amp; /l/-coloring vowels</b>	<ul style="list-style-type: none"> <li>Good at /l/-coloring vowels (e.g. ‘alter’, ‘stimuli’)</li> </ul>	<ul style="list-style-type: none"> <li>/r/-coloring vowels (e.g. ‘formed’, ‘powerful’)</li> </ul>
<b>Reduction</b>	<ul style="list-style-type: none"> <li>Good (e.g. ‘middle of’, ‘affected’)</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes pronounced ‘a’ respectively and strongly between words (e.g. ‘to a discussion’)</li> <li>Substitution: /ɑ/ for /ə/ (e.g. ‘American’)</li> </ul>

#### 4. 1. 2 Analysis of the diagnostic test results

In consideration of intelligibility in pronunciation, I could understand what she was pronouncing but her pronunciation sounded less impressive because she narrowly opened her mouth when she was pronouncing. She showed different speed of speech between reading paragraphs and free speech. When she had been read paragraphs, she read faster than free speech. There was another difference between reading paragraphs and free speech. When she

spoke freely, she was less quick than reading paragraphs and thus the speed of her free speech was slower than reading paragraphs. She seems like that feel more comfortable and be confident on pronouncing English fluently in reading a given material. Her voice range and volume were narrow and low and thus her pronunciation sounded less powerful. She may need to improve voice range and volume with stronger impact on her pronunciation.

In an aspect of suprasegmentals, the weakest points were appropriate pause considering thought groups, intonation, sentence stress and prominence and good points were connected speech and ‘-ed’ endings. She did not show appropriate pauses during her speech both reading paragraphs and free speaking. She had quickly read the paragraphs without appropriate pauses. However, she produced more pauses in free speaking because she might want to divide different ideas within her utterance. In interrogative sentence, she tended to put stresses at an initial word and a final word of the sentence but there were no prominence for emphasizing important meaning in the sentence. In declarative sentences, there were no appropriate intonations considering the meaning and intention of the sentence and thus sentence stresses were not distinctively appeared. She read fast the paragraphs but slowly spoke in her free speech. General rate of speech was irregular. She generally well put stresses on words except for some mistakes such as ‘certain’. In pronunciation ‘certain’, she put stress on the word strongly. However, in a free speech, she presented sentence stresses in expressing her feelings and thus there were some rhythms in her free speaking. On the contrary, there were no appropriate sentence stresses in her utterances and thus there were no prominence with rhythm. When she pronounced connected speech between words such as ‘need you’, she well connected the words smoothly. In addition, she well pronounced grammatical ending which was ‘-ed’.

In pronunciation of consonants, she generally pronounced well in both initial and final parts in words but there were mistakes in /t/ sound between syllables, /n/ between syllables and in a final part, /t/ sound in an initial part, and discriminating between similar sounds. When /t/ sound came at the beginning of the word, she pronounced well but if /t/ sound locates between syllables, she tended to pronounce /t/ sound strongly even in a situation that she should not pronounce that sound strongly such as ‘explicitly’. In addition, sometimes she pronounced /t/ sound instead of omitting such as ‘certain’. She substituted /sh/ for /s/ such as ‘consumer’ and /dz/ for /z/ such as ‘pleasant’. /dz/ sound was not clear and it seems like that it affected stresses in her utterances. In a case of /n/ sound, the nasal sound was not really marked. When she pronounced /l/ sound between syllables, she did clearly

pronounce but when the /r/ sound came at the beginning of the word, she pronounced /l/ sound instead of /r/. Considering her problems on fricatives, nasals and approximants, it seems like that she have difficulties in discriminating similar consonant sounds in pronunciation.

In pronunciation vowels, she did not well discriminate between vowels through differing her mouth: lips, tongue, and jaw and it seemed to affect her vowel pronunciation and thus rounded vowels were not clearly appeared by substituting other vowels. She had made mistakes in pronunciation /ʌ/ instead of /ɑ/, /æ/ and /ɔ/ such as ‘conversation’, ‘advertisement’, ‘cause’. She did not well round her mouth in pronunciation /ɔ/ such as ‘taught’. She also had difficulties in discriminating pronunciation between /e/ and /æ/ such as ‘unsuccessful’, ‘connected’, and ‘hand’. In addition, she substituted /oo/ for /o/ in pronunciation ‘law’. There was no distinct difference between tense vowels and lax vowels and it seems that it affected stresses in her pronunciation. Sometimes she put stresses on a syllable but sometimes she did not and thus there was no specific feature for tense vowel. In addition, her low voice volume might affect distinct differences between tense and lax vowels. However, she did well tense vowels at the beginning of words such as /ɪ/ in ‘influence’. Even though sometimes she well pronounced lax vowels but it was not distinctive. It seems like because of tense in /ɪ/ such as ‘effect’. Through this, it may be considered that she tends to put stresses on /ɪ/. She was generally good at short and long vowels such as /ɪ/ in ‘crisp’ but sometimes pronounced long in ‘fill’. In long vowels, she was generally good at /æ/ in ‘enhance’ but sometimes made mistakes in /i:/ in ‘appreciate’ and /ɔ/ in ‘cause’. In a case of diphthongs, she was good at /i/ in ‘free’, ‘people’, /ʊ/ in ‘would’. She had difficulties in /r/-coloring sound such as ‘formed’ and. On the contrary, she well pronounced at /l/-coloring vowels such as ‘alter’ and ‘stimuli’. She was good at reduced vowels such as ‘affected’ and ‘middle of’ but sometimes she pronounced ‘a’ clearly between words such as ‘to a discussion’. The general problems in vowel sounds may be due to less information about features of vowel sounds and low voice volume with narrow voice range and thus those factors may affect mistakes in vowels.

## 4. 2 Tutee: Sue Yeon, Lee

## 4. 2. 1 Rubric and the diagnostic test results

**Pronunciation Diagnostic Rubric****Overall analysis of speech**

Elements of Speech	Degree
<b>Intelligibility</b>	Strong ←  → Weak
<b>Speed</b>	Slow ←  → Fast
<b>Fluency</b>	Fluent ←  → Disfluent
<b>Voice range</b>	Wide ←  → Narrow
<b>Voice volume</b>	High ←  → Low
<b>Voice quality</b>	Close to L1 ←  → Close to L2
<b>Impact</b>	Low ←  → High

**Suprasegmentals**

Elements of Speech	Strengths	Weaknesses
<b>Thought group division (appropriate pause)</b>	<ul style="list-style-type: none"> <li>Pauses at each word in a list (e.g. 'disapproval, disagreement, unsuccessful')</li> </ul>	<ul style="list-style-type: none"> <li>No pauses considering content words</li> </ul>
<b>Intonation &amp; Pitch</b>	<ul style="list-style-type: none"> <li>Rising intonation at the end of interrogative sentences</li> <li>Distinct pitch in expressing feeling in free speech</li> </ul>	<ul style="list-style-type: none"> <li>Rising intonation in every interrogative sentence. Especially in wh-questions</li> <li>Pitch is not vary and it does not connect to the purpose of speaking</li> <li>No clear intonation and pitch</li> <li>Almost flat</li> </ul>

<b>Rate of speech</b>	<ul style="list-style-type: none"> <li>▪ Moderate speed in both reading paragraphs and free speech</li> </ul>	<ul style="list-style-type: none"> <li>▪ More breaks in free speech</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>▪ Listing words – consistent rhythm by putting stresses at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>▪ No clear rhythmic patterns in reading paragraphs and free speech</li> <li>▪ Slightly Monotonous</li> </ul>
<b>Word stress</b>	<ul style="list-style-type: none"> <li>▪ Generally she put appropriate stresses in words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rising intonation by putting stresses at the end of words</li> </ul>
<b>Sentence stress</b>	<ul style="list-style-type: none"> <li>▪ Putting stresses at the end of the sentence in asking during free speech</li> <li>▪ Emphasizing interrogatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Putting every stresses at the end of interrogative sentences</li> <li>▪ Not appropriate stresses considering content words</li> </ul>
<b>Prominence</b>	<ul style="list-style-type: none"> <li>▪ Putting stresses on listing words</li> <li>▪ Content words in free speech</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not clear prominence in reading paragraphs</li> </ul>
<b>Connected speech</b>	<ul style="list-style-type: none"> <li>▪ Generally well connected words (e.g. ‘Have you’, ‘try to’, ‘noticed that’, ‘observed the’)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes she pronounced each word respectively (e.g. ‘connected to’, ‘not to’)</li> </ul>
<b>Syllables and/or grammatical endings (ex: -s, -ed)</b>	<ul style="list-style-type: none"> <li>▪ Well pronounced both syllables and grammatical endings (e.g. ‘dominates’, ‘turns’, ‘formed’)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Omit ‘s’ in ‘advertisements’ one time</li> </ul>

### Segmental: Consonants

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
<b>Plosives</b>	<ul style="list-style-type: none"> <li>Both initial and final plosives are good</li> </ul>	<ul style="list-style-type: none"> <li>Strongly pronounced /t/ between syllables (e.g. 'noticed', 'united', 'certain', 'literature')</li> </ul>
<b>Fricatives</b>	<ul style="list-style-type: none"> <li>Overall fricatives are good</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /s/ for /sh/ (e.g. 'finish'), /s/ for /z/ (e.g. 'praise'), /dʒ/ for /z/ (e.g. 'pleasant')</li> </ul>
<b>Affricates</b>	<ul style="list-style-type: none"> <li>Overall affricatives are good</li> </ul>	<ul style="list-style-type: none"> <li>Weak in pronouncing in /dʒ/ (e.g. 'image')</li> </ul>
<b>Nasal</b>	<ul style="list-style-type: none"> <li>Overall nasals are good</li> </ul>	<ul style="list-style-type: none"> <li>No</li> </ul>
<b>Approximants (liquid &amp; glide)</b>	<ul style="list-style-type: none"> <li>Good at /l/ (e.g. 'rule', 'little', 'stimulus') and /w/ (e.g. 'warm', 'powerful')</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /l/ for /r/ (e.g. 'observed', 'rude')</li> </ul>
<b>Clusters (initial / final)</b>	<ul style="list-style-type: none"> <li>Both initial and final clusters are good (e.g. 'crisps', 'shrimp')</li> </ul>	<ul style="list-style-type: none"> <li>Omission: /-gh/ (e.g. 'thoroughly', 'cough')</li> </ul>

### Segmental: Vowels

Elements of Speech	Strengths	Weaknesses (Substitution & Omission)
<b>Rounded vowels</b>	<ul style="list-style-type: none"> <li>/ɔ/ (e.g. 'for')</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ɑ/ for /ə/ (e.g. 'Americans'), /ʌ/ for /ɑ/ (e.g. 'product', 'other'), /ʌ/ for /ɔ/ (e.g. 'on', 'formed'), /ɑ/ for /ɔ/ (e.g. 'daughter')</li> <li>Not well rounded because of small shape of mouth (e.g. 'taught')</li> <li>Substitution: /oʊ/ for /ɔ/ (e.g. 'law', 'cough')</li> </ul>
<b>Spread vowels</b>	<ul style="list-style-type: none"> <li>Good at /ɪ/ (e.g. 'learning')</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ɪ/ for /aɪ/ (e.g. 'stimuli')</li> <li>Substitution: /ʌ/ for /æ/ (e.g. 'advertiser')</li> </ul>
<b>Tense vowels</b>	<ul style="list-style-type: none"> <li>Good at /i:/ (e.g. 'variety'),</li> </ul>	<ul style="list-style-type: none"> <li>Substitution: /ʌ/ for /ɑ/ (e.g. 'product'), /ʌ/ for /ɔ/ (e.g. 'on', 'formed') with less tense</li> </ul>

	‘difficulty’), /ɔ/ (e.g. ‘gorgeous’), /æ/ (e.g. ‘hand’)	
<b>Lax vowels</b>	▪ Good at /ʊ/ (e.g. ‘put’)	▪ Substitution : /ɪ/ for /ey/ (e.g. ‘unfortunate’) with tense
<b>Short vowels</b>	▪ Good at /ɪ/ (e.g. ‘crisp’)	▪ Pronounced long vowel /ʌ:/ instead of short vowel (e.g. ‘interrupt’)
<b>Long vowels</b>	▪ Good at /æ/ (e.g. ‘hand’), /ɑ/ (e.g. ‘product’), /ɪ/ (e.g. ‘stimulus’), /ʊ/ (e.g. ‘should’)	▪ No ▪ Sometimes she pronounced long all syllables in a word without differing length (e.g. ‘interrupting’)
<b>Diphthongs</b>	▪ Good at /i/ (e.g. ‘free’, ‘people’), / ʊ/ (e.g. ‘would’)	▪ No
<b>/r/-coloring &amp; /l/-coloring vowels</b>	▪ Good at both /r/ and /l/-coloring vowels (e.g. /ɔr/ ‘formed’, /æ l/ ‘challenge’)	▪ No
<b>Reduction</b>	▪ Good (e.g. ‘create a’, ‘kind of’, ‘appreciate’)	▪ Not reduced and put strong stresses on /ɔ/ ‘on’, /ʌ/ ‘American’, /ə/ ‘to a’

#### 4. 2. 2 Analysis of the diagnostic test results

Her pronunciation was intelligible to understand what was she saying and her voice was clear. The speed of pronunciation was moderate and the speed in both reading paragraphs and free speech was similar. Fluency in reading paragraphs slightly worse than free speech and it seems like because of some words which are difficult to pronounce. Her voice range was not wide but she tried to pronounce interrogative sentences with rising intonation. However, when she had read declarative sentences, there were no crucial variation in her voice. Her

voice volume was good and thus her pronunciation sounded like explicitly understandable. Her voice quality was close to English. Even though her voice volume was good and pronunciation was understandable, the impact of the pronunciation was moderate. It may be because of narrow range of voice.

With regard to suprasegmentals, even though she had put some stresses in words and sentences, it was not influential but syllables and grammatical endings were generally good except for some mistakes. When she had read a sentence containing a list of words, she had put stresses on the end of each word with appropriate pauses. However, it was not clear whether she had put stresses on content words within the sentence or not. In reading other sentences such as declarative and interrogative sentences, she did not show pertinent pauses with dividing thought groups. When she had read interrogative sentences such as wh-questions, she had put stresses on the initial part of the sentence and read the sentence with rising intonation. However, there were no various intonations in declarative sentences. In a free speech, when she tried to express her feelings, she produced wider variation in intonation than reading paragraphs. In consideration of these features, it seems that she may not know where she should put stresses with appropriate pauses considering content words and this may result in less distinctive intonation and pitch in her pronunciation. In reading paragraphs, she showed constant rate of speech but there were appropriate breaks in free speech and thus the rate of speech was slightly more diverse than reading paragraphs. Identifying the rhythm in her pronunciation was not clear and it may be because of lack of stresses. Except for reading listing words, there were no clear rhythmic patterns in both reading paragraphs and free speech and thus her pronunciation was slightly monotonous. She was generally good at word stresses but she tended to put stresses at the end of the words and this seems like because of her habit that she tends to read a sentence with rising intonation. In a sentence stress, she put appropriate stresses on interrogatives in asking during free speech. However, there were no specific stresses for emphasizing content words except for interrogative sentences. She tended to express relatively better prominence in free speech than reading paragraphs. She did well in connected speech such as 'have you', 'try to', and 'noticed that' but sometimes she pronounced each word respectively such as 'connected to' and 'not to'. She well pronounced both syllables and grammatical endings such as 'dominates', 'turns', and 'formed' except one mistake such as skip pronunciation of plural in 'advertisements'.

In pronunciation of consonants, she generally well pronounced both initial and final consonants but there were some mispronunciation in final consonants and sometimes

consonants between syllables in a word. When she pronounced stop consonants, both initial and final stop consonants were good but she strongly pronounced /t/ which was between syllables such as ‘noticed’, ‘united’, ‘certain’, and ‘literature’. She had substituted several fricatives in her pronunciation such as /s/ instead of /sh/ in ‘finish’, /s/ instead of /z/ in ‘praise’, and /dʒ/ instead of /z/ in ‘pleasant’. In pronunciation of affricates, she did not well pronounce /dʒ/ in ‘image’ with less voiced sounds. Nasal sounds pronunciation was generally appropriate. She pronounced well /l/ sound in initial, middle, final place of the word. However sometimes she had substituted /l/ sound instead of /r/ both initial and middle of the word such as in ‘observed’ and ‘rude’. She well pronounced /w/ sound in ‘warm’ and ‘powerful’. She well pronounced both initial and final clusters such as ‘crisps’, ‘shrimp’. On the contrary, she omitted pronouncing ‘-gh’ ending in ‘thoroughly’, ‘cough’. In this respect, she was generally well pronounced both initial and final consonants except for some mistakes on pronouncing consonants in final part or between syllables.

In pronunciation of vowels, the weakest point was discriminating between rounded vowels and spread vowels because she narrowly opened her mouth without clearly differing tongue and jaw and thus she did not appropriately distinguish between vowels. She had difficulties in discriminating /ɑ/, /æ/, /ʌ/, and /ɔ/ sounds. She had alternatively substituted those sounds each other. For example, she substituted /ɑ/ for /ɔ/ in ‘Americans’, /ʌ/ for /ɑ/ in ‘product’ and ‘other’, /ʌ/ for /ɔ/ in ‘on’ and ‘formed’, and /ɑ/ for /ɔ/ in ‘daughter’. In addition, she substituted /oʊ/ for /ɔ/ in ‘law’, ‘cough’. She did not produce enough size of mouth opening for rounded vowels such as ‘taught’ for /ɔ/. However, she was good at spread vowels such as /i/ but she pronounced ‘i’ as /ɪ/ in the final vowel instead of /ai/ in pronouncing ‘stimuli’. She substituted /æ/ for /ʌ/ ‘advertiser’. She well pronounced tense vowels in the final vowels such as putting stresses at the end of syllables in pronouncing ‘variety and difficulty’. However, she substituted /ʌ/ for /ɑ/ ‘product’, /ʌ/ for /ɔ/ ‘on’ and ‘formed’ with less tense. She well pronounced /ʊ/ lax vowel such as ‘put’ but she substituted /ɪ/ for /ey/ in ‘unfortunate’ with tense. She did well on short and long vowels except for some mistakes. She well pronounced /ɪ/ ‘crisp’ for a short vowel and /æ/ ‘hand’, /ɑ/ ‘product’, /ɪ/ ‘stimulus’, /ʊ/ ‘should’ for long vowels. However, Sometimes she pronounced long all syllables in a word without differing length each syllable in ‘interrupting’ and this affected a mistake in pronouncing a short vowel. She generally well pronounced diphthongs such as /i/ ‘free’, ‘people’, /ʊ/ ‘would’ but she did not well distinguish between ‘-aw’ and ‘-ow’ vowels such as between ‘low and law’. Her pronunciation in /r/-coloring and /l/-coloring vowels was

relevantly distinctive. For instance, she was good at both /r/ and /l/-coloring vowels such as /ɔr/ 'formed', /æɪ/ 'challenge'. She reduced 'a' article vowels between words well in pronunciation but sometimes she pronounced 'a' and 'o' clearly even in between words such as 'create a' and 'kind of'. However, sometimes she strongly pronounced a vowel sound in 'on' and /ə/ 'to a'. The overall problems in vowel sounds may be caused by lack of information about features of vowels and this may affect mispronunciation of vowels.

#### 4.3 Reflection on the second meeting for the diagnostic test

After the first meeting with my tutees, I frequently kept in touch with them through texting messages via Kakao Talk and I informed them about our second meeting. The purpose of the second meeting was to give them the diagnostic tests. Before implementing the tests, I send them some materials for the diagnostic tests to allow them to practice it except for some materials such as reading lists of words and describing pictures. The reason why I did not send those materials in advance is that first, in a case of reading lists of words, they might memorize the pronunciations for the words to exactly mimic the sounds from an electronic dictionary or an online dictionary and this may result in difficulties in evaluating the results of the test such as word stress. Second is that if they prepare the describing pictures in advance with writing, it would be hard to get more natural speech samples because they would perfectly prepare their speech and this would not be spontaneous for free speech. During the diagnostic tests, I had video-recorded their speech. When one tutee was doing the test, I made another tutee to prepare the diagnostic test C which is a giving advice and describing pictures. Thus, both tutees could concentrate on their diagnostic tests without waste of time. In a conversation for free speech, both tutees were reluctant to start and keep going the talk at first and so sometimes I interfered in the talk to progress their talking. Once they started to talk, they were more and more concentrating on their conversation when they were talking about their common interests which were their study and the class. Moreover, they were enjoying their talk and thus I could get natural and spontaneous their free speech samples. In this way, time for the second meeting was efficiently managed and tutees could well concentrate on the diagnostic tests.

## 5 Goals and objectives

Tutor will focus on some specific parts of pronunciation in the pronunciation tutoring project because a time for the project is not enough to cover all weaknesses in tutees' pronunciation. Through the diagnostic tests, both tutees generally well discriminated between consonants except for some mistakes but the mistakes were not critical to understand and comprehend the meaning of their utterances. However, both tutees seem to have problems in distinguishing vowel sounds. In addition, their intonation was not clear due to lack of clear prominence considering crucial information with appropriate pauses for thought groups. Discriminating between vowel sounds can be difficult for Korean students because the Korean articulation area is smaller than the English articulation area (Koo, 2000). Koo said that the areas for the articulation of English may be more various in pronouncing vowels than Korean. In consideration of this, the limitation may cause difficulties in discriminating vowel sounds for Korean students. For another reason, Koreans' tendency to transfer from Korean sounds to English sounds may retain to distinguish vowel sounds (ibid.). However, this may be starting point for understanding English vowel systems and tutees may extend the vowel quality through accepting other vowel qualities (Walker, 2010).

Thus, in consideration of tutees' diagnostic tests results with factors of reasons for difficulties in discriminating vowel sounds, final goals and objectives of the pronunciation tutoring project are to discriminate between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with appropriate intonation and then make tutees pronounce those vowels distinctively. The major purpose is to make tutees be aware of distinguishing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ through understanding each distinctive feature which is the vowel quality comparing other vowels. For a secondary purpose, changes in tutees' intonation will be observed through the project. To satisfy these purposes, the tutor will provide authentic materials which can be used in their daily life considering their needs. Within the plans, tutees will practice from a controlled way to a communicative way to accomplish the goals and objectives which are to discriminate between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with appropriate intonation.

## 6 The action plan

The pronunciation tutoring project consists of five tutoring sessions. The tutor and the tutees will meet once a week for 2 hours. In addition, the tutor will provide the tutees with assignments every week. Through the process of the project, discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds will be tutored as a major objective and appropriate intonation will be dealt as a secondary objective. Overall plans will be based on communicative language teaching approach (Brown, 2007) and thus authentic materials will be used for pronunciation practices and activities. For 5 tutoring sessions, the tutor will try to raise tutee's awareness of the vowel quality through focusing on one vowel in each week with comparing other vowels. In addition, the tutor will try to make the tutees understand how to produce appropriate intonation considering the context of utterances. Through the repeated practices for discrimination of vowel sounds and relevant intonation, tutees will be able to improve their awareness of distinguishing between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with the different vowel qualities and suitable intonation in utterances. The tutor will video-record tutees' performance in each tutoring session to provide additional feedback besides feedback during the session and tutees will also record or video-record their assignment after each tutoring session and then the tutor will also provide feedback on their assignments.

Every plan will include controlled practices: warm-up and activities for practicing the objectives and a comprehensive activity: practicing in a more communicative way with interesting sources. Before starting the tutoring, the tutor will introduce diagrams of vowels to tutees in each tutoring sessions. The purpose of using the diagrams is to raise their awareness about articulation of vowels and then activate their schema of the articulation. The way of utilizing the diagrams and design will be changed in every tutoring. In warm-up, tutor will practice and identify /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds using controlled practices such as minimal word pairs, tongue twisters, a short conversation, bingo, rhyming, and listening to a speaker through a video-clip. The aim of using these practices is to make tutees concentrate on specific features of the vowels and intonation and then make them discriminate between the vowels and understand how to produce appropriate intonation in their speaking. Through these warm-up activities, tutees will be able to identify /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds through comparing each other and understand how intonation may differently be produced considering different situations. Next, practices for acquiring the objectives will be introduced such as reading short conversations, map game, information gap, shadowing a video-clip after listening to the conversation, and limericks. The purpose of

these practices is that making tutees drill their pronunciation through applying to more meaningful contexts. For example, tutees may practice their pronunciation by asking and answering questions each other in the map game or information gap which requires more communicative approach than the warm-up activities and thus they may practice discriminating between vowels with appropriate intonation in a more meaningful context than the warm-up. In this manner, tutees will be able to practice /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds in more diverse circumstances and they also recognize how to present relevant intonation considering specific situations. For comprehensive activities, tutees will shadow a more authentic conversation, make a story using sequencing pictures, to role-plays, and perform a presentation in a less-controlled way. Tutees will practice /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds in a communicative way with their partner. Situations for the drills will be authentic contexts with interesting topics such as casual conversation and talking about their ideal man. The objective of providing these comprehensive activities is that making tutees practice how to distinguish between vowels through recognizing different vowel qualities within their utterances and how to present suitable intonation in more authentic contexts. In this way, tutees may concentrate on /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds to discriminate each other, and they may also recognize intonation considering each different situation and appropriate pauses. In the end, tutees will be able to distinguish /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with proper intonation in their English pronunciation.

Table 6. 1 Syllabus for the action plan

<b>Class 1</b>	<b>Date</b>	<b>April 29, 2014</b>	
	<b>Goal</b>	Tutees will be able to identify /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ and produce suitable questioning intonation to emphasize a crucial meaning.	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/.</li> <li>✚ Tutees will be able to produce appropriate intonation in questioning and appealing important information with prominence through a conversation.</li> </ul>	
	<b>Time</b>	<b>Practices</b>	<b>Materials</b>
	<b>10 min</b>	✚ Vowels' placements of inside the mouth and positions of	✚ Picture-vowels' placements of inside the mouth and

	<p>vowels with different shapes of mouth using pictures as a phonetic approach.</p> <p><b>15 min</b> ✚ Warm up – vowel minimal word pairs concentrating on /ɑ/</p> <p><b>20 min</b> ✚ Activities</p> <p>➤ A short conversation with prominence</p> <p><b>10 min</b> ☺ <b>Break time</b></p> <p><b>25 min</b> ➤ Map game</p> <p><b>30 min</b> ✚ Comprehensive activity – shadowing a short conversation video clip</p>	<p>positions of vowels</p> <p>✚ Mirror</p> <p>✚ Lists of vowel minimal word pair</p> <p>✚ Listening sources for vowel minimal pairs</p> <p>✚ A short conversation with prominence</p> <p>✚ Map game</p> <p>✚ Video clip – a short conversation</p>	
	<b>Assignment</b>	Practice advertising phrases with recording	Advertising phrases for assignment
<b>Class 2</b>	<b>Date</b>	<b>May 7, 2014</b>	
	<b>Goal</b>	Tutees will be able to identify /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/ and produce appropriate intonation for expressing their intention in declarative sentences.	
	<b>Objectives</b>	<p>✚ Tutees will be able to discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/.</p> <p>✚ Tutees will be able to create pertinent intonation in expressing the meaning of the utterances and declarative sentences using sequencing pictures.</p>	
	<b>Time</b>	<b>Practices</b>	<b>Materials</b>
	<b>10 min</b>	✚ Practice for lips and tongue positions in vowels	<p>✚ Pictures of lips and tongue positions in vowels</p> <p>✚ Mirror</p>
	<b>25 min</b>	✚ Warm up - tongue twisters for vowels	✚ Tongue twisters with listening sources

Class 3	10min 25 min 35 min	☺ <b>Break time</b> <ul style="list-style-type: none"> <li>✚ Activities – short conversations for expressing meaning</li> <li>✚ Comprehensive activity – making a story using sequencing pictures</li> </ul>	<ul style="list-style-type: none"> <li>✚ A set of short conversations</li> <li>✚ Kazoo</li> <li>✚ Sequencing pictures</li> </ul>
	<b>Assignment</b>	Practice idioms considering each meaning and a situation with recording	A list of idioms for assignment
	<b>Date</b>	<b>May 13, 2014</b>	
	<b>Goal</b>	Tutees will be able to identify /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/ and produce appropriate intonation for alternative-choice questions.	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/.</li> <li>✚ Tutees will be able to produce alternative-choice questions with relevant intonation through information gap and sentence construction focusing on /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/.</li> </ul>	
	<b>Time</b>	<b>Practices</b>	<b>Materials</b>
	10 min	✚ Practice for discriminating lips and tongue positions of vowels	✚ Pictures of change of lips and tongue positions of vowels
	15 min	✚ Warm up – Intonation in questions of choice	✚ A list of alternative-choice questions with listening sources
	30 min	✚ Activity – information gap	✚ Tables for an information gap activity
	10 min 30 min	☺ <b>Break time</b> <ul style="list-style-type: none"> <li>✚ Comprehensive activity – role-play: sentence construction</li> </ul>	✚ A set of questions and menus for a sentence construction activity
<b>Assignment</b>	Word identification within a short conversation - video recording	Word identification within a short conversation for	

			assignment
<b>Class 4</b>	<b>Date</b>	<b>May 20, 2014</b>	
	<b>Goal</b>	Tutees will be able to identify /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/ and produce pertinent intonation considering purpose of questions.	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/.</li> <li>✚ Tutees will be able to produce rising and falling intonation with different intentions: finding out and making sure.</li> </ul>	
	<b>Time</b>	<b>Practices</b>	<b>Materials</b>
	<b>10 min</b>	✚ Practice for mouth shapes of vowels	✚ Diagrams for mouth shapes of vowels
	<b>15 min</b>	✚ Warm up – bingo for word discrimination	✚ Bingo cards – word identification
	<b>15 min</b>	✚ Activity 1 – listening to a conversation and shadowing to identify rising and falling intonation	✚ Video clip
	<b>10 min</b>	☺ Break time	
<b>20 min</b>	✚ Activity 2 - identifying rising and falling intonation in conversations	✚ A sheet of conversation	
<b>35 min</b>	✚ Comprehensive activity – role-play	✚ A set of questions for role play	
	<b>Assignment</b>	Cloze test- a set of short conversations with video recording	A set of short conversations
<b>Class 5</b>	<b>Date</b>	<b>May 27, 2014</b>	
	<b>Goal</b>	Tutees will be able to identify /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ and present their ideas with rhythmic patterns for appropriate intonation.	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/.</li> <li>✚ Tutees will be able to express their ideas with relevant rhythmic</li> </ul>	

		patterns for suitable intonation through a presentation concentrating on /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/.
<b>Time</b>	<b>Practices</b>	<b>Materials</b>
<b>10 min</b>	✚ Identifying mouth shapes for /ɑ/, /ɔ/, /æ/, /ʌ/, and /ε/ - matching game	✚ Matching game containing pictures of mouth shapes for /ɑ/, /ɔ/, /æ/, /ʌ/, and /ε/
<b>15 min</b>	✚ Warm up 1 – Rhyming	✚ 3 sets of rhyming words
<b>10 min</b>	✚ Warm up 2 – Listening to a keynote presentation	✚ A video clip for a keynote presentation
<b>20 min</b>	✚ Activity 1 - Limerick	✚ Two limericks with listening sources
<b>10 min</b>	☺ <b>Break time</b>	
<b>20 min</b>	✚ Activity 2 – Rhythmic patterns using conversations	✚ 3 sets of different conversations for practice rhythmic patterns
<b>30 min</b>	✚ Comprehensive activity - Presentation about your ideal man	
<b>Assignment</b>	Reading a conversation considering the meaning of the context with video recording	A conversation

## 7 Lesson plans

### 7.1 The class 1

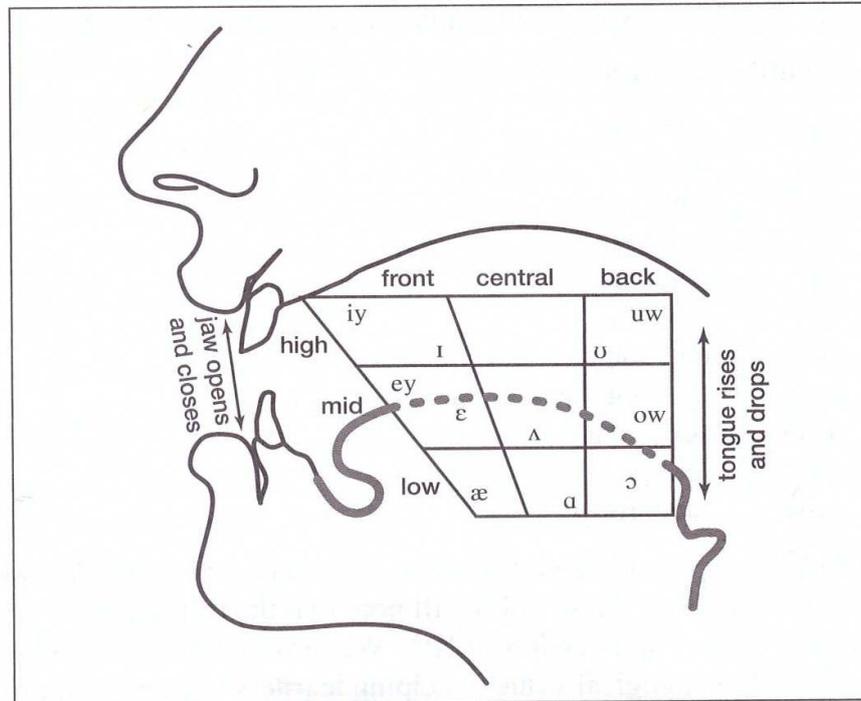
#### 7.1.1 The lesson plan 1

<b>Date</b>	<b>April 29, 2014</b>	
<b>Goal</b>	Tutees will be able to identify /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ε/ and produce suitable questioning intonation to emphasize a crucial meaning.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ε/.</li> <li>✚ Tutees will be able to produce appropriate intonation in questioning and appealing important information with prominence through a conversation.</li> </ul>	
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>
<b>10 min</b>	<ul style="list-style-type: none"> <li>✚ Tutor will introduce vowels' placements of inside the mouth and positions of vowels with different shapes of mouth using pictures as a phonetic approach.</li> <li>✚ During activities, tutees will use a mirror to check their mouth and tongue.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Picture-vowels' placements of inside the mouth and positions of vowels</li> </ul>
<b>15 min</b>	<ul style="list-style-type: none"> <li>✚ Warm up – vowel minimal word pairs concentrating on /ɑ/ <ul style="list-style-type: none"> <li>➤ Tutees will listen to the sources for the words and circle the correct words.</li> <li>➤ Then they will identify a feature of /ɑ/ vowel sound and then discriminate the /ɑ/.</li> <li>➤ Tutees will practice the wrong words through listening again and repetition.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Mirror</li> <li>✚ Lists of vowel minimal word pair</li> </ul>
<b>20 min</b>	<ul style="list-style-type: none"> <li>✚ Activities – a short conversation with prominence, map game <ul style="list-style-type: none"> <li>➤ A short conversation with prominence <ul style="list-style-type: none"> <li>▪ Tutees will read sentences in turn and practice focusing on /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ε/ with prominence.</li> <li>▪ Tutees will understand intonation in questioning</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Listening sources for vowel minimal pairs</li> <li>✚ A short conversati</li> </ul>

<p><b>10 min</b></p> <p><b>25 min</b></p> <p><b>30 min</b></p>	<p>considering crucial information with prominence.</p> <ul style="list-style-type: none"> <li>▪ Tutees will be able to discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/.</li> </ul> <p style="text-align: center;">☺<b>Break time</b></p> <ul style="list-style-type: none"> <li>➤ Map game <ul style="list-style-type: none"> <li>▪ Each tutee will have different map. One tutee will be a passenger and another tutee will be a desk clerk. Both tutees will take turn.</li> <li>▪ Tutees will be able to pronounce appropriate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ with pertinent intonation considering prominence.</li> </ul> </li> <li>➤ Comprehensive activity – shadowing a short conversation video clip <ul style="list-style-type: none"> <li>➤ Tutees will shadow a short conversation video clip with a short period of pauses. They will identify /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/.</li> <li>➤ Tutees will identify prominence in the conversation to convey important meaning and thus they may recognize intonation in questioning and expressing crucial information.</li> <li>➤ Tutees will express suitable intonation to appeal important messages.</li> </ul> </li> </ul>	<p>on with prominence</p> <p>➤ Map game</p> <p>➤ Video clip – a short conversation</p>
<p><b>Assignment</b></p>	<p>Practice advertising phrases with recording</p>	<p>Advertising phrases</p>

## 7. 1. 2 Materials for the lesson plan 1

## Vowels' placements of inside the mouth



The NAE vowel quadrant and sagittal section of the mouth (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 116])

## Positions of Vowels

Phoneme	/ɑ/	/ɔ/	/æ/	/ʌ/	/ɛ/
Tongue position	Lowest, central, lying flat on bottom	Low back	Lower front than /ɛ/, centered	Relaxed mid-level	Mid-front centered
Jaw position	Open widest	Closed slightly	Slightly more open than /ɛ/; may drop a bit lower during articulation	Relaxed	Slightly less open than /æ/
Lip position	Yawn	Oval	Spread	Relaxed, slightly parted	Slightly spread
					

Classification of vowels (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 125])

## VOWEL MINIMAL PAIRS

Word	Word
Add	Odd
Band	Bond
Lag	Log
Axe	Ox
Rack	Rock
Mask	Mosque
Packet	Pocket
Cap	Cop
Goat	Got
Hope	Hop
Own	On
Don	Dawn
Cot	Caught
Are	Hour
Dot	Doubt

Vowel minimal pairs (From Vowel Sound Minimal Pairs [Vowel Sound Minimal Pairs, n. d.]; *EnglishClub* [Essberger n. d.]; Vowel Practice [Chen n. d.]

Retrieved from: <http://streaming.ohio.edu/cas/lingCALL/vowel>

<http://www.englishclub.com/pronunciation/minimal-pairs-o-oh.htm>

<http://www2.nkfust.edu.tw/~emchen/Pron/vowel.htm>

### Short conversation

A: // it's NICK'S BIRTHday coming up// ISn't it// WHAT are you doing for THAT//

B: // well i'd LIKE// to have a PARTy// outSIDE// but we DON'T have a very big GARDen// so that LIMits// HOW many people i can inVITE//

A: // MY garden's pretty big// WHY don't you use THAT//

B: // Are you SURE// that would be alRIGHT// that would be GREAT//

A: // NO problem at ALL//

Prominent words in speech units (1) (From *English Pronunciation in Use: Advanced* [Hewings 2007, 72])

# Map game

**UNIT**
**5** **Waiting for the train: Student A**

(For B's part of this activity, go to page 109.)

Work with a partner. A, you arrive at the station at 7:00 a.m., and you'll catch another train at 2:00 p.m. Read the suggestions below and decide on four things you want to do while you wait for your train. Go to the information desk and ask B where the places are and what time they open.

- |                       |                 |
|-----------------------|-----------------|
| have breakfast        | buy a book      |
| get money             | shop for a gift |
| read a newspaper      | buy a CD        |
| eat lunch             | get a map       |
| drink a cup of coffee | buy a souvenir  |

Example

A: Where can I buy a souvenir?

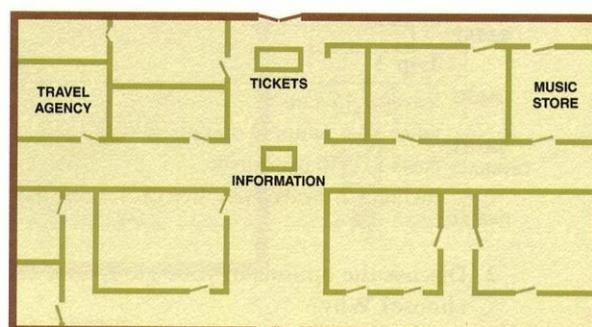
B: At the gift shop.

A: Where is it?

B: Next to the music store.

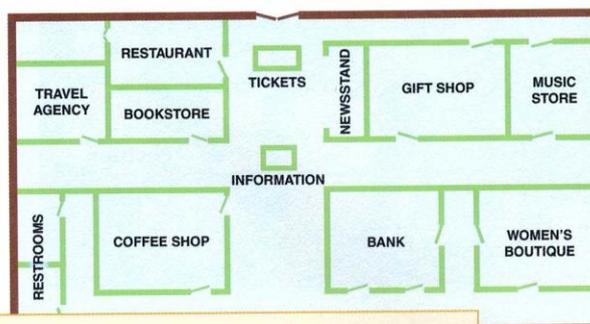
A: What time does it open?

B: At...


**UNIT**
**5** **Waiting for the train: Student B**

(For A's part of this activity, go to page 106.)

Work with a partner. B, you work at the information desk at the station. Answer the questions A asks. Give suggestions.



Place	Hours	Place	Hours
Travel agency	10 a.m.–8 p.m.	Gift shop	8 a.m.–8 p.m.
Restaurant	11 a.m.–8 p.m.	Music store	10 a.m.–7 p.m.
Newsstand	8 a.m.–10 p.m.	Women's boutique	10 a.m.–6 p.m.
Coffee shop	open 24 hours	Bank	9 a.m.–6 p.m.
Bookstore	closed for renovations		

Waiting for the train (From *English Knowhow* [Blackwell & Naber 2003, 106, 109])

## Shadowing a short video clip



The Flatmates episode 70 (From *BBC Learning English* [bbclearningenglish 2010])

Retrieved

from

<http://www.youtube.com/watch?v=6mnmsPwjC6I&list=PL42C2E407FFE71068>

### Script

---

Mom: Alice, you sound dreadful – what’s the matter?

Alice: Oh nothing Mum.

Mom: Doesn’t sound like nothing to me Alice.

Alice: Mum, you can’t do anything to help.

Mom: Maybe not Alice, but you might feel better if you talk about it.

Alice: Ok, well, I had a date with Paul last night, and when I arrived at the restaurant, he was talking to somebody on the phone... but he didn’t see me come in, and I didn’t mean to eavesdrop, but I heard what he was saying. And I heard him say something like, ‘I can’t wait to see you’ and he said, ‘darling’ and then I heard him say, ‘I love you!’

Mom: Oh Alice, there’s probable a perfectly reasonable explanation.

Alice: He’s seeing someone else Mum, that’s the explanation!

---

## Pronunciation Tutoring Project – Assignment 1

### Advertising slogans

1. Harley Davidson – American by Birth. Rebel by Choice.
2. Volkswagen – Think Small.
3. Porsche – There is no substitute.
4. Aston Martin – Power, beauty and soul.
5. Walmart – Save Money. Live Better.
6. Reebok – I am what I am.
7. Adidas – Impossible is Nothing.
8. Calvin Klein – Between love and madness lies obsession.
9. Marks & Spencer – The customer is always and completely right!
10. Levis – Quality never goes out of style.
11. Tag Heuer – Success. It's a Mind Game.
12. IBM – Solutions for a smart planet.
13. DuPont – The miracles of science.
14. PlayStation – Live in your world. Play in ours.
15. EA – Challenge everything.
16. Blogger – Push button publishing.
17. Canon – See what we mean.
18. Nikon – At the heart of the image.
19. Kodak – Share moments. Share life.
20. FedEx – When there is no tomorrow.
21. Disneyland – The happiest place on earth.
22. Hallmark – When you care enough to send the very best.
23. Ajax – Stronger than dirt.
24. Yellow Pages – Let your fingers do the walking.
25. McDonalds – I'm loving it.
26. Burger King – Have it your way.
27. Coca Cola – Twist the cap to refreshment.
28. M&Ms – Melts in your mouth, not in your hands.
29. Vodafone – Make the most of now.
30. Coca Cola – Open Happiness.

Advertising slogans (From *40+ Best Advertising Slogans of Modern Brands* [Waiz 2013])

Retrieved from <http://www.advergize.com/advertising/40-best-advertising-slogans-modern-brands/>

### 7. 1. 3 Feedback on the class 1

#### 7. 1. 3. 1 Tutee: Gayoung, Kim

##### 7. 1. 3. 1. 1 Feedback on the class 1

- ✓ You tended to confuse discriminating /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ with differing tongue positions but I assume that it may be improved in the upcoming tutorings because it was the first class.
- ✓ When you read words containing /ɑ/, sometimes you substituted /ɔ/ for /ɑ/. (e.g. bond, mosque, pocket, cot). Except for the words, you well pronounced /ɑ/.
- ✓ In a practice using conversations, you well produced appropriate intonation for questioning containing a tag question and wh-questions. You also put appropriate stresses on important information to indicate prominence in the sentence such as 'darling'. You well pronounced /r/-coloring vowel in pronouncing 'garden' and 'party' that you had problems in your diagnostic tests. However, suitable pronunciation for /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ was not satisfying. You still did not appropriately open your mouth such as 'restaurant'. This seemed to affect discriminating /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ but I believe that this will be overcome in the future. Even though you were not good at distinguishing /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ at first, it was getting better with the practices except for mouth shape for /ɑ/.

##### 7. 1. 3. 1. 2 Feedback on assignment for the class 1

You generally well discriminated /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation putting stresses on important information. You seemed to well understand features of /ɑ/. However, sometimes you substituted /ʌ/ for /ɑ/ in 'nothing' and /ɔ/ for /ɑ/ in 'involved'. In addition, /ɔ/ sound was not produced clearly but I believe that this will be improved because we will cover /ɔ/ sound in the upcoming tutoring. You seemed to be more comfortable in speaking using a given source and you could better focus on your speech and well distinguish /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/.

## 7. 1. 3. 2 Tutee: Sue Yeon, Lee

## 7. 1. 3. 2. 1 Feedback on the class 1

- ✓ You seemed to confuse discriminating /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ with differing tongue positions but I believe that it may be became better in the upcoming tutorings because it was the first class.
- ✓ When you read words containing /ɑ/, sometimes you substituted /o/ or /ɔ/ for /ɑ/. (e.g. hop, cot). Except for the words, you well pronounced /ɑ/.
- ✓ In a practice using conversations, you well pronounced /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/ by differing mouth shapes and you seemed to well understand features of pronouncing /ɑ/. However, you sometimes made mistakes in intonation. You put stresses on a wrong place which is not containing important message such as 'on' instead of 'phone'. In addition, you still have problems on putting stresses at the end of words such as 'party' and 'darling' but I believe that this will be overcome because you well know about your weaknesses. Except for that, you tried to produce appropriate intonation in a tag question and wh-questions by putting stresses on important information and you well produced those intonations. You generally well discriminated /ɑ/ comparing /ɔ/, /æ/, /ʌ/, and /ɛ/. However, distinguishing /æ/ and /ɛ/ seemed to be difficult for you but this will be improved because it will be introduced in the upcoming tutorings.

## 7. 1. 3. 2. 2 Feedback on assignment for the class 1

On the whole, you well discriminated /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ but you made mistakes in putting stresses within your utterances such as at the end of words and thus you could not well produce appropriate intonation. You seemed to well understand features of /ɑ/. However, sometimes you substituted /ʌ/ for /ɑ/ in 'nothing' and /o/ for /ɑ/ in 'on' but I believe that this will be improved because we will cover /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ sounds by comparing the sounds among them in the upcoming tutoring. You made mistakes in putting stresses at the end of words which were the problems in the diagnostic tests and thus you need to concentrate on putting stresses on appropriate places because it may affect intonation with intelligibility.

#### 7. 1. 4 Reflection on the lesson plan 1

The objectives of the lesson plan 1 were to make tutees discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ε/ and produce appropriate intonation for questioning to emphasize an important meaning in their utterances with prominence. To acquire the objectives, I prepared 5 activities: vowel's placements inside the mouth and lip shapes using pictures as a phonetic approach, vowel minimal word pairs, a short conversation with prominence, a map game, and shadowing a short conversation video clip. The overall process of the activities in the lesson plan 1 was conducted from small and specific parts for the objectives in a controlled way to a guided and communicative way.

Before starting the actual activity, I tried to introduce vowel's placements inside the mouth and lip shapes using pictures as a phonetic approach at the beginning of the class to increase their awareness about features of the vowels. During the activity, I made tutees use mirrors to observe their mouth and then adjust their tongue positions and lip shapes. I also explained about how to change the tongue positions and told them they may feel the differences by changing the position in their mouth. Through the repeated practice, they could how /ɑ/, /ɔ/, /æ/, /ʌ/, and /ε/ may differently be pronounced but they still had what are the exact differences between those vowels. In addition, a sagittal section of the mouth did not seem to be helpful for understanding different features of vowels and practice and thus I would not use the sagittal section in the upcoming tutorings. On the contrary, tutees were satisfied with lips and mouth shapes pictures about positions of vowels for practice discriminating between vowels and thus I will use these pictures in next tutoring in a different way. Through this activity, tutees could understand where they have to place their tongue in pronouncing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ε/.

For a warm up activity, I distributed a list of vowel minimal pairs to tutees. First, I made them listen to the words and circle on the answers. Both tutees well identified /ɑ/ sound but they seemed to confuse some words and thus I replayed the words and drilled students in pronouncing /ɑ/ sound. When they made errors on pronunciation, I let them listen again to the listening sources as a way of model and then repeat the words. The tutees said that these listening sources were useful for identifying differences between the words. Through the drill, tutees could feel the tongue positions pronouncing /ɑ/. However, tutees seemed to confuse between /ɑ/ and /ɔ/ and between /ɑ/ and /o/ even though the alphabets were same: 'O'. Notwithstanding tutees could understand features of /ɑ/ sound through this activity.

Next, I provided them with a short conversation including prominence and a map game in a guided way. First, prominence was represented in capital letters and there were slashes to divide thought groups in the conversation. Thus, tutees could identify where they have to put stresses and pauses and then they could produce appropriate intonation. While tutees read the sentences in turn, I made them give feedbacks each other and thus they could evaluate their pronunciation each other. When they could not recognize why they put stresses in that way, I explained to them the reason. For example, tutees wondered about ‘ISn’t it’ as a falling intonation and so I explained that is because the speaker wants to obtain agreement from the listener. The reason why they were confused the tag question intonation is that they tended to produce rising intonation in questioning. After my explanation with modeling, tutees could understand the meaning of falling intonation in a tag question. In this way, through the drill in this activity, tutees could display more various intonations with appropriate prominence and pauses. When they focused on the intonation, they tended to forget to concentrate on vowels and thus they made some mistakes confusing features of /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/. However, whenever I reminded them how to pronounce /ɑ/ they could recognize the /ɑ/ sound and discriminate the sound comparing /ɔ/, /æ/, /ʌ/, /ɛ/. In a case of Gayoung, she well pronounced /r/-coloring vowel in ‘garden’ and ‘party’ that she had problems in her diagnostic tests. However, she sometimes forgot to express features of /ɑ/ vowel sound in reading a whole sentence. Sue Yeon seemed to understand features of /ɑ/ and tried to pronounce an appropriate sound but she sometimes put prominence in wrong parts such as at the end of the word as she did in the diagnostic test. In consideration of these, I need to provide more intensive practice rather to cover a wide range of contents. For a following activity, I provided them with a map game by asking and answering using information with a map. One tutee had a map and was a clerk and another tutee was a passenger. Tutees had a conversation through asking and answering question in turn and I observed whether they well produced /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation. At first, they could not concentrate on both pronouncing appropriate vowel sounds and intonation with prominence and pauses because it was a less-controlled activity and they had to practice in a more communicative way. However, through the repeated drill with their partner, they became to be more aware about differences between vowel sounds in /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ and well produce suitable intonation. After the map game, I realized that I should have placed the activity at the end of this plan because it was a communicative activity comparing the last activity: shadowing which will be explained next.

For a comprehensive activity, shadowing a short conversation video clip was presented to tutees. The video clip was created by BBC Learning English (2010) and thus tutees could listen to British accent. The content of the video was a conversation about a problem with a boyfriend between mom and daughter. The reason why I choose this video is that tutees may have interests in dating concerns. While I had played the video, I had broken the conversation in a very short interval such as 2 or 3 seconds and then I extended the length of the break through pausing. Thus tutees could shadow the conversation focusing on specific parts in the speaking. Even though this video contained a script, I did not show the script at first and so tutees should repeat the conversation as they heard it. During the practice without looking at a script, tutees could more concentrate on the vowel sounds itself at first and they could recognize intonation by identifying prominence and pauses. As the activity progressed, tutees said that it is interesting to hear British accent and discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ with relevant intonation. Through this, I realized that I may use more materials containing authentic contexts with shadowing and speaking for this project to raise tutees' interests and motivations. After shadowing the video without a script, I showed the script to tutees and let them read and repeat again and then I could observe their pronunciation. Both tutees were able to well pronounce /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ and they tried to distinguish between those sounds by differing their positions of tongue and lips. Sue Yeon well discriminated between /ɑ/ and /ʌ/ in 'what' and 'nothing'. Gayoung also well produced /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ but she seemed to need to practice more in shaping a lip position. They also well expressed pertinent intonation considering a crucial meaning because they knew where they have to put prominence with regard to the meaning of the context. After the activity, I realized that if I played the whole video at first before stopping pauses within a very short break and talked about vowel sounds and intonation in the conversation to make student identify the sounds, it would be an opportunity to check their understanding about /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ and intonation. Therefore, I will use this method in the upcoming tutoring.

At first, tutees confused about discriminate /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ and put stresses in a suitable place in their utterances. However, they became to understand features of pronouncing /ɑ/ sound and were be able to distinguish /ɑ/ comparing /ɔ/, /æ/, /ʌ/, /ɛ/ even though there were some mistakes. In addition, I may use more intensive activities for the next class to make tutees more focus on a specific part to achieve the objectives.

## 7.2 The class 2

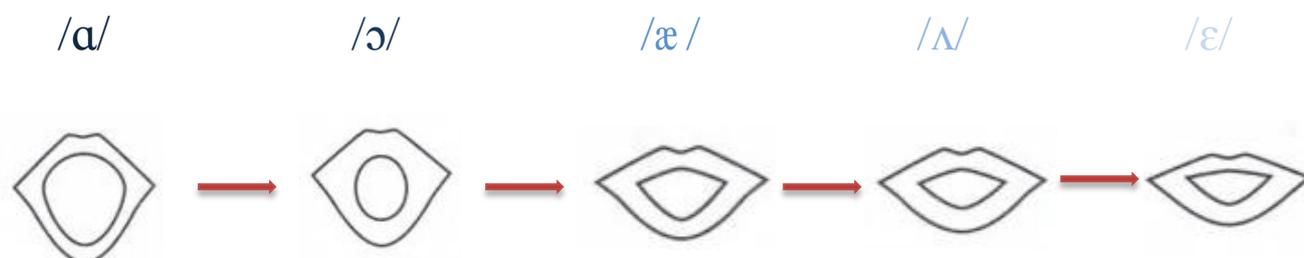
## 7.2.1 The lesson plan 2

<b>Date</b>	<b>May 7, 2014</b>	
<b>Goal</b>	Tutees will be able to identify /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ and produce appropriate intonation for expressing their intention in declarative sentences.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/.</li> <li>✚ Tutees will be able to create pertinent intonation in expressing the meaning of the utterances and declarative sentences using sequencing pictures.</li> </ul>	
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>
<b>10 min</b>	<ul style="list-style-type: none"> <li>✚ Practice for lips and tongue positions in vowels               <ul style="list-style-type: none"> <li>➤ Tutees will alternate /ɔ/, /ɑ/, /æ/, /ʌ/, and /ɛ/ sounds to be aware of different lips and tongue positions. (/ɑ/ → /ɔ/ → /æ/ → /ʌ/ → /ɛ/)</li> <li>➤ During the practice, tutees will use a mirror to check their mouth.</li> <li>➤ Tutor will make tutees identify different features between the vowels through giving feedbacks such as modeling.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Pictures of lips and tongue positions in vowels</li> <li>✚ Mirror</li> </ul>
<b>25 min</b>	<ul style="list-style-type: none"> <li>✚ Warm up - tongue twisters for vowels               <ul style="list-style-type: none"> <li>➤ Tutees will read sentences for 'tongue twisters' and tutor will make tutees identify /ɔ/.</li> <li>➤ Tutees will discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ in the tongue twisters.</li> <li>➤ After the practice, tutor will make tutees listen to the correct pronunciation and then tutees will practice again through repetition and shadowing and finally they will identify and discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Tongue twisters with listening sources</li> </ul>
<b>10min</b>	<b>☺Break time</b>	
<b>25 min</b>	<ul style="list-style-type: none"> <li>✚ Activities – short conversations to express meaning of utterances</li> </ul>	<ul style="list-style-type: none"> <li>✚ A set of short</li> </ul>

35 min	<ul style="list-style-type: none"> <li>➤ Tutor will introduce a set of short conversations including /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/.</li> <li>➤ Tutees will practice the conversations including /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ each other with appropriate intonation to express their meaning through concentrating on different intentions of the utterances.</li> <li>➤ Tutor will model if tutees have difficulties in producing and tutees will practice again considering the feedback.</li> <li>🎨 Comprehensive activity – making a story using sequencing pictures <ul style="list-style-type: none"> <li>➤ Tutees will write a story using the sequencing pictures. When they write a story, they have to use given words.</li> <li>➤ Tutees will practice the story in turn concentrating on /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ with correct intonation to indicate their meaning of the utterances.</li> <li>➤ Tutor will provide feedback after finishing telling the story and then tutees will practice the story again considering the feedback.</li> </ul> </li> </ul>	<p>conversations</p> <p>🎨 Kazoo</p> <p>🎨 Sequencing pictures</p>
<b>Assignment</b>	Practice idioms considering each meaning and a situation with recording	A list of idioms

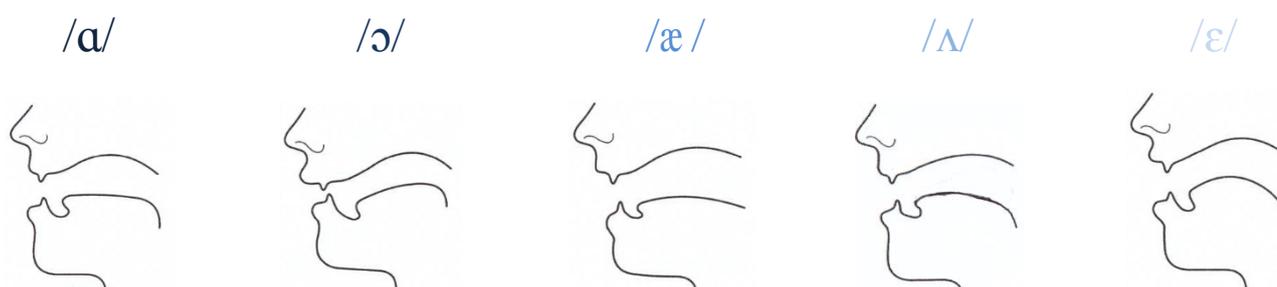
## 7. 2. 2 Materials for the lesson plan 2

## Lips positions in vowels



Lips positions in vowels (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 125])

## Tongue positions in vowels



Tongue positions in vowels (From *Pronunciation Practice Activities: A resource book for teaching English pronunciation* [Hewings 2004, 43])

## Tongue Twisters

/ɔ/	I thought, I thought of thinking of thanking you. When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?
/ɑ/	Chicken in the car and the car can go, that is the way you spell Chicago.
/æ/	If you understand, say ""understand"". If you don't understand, say ""don't understand"". But if you understand and say ""don't understand"". how do I understand that you understand?
/ʌ/	Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?
/ɛ/	Whether the weather be fine, or whether the weather be not. Whether the weather be cold, or whether the weather be hot. We'll weather the weather whether we like it or not.

Tongue Twisters (From *ESL tongue twisters for English pronunciation practice* [Kisito n.d.]

Retrieved from <http://www.download-esl.com/tonguetwisters/easy/easytongue.html>

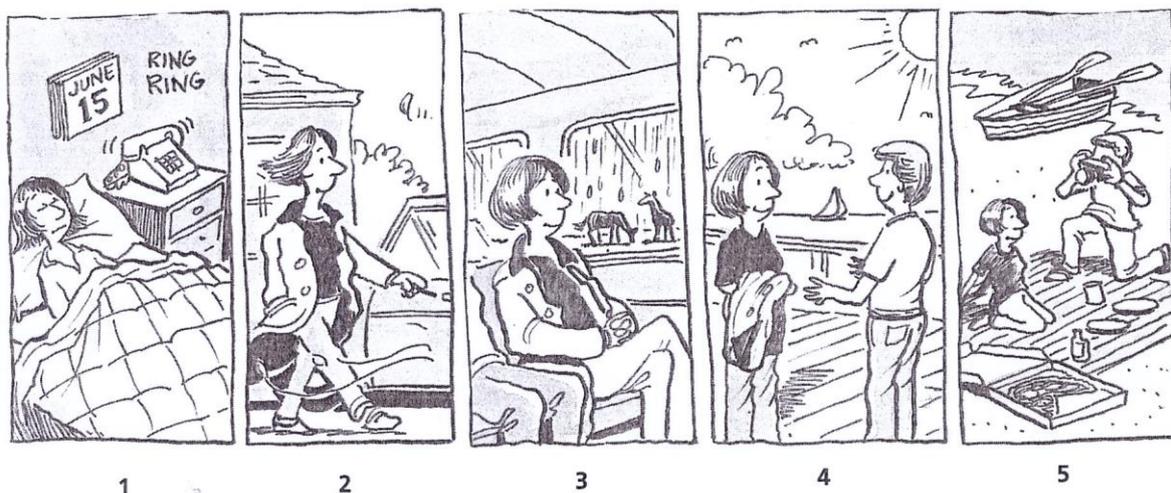
## Short conversations for expressing meaning

Tutor A	Tutor B
Where did you put my old handbag?	It's on top of the WARDrobe.
I thought I put my old handbag in the wardrobe.	It's on the TOP of the wardrobe.
Is that Gail in the red Ford?	Gail's got a BLUE Ford.
Is that Gail in the blue Toyota?	Gail's got a blue FORD.
Where does Ann live?	She lives outside New YORK.
Ann lives in New York, doesn't she?	She lives OUTside New York.
Shakespeare was born in 1554.	He was born in 156(SIXty)4.
Shakespeare died in 1564.	He was BORN in 1564.
Why don't you want to move away from London?	I've got a good JOB.
Now you've finished your course, I suppose you're looking for a good job.	I've GOT a good job.

Testing prominence (From *Pronunciation Practice Activities: A resource book for teaching English pronunciation* [Hewings 2004, 209])

# Making a Story

Direction: Make a story using sequencing pictures with given words.



Sequencing pictures (From *Pronunciation Plus Student's Book: Practice through Interaction* [Hewings & Goldstein 1999, 11])

1. morning, telephone, bed

2. walk, car, weather

3. horse, on, bus

4. talk, sun, river

5. awesome, on, oar, water

## Pronunciation Tutoring Project – Assignment 2

### Idioms

#### **bark up the wrong tree**

If you're barking up the wrong tree, you're looking for something in the wrong place or going about something in the wrong way.

#### **beat around the bush | beat about the bush**

If you beat around the bush, or beat about the bush, you don't say something directly, usually because you don't want to upset the person you're talking to.

#### **can't see the wood for the trees**

If you can't see the wood for the trees, you can't see the whole situation clearly because you're looking too closely at small details, or because you're too closely involved.

#### **Everything's coming up roses.**

you can say "everything's coming up roses" if everything is turning out very well for someone or for something.

#### **fresh as a daisy**

If you feel as fresh as a daisy, you feel energetic and lively.

#### **go out on a limb**

If you go out on a limb, you put yourself in a risky position in order to support someone or something.

#### **make hay while the sun shines**

If you make hay while the sun shines, you make good use of the chance to do something while it lasts.

#### **nip it in the bud**

If you nip something in the bud, you stop a problem from becoming serious by dealing with it as soon as you notice it.

#### **the cream of the crop**

If something or someone is in the cream of the crop, they are among the best of a class of things or people.

#### **up a gum tree**

If you're up a gum tree, you're in trouble or have a serious problem.

10 Idioms based on Plants (From *EnglishClub* [Essberger n.d.])

Retrieved from <http://www.englishclub.com/ref/Idioms/Plants/index.htm>

### 7. 2. 3 Feedback on the class 2

#### 7. 2. 3. 1 Tutee: Gayoung, Kim

##### 7. 2. 3. 1. 1 Feedback on the class 2

- ✓ Perception of discriminating /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ was more improved than the class 1 and you well understood different features of each vowel.
- ✓ When you practiced tongue twisters, you well pronounced /ɔ/ and /ɑ/ sounds but sometimes a shape of lip did not open appropriately for pronouncing those sounds. You well distinguished /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/. However, discriminating /æ/, /ʌ/, and /ɛ/ was not clearly distinguished but it can be improved because /æ/, /ʌ/, and /ɛ/ sounds will be intensively covered in the fourth tutoring.
- ✓ In a practice with short conversations for expressing meaning, you better discriminated /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/ than tongue twisters but sometimes you still made mistakes in distinguishing between /æ/ and /ɛ/ sounds. Intonation was appropriately produced considering meaning of the utterances by putting stresses on the meaning. Even though you read the conversation at a rapid rate, you well produced pertinent intonation to represent the intention of the utterances.
- ✓ In a practice through making a story, when you freely described the pictures, you did not well produce appropriate intonation to express the meaning of your speech but you well produced /ɔ/ sound. You generally seemed to well discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ɛ/.

### 7. 2. 3. 1. 2 Feedback on assignment for the class 2

You generally well distinguished /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation through putting stresses on important meanings of utterances. You well pronounced /ɔ/ sound but sometime you substituted /ʌ/ for /ɔ/ in 'w**ro**ng' and /ɔ/ for /ɑ/ in 'inv**o**lved'. There was a mistake in 't**a**lking': substitution /r/ for /l/ in front of /ɔ/ vowel sound. You produced appropriate intonation and well managed your voice volume. Even though you read fast, you well distinguished /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation putting stresses on important meanings of the utterances.

### 7. 2. 3. 2 Tutee: Sue Yeon, Lee

#### 7. 2. 3. 2. 1 Feedback on the class 2

- ✓ Understanding of discriminating /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/ was developed comparing the class 1 and you well understood different features of each vowel.
- ✓ In a practice with tongue twisters, you well pronounced /ɔ/ and /ɑ/ sounds but sometimes /æ/ sound was too strongly pronounced with tense and you sometimes substituted /ε/ for /æ/ in 'understand'. You well distinguished /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/. However, you substituted /u/ for /ʌ/ in 'wuzzy' but it can be improved because /ʌ/ sound will be introduced in the fourth tutoring.
- ✓ In a practice for expressing meaning using short conversations, you better discriminated /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/ than tongue twisters. Intonation was appropriately produced considering meaning of the utterances by putting stresses on the meaning. Your weakness of putting stresses at the end of words was more corrected in this activity. Even though sometimes there was no clear distinction of stresses between words due to putting stresses on each word, you generally well produced appropriate intonation to represent the intention of the utterances.
- ✓ In a practice through making a story, when you freely described the pictures, you generally well produced appropriate intonation by differing a degree of stresses to express the meaning of your speech. You generally seemed to well discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, and /ε/ but there was some confusing distinguishing between /æ/ and /ε/ sounds.

### 7. 2. 3. 2. 2 Feedback on assignment for the class 2

You generally well discriminated /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation by putting stresses on crucial meanings of utterances. Your rising intonation habit was fairly corrected. However, sometimes you too strongly put stresses on 'or' which may not be appropriate places for stresses but this will be corrected through practices in the upcoming tutorings. Sometimes you substituted /ʌ/ for /ɔ/ in 'because' and /ɔ/ for /ɑ/ in 'involved'. However, you generally well distinguished /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ with appropriate intonation by putting stresses on crucial meanings of utterances.

### 7. 2. 4 Reflection on the lesson plan 2

The objectives of the lesson plan 2 were to make tutees be able to discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ and express meaning of utterances with pertinent intonation and then tutees will be able to represent their intention of speaking in the end. To acquire the objectives, I prepared 4 activities: practice for lip and tongue positions of vowels, tongue twisters for vowels, short conversations to express meaning of utterances, and making a story using sequencing pictures. Overall process of activities were progressed from focusing on small features of /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ to practice the pronunciation in a communicative way.

First, I provided several successive pictures of lip and tongue positions of vowel in order such as different shapes of lips and different heights of tongue and thus tutees could alternate /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ by differing lips and tongue positions gradually. I let them feel the different position of tongue and observe their lips and tongues through mirrors. They said that they can feel the differences between those vowels than before the practice. In addition, tutees said that the pictures were helpful for understanding features of /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ by comparing each other although the pictures were a little confusing to identify differences between them. In addition, they said that they want to practice distinguishing between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ with pictures before starting tutoring. Thus I will cautiously use the pictures for lip and tongue positions with more modeling in a different way in the next tutoring.

After practice lip and tongue positions of vowel in order, tongue twisters for vowels

containing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ was conducted as a warm up activity. At first, I made them read sentences on their own and check whether they produced appropriately or not. In addition, I let them evaluate each other by sharing ideas together. After reading the sentences for tongue twisters, I made them find /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ in each section. Tutees were able to discover the vowel sounds and they could well discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ through understanding and producing appropriate features of /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/. To check their pronunciation, I provided listening sources for the tongue twisters and thus tutees could compare their pronunciation to the sources (Kisito, n. d.). They said that it was helpful for clearly discriminating between the vowels.

Next activity was a short conversation to express meaning of utterances in order to make tutees be able to distinguish /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ in conversations and make them represent their intentions of speech with appropriate intonation through putting stresses on the words that they want to send their messages. In this activity, I made tutees read the conversation in pair and find /ɔ/ sound and distinguish /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/. Because of the previous practices, tutees were able to well discriminate /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/. Tutees also practiced a set of questions with different answers considering meaning by putting stresses on crucial information. In this process, I made tutees use kazoo to feel the stresses and identify intonation. They could understand where they have to put stresses for expressing the meaning and Sue Yeon said that it was helpful understanding intonation patterns. In this activity, I also allowed them to give feedback each other but they were a little reluctant to give feedbacks on partner's errors and only provided feedbacks on good things. Thus I asked questions such as 'why did you put stresses on there?' to them to raise their awareness of appropriate intonation considering different contexts. I also modeled the conversation.

For the following activity, I made them make a story using sequencing pictures with given words containing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/. Before starting to tell the story, I gave some time to them to prepare for the story with note-taking and then they read the story with concentrating on /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/. When they read the story without concentrating on the vowel sounds at first, they sometimes could not distinguish the vowel sounds with relevant intonation because they mostly concentrated on telling the story. However, when I reminded them about features of /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ as a way of feedback, they could well discriminate those sounds with appropriate intonation by placing stresses on their intentions of the utterances. I tried to do not give feedback during their

speaking at first because it may cause reducing their willingness to tell the story in a natural way and thus I provided feedback through reminding their mistakes after finishing the story. In this activity, tutees could practice distinguishing /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ and produce appropriate intonation for expressing the meaning of utterances in a communicative way using the story what they made.

During the second pronunciation tutoring, both tutees could well understand features of /ɔ/ comparing /ɑ/, /æ/, /ʌ/, /ɛ/ at first and well distinguish the vowels through producing their utterances differently. However, when they read sentences or speak, sometimes they made mistakes on distinguishing /æ/ and /ɛ/ but I believe that this will be overcome because we will deal with the vowel sounds in the following tutorings. Providing a communicative activity at the end of the plan was good comparing the first plan. In addition, I will provide more intensive practices for that.

## 7.3 The class 3

## 7.3.1 The lesson plan 3

<b>Date</b>	<b>May 13, 2014</b>	
<b>Goal</b>	Tutees will be able to identify /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/ and produce appropriate intonation for alternative-choice questions.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/.</li> <li>✚ Tutees will be able to produce alternative-choice questions with relevant intonation through information gap and sentence construction focusing on /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/.</li> </ul>	
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>
<b>10 min</b>	<ul style="list-style-type: none"> <li>✚ Practice for discriminating lips and tongue positions of vowels               <ul style="list-style-type: none"> <li>➤ Tutees will alternate /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/ sounds to be aware of different features of lips and tongue position. (/æ/ → /ɑ/, /æ/ → /ɔ/, /æ/ → /ʌ/, /æ/ → /ε/)</li> <li>➤ During the practice, tutees will use a mirror to check their mouth and tongue.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Pictures of change of lips and tongue positions of vowels</li> </ul>
<b>15 min</b>	<ul style="list-style-type: none"> <li>✚ Warm up – Intonation for alternative-choice questions               <ul style="list-style-type: none"> <li>➤ First, tutees will read the questions themselves and pronounce /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/ sounds with appropriate intonation for alternative-choice questions.</li> <li>➤ Then, tutees will listen to the speaker and draw an arrow considering whether the intonation is rising or falling and then circle /æ/ sound.</li> <li>➤ After that, tutees will be able to check whether they did correctly produce or not.</li> <li>➤ Next, tutees will shadow the questions concentrating on /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ε/ with appropriate intonation for alternative-choice questions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ A list of alternative-choice questions with listening sources</li> </ul>

<p><b>30 min</b></p>	<p>✚ Activity – information gap</p> <ul style="list-style-type: none"> <li>➤ Tutor will give tutees a different version of a table with words and thus each tutee will have one table with different words.</li> <li>➤ Tutees should fill out the missing parts through asking and answering each other. In this process, tutees will listen to /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ and discriminate those sounds.</li> <li>➤ Tutees will also understand and produce suitable intonation for alternative-choice questions.</li> </ul>	<p>✚ Tables for an information gap activity</p>
<p><b>10 min</b></p>	<p>😊 <b>Break time</b></p>	
<p><b>30 min</b></p>	<p>✚ Comprehensive activity – role-play: sentence construction</p> <ul style="list-style-type: none"> <li>➤ Tutor will provide tutees with several exemplary alternative-choice questions and menus to make them have conversation using the sources.</li> <li>➤ Tutees will ask and answer using the materials concentrating on /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with pertinent intonation of alternative-choice questions.</li> <li>➤ Tutor will check whether they correctly answer the questions or not to make the conversation smoothly process considering suitable pronunciation on /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with pertinent intonation of alternative-choice questions. For the mistakes, tutor will give assistance using hints or modeling.</li> <li>➤ Tutees will be able to identify and distinguish /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ and produce alternative-choice questions with relevant intonation.</li> </ul>	<p>✚ A set of questions and menus for a sentence construction activity</p>
<p><b>Assignment</b></p>	<p>Word identification within a short conversation - video recording</p>	<p>A short conversation</p>

## 7. 3. 2 Materials for the lesson plan 3

## Lips and Tongue Positions of Vowels

<b>/æ /</b>	<b>/ɑ /</b>	<b>/æ /</b>	<b>/ɔ /</b>
<b>/æ /</b>	<b>/ʌ /</b>	<b>/æ /</b>	<b>/ɛ /</b>

Lip and tongue positions of vowel (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 125]; *Pronunciation Practice Activities: A resource book for teaching English pronunciation* [Hewings 2004, 43])

**/æ /** → **/ɑ /** : man → mom

**/æ /** → **/ɔ /** : band → born

**/æ /** → **/ʌ /** : sat → sun

**/æ /** → **/ɛ /** : tan → ten

## Intonation in questions of choice

Direction: Listen to the speaker and draw an arrow considering whether the intonation is rising or falling and then circle /æ/ sound.

- ✧ Would you rather take a **math** or a **science** class?
- ✧ Would you prefer to learn **modern** or **classical** dance?
- ✧ Would you rather take a vacation in **Italy** or **Spain**?
- ✧ Would you rather **take a class** or **learn at home**?
- ✧ Would you prefer to **read a book** or **listen to tapes**?
- ✧ Would you rather practice **by yourself** or with some friends?

Intonation in questions of choice (From *Interchange Arcade* [Richards 2014])

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[http://www2.cambridge.org/interchange/arcade/launch.do?activityID=534&level=3&unit=8&type=Cup\\_click\\_stress\\_audio&stage=1](http://www2.cambridge.org/interchange/arcade/launch.do?activityID=534&level=3&unit=8&type=Cup_click_stress_audio&stage=1)

# Information gap

Direction: Two students sit facing each other. Each has a different version of a table with words. Tutee A has half the words on her table, and tutee B has the other words. In turns, they ask each other about which words go where.

☉ For example:

Tutee A: Which word do you have in D-2 between A and B?

Tutee B: A

Tutee A: Could you repeat that, please?

## Answer

A1 bath	B1 tamper	C1 flash	D1 sat
A2 shall	B2 bad	C2 end	D2 pack
A3 lug	B3 bland	C3 cot	D3 bond
A4 back	B4 met	C4 lather	D4 marry

## Tutee A

A1 bath, beth	B1 tamper	C1 flush, flash	D1 sat
A2 shall	B2 bed, bad	C2 end	D2 peck, pack
A3 lag, lug	B3 bland	C3 cot, caught	D3 bond
A4 back	B4 met	C4 leather, lather	D4 marry, merry

## Tutee B

A1 bath	B1 tamper, temper	C1 flash	D1 set, sat
A2 shall, shell	B2 bad	C2 and, end	D2 pack
A3 log	B3 blunt, bland	C3 cot	D3 bond, band
A4 back, buck	B4 met, mat	C4 lather	D4 marry

Info gap table (From *Teaching pronunciation* [Lee n.d., 12])

## Sentence Construction

### Menu task

Direction: Order your meal (breakfast, lunch, dinner, snack) from the following list using below questions.

- Do you prefer A or B?
- Have you ever eaten A or B?
- Which one do you want to have between A and B?
- Do you eat A or B?
- Do you like A or B?

anchovy (small fish) apples applesauce apricots (fruit) asparagus (vegetable) bananas Big Mac cabbage candy carrot	crab crackers haddock (fish) ham sandwich hamburger hash browns jam (fruit jelly) lamb pancakes	rabbit stew (soup) radishes (vegetable) ravioli salad salmon (fish) spam (canned preserved ham) tangerines yams (sweet potatoes) yak meat
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Sentence construction (From *Teaching pronunciation* [Lee n.d., 11])



## Pronunciation Tutoring Project – Assignment 3

# Word Identification

Underline the vowels pronounced /æ/ in this conversation.

A: Where were you standing?

B: At the gas station.

A: Where was the man?

B: He ran out of the bank.

A: Did he have anything in his hand?

B: A black bag.

A: Thank you, ma'am.



Word identification for vowel /æ/ (From *Pronunciation Plus Student's Book: Practice through Interaction* [Hewings & Goldstein 1999, 3])

### 7. 3. 3 Feedback on the class 3

#### 7. 3. 3. 1 Tutee: Gayoung, Kim

##### 7. 3. 3. 1. 1 Feedback on the class 3

- ✓ On the whole, you well discriminated /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for alternative-choice questions. Rising and falling intonation was obviously presented. Although sometimes you made mistakes on rising intonation such as putting strong stresses at the beginning of the rising intonation in 'Italy', you corrected soon. In pronunciation of 'at' between words, you well weakly produced the word such as /ə/ instead of /æ/.
- ✓ You still had difficulties in discriminating between /æ/ and /ɛ/ but through the drill using information gap you seemed to better understand each feature of the vowel sounds.
- ✓ In making alternative-choice questions yourself, you well pronounced distinguishing /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for the questions. However, there were some mistakes on putting a strong stress at the beginning of the rising intonation. In pronunciation of 'asparagus', you pronounced /ɑ/ instead of /ə/. In a case of 'salmon', you pronounced // in front of /æ/ instead of eliminating the //. However, you well understood and discriminated /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for alternative-choice questions at the end of the practice.

##### 7. 3. 3. 1. 2 Feedback on assignment for the class 3

**You well pronounced /æ/ with appropriate intonation considering different intentions of speaking which will be introduced in the next tutoring. When you read 'at' at the beginning of speaking, you well pronounced /æ/ instead of /ə/. When you read 'a black bag', you well especially clearly produced features of /æ/ pronunciation.**

## 7. 3. 3. 2 Tutee: Sue Yeon, Lee

## 7. 3. 3. 2. 1 Feedback on the class 3

- ✓ You generally well distinguished /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for alternative-choice questions. Rising and falling intonation was clearly produced. Even though sometimes you made mistakes on rising intonation such as putting strong stresses at the beginning of the rising intonation in 'Italy', you corrected soon. You tended to put strong stresses on pronunciation of 'or' and this may be required to be corrected. In a case of 'at' pronunciation between words, you strongly pronounced /æ/ instead of /ɔ/ and this may be because of perceptions that you have to pronounce /æ/ correctly.
- ✓ Discriminating between /æ/ and /ɛ/ seems to be difficult for you but through the drill using information gap you seemed to understand each feature of the vowel sounds. Finally, you well discriminated between /æ/ and /ɛ/.
- ✓ When you created sentences of alternative-choice questions yourself, you well pronounced distinguishing /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for the questions. However, sometimes you seemed to express falling intonation consciously and this sounded somewhat unnatural for free speaking but after you recognized your mistake, you corrected soon. In creating alternative-choice questions, you still put strong stresses on 'or'. In pronunciation of 'apricots', you pronounced /ɑ/ instead of /æ/. In a case of 'salmon', you pronounced // in front of /æ/ instead of eliminating the //. However, you well understood and discriminated /æ/ comparing /ɑ/, /ɔ/, /ʌ/, and /ɛ/ with appropriate intonation for alternative-choice questions at the end of the drill.

### 7. 3. 3. 2. 2 Feedback on assignment for the class 3

**You well pronounced /æ/ but you produced rising intonation in questions without considering different intentions of questions. However, it will be introduced in the next tutoring. When you read the conversation, you tended to clearly and respectively pronounce each word in the sentence. However, you well produced features of /æ/ pronunciation.**

### 7. 3. 4 Reflection on the lesson plan 3

The objectives of the class 3 were to make tutees be able to discriminate /æ/ comparing /ɑ/, /ɔ/, /ʌ/, /ε/ and produce alternative-choice questions with relevant intonation. To acquire the objectives, I prepared 4 activities: practice for lips and tongue positions of vowels by alternating between /æ/ and /ɑ/, /ɔ/, /ʌ/, /ε/ sounds, practice a list of alternative-choice questions, information gap, and sentence construction as a way of role-play. The process of activities started from focusing on specific features of /æ/ comparing /ɑ/, /ɔ/, /ʌ/, /ε/ to applying the vowel sounds in an authentic context through conversation in a communicative way.

At the beginning of the tutoring, I provided tutees with practice lips and tongue positions of vowels by alternating between /æ/ and /ɑ/, /ɔ/, /ʌ/, /ε/ sounds respectively. I represented pictures of lips and tongue in the mouth and showed exemplary words to more readily alternate between sounds. Practicing using the exemplary words was more helpful understanding distinguishing between the vowels rather pronouncing the vowel sound itself. Comparing to the previous tutoring, both tutees well discriminated /ɑ/ and /ɔ/ comparing other vowel sounds because they already practiced those sounds a lot in the former tutoring. However, they had difficulties in discriminating /æ/ and other vowels especially /ε/ and thus I told them that they may feel the differences between those sounds by alternating exemplary words. Then, they could realize the differences between /æ/ and /ε/ through feeling the differences in tongue and lips. In addition, they said that they can feel the differences in their tongue by alternating pronunciation of vowel sounds. They also satisfied with using pictures at the beginning of the tutoring and thus I decided to employ the pictures for lips and tongue positions of vowels in a different way for the next tutoring.

Next, tutees practiced alternative-choice questions using several questions with

listening sources (Richard, 2014). Before listening to the speaker, I made them read the questions themselves and they may examine whether they appropriate produce intonation and distinguish /æ/ comparing /ɑ/, /ɔ/, /ʌ/, /ε/. At first both tutees well identified /æ/ comparing /ɑ/, /ɔ/, /ʌ/, /ε/ but could not well produce appropriate intonation for alternative-choice questions such as putting rising intonation on the first choice of the question. Then I let them listen to the speaker and tutees could recognize different intonation in alternative-choice questions. Tutees repeated and shadowed the speaking and they enjoyed the activity because they said that they could understand how to differ the intonation in alternative-choice sentences.

In a following practice, tutees did information gap by asking and answering each other using alternative-choice questions. The biggest mistakes of both tutees were discriminating /æ/ and /ε/ such as 'bed' and 'bad' though they understood differences between the sounds in the warm-up activity. It may be considered that they have difficulties in applying those sounds in a real situation. Thus, I will concentrate on improving the ability of discriminating /æ/, /ɑ/, /ɔ/, /ʌ/, and /ε/ in a real communication in the upcoming tutoring such as role-play. Even though they had difficulties in distinguishing those sounds, they well produced appropriate intonation for alternative-choice questions and they said that it is an interesting and fun activity. However, they were curious that how it can be applied in authentic contexts and thus I will provide them with more communicative practices with meaningful contexts.

The final activity was sentence construction as a way of role-play by making them communicate each other using alternative-choice questions. In this practice, both tutees well pronounced /æ/ and /ɑ/, /ɔ/, /ʌ/, /ε/ but there was a new mistake that they produced /l/ after /æ/ in 'salmon'. When they made mispronunciation, I made them pronounce again and corrected the pronunciation through modeling and then they corrected their mispronunciation soon. Thus, I will keep observing the mistake in the upcoming tutoring. In a case of intonation, Gayoung generally well produced rising and falling intonation but sometimes put strong stresses at the beginning of the word for rising intonation and this affected the overall quality of rising intonation. Sue Yeon also made a same mistake with Gayoung and intentionally produced rising and falling intonation. Feedbacks for these errors were provided after their speaking through pointing out the errors and modeling because it may obstruct their speaking in a communicative way and I tried to let them focus on the conversation naturally and communicatively. Then I made them practice again the wrong pronunciations. In this practice, although it was good for practice the objectives in a communicative way,

they seemed to be a little boring because of a limited context and thus I will provide with them more communicative practices with less limited contexts.

After this tutoring, I realized that even though tutees well discriminated /æ/ and /ɑ/, /ɔ/, /ʌ/, /ɛ/ understanding each feature of the sounds on the whole, they still have a difficulty in distinguishing /æ/ and /ɛ/. However, discriminating /æ/ and /ɑ/, /ɔ/, /ʌ/ sounds was improved comparing the diagnostic test. Thus, I will concentrate on discriminating /æ/ and /ɑ/, /ɔ/, /ʌ/, /ɛ/ more deeply and especially between /æ/ and /ɛ/ in the upcoming tutorings through providing a controlled activity such as bingo and then a communicative activity such as role-play with meaningful contexts.

## 7. 4 The class 4

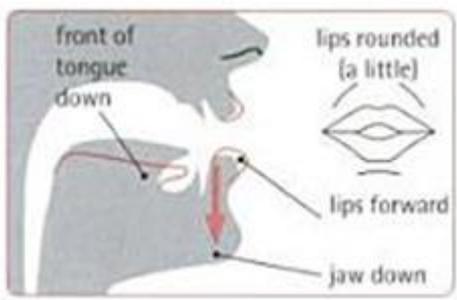
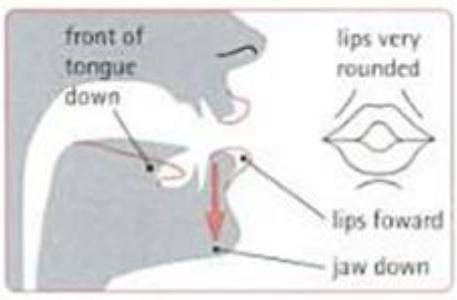
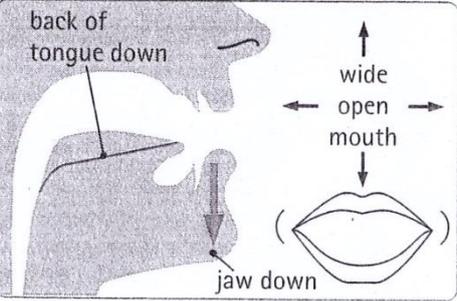
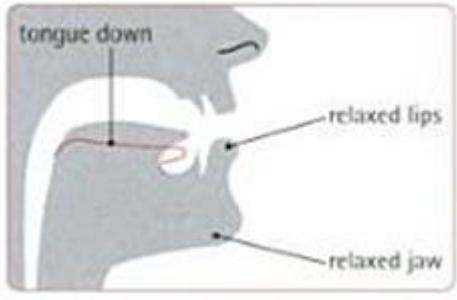
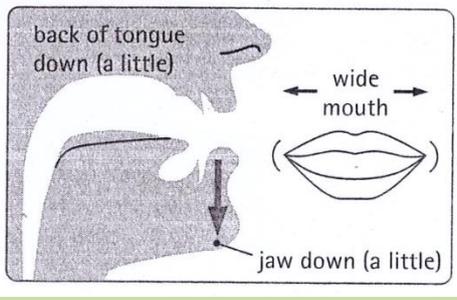
## 7. 4. 1 The lesson plan 4

<b>Date</b>	<b>May 20, 2014</b>	
<b>Goal</b>	Tutees will be able to identify /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/ and produce pertinent intonation considering purpose of questions.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/.</li> <li>✚ Tutees will be able to produce rising and falling intonation with different intentions: finding out and making sure.</li> </ul>	
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>
<b>10 min</b>	<ul style="list-style-type: none"> <li>✚ Practice for mouth shapes of vowels             <ul style="list-style-type: none"> <li>➤ Tutor will present different diagrams of /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/ with exemplary sentences.</li> <li>➤ Tutees will recognize differences between the vowels and read the sentences to practice and discriminate /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Diagrams for mouth shapes of vowels</li> </ul>
<b>15 min</b>	<ul style="list-style-type: none"> <li>✚ Warm up – bingo for word discrimination             <ul style="list-style-type: none"> <li>➤ Tutor will distribute bingo cards containing /ʌ/, /ɑ/, /ɔ/, /æ/, and /ε/ to tutees.</li> <li>➤ Tutor will call out words and then tutees will match and check the words on their bingo cards.</li> <li>➤ Tutees will call out ‘bingo!’ if they complete a line.</li> <li>➤ Tutor will check their cards and provide feedbacks through modeling. Then tutees will read and practice again wrong words concentrating on /ʌ/ to discriminate the vowel sound with /ɑ/, /ɔ/, /æ/, and /ε/.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Bingo cards – word identification</li> </ul>
<b>15 min</b>	<ul style="list-style-type: none"> <li>✚ Activity 1 – listening to a conversation and shadowing             <ul style="list-style-type: none"> <li>➤ Tutor will show a video clip to make tutees recognize /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/ and identify rising and falling intonation in the conversation.</li> <li>➤ Tutees will recognize /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ε/ and rising and falling intonation in consideration of different intentions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Video clip</li> </ul>

<p><b>10 min</b></p> <p><b>20 min</b></p> <p><b>35 min</b></p>	<p>➤ Then, tutees will shadow the conversation concentrating on distinguishing /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ with rising and falling intonation considering different intentions of questions.</p> <p style="text-align: center;">☺<b>Break time</b></p> <p>✚ Activity 2 - identifying rising and falling intonation</p> <p>➤ Tutor will provide tutees with a sheet of a conversation and then they will underline /ʌ/ and draw an arrow considering whether it is rising or falling intonation. They can read aloud the conversation.</p> <p>➤ Tutor will check their answers and provide feedbacks through giving hints, reviewing or modeling.</p> <p>➤ Tutees will read and practice wrong answers to distinguish /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and understand rising and falling intonation of questions with different intentions.</p> <p>✚ Comprehensive activity – role-play</p> <p>➤ Tutor will provide tutees with several questions for role play. Next, they will ask and answer each other using the questions concentrating on distinguishing /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/.</p> <p>➤ Tutees will draw an arrow considering rising and falling intonation with different intentions.</p> <p>➤ Tutees will be able to make follow-up or clarifying questions to make sure their understanding.</p> <p>➤ Tutor will provide feedback after finishing the activity through pointing out errors and then making tutees practice again.</p>	<p>✚ A sheet of conversation</p> <p>✚ A set of questions for role play</p>
<p><b>Assignment</b></p>	<p>Cloze test- a set of short conversations with video recording</p> <p>➤ Tutees will practice the conversation focusing on /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and fill in the blanks considering rising and falling intonation of questions with different intentions.</p>	<p>A set of short conversations</p>

## 7. 4. 2 Materials for the lesson plan 4

## Mouth Shapes of Vowels

vowel	Mouth shape	Example sentence
/ɑ/		There's a <b>bo</b> mb on it
/ɔ/		There's a <b>bo</b> ard on it
/æ/		There' a <b>ba</b> n on it
/ʌ/		There's a <b>bu</b> n on it
/ɛ/		There's a <b>be</b> ll on it

Diagrams for mouth shape of vowels (From *English Pronunciation in Use: Elementary* [Marks 2007, 16, 18, 20, 22])

## Bingo! - word discrimination

Direction: The tutor will call out words and tutęes should try to match them on their bingo cards.

BLOOD	TON	NOON	DAD
LOG	DEAD	FOND	NUN
NET	BLURRED	TAN	LUG
TEN	FUND	ONE	HUT

## Rising or Falling?

- ❖ Identify rising or falling intonation and which words is /Λ/ in the video clip and then shadow the conversation.



The Flatmates episode 1 (From *BBC Learning English* [bbclearningenglish 2009])

Retrieved

from

<http://www.youtube.com/watch?v=vAi1JIMIQVM&list=PL0F4EABE35CA66362>

- ❖ Read the conversations and underline /Λ/ and draw an arrow considering whether it is rising or falling intonation.

Joe and Olivia are going on holiday in the morning, but Joe is excited and can't sleep. Do you think Joe's questions are likely to have a rising tone (put ↗ in the box) or a falling tone (↘)?

- J: Are you awake?  O: Mmm.  
 J: I wonder what time it is?  O: Er, four o'clock.  
 J: When did you book the taxi for?  O: Eight.  
 J: Which terminal does the plane leave from?  O: Don't know.  
 J: You don't know?  O: No.  
 J: Doesn't Philip work at the airport?  O: No, Adam.  
 J: Are you sure?  O: Yes.  
 J: What time is it again?  O: Four.  
 J: Would you mind if I put the radio on?  O: No.  
 J: When's the taxi coming?  O: Zzzzz.

Finding out or making sure (From *English Pronunciation in Use: Advanced* [Hewings 2007, 93])

## Role play

Direction: Tutees will ask and answer each other using below questions. When they ask questions, they should draw an arrow considering whether it is rising or falling intonation in parentheses. They may also create follow-up questions or clarifying questions to make sure their listening.

What are your plans for this Sunday? ( ↘ )	Are you doing anything special on Monday? ( ↗ )
How much studying will you do this weekend? ( ↘ )	Can you cook with pumpkin? ( ↗ )
What's your plan for this summer vacation? ( ↘ )	Do you play the drum? ( ↗ )
When do you usually study English? ( ↘ )	Is the weather going to be nice this Sunday? ( ↗ )
I enjoy cooking for my cousin. ( ↘ )	I like to stay in shape, so I always make time for running. ( ↗ ↘ )

An activity to practice intonation patterns (From *Ups and Downs: An activity to practice intonation patterns* [Lebedev 2011, June 16])

Retrieved from [http://englishwithjennifer.files.wordpress.com/2011/06/intonation-patterns\\_handout.pdf](http://englishwithjennifer.files.wordpress.com/2011/06/intonation-patterns_handout.pdf)

## Pronunciation Tutoring Project – Assignment 4

Choose an answer from the box to complete each conversation.

All of them    ~~A cake~~    Any of it    This evening    Dr Ireland  
 Because your friends told you to    With her parents    Nothing serious

EXAMPLE A: What are you making? ..... *A cake* .....?

B: Yes, it's for Linda's birthday.

1 A: When are they supposed to be back? .....?

B: I think so.

2 A: Where's she living now? .....?

B: Yes, since last month.

3 A: How many of your cousins have you invited? .....?

B: Just a few.

4 A: Why did you do such a silly thing? .....?

B: I'm really sorry.

5 A: How much of the assignment have you written so far? .....?

B: A couple of pages.

6 A: What's wrong with your mother? .....?

B: No, she'll be fine soon.

7 A: Which doctor did you want to see? .....?

B: Yes, please, if he's free.

Finding out or making sure (From *English Pronunciation in Use: Advanced* [Hewings 2007, 95])

### 7. 4. 3 Feedback on the class 4

#### 7. 4. 3. 1 Tutee: Gayoung, Kim

##### 7. 4. 3. 1. 1 Feedback on the class 4

- ✓ You well discriminated /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and well understood features of pronunciation /ʌ/. However, sometimes you made a mistake distinguishing between /ʌ/ and /ɑ/ such as 'fund' and 'fond'. Discriminating between /æ/ and /ɛ/ was improved a lot comparing the previous tutoring.
- ✓ When you listened to a conversation containing rising and falling intonation through a video clip, you well identified why the speakers differed the intonation considering different intentions. In adapting the intonation within a given conversation, you generally well produced appropriate intonations but sometime you confused if the sentence should be produced as rising or falling intonation. This seemed to be because of less understanding about the intention in the context. In addition, your voice pitches were sometimes flat except for prominent words and intonations on final words. However, these were well corrected after receiving feedbacks from the tutor.
- ✓ Discriminating /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and expressing rising or falling intonation in role-play as a practice for real speaking were generally well performed. When you read sample questions for role-play and performed a free speaking, you well naturally distinguished /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/. In addition, you well put stresses on /ʌ/ such as 'but' to express the importance of using the word in your utterance. You also appropriately produced rising or falling intonation considering the intentions of the questions.

## 7. 4. 3. 1. 2 Feedback on assignment for the class 4

You well discriminated /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and produced rising and falling intonation with different intentions if it is for finding out or making sure. In pronunciation 'last', you correctly pronounced /ɑ/ but it was not clearly well pronounced considering features of /ɑ/ pronunciation sound. Moreover, you substituted /ɑ/ for /ʌ/ in 'nothing' but overall discrimination between /ɑ/ and /ʌ/ was good except for that. In pronunciation for /ɔ/ in 'want', you substituted /ə/. When you expressed your intention for making sure, you did not put stresses on prominent words in the phrases due to concentration on rising intonation at the end of the phrase. This resulted in flat pitch before the final rising intonation. However, when you produced falling intonation for finding out, you well produced appropriate voice pitch with final falling intonation. In addition, your intonation variation and voice pitch were become various comparing previous tutoring.

## 7. 4. 3. 2 Tutee: Sue Yeon, Lee

## 7. 4. 3. 2. 1 Feedback on the class 4

- ✓ You well distinguished /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and well understood features of pronunciation /ʌ/ but you tended to put strong stresses on pronouncing /æ/. You made a mistake distinguishing between /ʌ/ and /ɑ/ such as 'fund' and 'fond'. Discriminating between /æ/ and /ɛ/ was improved a lot comparing the previous tutoring except for a mistake distinguishing between 'dead' and 'dad'. However, it was corrected soon after receiving feedback from the tutor and practice again.
- ✓ When you listened to a conversation containing rising and falling intonation through a video clip, you well recognized why the speakers produced different intonations considering different intentions. When you applied the intonation patterns to a given conversation, you generally well produced appropriate intonations but sometime you confused whether the intonation should be rising or falling. This may be due to lack of understanding of the intention in the context. In addition, you did not put stresses on the first word if the sentences ended with rising intonation although the first word was prominent word in the sentence. However, you corrected your mistakes after receiving feedback from the tutor.
- ✓ Distinguishing /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/ and producing rising or falling intonation in role-play as a drill for real speaking were generally well accomplished. In performing a role-play using sample questions, you well spontaneously distinguished /ʌ/ comparing /ɑ/, /ɔ/, /æ/, and /ɛ/. Moreover, you appropriately put stresses on /ʌ/ such as 'but' to express the importance of using the word in your speaking. You also appropriately produced rising or falling intonation considering the intentions of the questions. However, you substituted /l/ for /r/ in 'running' when /ʌ/ came after /r/.

#### 7. 4. 3. 2. 2 Feedback on assignment for the class 4

You well distinguished /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and produced rising and falling intonation with different intentions whether it is for finding out or making sure. When you read 'last', you correctly pronounced /ɑ/ but it was not clearly well pronounced considering features of /ɑ/ pronunciation sound. In addition, you substituted /ɑ/ for /ʌ/ in 'nothing' but you generally well produced /ʌ/ except for that. A difficulty in discriminating between /æ/ and /ɛ/ such as 'when' and 'back' was corrected a lot. You seemed to naturally pronounce those sounds with suitable discrimination. Both falling and rising intonation were well produced but sometimes you produced rising intonation for falling intonation. This seems to be because of your tendency to produce rising intonation in asking questions. However, the overall discrimination between falling and rising intonation considering different intentions was good. In addition, you well put stresses on prominent words in phrases with rising intonation. Your intonation variation and voice pitch were become various comparing previous tutoring.

#### 7. 4. 4 Reflection on the lesson plan 4

The objectives of the class 4 were to make tutees discriminate /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and produce rising and falling intonation with different intentions: finding out and making sure. To obtain the objectives, I prepared 4 activities: bingo for word discrimination, a video clip for identifying rising or falling intonation, a short conversation, and role play. The fourth tutoring started from focusing on specific features of /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ to adapting those in a real conversation with appropriate intonation.

Before starting to the actual activity, I reviewed mouth shapes of 5 vowel sounds: /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ using pictures with exemplary sentences. I provided different pictures with previous tutorings to raise their awareness about that there is no absolutely one correct articulation in pronouncing vowels due to different features of one's mouth. Through this activity, both tutees seemed to well discriminate between vowels because they already had practiced features of vowel pronunciations a lot at the beginning of each tutoring. When they read the exemplary sentences, confusion between /æ/ and /ɛ/ was generally corrected but Sue Yeon seemed to put more tension on her tongue in pronunciation /æ/. This review session did not take a lot of time because this was for activating their memory about previous tutoring and it can be boring. However, both tutees said that it was useful to understand distinguishing between vowels.

The first activity was bingo for word discrimination. In this activity, I tried to check whether both tutees well discriminate between /æ/ and /ɛ/ because it was the weakest point in

the third tutoring. In this activity, tutees tried to discriminate /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and sometimes they asked me to play the words again. Both tutees shouted bingo at an appropriate time but when we check the answers, Sue Yeon confused between /æ/ and /ɛ/ such as ‘dad’ and ‘dead’. In addition, both tutees confused between /ɑ/ and /ʌ/ such as ‘fond’ and ‘fund’. This was a tricky point because I scrambled the words to check whether they may correctly figure out an appropriate vowel or not. Thus, even though it looked like that they performed well on bingo activity, they actually made some errors on their cards. In this activity, tutees could concentrate on distinguishing /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/. In addition, it was good for reviewing and emphasizing discrimination between /æ/ and /ɛ/ and tutees could intensively practice and concentrate on the vowels to correctly distinguish.

In the next activity, both tutees practiced discriminating /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ with appropriate intonation whether it is rising or falling. When they watched a video clip, they could not identify why the intonations were different at first. Thus I replayed the video and then they could understand there are differences of speakers’ intention. With this information, I provided a short conversation and tutees practiced the conversation by differing intonations with distinguishing /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/. Although they were a little confused about how they should produce appropriate intonations considering different intentions, through the repeated drills they became to produce more naturally than before. In addition, both tutees were well understood features of /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/. However, Gayoung tended to read a sentence without differing stresses except for prominent words and sometimes she confused between rising and falling intonation. Sue Yeon sometimes put stresses at the beginning of the sentence and this resulted in placing the stress on wrong prominent words. However, both tutees corrected the errors after my feedback and they could recognize where they made mistakes.

For a final activity, I made tutees do role play using several sample questions with discriminating /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and producing rising or falling intonation. In this practice, I tried to provide them with more meaningful contexts in a more communicative way with less limited contexts. Thus, they could more communicatively practice discriminating /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ and producing rising or falling intonation considering their interesting topics. Both tutees generally well produced appropriate intonation considering different intentions of questions and well discriminated /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/. In a free speaking within the role play, they more naturally pronounced /ʌ/ comparing /ɑ/, /ɔ/, /æ/, /ɛ/ without being conscious about being perfect on pronunciation.

Even they put stresses on prominent words such as 'but' to express the importance of their utterances. Although their rising and falling intonation were sometimes not clear, they seemed to well understand different intonations with different intentions and they tried to produce appropriate intonation. The more they engaged in the free speaking, the more they enjoyed the conversation.

## 7.5 The class 5

## 7.5.1 The lesson plan 5

<b>Date</b>	<b>May 27, 2014</b>	
<b>Goal</b>	Tutees will be able to identify /ε/ comparing /ɑ/, /ɔ/, /æ/, and /Λ/ and present their ideas with rhythmic patterns for appropriate intonation.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>✚ Tutees will be able to discriminate /ε/ comparing /ɑ/, /ɔ/, /æ/, and /Λ/.</li> <li>✚ Tutees will be able to express their ideas with relevant rhythmic patterns for suitable intonation through a presentation concentrating on /ε/ comparing /ɑ/, /ɔ/, /æ/, and /Λ/.</li> </ul>	
<b>Time</b>	<b>Procedures</b>	<b>Materials</b>
<b>10 min</b>	<ul style="list-style-type: none"> <li>✚ Identifying mouth shapes for /ɑ/, /ɔ/, /æ/, /Λ/, and /ε/ - matching game <ul style="list-style-type: none"> <li>➤ Tutor will examine if tutees identify and discriminate appropriate mouth shapes for /ɑ/, /ɔ/, /æ/, /Λ/, and /ε/ through matching game.</li> <li>➤ Tutees will match /ɑ/, /ɔ/, /æ/, /Λ/, and /ε/ vowel sounds to appropriate mouth shape pictures.</li> <li>➤ When tutees try to match the sounds to pictures, they may pronounce the sounds chorally to distinguish each vowel.</li> <li>➤ After finishing matching, tutor will check tutees' answers and tutees will practice again if there were wrong answers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ Matching game containing pictures of mouth shapes for /ɑ/, /ɔ/, /æ/, /Λ/, and /ε/</li> </ul>
<b>15 min</b>	<ul style="list-style-type: none"> <li>✚ Warm up 1 – Rhyming <ul style="list-style-type: none"> <li>➤ Tutor will give several sets of rhyming words containing /æ/ and /ε/ to practice them discriminate between the vowels because they have the most difficulty in discriminating those vowels.</li> <li>➤ Tutees will read aloud the words and circle the word containing /ε/.</li> <li>➤ After circling the word containing /ε/, tutees will share their ideas together before correcting for the answers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ 3 sets of rhyming words</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Next, tutor will check the answers and tutees will practice the wrong words focusing on discriminating between /ɛ/ and /æ/.</li> <li>➤ If tutees have difficulty in distinguishing between vowels, tutor will model the pronunciation as a way of assistance.</li> <li>➤ Finally, tutees will be able to discriminate /ɛ/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/.</li> </ul>	
<p><b>10 min</b></p>	<ul style="list-style-type: none"> <li>➤ Warm up 2 – Listening to a keynote presentation <ul style="list-style-type: none"> <li>➤ Tutor will show a video clip of a keynote presentation to make tutees recognize rhythmic patterns in the speaking.</li> <li>➤ Tutees will listen to the presentation and identify rhythmic patterns with pauses.</li> <li>➤ Tutees will share their ideas how they may produce rhythm in their speaking.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ A video clip for a keynote presentation</li> </ul>
<p><b>20 min</b></p>	<ul style="list-style-type: none"> <li>➤ Activity 1 - Limerick <ul style="list-style-type: none"> <li>➤ Tutor will distribute two limericks to tutees.</li> <li>➤ Tutees will read aloud the limericks considering rhythm and then circle /ɛ/. They will distinguish /ɛ/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/.</li> <li>➤ Next, tutor will check tutees' speaking using listening sources for the limericks. While tutees listen to the sources, they will shadow and repeat the limericks.</li> <li>➤ Tutees will practice again their mistakes concentrating on discriminating /ɛ/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ and rhythmic patterns.</li> <li>➤ Tutor will monitor their speaking and give feedback through modeling or making them listen to the limerick sources again.</li> <li>➤ Tutees will be able to distinguish /ɛ/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ with appropriate rhythm.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Two limericks with listening sources</li> </ul>
<p><b>10 min</b></p>	<p>☺ Break time</p>	

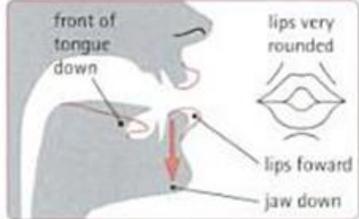
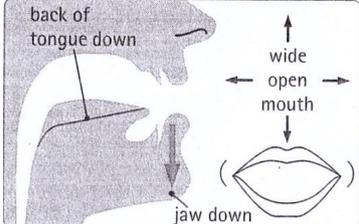
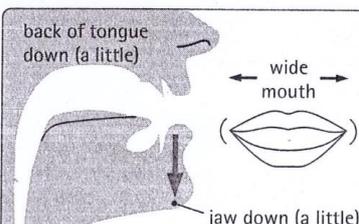
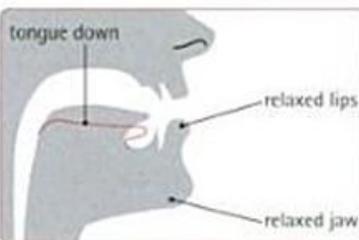
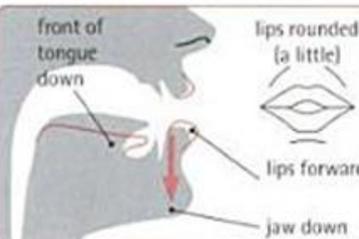
<p><b>20 min</b></p>	<p>✚ Activity 2 – Rhythmic patterns using conversations</p> <ul style="list-style-type: none"> <li>➤ Tutor will provide three different conversations to tutees.</li> <li>➤ Tutees will repeat each conversation one line at a time and then continue the dialogue in the same way. When they practice the conversations, they will try to put stresses on bold letters to practice rhythmic patterns. In addition, tutees will underline /ε/ sound in the conversation.</li> <li>➤ During the practice with given conversations, tutor will monitor and give feedback on tutees' mistakes.</li> <li>➤ Next, tutees will write one more similar conversation about 'where should we go?' and perform the conversation concentrating on rhythmic patterns.</li> </ul>	<p>✚ 3 sets of different conversations for practice rhythmic patterns</p>
<p><b>30 min</b></p>	<p>✚ Comprehensive activity - Presentation about your ideal man</p> <ul style="list-style-type: none"> <li>➤ Tutees will do a short presentation for three minutes respectively concentrating on discriminating /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ with appropriate rhythm.</li> <li>➤ Before performing a presentation, tutees will brainstorm ideas about their ideal man.</li> <li>➤ During the presentation, tutees will be required to use exemplary words to practice distinguishing /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/.</li> <li>➤ While each tutee is performing a presentation, another tutee will observe if the tutee well distinguishes /ε/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ with appropriate rhythm.</li> <li>➤ After finishing the presentation, they will give and get feedback each other. In addition, tutor will give feedback and then tutees will practice again their mistakes.</li> </ul>	

<b>Assignment</b>	Reading a conversation considering the meaning of the context <ul style="list-style-type: none"><li>➤ Discriminating /ɛ/ comparing /ɑ/, /ɔ/, /æ/, and /ʌ/ with appropriate rhythm through video recording</li></ul>	A conversation
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## 7. 5. 2 Materials for the lesson plan 5

## Matching game

Direction: Match /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds to appropriate mouth shape pictures.

vowel	Mouth shape
/ɑ/	
/ɔ/	
/æ/	
/ʌ/	
/ɛ/	

Diagrams for mouth shape of vowels (From *English Pronunciation in Use: Elementary* [Marks 2007, 16, 18, 20, 22])

## Rhyming – which word doesn't rhyme?

Direction: Read aloud the words and circle the word containing /ε/.

land rack smelly	blend stack valley	sand peck Sally
mel rag bread badge settle	bell bag lad hedge battle	shall hag thread edge rattle
sell lacking heckle defection injection add it	palette pecking crackle faction redaction edit it	sell leg dead sedge saddle mallet sacking spackle reaction selection said it

Rhyming – which word doesn't rhyme? (From *Teaching pronunciation* [Lee n.d., 5])

Retrieved from <http://www.kentlee7.com/phon/pron.ped.handbook.pdf>

## Listening a keynote presentation

Direction: Listen to the presentation and identify rhythmic patterns with pauses.



The Chengdu International Conference on Intangible Cultural Heritage (From *UNESCO* [UNESCO 2013])

Retrieved from <http://www.youtube.com/watch?v=abZfrNgYp6k>

# Limerick

Direction: Read the limericks considering rhythm and circle /ε/.

<p><b>That mad actor, Max Hackney- Pratts Gathered masses and masses of hats, Kept a set in his bed, Twenty-seven on his head And the balance on black plastic mats.</b></p>	<p><b>That fat black cat Nat from Rabat Sat passively flat on his mat. He never got wet Except for a bet And it had to be massive at that.</b></p>
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Limericks for pronunciation practice (From *EFL Pronunciation Practice by use of Limericks*  
[Lewis n. d.]

Retrieved from <http://www.yek.me.uk/limricsefl.html>

## Rhythmic patterns

Direction: Repeat each conversation one line at a time and then continue the dialogue in the same way. Try to put stresses on bold letters to practice rhythmic patterns. When you read the conversation, underline /ε/ sound in the conversation.

### 1. **When** should we **meet**?

A: Should we **meet** on **Thursday**?

B: I **can't** on Thursday.

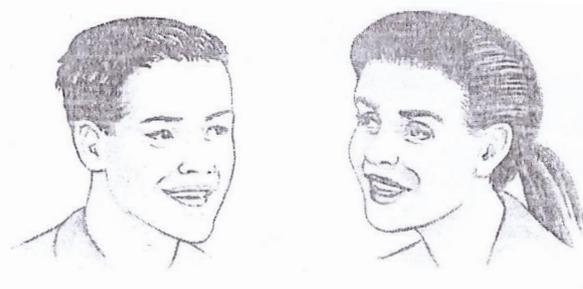
A: Well, **how** about **Friday**?

B: I **can't** on Friday.

A: Well, **how** about **Saturday**?

B: I **can't** on Saturday.

A: Well, **how** about **Sunday**?



### 2. **When** should we **go**?

A: Should we **go** in **January**?

B: I **can't** in January.

A: Well, **how** about **February**?

B: I **can't** in February.

A: Well, **how** about **March**?

### 3. **What** should we **have** to **eat**?

A: **Why** don't we have **fish**?

B: I **don't like** fish.

A: Well, **why** don't we have **chicken**?

B: I **don't like** chicken.

A: Well, **why** don't we have **beef**?

Practice: Write one more similar conversation about 'where should we go?' and perform the conversation.

More on rhythm (From *Pronunciation Plus Student's Book: Practice through Interaction* [Hewings & Goldstein 1999, 68, 69])

## Presentation about your ideal man

Direction: Tutees will do a short presentation for three minutes respectively. Before performing a presentation, brainstorm ideas about your ideal man. When you do presentation, you have to use the below words.

- ✧ Exemplary words: generous, ambitious, thoughtful, selfish, talkative, arrogant, handsome, splendid, clever, friendly, grumpy, untidy, dark, car, stubborn



## Pronunciation Tutoring Project – Assignment 5

- Narrator:** It's dinner time at the Kennedy home. The children are busy eating and talking. Now Joe, Jr. speaks rudely to John, his younger brother, whom everyone calls Jack.
- Joe, Jr.:** Jack, pass the potatoes! You can't have them all!
- Mother:** Hush now, Joe! Where are your manners? Ask nicely, and you will get them.
- Joe, Jr.:** Jack, would you PLEASE pass the potatoes.
- John:** Here you are, SIR.
- Father:** So children, what did you read in the newspaper today?
- John:** I read something about the economic depression. Dad, what do you think of President Roosevelt's policies? Do you think he's doing a good job?
- Father:** It looks that way, Jack. But a lot of people are out of work. In this depression, many people have no jobs, and there are no jobs for them.
- Joe, Jr.:** If I were President, I'd make sure everyone had a job. That's what I'd do!
- Father:** Joe, someday you will be President. Why not? In America, anyone can be President, if they set their mind to it, even if they're Irish.

\*Adapted from *Plays for the Holidays*, by Anne Siebert, Pro Lingua Associates, 2006.

Phrasing (From *Teaching North American English pronunciation: A Brief Introduction with Photocopyable Handouts* [Clark & Yorkey 2011, 94])

### 7. 5. 3 Feedback on the class 5

#### 7. 5. 3. 1 Tutee: Gayoung, Kim

##### 7. 5. 3. 1. 1 Feedback on the class 5

- ✓ *You well discriminated pronouncing /æ/ and /ε/ by differing tongue but you rounded your lips in pronunciation /ε/ more than /æ/. However, when I heard your speaking, I could generally identify that you know how to discriminate between the vowels.*
- ✓ *In practice using limericks, you well paused at appropriate places but expressing clear stresses was not clear. Thus, the overall rhythmic patterns were generally well produced but it sounded like less influential for presenting rhythm. When you practiced rhythmic patterns using conversations, you well produced rising and falling intonation which was the objective of last tutoring. However, sometimes you read the conversation in a monotonous rhythm such as 'I don't like fish' without stresses or pauses. Discriminating /ε/ comparing /α/, /ɔ/, /æ/, /Λ/ was good.*
- ✓ *When you performed a presentation, you generally well produced rhythmic patterns with well distinguishing /ε/ comparing /α/, /ɔ/, /æ/, /Λ/. You seemed to be not conscious about that you had to discriminate between those vowels rather you naturally well produced the vowels. You well put stresses on expressing your emotional feelings or important meanings with relevant pauses. Thus, rhythmic patterns were well presented. In addition, your eye contact with gestures was good for presentation.*

## 7. 5. 3. 1. 2 Feedback on assignment for the class 5

*You well discriminated /ε/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ and seemed to well understand how to present rhythmic patterns for suitable intonation. Discriminating between /æ/ and /ε/ was improved a lot comparing former tutoring. When I heard 'can' and 'them', I could realize you pronounced the vowels in the words differently. /r/-coloring vowel which was one of the weakest points in your pronunciation was also improved a lot such as 'brother' and 'dinner'. However, you substituted /ʌ/ for /ɔ/ in 'talking'. Pauses for rhythmic patterns were limited because you only put pauses after punctuation without considering meaningful units of phrases in a sentence. In addition, putting stresses for rhythmic patterns were not strongly clear but it could be identifiable that you were trying to produce rhythmic patterns through putting stresses on important words. Distinguishing between rising and falling intonation was great and you well produced different intonation considering different intentions of the speaking.*

## 7. 5. 3. 2 Tutee: Sue Yeon, Lee

## 7. 5. 3. 2. 1 Feedback on the class 5

- ✓ You generally well discriminated between /æ/ and /ɛ/ but you tended to distinguish between the vowels by differing your lips rather than tongue. Thus, sometimes it sounded like same such as 'add it' and 'edit it'. However, you well understood how to discriminate between the vowels with each different feature.
- ✓ In practice using limericks, you well produced rhythmic patterns with different stresses and appropriate pauses. However, when you put stresses on words containing /ɛ/ such as 'bet' and 'wet', you substituted /æ/ for /ɛ/ but you well pronounced other words containing /ɛ/. When you practiced rhythmic patterns with conversations, the overall rhythmic patterns were well presented. In addition, you well discriminated /ɛ/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ in this activity.
- ✓ When you performed a presentation, you generally well produced rhythmic patterns with well distinguishing /ɛ/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/. You paused well after each phrase and put stresses on expressing for emotional feeling or important meanings. Your gestures during the presentation were appropriate. You produced rhythmic patterns more naturally with appropriate intonation and well distinguished /ɛ/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ without being conscious comparing reading a given text with consciousness. Your rising intonation patterns were also a lot corrected by differing intonations considering different intentions.

### 7. 5. 3. 2. 2 Feedback on assignment for the class 5

*You well discriminated /ε/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ and produce appropriate rhythmic patterns through putting pauses and stresses. Pronunciation of /r/-coloring vowels was good such as ‘dinner’ . In addition, vowel reduction in ‘about’ was suitably pronounced with /ə/. Discriminating between /ε/ and /æ/ was improved such as between ‘can’ and ‘them’ . This discrimination was naturally produced even when you read a given source. Intonation in alternative-choice sentences which was the objective of the third tutoring was also relevantly well produced. You seemed to speak naturally rather than being aware of that. However, distinguishing between falling and rising intonation need to be practiced more. Even though there were some mistakes in intonation such as falling or rising intonation, rhythmic patterns with pauses and putting stresses and discriminating /ε/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ were good.*

### 7. 5. 4 Reflection on the lesson plan 5

The objectives of the class 5 were to make tutees discriminate /ε/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ and present their ideas with relevant rhythmic patterns for appropriate intonation. To obtain the objectives, I prepared 5 activities: rhyming and listening a keynote presentation for warm-up and limericks, rhythmic patterns using conversations and presentation for actual activities.

Before starting to the actual activity, I let them match /ɑ/, /ɔ/, /æ/, /ʌ/ and /ε/ vowel sounds to relevant mouth shape pictures to check if they can discriminate between the vowels. After this matching game, tutees said that it was difficult because they practiced the pictures with different mouth shapes for reference of vowel articulation not for memorizing the pictures itself. Through this tutees’ feedback, I realized that providing real speaking practice for vowel articulation would be better in using pictures of vowel articulation. However, they said that practice /ɑ/, /ɔ/, /æ/, /ʌ/ and /ε/ vowel sounds using pictures were helpful.

For warm-up activities, I provided them with rhyming and listening to a keynote presentation of Irina Georgieva Bokova who is from Bulgaria (UNESCO, 2013). From the rhyming practice, tutees practiced discriminating between /æ/ and /ε/ which was the weakest point of them. When they do this, they were a little confused discriminating between the vowels but through the repeated drills they could well discriminate between them. Besides,

sometimes I modeled the pronunciation to help them identify differences between the vowels and I also asked a question such as ‘can you feel the differences on your tongue?’ and then they can understand the differences through modeling and practice the pronunciation. However, there were differences between tutees. Gayoung seemed to well discriminate pronouncing between /æ/ and /ɛ/ by differing tongue but she rounded her lips in pronunciation /ɛ/ more than /æ/. On the contrary, Sue Yeon seemed to distinguish between /æ/ and /ɛ/ by differing her lips rather than tongue. During this, they enjoyed distinguishing between the vowels but it seemed to be not enough for practicing rhythmic patterns. In listening to a keynote presentation from Bulgaria, they could listen and recognize rhythmic patterns with different accents of English. They enjoyed watching the video-clip but they said that shadowing the video-clip would be more interesting. In consideration of this, I realized that giving an opportunity for shadowing a video-clip would be better to make students engage in the activity rather than just listening to the speaker in the video because it may be considered as a boring activity.

After that, I provided three conversations for rhythmic patterns practice and they said that it was helpful understanding how they may present rhythmic pattern by differing stresses or pauses. In this activity, tutees could practice rhythmic patterns through differing stresses on the conversation. Before starting the practice, tutees could not appropriately produce rhythmic patterns through differing stresses in the sentence but after the practice they realized that they may produce rhythmic patterns with putting different stresses. For a communicative practice, I had them do presentation with a familiar topic which was about their ideal man. When they were performing the presentation, they enjoyed the presentation by expressing their emotions with stresses. Sometimes they even smiled with gestures. Although it was almost spontaneous with a limited presentation time, they could well discriminate /ɛ/ comparing /ɑ/, /ɔ/, /æ/, /ʌ/ with appropriate rhythmic patterns such as pausing after each phrase with putting stresses on important meanings and thus intonation was suitably produced.

## 8 Achievement test

### 8.1 Overview

The purpose of the achievement test is to evaluate both tutees' progress from the pronunciation tutoring project. Through this achievement test, I tried to assess how they changed or corrected their weaknesses in their pronunciation and then whether intelligibility is increased or not which may affect comprehensibility comparing the diagnostic test. In addition, I tried to concentrate on objectives of the pronunciation tutoring project and thus the test range was limited to the objectives. To check the progress, I provided the tutees with 4 different achievement tests: reading words, reading a conversation, role-play with a shopping list, and free conversation about vacation plans. All the achievement tests were video-recorded for analysis the tests.

The achievement test 1 and 2 were controlled tasks to examine both tutees' knowledge whether they may appropriately produce target features of objectives of the tutoring project. The first test was reading aloud words which was similar to the diagnostic test D but I created different words by myself to focus on objectives of the tutoring project. Thus, I devised the test containing /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ with /r/-coloring and /l/-coloring and vowel reduction. The second test was reading aloud a conversation (Clark & Yorkey, 2011). In this part, I tried to elicit information both vowels and intonation which were objectives of the project. Since this was also a controlled task, I provided tutees with time for practice before starting the test and thus they could comprehend the context which may affect intonation. Through these two controlled achievement tests, tutees could focus on specific features related to the objectives of the tutoring project and I could get information how they well understand discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ with different vowel qualities and appropriate intonation.

The achievement test 3 and 4 were less-controlled tasks to assess whether the tutees could appropriately and correctly produce the objectives in authentic contexts. Thus, I tried to observe how they may well perform the objectives in a less-controlled situation. For this, I provided them with familiar topics such as shopping and summer vacation plans to make them show themselves at their best. The third test was about shopping and tutees had to talk about which one they will buy and explain the reason (Hewings & Goldstein, 1999). The forth test was talking about their summer vacation plans which were related their real plans

and I created this by myself. To make the tutees engage in the fourth test more, I also provided them with several pictures which can be done during the vacation. Through these less-controlled tests, I tried to evaluate their progress within the framework of holistic speaking. All the tests were conducted with video-recording for analyzing the tests.

## 8. 1. 1 Achievement test

## Pronunciation Tutoring Project: Achievement Test

**Achievement Test 1**

Direction: Read the words below.

---

**dollar, value, there, hut, apartment, standard, yellow, caught, fall,  
hurt, doctor, dull, water, add, left, corner, about, discussion**

---

**Achievement Test 2**

Direction: First silently read the conversation considering the context with meaning of the conversation. Then read aloud the conversation considering the background of the conversation.

*Coffee Shop Confusion*

(The customer doesn't hear very well, and the server is impatient.)

Customer: What can I have to start with?

Server: Soup or salad.

Customer: What's Super Salad?

Server: What do you mean, "Super Salad"?

Customer: Didn't you say you have a Super Salad?

Server: No, we don't have anything like that. Just plain green salad. Or you can start with tomato soup.

Customer: Oh, OK. Well, what do you have for dessert?

Server: We have ice cream, pie, and apples.

Customer: I don't like pineapples very much.

Server: Are you making jokes or what? We have ice cream, pie, and apples.

Customer: OK, OK. Just give me the soup and a piece of apple pie.

Server: Sorry, the only pie we have is berry.

Customer: Very what?

Server: Excuse me?

Customer: You said the pie was very something. Very good?

Server: I said the pie was berry – blackberry! And if you will wait just a minute, I'm going to get another server for you.

Coffee Shop Confusion (From *Teaching North American English pronunciation: A Brief Introduction with Photocopiable Handouts* [Clark & Yorkey 2011, 137])

### Achievement Test 3

Direction: You are going to move in a new house with your friend and you are exciting that you may decorate the house as your interests and you will have a housewarming party. Therefore, you are going to go shopping with the list below. Do role-play with your partner considering below conditions.

- Conditions:
  - ✓ Decide which one you will buy between two items by asking and answering each other.
  - ✓ Find out and make sure whether your partner wants the item or not.
  - ✓ If you cannot understand your partner, you may ask clarifying or follow-up questions.
  - ✓ Explain why you want to buy the item that you choose to persuade your partner.

<i>Shopping List</i>	
<i>paintbrush</i>	<i>toothpaste</i>
<i>alarm clock</i>	<i>measuring tape</i>
<i>shower curtain</i>	<i>dish towels</i>
<i>bookcase</i>	<i>cookbook</i>
<i>desk lamp</i>	<i>answering machine</i>
<i>orange juice</i>	<i>frying pan</i>
<i>tomato sauce</i>	<i>washing machine</i>
<i>can opener</i>	<i>garbage can</i>
<i>lightbulbs</i>	<i>salad dressing</i>

Shopping List (From *Pronunciation Plus Student's Book: Practice through Interaction* [Hewings & Goldstein 1999, 60])

### Achievement Test 4

Direction: Talk about your summer vacation plans with your partner. One tutee should introduce more than 2 activities that you want to do during the vacation. After the tutee talked about her plans during the vacation, another tutee may ask which one is the most important or exciting among the activities. If tutees cannot understand what the speaker said, they may ask clarifying or follow-up questions. The speaker should also explain or elaborate on her idea and answer to tutee's question.



## 8. 2 Analysis of the achievement test results

The rubrics for analyzing results of the achievement test need to be devised more narrow and specific than rubrics for the diagnostics because the rubrics for the achievement test may specifically concentrate on the objectives of the pronunciation tutoring project. For the rubrics on the achievement test, I divided the rubrics into two parts: segmentals for vowels and suprasegmentals for intonation including prominence, rhythm, and pauses. The purpose of using the rubrics for the achievement test results is that the rubrics may allow the tutor to assess the tutees' accomplishments and recognize how the intelligibility of the tutees' pronunciation is improved comparing the diagnostic tests. I referred to sources from Gerhiser & Wrenn (2007) and Rogerson-Revell (2011) to create the rubrics for the achievement test. The reason why I employed the sources is that it was good for concentrating on specific features for evaluating how the tutees well performed the objectives in the pronunciation tutoring project.

### 8. 2. 1 Tutee: Gayoung, Kim

#### 8. 2. 1. 1 Rubric and the achievement test results

##### Segmental: Vowels

Vowels	Elements of speech	Degree of correctness	Problems
/ɑ/	Rounded & spread vowels	☺ Accuracy: 88.24% ➤ 30 out of 34	☹ Substitution: /ʌ/ for /ɑ/ (e.g. 'sociology', 'economy'), /ɔ/ for /ɑ/ (e.g. 'psychology', 'politics')
	Tense & lax vowels	☺ Accuracy: 90.48% ➤ 19 out of 21	☹ A stress on a wrong place (e.g. 'standard') ☹ No stress ('economy')
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 100% ➤ 14 out of 14	☺ No
	Reduction	☺ Accuracy: 33.33% ➤ 1 out of 3	☹ No reduction (e.g. 'Korea', 'standard', 'not')

/ɔ/	Rounded & spread vowels	☺ Accuracy: 93.33% ➤ 28 out of 30	☹ Substitution: /ʌ/ for /ɔ/ (e.g. 'ca <u>u</u> ght', 'wa <u>n</u> na')
	Tense & lax vowels	☺ Accuracy: 93.75% ➤ 15 out of 16	☹ Strong stress on 'o <u>n</u> ' without less stress
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 94.12% ➤ 16 out of 17	☹ Omission /r/ (e.g. 'co <u>r</u> ner')
	Reduction	☹ Accuracy: 75% ➤ 3 out of 4	☹ Strong stress on 'o <u>n</u> ' without reduction
/æ/	Rounded & spread vowels	☺ Accuracy: 98.28% ➤ 57 out of 58	☹ Substitution: /ɑ/ for /æ/ (e.g. 'ca <u>l</u> ories')
	Tense & lax vowels	☺ Accuracy: 100% ➤ 27 out of 27	☺ No
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 100% ➤ 10 out of 10	☺ No
	Reduction	☺ Accuracy: 80% ➤ 4 out of 5	☹ No reduction (e.g. 'ha <u>v</u> e' between words)
/ʌ/	Rounded & spread vowels	☺ Accuracy: 98.04% ➤ 50 out of 51	☹ Substitution: /ɑ/ for /ʌ/ (e.g. 'a <u>n</u> other')
	Tense & lax vowels	☺ Accuracy: 93.33% ➤ 28 out of 30	☹ No stresses when stresses is required (e.g. 'bu <u>t</u> ', 'be <u>ca</u> use')
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 97.37% ➤ 37 out of 38	☹ Substitution: /r/-coloring for /l/-coloring (e.g. 'bu <u>l</u> b')
	Reduction	☺ Accuracy: 98.25% ➤ 56 out of 57	☹ No reduction (e.g. 'co <u>m</u> puter')
/ɛ/	Rounded & spread vowels	☺ Accuracy: 93.75% ➤ 30 out of 32	☹ Substitution: /æ/ for /ɛ/ (e.g. 'be <u>t</u> ter')
	Tense & lax vowels	☺ Accuracy: 100% ➤ 13 out of 13	☺ No

	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 100% ➤ 11 out of 11	☺ No
	Reduction	☺ Accuracy: 100% ➤ 3 out of 3	☺ No

### Suprasegmentals

	Impressions	Problems
<b>Intonation/Pitch</b>	☺ Intonation/pitch in both reading aloud and free speaking was become more various than the diagnostic tests	☹ Flat intonation in declarative sentences and before rising intonation in questioning ☹ Voice pitch is still a little low
<b>Prominence</b>	☺ Put prominence on an appropriate place (e.g. 'I <b>don't</b> like pineapples very <b>much</b> ', ' <b>Or</b> you can start with tomato soup') ☺ Put prominence on expressing importance of contrasts (e.g. ' <b>but</b> ') ☺ Good at prominence for important and new meanings in free speaking (e.g. 'disgusting', 'put', 'heavy', 'useful', 'one', 'garbage', 'a lot of', 'Hawaii', 'different', 'future')	☹ No appropriate prominence (e.g. 'I said the pie was berry- <b>blackberry</b> !') ☹ Even though there were prominences in utterances, it was not powerful for emphasizing importance
<b>Intonation: alternative-choice</b>	☺ Good (e.g. reading aloud: 'we have <del>ice cream</del> , <del>pie</del> , and <del>apples</del> , ' <del>soup</del> or <del>salad</del> ', free speaking: 'which one do you like better between <del>paintbrush</del> and <del>toothpaste</del> ?)	☺ No

<p><b>Intonation: rising or falling in questions</b></p>	<p>☺ Well discrimination between rising and falling intonation (e.g. finding out: ‘<del>what</del> can I have to start <del>with</del>?’ , making sure : ‘very <del>what</del>’, ‘excuse <del>me</del>?’)</p>	<p>☺ No</p>
<p><b>Rhythm</b></p>	<p>☺ Good ☺ More various rhythm in free speaking than reading aloud</p>	<p>☺ No</p>
<p><b>Thought groups: pauses</b></p>	<p>☺ Good putting pauses after punctuations and conjunctions both in reading aloud and free speaking</p>	<p>☹ No clear pauses considering dividing sentences into meaning units in reading aloud</p>

#### 8. 2. 1. 2 Analysis of the achievement test results

Gayoung has generally improved her pronunciation in both vowels: discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with different qualities and intonation: distinguishing between rising and falling intonation, prominence, rhythm, and pauses. Thus, intelligibility of her pronunciation is, by and large, increased comparing the diagnostic tests.

With regard to vowels, she could well discriminate between vowels with pronouncing appropriate vowel qualities on the whole but she still had some problems on vowel reduction. Even though she substituted /ʌ/ for /ɑ/ in ‘sociology’, /ɔ/ for /ɑ/ in ‘psychology’, /ʌ/ for /ɔ/ in ‘caught’, /ɑ/ for /æ/ in ‘calories’, /ɑ/ for /ʌ/ in ‘another’, and /æ/ for /ɛ/ in ‘better’, it can be regarded that the overall discrimination between vowels were improved considering the accuracy of the performance. /r/-coloring vowels which were her weakness in the diagnostic tests were also developed comparing the diagnostics but sometimes she still have difficulties in /r/-coloring vowels such as omission /r/ in ‘corner’ and substitution /l/ for /r/ in ‘bulb’. However, she well pronounced /l/-coloring vowels. In producing tense and lax vowels, she generally well put appropriate stresses on words except for some mistakes such as putting a stress on a wrong place in ‘standard’ or no stress in ‘economy’. In a case of vowel reduction, she seemed to be confused about where and how she can reduce vowels in a word level such

as ‘Korea’, ‘standard’, ‘not’, and ‘computer’. However, vowel reduction between words such as ‘a’ which was the problem in the diagnostic tests was corrected. Considering these results, even though she have some problems on vowel reduction, she has improved knowledge on discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with appropriately changing vowel qualities.

In respect of intonation, she generally well produced appropriate intonation such as rising and falling intonation, prominence, rhythm, and pauses. Variation on producing intonation with voice pitch was improved comparing the diagnostic tests. Intonation and pitch in both reading aloud with a given source and free speaking were become more various than the beginning of the project. However, when she uttered questions with ending in rising intonation, she tended to produce flat intonation before the rising intonation without putting appropriate stresses considering meaning of the utterance and thus it seems to be improved more. In expressing prominence, she well put prominence on appropriate places considering crucial and new meanings and it was helpful understanding her utterances through increasing intelligibility. However, in consideration of her pitch, expressing prominence may need to be more strongly produced. When she read and spoke alternative-choice sentences and questions, she well produced appropriate rising or falling intonation considering intentions of utterances: finding out or making sure. As to thought groups: pauses, she well put pauses after punctuations and conjunctions both in reading a given source and free speech but pauses in reading a given source were not clearly appeared considering meaning units. However, putting pauses considering thought groups was improved in comparison with the diagnostic tests. In this respect, her knowledge about producing suitable intonation such as rising and falling intonation, prominence, rhythm, and pauses was improved.

Consequently, it can be concluded that intelligibility of Gayoung’s pronunciation is developed because she became to be good at discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with different qualities and producing appropriate intonation considering distinguishing between rising and falling intonation, prominence, rhythm, and pauses.

## 8. 2. 2 Tutee: Sue Yeon, Lee

## 8. 2. 2. 1 Rubric and the achievement test results

**Segmental: Vowels**

Vowels	Elements of speech	Degree of correctness	Problems
/ɑ/	Rounded & spread vowels	☺ Accuracy: 100% ➤ 25 out of 25	☺ No
	Tense & lax vowels	☺ Accuracy: 100% ➤ 10 out of 10	☺ No
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 90.91% ➤ 10 out of 11	☹ Substitution: /r/-coloring for /l/-coloring (e.g. 'involve')
	Reduction	☹ Accuracy: 10% ➤ 1 out of 10	☹ No reduction (e.g. 'Korea', 'America', 'not', 'Las Vegas')
/ɔ/	Rounded & spread vowels	☺ Accuracy: 92.5% ➤ 37 out of 40	☹ Substitution: /ʌ/ for /ɔ/ (e.g. 'already', 'august'), /ɑ/ for /ɔ/ (e.g. 'caught')
	Tense & lax vowels	☹ Accuracy: 75% ➤ 18 out of 24	☹ Strong stress on 'or' and 'for' without less stress
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 85.71% ➤ 24 out of 28	☹ Omission /r/ (e.g. 'New York') ☹ Substitution: /r/-coloring for /l/-coloring (e.g. 'called'), /l/-coloring for /r/-coloring (e.g. 'form')
	Reduction	☹ No	☹ No
/æ/	Rounded & spread vowels	☺ Accuracy: 97.03% ➤ 98 out of 101	☹ Substitution: /ɑ/ for /æ/ (e.g. 'Manhattan'), /ɛ/ for /æ/ (e.g. 'anything')

	Tense & lax vowels	☺ Accuracy: 93.33% ➤ 28 out of 30	☹ Less stress (e.g. 'anything')
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 100% ➤ 6 out of 6	☺ No
	Reduction	☹ Accuracy: 50% ➤ 5 out of 10	☹ No reduction (e.g. 'at' between words, 'Manhattan')
/ʌ/	Rounded & spread vowels	☺ Accuracy: 93.75% ➤ 60 out of 64	☹ Substitution: /ɑ/ for /ʌ/ (e.g. 'other', 'another')
	Tense & lax vowels	☺ Accuracy: 90.91% ➤ 30 out of 33	☹ No stresses when stresses is required (e.g. 'double', 'because')
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 94.64% ➤ 53 out of 56	☹ Substitution: /r/-coloring for /l/-coloring (e.g. 'bulb', 'musical') ☹ Omission /r/ (e.g. 'super')
	Reduction	☺ Accuracy: 98.25% ➤ 56 out of 57	☹ No reduction (e.g. 'computer')
/ɛ/	Rounded & spread vowels	☺ Accuracy: 92.54% ➤ 62 out of 67	☹ Substitution: /æ/ for /ɛ/ (e.g. 'better', 'said', 'already', 'next', 'end')
	Tense & lax vowels	☺ Accuracy: 100% ➤ 43 out of 43	☺ No
	/r/-coloring & /l/-coloring vowels	☺ Accuracy: 100% ➤ 17 out of 17	☺ No
	Reduction	☺ Accuracy: 100% ➤ 7 out of 7	☺ No

## Suprasegmentals

	Impressions	Problems
<b>Intonation/Pitch</b>	<ul style="list-style-type: none"> <li>☺ More various intonation/pitch in free speaking than reading aloud</li> <li>☺ Good at producing suitable intonation/pitch for expressing feelings in free speaking</li> </ul>	<ul style="list-style-type: none"> <li>☹ Flat intonation in declarative sentences</li> </ul>
<b>Prominence</b>	<ul style="list-style-type: none"> <li>☺ Put prominence on an appropriate place (e.g. 'I said the pie was berry-<b>black</b>berry!')</li> <li>☺ Put prominence on expressing importance of contrasts (e.g. '<b>but</b>')</li> <li>☺ Good at prominence for important and new meanings in free speaking (e.g. 'useless', 'I think', 'choose', 'tour', 'yet', 'only', 'cellphone')</li> </ul>	<ul style="list-style-type: none"> <li>☹ No</li> <li>☹ Better prominence in free speaking</li> </ul>
<b>Intonation: alternative-choice</b>	<ul style="list-style-type: none"> <li>☺ Good (e.g. reading aloud: 'we have ice cream, pie, and apples', 'soup or salad', free speaking: 'do you like to buy a can opener or a garbage can?')</li> </ul>	<ul style="list-style-type: none"> <li>☺ No</li> </ul>
<b>Intonation: rising or falling in questions</b>	<ul style="list-style-type: none"> <li>☺ Well discrimination between rising and falling intonation (e.g. finding out: 'what can I have to start with?', making sure : 'very what?', 'excuse me?')</li> <li>☺ Making sure in free speaking (e.g. 'yogurt?')</li> </ul>	<ul style="list-style-type: none"> <li>☹ Not clear in reading aloud</li> <li>☹ Consciously producing falling intonation for questioning in free speaking (e.g. 'what will you do in the summer vacation?')</li> <li>☹ Rising intonation in declarative sentences</li> </ul>

		when falling intonation is required in free speaking
<b>Rhythm</b>	☺ Good at alternative-choice sentences and questioning sentences ☺ More various rhythm in free speaking than reading aloud	☹ No clear rhythm in declarative sentences due to lack of appropriate pauses
<b>Thought groups: pauses</b>	☺ Good at putting pauses in alternative-choice sentences ☺ Good at putting pauses after punctuations ☺ Better at putting creating thought groups in free speaking than reading aloud	☹ No clear pauses considering dividing sentences into meaning units in reading aloud

#### 8. 2. 2. 2 Analysis of the achievement test results

On the whole, Sue Yeon has improved knowledge on discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with changing vowel qualities and producing appropriate intonation through distinguishing between rising and falling intonation, prominence, rhythm, and pauses. Therefore, intelligibility of her pronunciation is generally developed in comparison with the diagnostic tests.

In regard to vowels, she generally well discriminated between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with correctly altering vowel qualities but putting stresses on suitable places for tense and lax vowels and vowel reductions need to be improved more considering the accuracy. Although she substituted /ʌ/ for /ɔ/ in ‘already’, /ɑ/ for /ɔ/ in ‘caught’, /ɑ/ for /æ/ in ‘Manhattan’, /ɛ/ for /æ/ in ‘anything’, /ɑ/ for /ʌ/ in ‘other’, and /æ/ for /ɛ/ in ‘end’, it can be considered that her knowledge of discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels were generally improved considering the accuracy. In case of /r/-coloring and /l/-coloring vowels, those were not weaknesses in the diagnostic tests but she substituted /r/-coloring vowels for /l/-coloring vowels in ‘bulb’ and /l/-coloring vowels for /r/-coloring vowels in ‘form’. Thus, it needs to be improved more but in consideration of the accuracy, she may generally well produce /r/-coloring and /l/-coloring vowels. However, when it comes to vowel reduction

which was her weakness on the diagnostic tests, she still has problems on that. For example, she substituted /ɑ/ for /ə/ in 'America'. In addition, she still had problems on distinguishing tense and lax vowels. For instance, she put strong stresses on 'or' and 'for' without less stresses. In consideration of these results, she may be required to improve vowel reduction and distinguishing tense and lax vowels but discrimination between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with correctly altering vowel qualities was improved comparing the diagnostic tests.

In an aspect of intonation, knowledge about how to produce appropriate intonation considering contexts of utterances was improved comparing the diagnostic tests. The overall her intonation patterns and pitch were various except for some tendency of producing flat intonation in declarative sentences. With regard to prominence, she well put prominence on relevant places considering important and new meanings in her utterances. In questioning sentences such as alternative-choice and rising or falling intonation, she improved a lot in comparison with the diagnostic tests because she tended put rising intonation in most questioning sentences but she became to produce different intonation considering different intentions in the contexts in the achievement test. With respect to though groups, she well put pauses after punctuations and this was more clearly appeared in free speech and thus it affected more various rhythm in her utterances. However, rhythm in reading declarative sentences using a given source was not clearly produced due to lack of suitable pauses considering meaning units. In this manner, she became to generally well produce appropriate intonation considering situations of the utterances.

In a nutshell, it can be concluded that Sue Yeon's knowledge on discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels with altering vowel qualities and producing appropriate intonation through distinguishing between rising and falling intonation, prominence, rhythm, and pauses is developed comparing the diagnostic tests and thus it may imply that her pronunciation became to be more intelligible to listeners.

### 8.3 Reflection on the achievement test

The objective of the achievement test was to evaluate tutees' progresses on the pronunciation tutoring project comparing the diagnostic test. To examine the progress, I tried to include objectives of the 5 lessons in the achievement test. I provided tutees with 4 different achievement tests: reading words, reading a conversation, role-play with a shopping list, and free conversation about vacation plans.

Before starting the achievement test, both tutees seemed to worry about the test and they said that they might forget the objectives of the lesson plans practiced during the 5 tutorings. Thus, I tried to make them feel relaxed before starting the actual test and provide time to read the test. For achievement test 1 and 2, I provide about 10 minutes to prepare for the test especially due to the test 2 because it was necessary to understand the context of the test 2 for tutees to make them perform at their optimal level of ability. After they understood the context of the test enough, I conducted the tests through video recording. When they were performing the tests, they did not seem to be nervous about the tests anymore. Next, I introduced them that they will do less-controlled test: role-play with a shopping list and free conversation about vacation plans. In these tests, I also gave them time to prepare for the test before beginning the tests. After both tutees fully grasped about the purpose of the conversations, they started to carry out the tests. In comparison between test 4 and 5, tutees said that they could more naturally perform and enjoy the test 5 than the test 4 because the test 5 is related to their real situation and they could share ideas about their real plan during their summer vacation. Besides, when they performed the test 5, they expressed their feelings during the conversation and they seemed to thoroughly be immersed in the conversation. Thus, I could elicit their more natural speaking for analyzing the achievement test which can be compared to the controlled tests: test 1 and 2.

Through this achievement test, I realized that providing more specific materials including the objectives covered during all the tutorings with clear purposes such as authentic contexts should be considered in creating the achievement test to make the test-takers be more involved in the achievement test and perform at their best.

## 9 Survey

As a supplement for the achievement test, I devised a survey named ‘Self-Evaluation form on the pronunciation tutoring project’. In addition, I gathered more information about impression of the pronunciation tutoring project from the tutees through e-mail or text message: ‘Kakao Talk’. When I collect the information for the impression of the project, I let them write in Korean because the tutees may express their impression more deeply and comfortably and it may be better for eliciting information. The purpose of conducting the survey is to collect more information about tutee’s progress which may not possibly be covered in the diagnostic test and achievement test and to obtain information how the tutees have changed their perception about their pronunciation. A source for creating the ‘Self-Evaluation form on the pronunciation tutoring project’ is from Celce-Murcia et al. (2010). The reason why I used this source is that it was good for gleaning more information on tutee’s own perception of progresses or improvements in the project. In a survey for vowels, I made them describe discrete units of vowels in which part they think the easiest and trickiest and in which part they improved the most or still have difficulties. For vowel reduction and intonation, I made them indicate a level of agreements between high and low about how they can well perform.



### Intonation

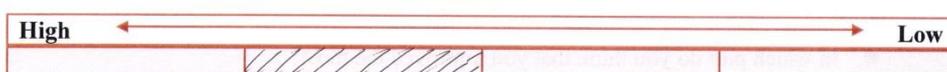
- Prominence: Did you emphasize the words that are crucial or that mean new information?

Degree



- Questioning: Did you produce appropriate intonation for questioning and tag-question?

Degree



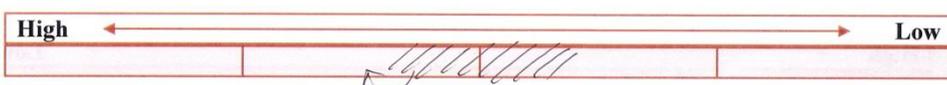
- Alternative-choice: Did you produce appropriate intonation for alternative-choice sentences?

Degree



- Finding-out or making-sure: Did you distinguish different intonation considering different intentions of the question?

Degree



- Rhythm: Did you utter with suitable rhythmic patterns in speaking?

Degree



Self-evaluation form on the pronunciation tutoring project (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 487, 488])

### 9. 1. 2 Analysis of the survey

Gayoung considered that she generally improved both in vowels and intonation except for some difficulties such as /æ/. In vowels, she described that /ɔ/ was the easiest part which was her problems in the diagnostic test because she substituted other vowels such as /ʌ/ for /ɔ/. This may imply that she improved rounded vowels comparing the diagnostic test. The interesting point was that she responded that /æ/ was the trickiest and difficult part but she deemed that she improved /æ/ the most among /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels. When she pronounced /æ/ at first, she did not know how to shape her mouth such as lips and tongue. However, through the practices, she became to understand features of pronunciation /æ/. On the contrary, she had difficulties in discriminating between /æ/ and /ɛ/ and thus she described those vowels as the trickiest part. In consideration of this, it can be considered that she improved /ɔ/ and /æ/ the most but she may still be confusing distinguishing between /æ/ and /ɛ/ and due to this she may have some difficulties in /æ/. For vowel reduction, she indicated a degree on near to a high level. In intonation parts, she also indicated degrees on near to high levels except for finding-out or making-sure intonation. She actually put the degree on the middle of the level but she moved the degree a little forward. This may mean that she may not be confident on the intonation for finding-out or making-sure.

After filling out the evaluation form, I gleaned more information about reflection on the pronunciation tutoring project through e-mail. Gayoung said that the project was very helpful for her pronunciation because she did not know where she has problems or weaknesses on her pronunciation before starting this project (personal communication, June 9, 2014). However, she said that it was good for compensation for the problems of her pronunciation because she could have a chance to practice the pronunciation in the tutoring project after learning pronunciation theories in ‘Teaching Pronunciation’ class. In addition, she added that even though it was hard, applying the pronunciation theories to her real pronunciation and figuring out how to solve the problems through analyzing her pronunciation were satisfying. She also said that she could learn how a process of preparing classes is difficult and she said that my feedback on her performance was helpful. She mentioned that she also wants to practice other parts of pronunciation besides vowels or intonation. Lastly, she stated that she may improve her weaknesses through the pronunciation tutoring project in the future because she could learn how to approach for pronunciation practice.

9. 2 Tutee: Sue Yeon, Lee

9. 2. 1 Self-evaluation form on the pronunciation tutoring project

**Self-Evaluation form on the Pronunciation Tutoring Project**

Name: Lee Sue Yeon Date: 6/3

**Vowels**

- What was the easiest part in vowels?  
*r-coloring / intonation / /d/ sound*
- What was the trickiest part in vowels?  
*Distinguish /ε/ & /æ/*  
*↑ tense at back of tongue*  
*↓ flat tongue*
- In which part do you think that you improved the most?  
*Intonation part, because in my case, I almost raised last word in every question. However, now I can use intonation appropriately.*
- In which part do you think that you still have difficulties?  
*If I have minimal pair words such as 'dead' or 'Dad', I can't distinguish these words exactly by pronouncing those*

**Reduced speech/ Reduction of vowels in unstressed syllables**

- Were you able to reduce unstressed function words within sentences (e. g. *the, have, or, for, and, a, an, on, at, are, was, etc.*)?  

**Degree**

<b>High</b>	← X →	<b>Low</b>
- Were you able to reduce the vowels in unstressed syllables? (e. g. *about, around, etc.*)  

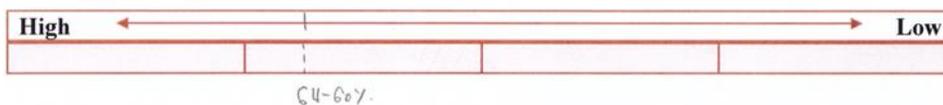
**Degree**

<b>High</b>	← X →	<b>Low</b>

### Intonation

- Prominence: Did you emphasize the words that are crucial or that mean new information?

#### Degree



- Questioning: Did you produce appropriate intonation for questioning and tag-question?

#### Degree



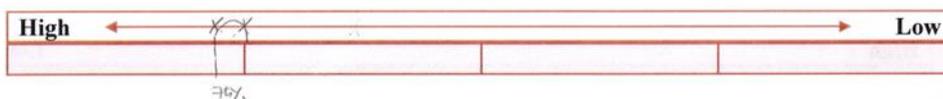
- Alternative-choice: Did you produce appropriate intonation for alternative-choice sentences?

#### Degree



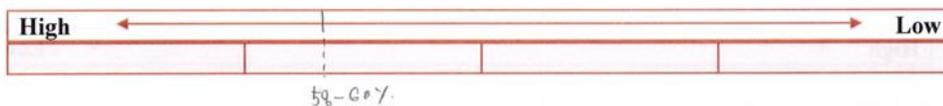
- Finding-out or making-sure: Did you distinguish different intonation considering different intentions of the question?

#### Degree



- Rhythm: Did you utter with suitable rhythmic patterns in speaking?

#### Degree



Self-evaluation form on the pronunciation tutoring project (From *Teaching Pronunciation: a course book and reference guide* [Celce-Murcia et al. 2010, 487, 488])

### 9. 2. 2 Analysis of the survey

Sue Yeon evaluated that on the whole she improved vowels and intonation except for discriminating between /æ/ and /ɛ/. She assessed that /r/-coloring vowels, /ɑ/ sound, and vowel reduction was improved comparing the diagnostic test and she picked the /r/-coloring vowels and /ɑ/ sound were the easiest parts in pronunciation among /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowels. In case of /ɑ/ sound, she confused between /ɑ/ and /ʌ/ in the diagnostic test but after the tutoring project she improved the weakness. However, she said that she still have difficulties in distinguishing between /æ/ and /ɛ/. With regard to vowel reduction, she evaluated a level of her performance on a degree between high and middle of the degree. It may mean that she developed performing vowel reduction comparing before the project. In respect of intonation, she considered that she well performed intonation parts in general through indicating a degree near to high. In addition, she said that she can produce appropriate intonation now rather producing rising intonation in all questions. In this manner, she evaluated her pronunciation that she was good at /r/-coloring vowels, /ɑ/ sound, vowel reduction, and intonation and she improved intonation parts the most through the pronunciation tutoring project but she described that she still has difficulties in distinguishing between /æ/ and /ɛ/.

Next, I collected more information about reflection on the pronunciation tutoring project through text message: 'Kakao Talk'. Sue Yeon said that she was wondering if she could improve her weaknesses on pronunciation within 5 tutorings before beginning the pronunciation tutoring project (personal communication, June 9, 2014). However, after starting the project, she could identify improvements in her pronunciation in comparison with the diagnostic test because she practiced the pronunciation with specific objectives and goals. In addition, she said that it was a good opportunity to practice vowel sounds which can unconsciously be ignored because she thought that the biggest problem was intonation at first. However, she added that it would be better if she could have an opportunity to practice other parts which may be related to pronunciation due to lack of time.

## 10 Conclusions

Nowadays English is used as a lingua franca for speakers who are from different countries with various first languages in the world (Walker, 2010). In consideration of this, developing intelligibility in pronunciation may be important in communication between the speakers because it may affect comprehensibility of the communication between speakers and listeners.

The purpose of the pronunciation tutoring project was to improve intelligibility of tutees' pronunciation both native English speakers and non-native English speakers in the end. To accomplish the purpose, I set goals and objectives that discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with appropriate intonation and then raise their awareness of distinguishing the vowels through understanding each specific quality in comparison with other vowels. Through the 5 tutoring sessions, both tutees have improved discriminating between /ɑ/, /ɔ/, /æ/, /ʌ/, and /ɛ/ vowel sounds with relevant intonation considering meaning of the utterance comparing the diagnostic test. However, the tutees and I felt that it was not enough time to greatly correct and improve their weaknesses for intelligibility. Even though a period for the project was not sufficient, both tutees said that it was a good opportunity to practice pronunciation and improve their weaknesses, and it was also a great experience for me because I could learn how to prepare for the English pronunciation class and devise drills in a communicative way with authentic purposes and contexts. In addition, I could realize the importance of accommodation skills in pronunciation. With regard to learning pronunciation, students may tend to concentrate on producing appropriate and intelligible pronunciation to the listeners without considering that they may also be required to have accommodation skills in listening to the speaker for comprehensible communication. Considering this, teachers may also need to teach accommodation skills to students to improve their intelligibility in pronunciation.

In conclusion, the pronunciation tutoring project provided me an opportunity to experience how to plan English pronunciation classes to improve students' intelligibility in pronunciation and then I could realize the importance of accommodation skills. In addition, for tutees, they said that the project was helpful to improve their weaknesses in pronunciation even though it was a short period. With this experience, I would like to create and teach English pronunciation to my future students.

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