

Tutoring Project 3

Before Ni and I meet today, I have already sent her a web link via e-mail to let her choose a topic which she prefers and allow her to practice. When we meet, I firstly inform her that today we mainly focus on speaking, and I am going to record while Ni is reading the topic from a nursery rhythm of her choice and speaking about anything she wants for a minute. Ni agrees and she also wants to listen to the recordings with me after the class. Ni chooses the reading “London Bridge is falling down” because she thinks it is similar to the song she has heard in the school during her English classes. According to both speeches recorded, the following table shows what Ni has difficulty, and these elements interfere how listeners can comprehend the messages.

	London Bridge is falling down	Talk about her favorite movies
Consonants	Ni has problems about how to pronounce the words with CCV words (Consonant Consonant Vowel words) bridge à bidge break à bake clay à cay	Ni has minimal errors in this element when she speaks about her favorite movies. However, Ni has difficulty in pronouncing /θ/. She pronounces the word think à tick and three à tree.
Vowels	Ni does not have any problems with this element which cause interference in understanding .	
Grammatical Endings	Ni has problems when she pronounces the plural words ending with –s because she always omit –s ending. For example, needle à needles, pin à pins.	Ni has problems in this element throughout her speech. For example, she pronounces “movies” without –s ending, and she pronounces falling à fallin. From what I notice, she does not pronounce –s ending in any plural words.
Word Stress	Ni has some problems in this issue; however, they do not cause any interference in	

	comprehension.	
Rhythm	<p>Ni has problems about when she should break the sentences into phrases, and when she should pause. Ni reads the whole nursery rhythm so quickly even though the nursery rhythm shows the punctuation.</p> <p>For example, she said “take a key and lock her up, lock her up, lock her up, take a key and lock her up, my fair lady” without taking a breath.</p>	<p>Ni also has problems in this element when she tells me about her favorite movies. I think her talk is even faster when she tells the story from her own experience.</p> <p>For example, she said “my favorite movie are Twilight, Harry Potter and Hunger Game. I like these tree movie because they have interesting story. I love Twilight the most because I love the main actor”. She said all in one time without breaking the sentences into phrases, and multiple errors occur in grammatical endings and consonant sounds</p>

In my opinion, according to the table above, Ni has to work on grammar endings and rhythm the most because these two errors occur in her speech quite often and cause interference in understanding what Ni tries to communicate. I think her strength is she can pronounce both short and long vowels correctly. However, her weakness is she is used to speak fast, so she does not pause the sentences properly. Ni barely breaks the sentences into phrases when she read the nursery rhythm. This also affects how Ni pronounces the words with endings such as –s and –ed.

What I found the most difficult is I have to learn a lot of new things in this lesson because I do not have any experiences as a learner or teacher in any official pronunciation classes. Hence, I have to comprehend the whole ideas as many as possible before I meet my student, Ni. Moreover, in the process of assessing Ni’s oral speech, I have to listen to the recordings twice in order to make the analysis.

I think this lesson raises my awareness that if L2 learners sometimes pronounce the words incorrectly, the listeners might understand different words, and this affects the communication. In addition, I think if L2 learners pronounce the words incorrectly, they will

have problems when they spell those words.

I have noticed that Ni sometimes pronounced the same words differently. When she speaks too fast, she pronounces *tis* instead of *this* and *tick* instead of *think*. In my opinion, I think she should slow down her speech to pronounce the words correctly and make her speech sound natural. I think her speaking is better than the first time we met and had conversation about my tutoring session with her. I have recommended her several websites to practice pronunciation, and Ni tells me that she has already visited those websites several times.

I think I will introduce online websites which provide the practices and lessons about pronunciation, and I will use my minimal pair chart to help my student understand the consonant and vowel sounds easier because these words differ only one phoneme, and I create the chart by using easy vocabulary.