

# **English Phonology Summative Project**

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## **Contrastive Analysis: Japanese and English**

In the following paper, I will give a brief contrastive analysis of selected features of the phonological systems of English and Japanese. This contrastive analysis will serve as the basis for eight sessions of one-on-one pronunciation tutoring with a Japanese student, female, age 51. Due to the nature of this project, I will limit my contrastive analysis to only a few of the phonological aspects of the languages in comparison. Therefore, I will only focus on two consonant groups, fricatives and liquids, followed briefly by a look at vowels, and then offer a few words on stress and prominence. Within each section, I will try to predict difficulties that native speakers of Japanese might have learning English as a second language based on my comparison of English and Japanese phonology.

In performing a contrastive analysis between the phonological systems of English and Japanese, one can begin to predict the difficulties that a Japanese speaker may have in acquiring English pronunciation. My predictions concerning the difficulties that a Japanese learner of English may encounter with English phonemes are based around the idea of L1 transfer to L2. Where there are similarities in consonants and vowels, learners may not be as challenged as where there are dissimilarities. For Japanese learners of English, I will predict that they may have difficulty in pronouncing English phonemes that are nonexistent in the Japanese sound system and replace those non-existent English consonant or vowel sounds with the most similar Japanese sounds.

## Consonants

**Fricatives.** As mentioned previously, I will only focus on a few of the difference in the consonants between English and Japanese. I first want to look at fricatives; English has nine, while Japanese has only six according to Figures 2 and 4, with only four held in common, /s/, /z/, /ʃ/, and /h/. What remains of the English fricatives that are not found in Japanese are /f/, /v/, /θ/, /ð/, and /ʒ/. These remaining phonemes may be a major source of difficulty for Japanese learners of English.

From my experience, the most frequent of these difficulties for Japanese learners of English lies in producing the /θ/ and /ð/ sounds, most likely because the tongue plays a significant part in their production. If we remove the tongue from the equation, the closest sounds in Japanese would be /s/ and /z/, respectively. In natural speech these sounds may be substituted for the unfamiliar ones, for example, the English *thank you* may be pronounced /sankyū/, *the* may be pronounced /za/, and so on.

Another common problem among Japanese speakers is the /v/ sound in English. Again, because this phoneme does not exist in Japanese, Japanese speakers may tend to substitute the phoneme /b/ for the unfamiliar /v/, i.e., /fe**b**arit/ instead of the English *favorite*.

**Consonant Clustering.** Consonant clusters occur much more frequently in English than in Japanese. Again, from my observations, the general CVCV pattern in Japanese is often transferred to the consonant cluster patterns in English, such that Japanese speakers may either insert vowels to break-up consonant clusters or add vowels after word-final consonants. Additional vowels such as /o/ and /u/ are likely to be inserted after

consonants that occur in the final position. Some examples of vowel insertion may include: /map(u)/ for “map,” /kad(o)/ for “card,” and /ob(u)/ for “of,” where the /v/ is replaced by /b/ and /u/ is inserted in the word final position.

**Liquids.** The English language contains two approximants: the lateral /l/ and the retroflex /r/. English relies on the contrast of these two phonemes to distinguish between many minimal pairs in the language. On the other hand, Japanese does not have two distinct approximants. Instead, Japanese has only one, the alveolar flap /ɾ/. This phonemic distinction tends to be a problem for many Japanese speakers who are learning English. Because of this difference, Japanese speakers of English may use the Japanese liquid for both the /l/ and /r/ sounds in English. This means that the words “rice” and “lice” spoken by a Japanese speaker may sound like the same word.

## **Vowels**

Japanese has five short vowels: /a/, /i/, /u/, /e/, and /o/. Although these vowels are somewhat similar to those in English, there are a few differences. The most obvious difference is that English contains several vowel sounds that are not found in Japanese, /ɪ/, /ɛ/, /æ/, /ə/, /ʌ/, and /ʊ/ (see Figures 1 and 3). While I won’t begin to guess at how Japanese speakers may substitute these sounds for more familiar Japanese sounds, I will say that I predict /æ/ and /ɪ/ to be the most problematic from my experience with Japanese speakers.

## **Stress and Prominence**

While no information can be gained from the phonetic inventories of English and Japanese on stress and prominence, I would, however, like to comment on a few observed



differences between the two languages. For one, English is a stress-time language, while Japanese is a syllable-times language. This difference may cause ESL students trouble in maintaining a regular rhythmic beat in English and lead to other problems with phrasing and intonation.

Figure 1 and 2

### Native Phonetic Inventory: Japanese

Source: Maddieson, I. (1984)

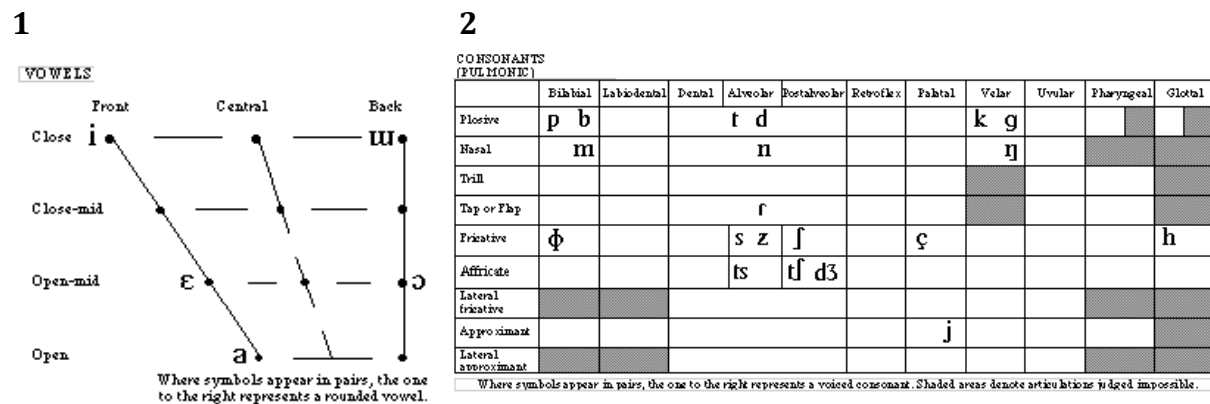
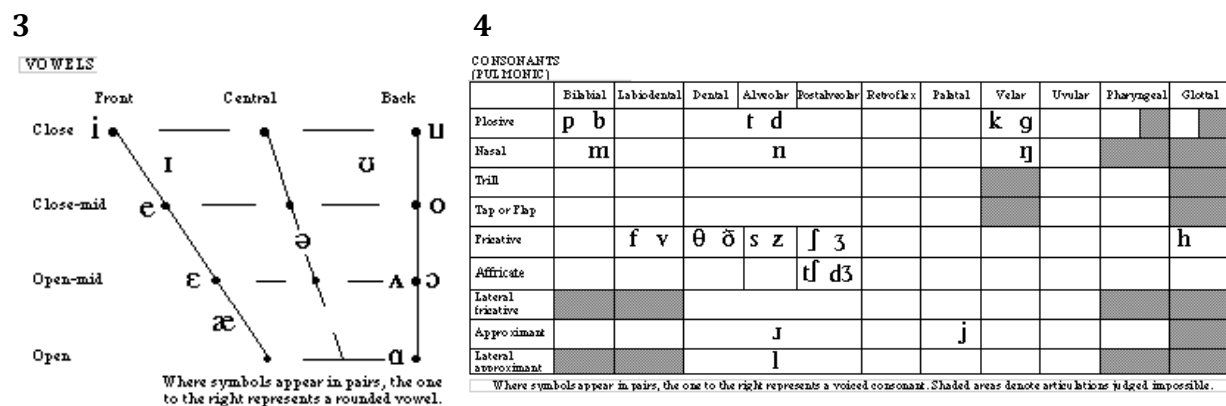


Figure 3 and 4

### Native Phonetic Inventory: English

Source: Ladefoged, P. (1993)



## **Tutoring Report**

Three months ago, as a semester long project for my English Phonology class, SLS460, I began tutoring a student in English phonology over eight one-hour-long sessions. In this paper, I will give background information on the student, summarize predictions made on learner difficulties based on a contrastive analysis and how they compared with an error analysis, discuss tutoring sessions, and conclude with my thoughts on curriculum negotiation.

### **Student Profile**

My student was a native Japanese female, age 51. At the time that our tutoring sessions began, she was a student in the NICE program, New Intensive Center for English, at the University of Hawaii at Manoa. Up until that time, she had only lived in the U.S. for one month. Her English learning experience prior to our sessions included the standard six years of Japanese education and a six-month stint with NOVA, a program for learning English in Japan. It should be noted that both of these experiences were over 3 decades ago and that our sessions were predominantly conducted in Japanese. Therefore, I think it is safe to say that my student was a beginning English learner with fragments of past English knowledge.

On a personal level, there was an indication that the student would be highly motivated to learn English. Now living in the U.S. she conveyed that she “must learn English to survive here.” Her main reason for coming to the U.S. was to help her daughter and son-in-law care for their baby daughter, her granddaughter, who will be bi-culturally

and bilingually raised in the U.S. From my student's perspective, she wants to communicate with her in-laws and granddaughter in English.

### **Contrastive Analysis vs. Error Analysis**

Before meeting my student, I began by performing a contrastive analysis of selected features of the phonological systems of English and Japanese. In this contrastive analysis I predicted difficulties that native speakers of Japanese might have learning English as a second language based on my comparison of English and Japanese phonology.

My predictions concerning the difficulties that a Japanese learner of English may encounter with English phonemes are based around the idea of L1 transfer to L2. Where there are similarities in consonants and vowels, learners may not be as challenged as where there are dissimilarities. For Japanese learners of English, I will predict that they may have difficulty in pronouncing English phonemes that are nonexistent in the Japanese sound system and replace those non-existent English consonant or vowel sounds with the most similar Japanese sounds.

After meeting my student and performing an error analysis, I found that several of my predictions were correct, especially regarding the consonants /θ/, /ð/, /v/, and /l/. In my student's case, these sounds were replaced by more familiar sounds found in Japanese, /s/, /z/, /b/, and /r/, respectively. Also, my student had difficulties with consonant clusters, the insertion of a vowel after some consonant final words, and dropping the plural /s/ at the end of words. As for the English vowel system, I was correct in predicting her difficulty in producing the /æ/ sound. What I did not foresee, however, was her difficulty producing the /ɜ:/ sound as in *first* or *learn*. Regarding stress and intonation, her pattern

of speaking following the Japanese syllable-timed structure. She tended to have difficulty with knowing which words to stress and her overall phrasing tended to be flat.

## Tutoring Sessions

The following table provides an overview of each tutoring session's goals and main activities. They were held for eight one-hour sessions over a course of approximately 1 month, from February 7<sup>th</sup> to March 7<sup>th</sup>.

Table 1

### *Phonology Tutoring Sessions*

Session	Goals/Purpose	Misc. Activities
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Pronunciation needs analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Answered student profile questionnaire</li> <li>• Diagnostic checklist and passage</li> </ul>
2	<ul style="list-style-type: none"> <li>• Pronunciation error/needs analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic checklist and passage</li> <li>• Overall feedback and discussion</li> </ul>
3	<ul style="list-style-type: none"> <li>• Improve pronunciation</li> <li>• Create awareness: Intelligibility vs. nativeness</li> <li>• Review of error analysis results</li> </ul>	<ul style="list-style-type: none"> <li>• Watched a couple YouTube videos on regional accents and world Englishes</li> <li>• Explanation of my teaching philosophy</li> </ul>
4	<ul style="list-style-type: none"> <li>• Improve pronunciation</li> <li>• Focus on / θ / &amp; / ð / vs. /s/ &amp; /z/</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal pair work</li> <li>• Review diagnostic passage</li> </ul>
5	<ul style="list-style-type: none"> <li>• Focus on / θ / &amp; / ð / vs. /s/ &amp; /z/</li> <li>• Listening and Speaking review</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal pair matching pair</li> <li>• Pronunciation textbook handouts</li> <li>• Children's book practice</li> </ul>
6	<ul style="list-style-type: none"> <li>• To improve pronunciation in a real-world activity: Reading a children's book to her grandson</li> <li>• Focus on /v/ vs. /b/</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Book practice</li> <li>• Minimal pair work and tongue twisters</li> <li>• Pronunciation textbook handouts</li> </ul>
7	<ul style="list-style-type: none"> <li>• Create awareness: Phrases and phrase stress patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Children's book practice</li> <li>• Pronunciation textbook handouts</li> </ul>

- |   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"><li>• Create awareness: Punctuation</li><li>• Help the student make decisions about where thought groups begin and end</li></ul> | <ul style="list-style-type: none"><li>• Marked phrasing and thought groups in the diagnostic passage</li></ul> |
| 8 | <ul style="list-style-type: none"><li>• Create awareness: Linking and connected speech</li><li>• Closing</li></ul>   | <ul style="list-style-type: none"><li>• Pronunciation textbook handouts</li><li>• Diagnostic passage</li></ul> |
- 

The entire project opened my eyes to a lot of the issues involved in teaching pronunciation to a second language learner. While I have eight years of experience in teaching ESL and EFL, my phonology lessons were never based on theory. My final thoughts and observations made during and on reflection after the tutoring sessions can be found in the Observations sections of each tutoring session's teaching plan.

## **Conclusion**

In conclusion, while eight hours divided throughout a one-month period may not have been enough time to drastically improve my student's pronunciation, I do think, however, that she left with a different outlook on the nature of pronunciation and why it isn't important to native English speakers that she also sound like a native. I believe that she was most affected by idea that there are extremely different variations of English pronunciation even in the U.S.

While I have already talked a little about my student's level of self-motivation, I want to mention how this lead to student-lead activities and a negotiation for a change in curriculum. Before lessons 5, 6, and 7, I had planned a different set of activities than what actually happened. As I said before, the student was in the U.S. to care for her granddaughter. This personal objective and combined with her motivation to learn and

communicate in English was the reason that she brought in several English children's books. In negotiating what material we would cover in our lessons, she asked if I could help her with reading and pronouncing some of the words in books. I was glad to help and hoped that I could use her self-provided materials and still maintain the integrity of the lessons. Overall, even with the short time I had to work with her, her motivation to learn, and the fact that we were not striving for perfection, my time spent tutoring her was successful and was a pleasure.

## **References**

Maddieson, I. (1984). *Patterns of Sounds*. Cambridge, UK: Cambridge University Press.

Ladefoged, P. (1993): A course in phonetics, 3rd ed., Fort Worth TX: Harcourt Brace College Publishers.

**Student Profile Questionnaire**  
**[Appendix 14: Textbook, p. 477]**

This questionnaire is a way for me to get to know you better right from the start. This will help me to teach most useful course for you. I want to ask you some questions about motivation, background, and situation. Please answer as completely as you can.

**General Background**

1. What is your name?  
Kazuyo Yoshikawa [51 years old]
2. What is your native language?  
Japanese
3. What is your major?  
NICE
4. Are you an undergraduate or a graduate student?  
not a UH student
5. How long have you been at UH? NICE  
4 weeks
6. How long have you lived in the U.S?  
one month
7. Approximately what percentage of time do you speak English each day (as opposed to your native language)?

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

**English Study Background**

8. Please describe your experience in learning English (e.g. how long, where, what kind of courses, what kind of teachers, exposure to native speakers of English in your country, your travel/study experiences, whether you consider your experience learning English pleasant or successful so far, etc.)

3 years - Jr. High  
 3 years - H.S.  
 2 years - College

6 months NOVA  
 [Her last experience studying English was 30 years ago.]

9. Have you had more experience with British or with American English (or some other variety, such as Australian, Indian, South African, etc.)? Please explain.

American, but grade school teachers were Japanese  
 NOVA teachers were international

**Knowledge of English Pronunciation**

10. Do you ever use the pronunciation key or guide in your dictionary to get an idea of how a word is pronounced?

Often the student uses recorded pronunciation examples from a teacher or electronic dict.

11. Are you familiar with a phonetic alphabet or any phonetic/phonemic symbols? (If yes, and you know the name of the alphabet - e.g., IPA - please add this information.)

She is aware, but hasn't experienced it in an educational environment.

12. Have any of your previous English teachers taught you about pronunciation? If yes, can you give some details?

No specific pronunciation training.

Self  
 ★ Motivated by her daughter having married an American and having a ~~son~~ grandbaby that will be raised biculturally + bilingually.



Diagnostic Passage and Accent Checklist  
[Appendix 16: Textbook, p. 481]

Kazuyo Yoshikawa  
-Matthew Barbee

Is English your native language? If not, your foreign accent may show people that you come from another country. Why is it difficult to speak a foreign language without an accent? There are a couple of answers to this question. First, age is an important factor in learning to pronounce. We know that young children can learn a second language with perfect pronunciation. We also know that older learners usually have an accent, though some older individuals also have learned to speak without an accent.

Another factor that influences your pronunciation is your first language. English speakers can, for example, recognize people from France by their French accents. They can also identify Spanish or Arabic speakers over the telephone, just by listening carefully to them. Does this mean that accents can't be

changed? Not at all! But you can't change your pronunciation without a lot of hard work. In the end, improving appears to be a combination of three things: concentrated hard work, a good ear, and a strong ambition to sound like a native speaker.

You also need accurate information about English sounds, effective strategies for practice, lots of exposure to spoken English, and practice. Will you make progress, or will you give up? Only time will tell, I'm afraid. But it's your decision. You can improve! Good luck, and don't forget to work hard.

- drops plural -s
- vowel insertion
- slight L1 influences from katakana



# Diagnostic Word List

Consonants	Examples	
/b/	boy	cab
/p/	pie	lip
/d/	dog	bed
/t/	toe	cat
/g/	go	beg
/k/	cat	back
/v/	view	love
/f/	fill	life
/ð/	the	bathe
/θ/	thin	bath
/z/	zoo	goes
/s/	see	bus
/ʒ/	leisure	beige
/ʃ/	shy	dish
/h/	his	ahead
/tʃ/	check	watch
/dʒ/	joy	budge
/m/	me	seem
/n/	no	sun
/ŋ/	sing	hang
/l/	long	full
/r/	run	car
/w/	win	away
/y/	you	soya

not a phonetic problem

Vowels	Examples	
/i:/	pea	feet
/ɪ/	pin	fit
/e:/	pain	fate
/ɛ/	pen	fed
/æ/	pan	fad
/ɑ/	pot	doll
/ɔ/	bought	talk
/ow/	pole	toe
/u/	put	foot
/uw/	pool	stew
/ay/	pine	fight
/aw/	pound	foul
/oy/	poise	foil
/ʌ/	pun	cut
/ɜ:/	bird	third

Other	Examples	
[ʔ]	glottal stop	_uh-_oh
[C <sup>h</sup> ]	aspirated consonant	time, pick
[ɫ]	dark /l/	ball, told
[ɾ]	flap allophone	little, put on
[C̥]	unreleased consonant	but, cap
[C]	syllabic consonant	kitten, riddle

**Tutoring**  
**Teaching plan template**

Session #	1	Tuesday 2/7 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Pronunciation Needs Analysis</li> </ul>	
Materials Used	<ul style="list-style-type: none"> <li>• Student profile questionnaire</li> <li>• Diagnostic passage and accent checklist</li> <li>• Word list</li> <li>• iPhone Recorder Application</li> </ul>	
Activities	<p>30 • On the first day, a lot of time was spent with self introductions and getting to know each other.</p> <p>10 • Explanation of my tutoring assignment</p> <p>5 • Introduction of the Needs Analysis materials</p> <hr/> <p>20 • Student profile questionnaire completed together.</p> <p>65 min</p>	
Observations	<p>Because my student was quite a bit older than I am and I have had experiences near where she is from in Japan, we talked a lot building rapport and explaining the tutoring situation.</p>	



**Tutoring**  
**Teaching plan template**

Session # 2	Thursday 2/9 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• Pronunciation Needs Analysis</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• Diagnostic passage</li> <li>• Diagnostic word list</li> <li>• iPhone recorder</li> </ul>
Activities	<p><del>—</del> Pronunciation Diagnostics</p> <p>40 • Passage</p> <ul style="list-style-type: none"> <li>- Student reads the passage once silently for comprehension asking any pronunciation questions as she reads.</li> <li>- Student reads it aloud twice.</li> <li>- Third time student is recorded.</li> <li>- I take notes while she reads.</li> </ul> <p>10 • Word list</p> <ul style="list-style-type: none"> <li>- the student says each word on the list twice and is recorded.</li> <li>- feedback is immediately given.</li> </ul> <p>10 • Overall feedback and discussion</p> <p><del>60</del> min.</p>
Observations	<ul style="list-style-type: none"> <li>• The student lacked confidence in her English reading skills. She often asked for definitions, pronunciations, and clarification of passage meaning.</li> <li>• Each reading was faster &amp; flowed easier than each previous reading.</li> </ul>



**Tutoring**  
**Teaching plan template**

Session # 3	Tuesday 2/13 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• Improve pronunciation</li> <li>• Intelligibility vs. Nativeness awareness</li> <li>• Overview of Speech Analysis</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• iPad, you tube</li> <li>• dry erase board</li> <li>• analyzed diagnostic handouts</li> <li>• Summary of errors in SNA English pron.</li> </ul>
Activities	<p>10 • lecture on the issues involved in pronunciation in regards to the intelligibility vs. nativeness debate.</p> <p>20 • lecture on variations of world Englishes.</p> <p>- showed the student several videos on Youtube that demonstrated different world variations of English as well as different varieties even found in the U.S.</p> <p>10 • Explanation of my Teaching Pronunciation philosophy with emphasis on intelligibility and miscommunication due to pronunciation.</p> <p>20 • Overview of Speech Analysis. (Read through passage together)</p>
Observations	<ul style="list-style-type: none"> <li>• The student really responded well the awareness education and my personal philosophy of pron.</li> <li>• She told how her experiences at HELP and prior were very different and either pushed for nativeness or was not concerned with pronunciation at all.</li> <li>• Regardless of my push for intelligibility over nativeness,</li> </ul>

She was very aware of the "value" placed on "sounding like native speaker" and she wanted me to do what I could to help her reach that level.

**Tutoring**  
**Teaching plan template**

Session # 4	Thursday 2/16 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• Improve pronunciation</li> <li>• Focus on /θ/ + /ð/ sounds vs. /z/ + /s/</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• mouth and tongue drawing</li> <li>• minimal pairs list</li> <li>• Diagnostic passage</li> </ul>
Activities	<p>(60)</p> <ul style="list-style-type: none"> <li>• Total Focus on /θ/ + /ð/</li> </ul> <p>10 - reviewed the diagnostic passage and identified the target words with /θ/ and /ð/.</p> <p>20 - created word lists and tongue twisters for tongue placement awareness.</p> <p>20 - Used a drawing of a crosssection of the oral cavity to show tongue position.</p> <p>5 - oral activity : /z/ → /θ/ (stick out tongue) /s/ → /ð/</p> <p>5 - work with minimal pairs</p> <p><u>60</u> mins.</p>
Observations	<ul style="list-style-type: none"> <li>• Student had initial embarrassment issues with sticking out her tongue and using a loud voice. Without proper volume, her /θ/'s would be left unvoiced and sounded like /θ/.</li> <li>• Because of her L1/L2 interaction, /θ/ sounded like /z/ and /ð/ sounded like /s/.</li> <li>• She wanted to continue with (th) sounds.</li> </ul>

**Tutoring**  
**Teaching plan template**

Session # 5	Thursday 2/23 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• Focus on /θ/ + /ð/ sounds, listening and speaking review from last session</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• TH minimal pair matching game</li> <li>• Pronunciation textbook handouts ("lesson 11")</li> </ul>
Activities	<p>Textbook handout</p> <ul style="list-style-type: none"> <li>5 • Review of Oral Cavity drawing and the oral mechanics of how /θ/ + /ð/ are produced.</li> <li>5 • minimal pair review / (listen &amp; repeat)</li> <li>45 • Activities from handout ("lesson 11")             <ul style="list-style-type: none"> <li>(8) - Part 2 : matching</li> <li>(8) - Part 3 : Same =, different ≠</li> <li>(8) - Part 5 : Picture Identification</li> <li>(8) - Part 6 : Which one?</li> <li>(8) - Part 9 : Dialogue Practice using TH vocabulary.</li> </ul> </li> <li>5 • Minimal pair Matching game</li> </ul> <p>60 min.</p>
Observations	<ul style="list-style-type: none"> <li>• While I didn't think another full day working on (TH) would be appropriate, it was something the student really asked for. So, I decided to do as many activities as possible.</li> <li>• This day the student also brought children's books in English that she had bought for her grandson. Because we ran out of time, I promised to help her with their pronunciation during the next lesson.</li> </ul>



**Tutoring**  
**Teaching plan template**

Session # 6	Thursday 3/1 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• To help the student's pronunciation in the real-world activity of reading English children's books to her grandson.</li> <li>• Also /v/ vs. /b/ work</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• English children's books.</li> <li>• /v/ vs. /b/ Textbook handout</li> <li>• mirror</li> </ul>
Activities	<p>45 • English Children's books</p> <ul style="list-style-type: none"> <li>- the student and I read through 3 children's books. without formal instruction using teaching aids, we focused on dramatic phrasing and fluidity and pace.</li> <li>- this activity also provided a great reason to discuss how to treat punctuation with regards to pauses and overall phrase intonation.</li> </ul> <p>15 • Focus on /v/ vs. /b/</p> <ul style="list-style-type: none"> <li>- Drawing of oral cavity &amp; tongue placement</li> <li>- mirror work &amp; breath check</li> </ul> <p>60 min - work with minimal pairs &amp; tongue twisters.</p>
Observations	<ul style="list-style-type: none"> <li>• High Capacity for self-motivation</li> <li>- student was becoming much more relaxed around me and had no problems asking questions and making suggestions for what she wanted to work on. Having only 8 weeks, I saw no harm in making the syllabus design a democratic as possible.</li> </ul>

Homework: I asked the student to bring another children's book, practice it, and



**Tutoring**  
**Teaching plan template**

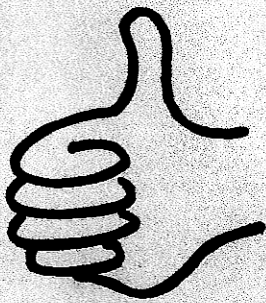
Session # 7	Friday 3/2 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• To create awareness of phrases and phrase stress.</li> <li>• To help the student make better decisions about where thought groups begin &amp; end.</li> <li>• punctuation awareness.</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• children's book</li> <li>• Textbook hand out</li> <li>• white board.</li> <li>• diagnostic passage</li> </ul>
Activities	<p>20 • New Children's Book - I had the student read the book to me with out help.</p> <p>40 • Text book hand out: "Phrases and Thought Groups"</p> <p>(10) - lecture on 3 rules of thumb.</p> <p>(10) - identification of noun phrases, verb phrases, &amp; prepositional phrases</p> <p>(10) - "exercise 2": sentence reording, putting a modifying clause next to the word that is modified.</p> <p>(10) - "exercise 3": We used the Diagnostic as content and marked the phrase groups.</p> <p>60 min</p>
Observations	<ul style="list-style-type: none"> <li>• After working with the children's books in the last session, she was well prepared for this lesson. we worked on another children's book at the beginning of the lesson because she brought a new one.</li> <li>• The amount of enthusiasm and drama and level of English was very high. It became evident that motivation is a huge factor in pronunciation acquisition or at least "imitation."</li> </ul>

# (Last Lesson)

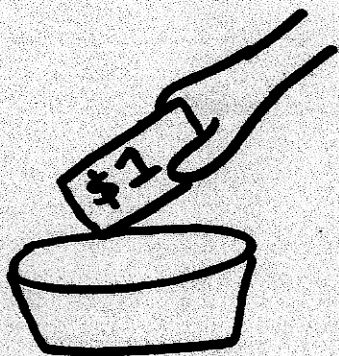
## Tutoring Teaching plan template

Session # 8	Wednesday 3/7 - 1 hour
Goals/ Purpose	<ul style="list-style-type: none"> <li>• To give awareness of linking and connected speech</li> <li>• To record the final recording of the diagnostic passage.</li> </ul>
Materials Used	<ul style="list-style-type: none"> <li>• Textbook handout</li> <li>• Diagnostic passage</li> <li>• recorder</li> </ul>
Activities	<p>30 • Focus on linking</p> <ul style="list-style-type: none"> <li>- lecture on rules of linking.</li> <li>- examples from the diagnostic passage</li> <li>- student tried to mark the diagnostic passage with linking arches. (we practiced together).</li> </ul> <p>15 • Practice for final recording.</p> <ul style="list-style-type: none"> <li>- student wanted to practice one silently and one aloud.</li> </ul> <p>15 • Final Recordings</p> <ul style="list-style-type: none"> <li>- we had to do it 3 times with 2 false starts.</li> </ul> <p><del>60</del> mins.</p>
Observations	<ul style="list-style-type: none"> <li>• While the student doesn't show much improvement, she does speak with more confidence and volume.</li> <li>• I have no doubt that she will be reading English books to her grandchild as long as she can.</li> <li>• It was a pleasure.</li> </ul>

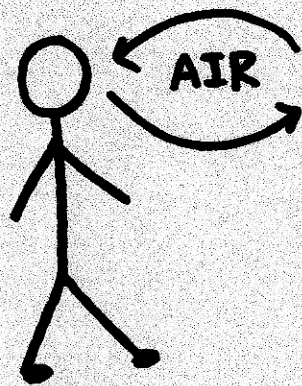
thumb



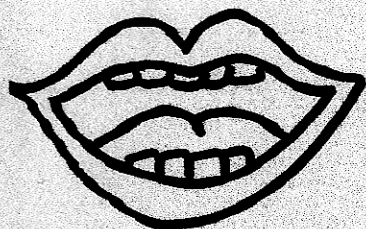
tithe



breathe



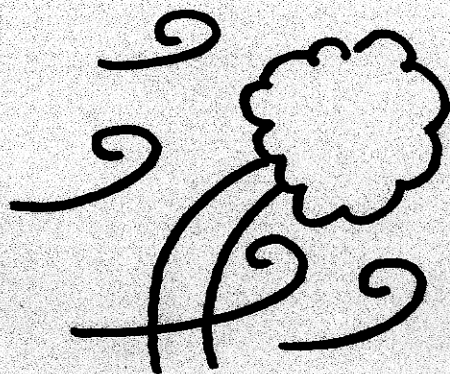
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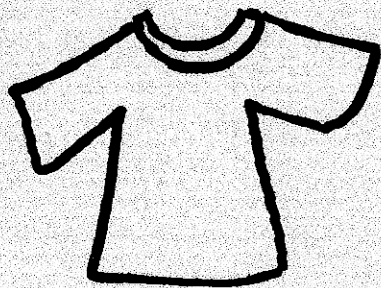
think



breeze



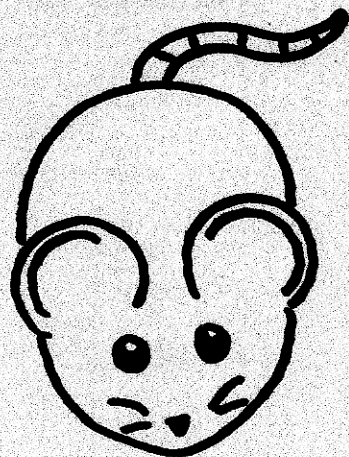
clothing



sum

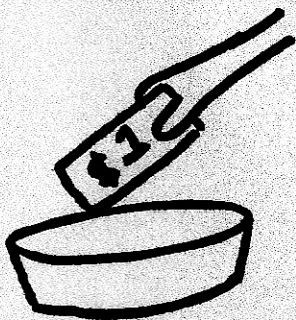
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mouse

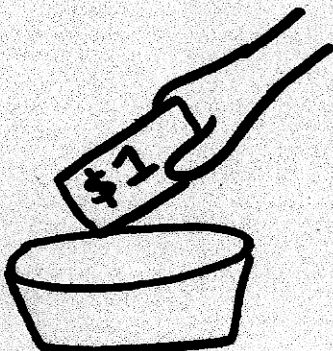




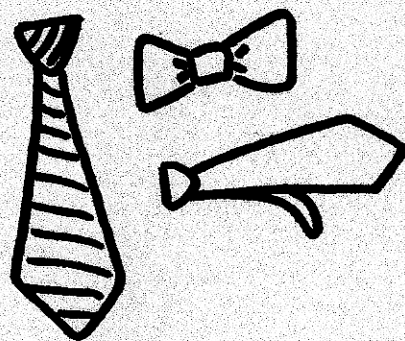
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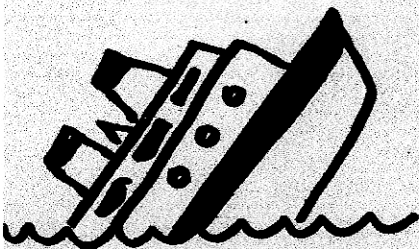
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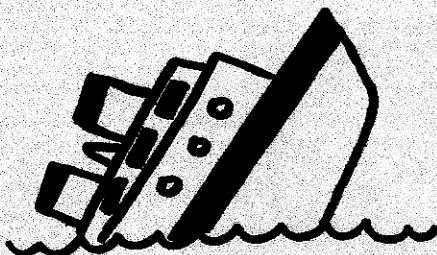
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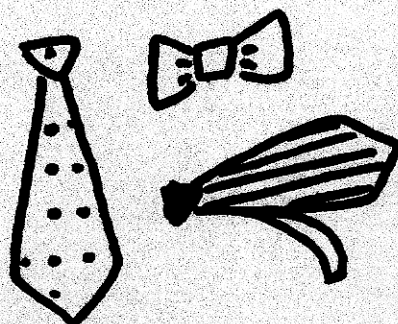
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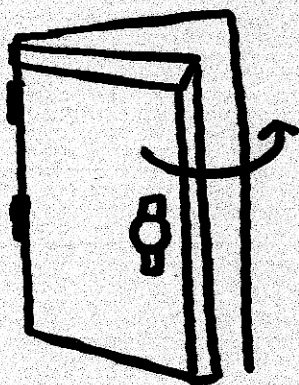
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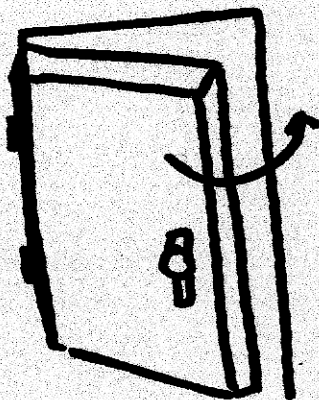
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closing



closing



think

