

The Effect of Korean Pronunciation Corrective Feedback on Third-year Korean Students

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Abstract

This study investigates the effects of different types of pronunciation corrective feedback (CF) on Korean intermediate-level L2 learners. A total of 21 participants were divided into three groups: two experimental groups and one control group. Experimental group 1 received visual and written CF, including detailed pronunciation rules, while experimental group 2 received visual and oral CF through audio models. The control group did not receive any CF. Participants completed a pre-test, two read-aloud tasks, and a post-test to assess pronunciation improvements. Results indicate that both types of CF significantly enhanced learners' pronunciation, with notable improvements in intonation and h-aspiration. Specifically, group 1 demonstrated significant gains in intonation and h-aspiration, while group 2 showed broad improvements in overall pronunciation, intonation, resyllabification, h-aspiration, and liquidization. These findings suggest that both written and oral CF are effective, though they impact learners differently. The results imply that educators can adapt feedback strategies to align with pedagogical goals and learner needs.

Key words: pronunciation corrective feedback, written feedback, oral feedback, Korean pronunciation

1 Introduction

When it comes to speaking, pronunciation and intonation are indispensable. This is because, after a speaker decides what to say, they have to physically pronounce the words necessary to convey their intended meaning in a fashion intelligible to their interlocutor. Beyond the word level, phonological processes and intonation provide further structure to utterances and aid listeners' accurate interpretation. Therefore, while second language learners require knowledge of the language they intend to speak, they further require knowledge of the phonetic structure, intonation, and skill in producing the sound patterns of the target language (Fulcher, 2014).

Despite the importance of pronunciation and intonation, such topics are not handled well in second language (L2) classrooms. For example, Park (2009) conducted a survey asking current Korean teachers teaching English as an L2 how important good pronunciation and teaching pronunciation are; along with how often they focus on and teach pronunciation in class. In result, it was found that among the two hundred and twenty-one teachers, relatively few of them focus on pronunciation (37%) and teach pronunciation (35%) in their classes. This falls short of the majority of responses recognizing the importance of good pronunciation (65%) and teaching pronunciation (72%). In a similar study conducted by Foote et al. (2011), ninety-nine teachers responded that they spent less than an hour a week focusing on pronunciation in class, comprising only 6% of the entire class time. Derwing and Munro (2015) further found that many teachers are reluctant to teach pronunciation systematically. Although there are many reasons for this, such as insufficient teaching pronunciation training for teachers, the primary reasons are limited teaching time and a lack of proper pronunciation teaching methods and materials.

To solve the current problem of teachers not being able to manage students' pronunciation due to such various restrictions, many studies are needed. However, compared to other foreign language studies, there are few studies (but see, Isbell et al., 2019) related to pronunciation instruction or methods in Korean education.

Considering the issue of insufficient class time, this study focuses on testing methods of pronunciation feedback outside the classroom. Different from in-class pronunciation instruction, pronunciation feedback is beneficial in that it can happen outside of the classroom at any time. However, until now there have been no studies related to checking the effectiveness of different types of pronunciation feedback in L2 Korean education. Therefore, this study aims to verify the effectiveness of two different types of pronunciation feedback and based on the results, suggest the most effective pronunciation feedback method for Korean language education.

2 Literature Review

2.1 L2 Pronunciation

According to Derwing and Munro (2015, p.5), pronunciation refers to “all facets of oral language production including prosody, segments, rate, and voice quality.” By defining pronunciation as “phonological skills,” Gordon and Darcy (2016) stipulate that pronunciation is different from other areas of language such as vocabulary or grammar because it has the greatest individual variation in performance.

Levis (2005) explains two principles that are the basis of pronunciation research and pedagogy: the nativeness principle and the intelligibility principle. According to the nativeness principle, speaking a foreign language with native-like pronunciation is both feasible and desirable. Therefore, second language (L2) learners are encouraged to pronounce words, phrases, and sentences like native speakers. While age is a main factor in determining native-like pronunciation (Flege, Frieda, & Nozawa, 1997; Long, 1990; Moyer, 1999), pronunciation practices have been proven to help develop native-like pronunciation in individuals of all ages (Couper, 2006; Henderson, 2008; Levis, 2005; Saito, 2013). However, nativeness principle has a problem in serving as an appropriate guide for pronunciation acquisition and teaching since achieving native-like pronunciation in an L2, is extremely unlikely and unrealistic for late learners (Levis 2005).

On the other hand, the intelligibility principle focuses on developing comprehensibly rather than removing foreign accents (Levis, 2005, p. 370). In other words, this principle emphasizes focusing on pronunciation that is intelligible rather than native-like. For news anchors, for instance, delivering words with standard pronunciation can be crucial. However, for L2 learners, standard pronunciation is not as important as general intelligibility (Fulcher G., 2014, p. 85). In oral communication, intelligibility determines successful conversation since it conveys the speaker's point of view to the intended listener (Derwing & Munro, 2015, p. 15). According to Munro and Derwing (1995, 1999), intelligibility is “the extent to which a speaker's message is actually understood by a listener.” Narrowing down the definition of intelligibility, Field (2005:401) defines intelligibility as “the extent that a listener recognizes the acoustic-phonetic content that speaker delivers.” In another definition, intelligibility can be described as the count of significant words (including adjectives, nouns, and verbs) accurately identified by the listener

(Kang, Thomson, & Moran, 2018, p. 120). However, the reliability of intelligibility ratings varies significantly depending on the task type (Kang, Thomson, & Moran, 2018).

Alongside intelligibility, Derwing and Munro (1997) mentioned another factor that is closely related to understanding in the context of L2 language utterance: comprehensibility. Comprehensibility, similar to a native speaker's perception of intelligibility, refers to, "listeners' judgments on a rating scale of how easy or difficult an utterance is to understand" (Derwing & Munro, 1997, p. 2). While intelligibility primarily focuses on the accuracy with which the listener comprehends the intended message of the speaker, comprehensibility delves deeper into the listener's experience of understanding (Munro & Derwing, 1995, 1999). For measuring listener understanding in many contexts, comprehensibility judgment is practical and reliable (Kennedy & Trofimovich, 2019).

2.3 Corrective feedback

Corrective feedback (CF), according to Ellis (2006), is "responses to learner utterances including an error" (p.28). Lyster (2007) defined it as a response to students' linguistic errors. Using these definitions, CF can be understood as a response following students' errors. The response could be communicated in either the native language (L1) or a second language (L2), through oral, written, and/or implicit or explicit, and/or direct or indirect feedback (Nassaji & Kartchava, 2021). Ellis (2009b) distinguished the types of written CF utilized for correcting linguistic errors in L2 students' writing. Two main taxonomies were introduced, the distinction between 'direct' and 'indirect' feedback and, the distinction between 'unfocused CF' and 'focused CF'. Direct CF entails instructors offering the correct form to the student, whereas indirect CF does not provide the correct form; rather, it indicates the existence of errors (Bitchener et al., 2005; Ellis 2009b; Ferris, 1995; Ferris & Roberts, 2001; Hendrickson, 1978, 1980; Lalande, 1982). Unfocused CF is extensive as it aims to address all of the students' errors, whereas focused CF is intensive, targeting only one or two specific types of errors for correction (Ellis 2009b). Both unfocused and focused CF can be applied within the realms of both direct and indirect CF.

There are many studies investigating the effects of different types of written CF on errors in student writing. For instance, Lee (1997) researched ESL students' performance in error correction in writing using direct CF (marked condition), indirect CF (slightly marked condition), and no CF (unmarked condition). According to Lee (1997), students who received direct CF were significantly more able to correct errors than other groups. Similarly, Ferris and Roberts (2001) examined 72 ESL students' differing abilities to self-edit based on three feedback conditions: errors marked with codes, only underlined given, and no CF (control group). Although no significant differences were observed between the two experimental groups, the experimental groups significantly outperformed the control group on the self-editing task. (Ferris & Roberts, 2001). According to Chandler (2003), direct CF is preferred by students and considered the most efficient method for producing accurate revisions in their writing, favored for its ease and speed by both students and teachers. Instead of using direct CF and indirect CF, Ahern-Dodson & Reisinger (2017) employed two different types of feedback, audio feedback (oral comments) and written feedback (typed comments), in a French writing course. Their findings indicated that students exhibited a preference for audio comments, particularly those addressing the content of their writing; however, no statistical analysis was conducted to assess the effectiveness of different types of feedback.

Oral CF is provided by teachers or conversational partners in an oral mode, indicating to language learners explicitly or implicitly that something is amiss with their speech (Nassaji & Kartchava, 2021, p. 188). According to Ellis, Loewen, and Erlam (2006), implicit CF lacks overt indicators signaling an error, whereas explicit CF provides such indicators. Depending on the researcher, oral CF can be categorized in different ways. For example, CF can be categorized into six categories, including recast, repetition, clarification request, explicit correction, elicitation, and metalinguistic clues (Lyster & Ranta, 1997), also referred to as paralinguistic signals (Ellis, 2009a).

There are several studies investigating the effects of different types of oral CF in student speaking. Ellis, Loewen, and Erlam (2006) examined the effects of two types of CF, implicit CF (recasts) and explicit CF (metalinguistic explanation), on low-intermediate ESL learners. Through two communicative tasks, they observed that the group that received explicit CF demonstrated a significant advantage in learner performance on post-tests. Chu (2011) researched by dividing two types of CF: output-promoting CF, including clarification requests, metalinguistic feedback, elicitation, and repetition, with input-providing CF, involving explicit correction and recast. While previous studies provide valuable insights into tailoring CF for specific tasks or student populations, the majority of them concentrate on L2 English education. Therefore, the impact of various types of CF on different L2 language learners remains unclear.

In prior studies, feedback provided for students' writing has been referred to as written CF, while feedback provided for speaking tasks has been termed oral CF. However, in this study, feedback conveyed through written means will be designated as written CF, while feedback delivered via audio will be termed oral CF.

CF can be provided by teachers, but learners also have the opportunity to self-correct. However, according to Ellis (2009a), learners typically favor receiving feedback from teachers rather than engaging in self-correction because it is only viable when learners possess sufficient linguistic knowledge. Therefore, giving CF depends on teachers and whether they neglect learners' mistakes or errors (Muslem et al., 2021, p. 245). If teachers do not provide CF, students may not be able to identify their errors and may struggle to improve. Consequently, the students' errors can become fossilized. In addition, reducing students' pronunciation errors by providing CF is important because grammatical errors are frequently made by speakers who make pronunciation errors (Munro & Derwing, 1999, p. 304).

Although there are pros and cons to CF, the majority of research has shown CF to have a positive effect on students' learning. Saito and Lyster (2012) conducted research to determine whether CF is beneficial for L2 learners. According to their results, CF is clearly more effective than no CF. In particular, they found the development of L2 learners' pronunciation to benefit significantly from brief pronunciation-focused CF. Furthermore, Lyster, Saito, and Sato (2013) assert that CF leads learners to practice their L2 more which improves their accuracy, fluency, and automatic use over time. Martin and Sippel (2021) investigated the effects of teacher and peer CF in German as an L2. There were three treatment groups: one group received CF from a teacher, the second group received CF from peers, and the last group gave CF to peers. The outcome of the study found that compared to the control group, all treatment groups showed significant improvement in their L2 proficiency performance when comparing the pre-test and post-test. Furthermore, the CF was most effective when given by the learners to their peers.

CF has some disadvantages when being administered in the classroom. From a student's perspective, getting CF in front of classmates can make them embarrassed which can negatively impact their self-confidence (Elsaghayer, 2014). From the teachers' perspective, they worry that

administering CF in the classroom can interrupt students and make them anxious (Roothoof, 2014). In addition, Roothoof (2014) found that due to limited class time, teachers were unwilling to hold up the entire class to utilize time-consuming CF for the benefit of one student. Similarly, Couper (2019) illustrated that teachers view the benefit of CF as insignificant compared to the time spent on it during class.

Although there are a few negative aspects, overall students viewed CF as an essential part of language learning. According to Muslem et al., (2021), learners recognized the value of teachers' CF and believed they learned the correct forms through CF. As stated above, it has been observed that CF is beneficial for learners in recognizing their errors and making improvements. Moreover, it is important that teachers and researchers from a pedagogical perspective, are pondering and researching what feedback form, frequency, and timing would be most advantageous for language learners (Nassaji & Kartchava, 2021, p. 188). However, most pronunciation CF studies (e.g., Horgues & Scheuer 2014; Martin & Sippel, 2021) have been conducted in English language classrooms. In addition, according to Jun and Shim (2022), when they examined the tendency of Korean-speaking feedback studies from 2020 to 2021, most studies (among 25 academic journals, 21 studies) broadly looked at the patterns and perceptions of feedback from teachers and students in the classroom. As a result, it is necessary to check whether pronunciation CF is effective for Korean language learners. Therefore, this study focuses on pronunciation CF for Korean language learners. More specifically, the emphasis is not on CF in the classroom but on CF from a teacher received outside of class time. In other words, this study aims to verify the effectiveness of two different types of asynchronous pronunciation feedback. Based on this study's results, the aim is to suggest the most effective pronunciation feedback method for Korean language education. To address the effect of pronunciation CF in Korean, this study has three following research questions:

1. Were there any significant differences in pronunciation performance between experimental groups that received CF and a control group that did not?
2. Were there any significant differences in pronunciation performance between experimental group 1 which received written CF and experimental group 2 which received oral CF?
3. What are the students' views toward the pronunciation CF?

3 Methods

3.1 Participants

A total of twenty-one students at a university in the U.S. participated in the pilot study. All students were enrolled in the same level course (third-year level language course). The control group included six students from one section. The experimental group included 15 students from a different section. Seven of the 15 students were randomly assigned to experimental group 1. The remaining eight students were randomly assigned to experimental group 2.

Table 1. Participants backgrounds

		Experimental group 1	Experimental group 2	Control group
N		7	8	6
L1	English	7	7	5
	Japanese	0	1	0
	Korean	0	0	1

3.2. Procedures

For the pilot study, the read-aloud passages used for the pre-test, post-test, and two tasks given during the semester were extracted from the class textbook *Integrated Korean: High Intermediate 2* (Chang et al, 2019). All passages were from sections of the textbook the students had not yet learned or had been added as extra reading for students.

At the beginning of the pilot study, all students first took a pre-test. After the test, they were requested to fill out the survey¹ (Google form). In the survey, they were asked to judge their current Korean proficiency in terms of reading, listening, speaking, and writing, as well as overall proficiency. In addition, they were asked to score their pronunciation and give reasoning for their score.

One week later, they were assigned the first read-aloud task. Students had to record their voices while reading the given passage. Recordings were used so the teachers could listen to the students' production as many times as necessary-even in offline situations-to give individual feedback (Derwing & Munro, 2015, p.111). The students could use any device for recording such as a cell phone or computer. They were requested to record in a quiet location so their voice could be heard clearly.

In order to reduce the negative effects on the students and teachers, as detailed in the literature review, CF was given to each student individually in accordance with their assignments. No feedback was given to the control group after they submitted their recording. However, both experimental groups received the same style of visual feedback. Specifically, if a student pronounced a word incorrectly, the words or syllables from the reading passage were highlighted in yellow.

When discussing pronunciation, it's crucial to recognize that intonation is inseparable from it. In other words, one important facet of pronunciation is intonation. Therefore, this study also provided intonation feedback to students. Intonation has a phonological status in natural languages (Prieto, 2015). Shon (2001) defines intonation as "the chain of pitches in an utterance, the rise and fall of pitch, and pitch contour." When defining terms within intonation studies, the Autosegmental-Metrical framework of intonation (AM) approach is often used (Pierrehumbert, 1980; Liberman & Pierrehumbert, 1984; Beckman & Pierrehumbert 1986). The AM approach posits that at the phonological level, intonation consists of a string of High tones (H) and Low tones (L). Based on the AM framework, K-ToBI (Korean Tones and Break Indices), which is a prosodic transcription convention for standard Korean, was researched and publicized by Jun (1998, 2000). According to K-ToBI (Jun, 2000), there are at least two prosodic levels made by intonation in Korean: Intonational Phrase (IP) and Accentual Phrase (AP). The IP consists of one

¹ See Appendix 4

Figure 2. Written CF (Pronunciation rules) example

한국에서는 연인에게 신발이나 손수건을 선물하면 헤어진다는 말이 있다[Rule 2 있→Rule 4 임+다→임따]. 신발은 떠난다는 뜻이 있고[Rule2 임+고→Rule 4 일꼬] 손수건은 눈물을 뜻하기[Rule 2 뜻→뜻+하기→Rule 3 ㄷ+ㅎ=ㅌ→뜨타기] 때문이다. 그리고 친구에게 칼을[Rule 1 카를] 선물하면 친구 관계를 끊고[Rule 3 ㅎ+ㄱ=ㅋ→끈코] 싶다[Rule2 십+다→Rule4 십따]는 뜻으로 오해할 수 있다[Rule 2 임+다 →Rule 4 임따].

Figure 3. Written CF + Visual CF example

Compared to experimental group 1, experimental group 2 received oral CF containing the correct pronunciation model rather than written CF. Feedback was given to the students individually through PowerPoint documents. By clicking on the attached audio files, students could listen to the native speaker's model pronunciation for the parts they incorrectly pronounced or intoned, as shown in Figure 4.

날카로운 칼이 위험할 수 있는 것은 말할 것도 없다. 그래서 한국 사람에게는 기왕이면 신발, 손수건, 칼은 선물로 주지 않는 것이 좋다.

꽃도 좋은 선물이지만 꽃에 담긴 의미는 문화마다 다를 수 있다.

예를 들어 한국에서는 흰색 국화가 장례식에 사용하는 꽃이므로 일반적인 선물로는 금물이다.

Figure 4. Oral CF + Visual CF example

In summary, the key variables between the two experimental groups are different types of CF. Table 2 illustrates the differences and commonalities of CF given to each experimental group.

Table 2. Feedback differences

	Experimental group 1	Experimental group 2
CF types	Written CF + Visual CF	Oral CF + Visual CF
Explanation of Pronunciation rules	Yes	No
Correct pronunciation	Written text	Audio sound
Wrong pronunciation	Highlighted in yellow	
Wrong intonation	Low tone: blue color High tone: red color	

To verify which types of feedback are more effective for students, the two experimental groups received different types of CF: experimental group 1 received written CF and experimental group 2 received oral CF. To simplify the recognition of errors in segments and phonological processes or intonation, visual CF was used for both groups. In the written CF, pronunciation rules were given with explicit explanations of the process of how the pronunciation changes based on the rules. However, if pronunciation rules are simply given verbally in oral CF, students will become confused since they have never learned pronunciation rules before. Therefore, instead of explaining pronunciation rules orally, the native speaker's correct pronunciation and intonation were only given as an oral CF.

After receiving CF, the experimental groups re-recorded the same task with the same passage within the week. Additionally, they were asked to reflect on the feedback in a google form⁴. In the survey, students wrote how many times they read or listened to the CF and how long they practiced. They also assessed the helpfulness of CF based on the Likert-scale five range from (1) *not at all helpful* to (5) *extremely helpful*.

The following week, all the students were assigned to the second read-aloud task which was to read the different passages containing words and phrases with the same pronunciation rules. The feedback given to the experimental groups was in the same format as the previous tasks. As they did in task 1, the students re-recorded the task based on their feedback and wrote the reflection in the online survey.

One week later, all students took a post-test. The post-test reading passage contained predominantly the same words as the pre-test passage but had different sentences and structures. Lastly, the students were requested to fill out the survey containing questions regarding their thoughts on the feedback they had received and the read-aloud tasks. All procedures are summarized in Figure 5.

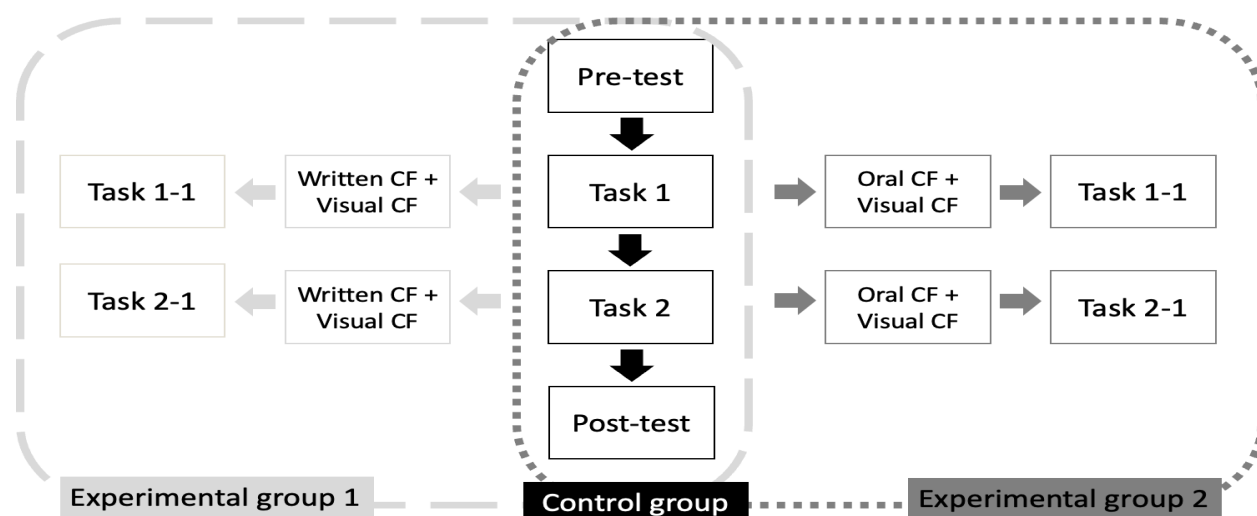


Figure 5. Research procedure

3.3 Evaluation Criteria

⁴ See Appendix 5.

Among many Korean pronunciation rules, there are six rules that can be considered basic and are very common, always appearing in students' textbook passages. They include resyllabification, coda neutralization, h -aspiration, tensification, liquidization, and nassalization.

Table 3. Korean Pronunciation Rules

Resyllabification	When a syllable-final consonant is followed by a vowel, the consonant is carried over to the following syllable (Shon, 2001, p.164).	Ex) 꽃을[꼬출] kkochul[kkochul]
Coda neutralization	The bilabial stops p and ph are neutralized to [p]. The alveo-dental and palatal stops and fricatives t, th, s, s', c, ch, and h are neutralized to [t]. The velar stops k, kh, and k' are neutralized to [k]. It happens before a consonant, a word boundary, or a compound boundary, consonants are not released (Shon, 2001, p.164).	Ex) 꽃[꼇] kkoch[kkot]
h-aspiration	When the initial or final lax stop of a morpheme and the initial or final h of another morpheme become contiguous, they merge into an aspirated stop (Shon, 2001, p.166).	Ex) 좋고[조코] cohko[cokho]
Tensification	When the lax stops p, t, c, k and the fricative s appear after [p], [t], or [k], they change to their respective tensed counterparts [p'], [t'], [c'], [k'], and [s'] (Shon, 2001, p.173).	Ex) 있다[잇따] issta[ittta]
Liquidization	In the neighborhood of l, n, the order of n-l changes to [ll] across a compound boundary within a word. Additionally, the order of l-n changes to [ll] across a word boundary as well as within a word. However, if n is followed by l across a word boundary it does not change to l (Shon, 2001, p.168).	Ex) 관련된[괄련된] kwanlyentoyn[kwallyentoyn]

One Korean native teacher who has been teaching Korean for 6 years rated students' pre-test and post-test pronunciation proficiency according to the following evaluation table. The evaluation table has 7 criteria: overall pronunciation, intonation, resyllabification, coda neutralization, h -aspiration, tensification, and liquidization. Based on the comprehensibility, the student's overall pronunciation and intonation are graded from 0 to 5. The pronunciation rules

were graded based on accuracy. If the student accurately pronounced the rule, it is evaluated as "Yes" and converted to 1 point, and if "No" is received, it is converted to 0 point. There are 23 cases of resyllabification in each pre-test passage and post-test passage of the pilot test. Instead of analyzing all the cases, among the 23 cases of resyllabification in pre-test and the post-test, each 5 cases that came out in advance from the passage is chosen to be analyzed. There were no same words or phrases among the 5 cases. Except for the resyllabification, the number of the other pronunciation rules (except nasalization) ranged from 2 to 5⁵, all of which were analyzed and calculated as the average value according to the number.

Table 4. Evaluation Criteria

Comprehensibility	Overall pronunciation		Student's overall pronunciation is natural enough to understand	0 1 2 3 4 5
	Intonation		Student's intonation is natural enough to understand	0 1 2 3 4 5
Accuracy	Pronunciation Rules	Resyllabification	Student accurately pronounced resyllabification	Yes/No
		Coda neutralization	Student accurately pronounced coda neutralization	Yes/No
		h-aspiration	Student accurately pronounced h-aspiration	Yes/No
		Tensification	Student accurately pronounced tensification	Yes/No
		Liquidization	Student accurately pronounced liquidization	Yes/No

For the first research question, descriptive statistics and confidence intervals are used to determine whether there are significant differences between the control group and experimental groups. For this step, each criterion of the two experimental groups' scores was added and divided into two. For the second research question, descriptive statistics and confidence intervals are also used to determine whether there are significant differences between experimental group 1 and experimental group 2.

4 Results

4.1 Pre-test and post-test

Summary statistics for the pre-test and post-test results of each group across various criteria are presented in Table 5. Since the number of participants in this study is small, only the basic descriptive statistics were calculated using the R statistic program.

⁵ See the Appendix 2

Table 5. Summary statistics of pre and post-tests

Criteria	Pre-test							
	Control		All Exp		Exp 1		Exp 2	
	M [95% CI]	SD	M [95% CI]	SD	M [95% CI]	SD	M [95% CI]	SD
Overall pronunciation	3.33 [2.51, 4.15]	1.03	3.33 [2.84, 3.82]	0.98	3.71 [3.00, 4.42]	0.95	3.00 [2.36, 3.64]	0.93
Intonation	3.00 [2.28, 3.72]	0.89	2.8 [2.16, 3.44]	1.26	3.00 [2.04, 3.96]	1.29	2.62 [1.72, 3.52]	1.30
Resyllabification Total #: 5	0.53 [0.29, 0.77]	0.30	0.77 [0.63, 0.91]	0.27	0.86 [0.70, 1.02]	0.22	0.7 [0.49, 0.91]	0.30
Coda neutralization Total #: 2	0.83 [0.11, 1.55]	0.26	0.97 [0.33, 1.61]	0.13	1 [0.04, 1.96]	0	0.94 [0.04, 1.84]	0.18
h-aspiration Total #: 3	0.50 [0.28, 0.72]	0.28	0.53 [0.33, 0.73]	0.29	0.52 [0.21, 0.83]	0.43	0.58 [0.31, 0.85]	0.39
Tensification Total #: 2	0.5 [0.25, 0.75]	0.32	0.8 [0.64, 0.96]	0.32	0.86 [0.68, 1.04]	0.24	0.75 [0.49, 1.01]	0.38
Liquidization Total #: 2	0.42 [0.03, 0.81]	0.49	0.33 [0.12, 0.54]	0.41	0.5 [0.20, 0.80]	0.41	0.19 [-0.07, 0.45]	0.37
Criteria	Post-test							
	Control		All Exp		Exp 1		Exp 2	
	M [95% CI]	SD	M [95% CI]	SD	M [95% CI]	SD	M [95% CI]	SD
Overall pronunciation	3.33 [2.36, 4.3]	1.21	3.93 [3.44, 4.42]	0.96	4.14 [3.34, 4.94]	1.07	3.75 [3.14, 4.36]	0.89
Intonation	3.50 [2.66, 4.34]	1.05	3.8 [0.32, 4.28]	0.94	3.71 [3.01, 4.41]	0.95	3.88 [3.19, 4.57]	0.99
Resyllabification Total #: 5	0.7 [0.61, 0.79]	0.11	1 [1, 1]	0	1 [1, 1]	0	1 [1, 1]	0
Coda neutralization Total #: 4	0.88 [0.04, 1.72]	0.14	0.98 [0.5, 1.46]	0.06	1 [0.30, 1.70]	0	0.97 [0.28, 1.66]	0.88
h-aspiration Total #: 4	0.54 [0.25, 0.83]	0.37	0.88 [0.79, 0.97]	0.19	0.89 [0.74, 1.04]	0.20	0.88 [0.75, 1.01]	0.19
Tensification Total #: 5	0.83 [0.71, 0.95]	0.15	0.99 [0.96, 1.02]	0.05	1 [1, 1]	0	0.98 [0.93, 1.03]	0.07
Liquidization Total #: 2	0.58 [0.28, 0.88]	0.38	0.6 [0.43, 0.77]	0.33	0.71 [0.51, 0.91]	0.28	0.5 [0.24, 0.76]	0.38
Criteria	Change (Post-Pre)							
	Control		All Exp		Exp 1		Exp 2	
	Mean [95% CI]	SD	Mean [95% CI]	SD	Mean [95% CI]	SD	Mean [95% CI]	SD
Overall pronunciation	0 [-0.66, 0.66]	0.63	0.6 [0.28, 0.92]	0.63	0.43 [-0.30, 1.16]	0.79	0.75 [0.36, 1.14]	0.46
Intonation	0.5 [-0.38, 1.38]	0.83	1 [0.62, 1.38]	0.76	0.71 [0.26, 1.17]	0.49	1.25 [0.51, 1.99]	0.89
Resyllabification	0.17 [-0.19, 0.53]	0.34	0.23 [0.09, 0.37]	0.27	0.14 [-0.06, 0.35]	0.22	0.3 [0.05, 0.55]	0.30
Coda neutralization	0.04 [-0.27, 0.35]	0.29	0.02 [-0.06, 0.10]	0.15	0 [0, 0]	0	0.03 [-0.14, 0.21]	0.07
h-aspiration	0.04 [-0.39, 0.47]	0.41	0.33 [0.17, 0.49]	0.31	0.37 [0.02, 0.72]	0.38	0.29 [0.07, 0.51]	0.26
Tensification	0.33 [0.03, 0.64]	0.29	0.19 [0.03, 0.35]	0.31	0.14 [-0.08, 0.37]	0.24	0.23 [-0.08, 0.53]	0.37
Liquidization	0.17 [-0.10, 0.44]	0.26	0.27 [0.11, 0.43]	0.32	0.21 [-0.03, 0.46]	0.27	0.31 [0.01, 0.62]	0.37

To address the first research question, the pre-test and post-test results between the control group and experimental group were compared. The control group demonstrated consistency in overall pronunciation, with a mean of 3.33 in both the pre-test and post-test. Conversely, the experimental group exhibited substantial improvement, with a mean increase from 3.33 in the pre-test to 3.93 in the post-test. This positive change was not confined to overall pronunciation but rather extended to encompass intonation. In addition, in the five pronunciation rules, positive changes appeared. It was also statistically significant in all criteria except for coda neutralization, as evidenced by the mean differences with confidence intervals (CIs) excluding zero, with the experimental group showing a larger mean gain in all categories except for coda neutralization. By comparison, the positive increase demonstrated by the control group was only statistically significant in the control group's tensification as reflected by CIs that did not include zero. The control group's change CI furthermore overlapped the mean change of the experimental group, implying that the two groups were not statistically different in the seven criteria.

For the second research question, a comparison was conducted between experimental group 1 (Exp 1) and experimental group 2 (Exp 2). In the pre-test, both groups' mean scores displayed insignificant differences across the evaluated criteria. Specifically, Exp 1 displayed a mean overall pronunciation of 3.71, while Exp 2 had a slightly lower mean of 3.00. This pattern remained consistent across the other categories including intonation and the five pronunciation rules. In the post-test, Exp 1 continued to outperform Exp 2, maintaining a higher mean in overall pronunciation with a 3.93 compared to 3.75. However, when comparing the change scores, Exp 2 showed greater improvement in all criteria except h-aspiration. While both groups experienced positive changes, statistically significant improvements were only observed by Exp 1 in the intonation and h-aspiration categories as indicated by the mean differences with CIs excluding zero. Exp 2, on the other hand, demonstrated statistically significant enhancements in several criteria including overall pronunciation, intonation, resyllabification, h-aspiration and liquidization. Despite these differences, when comparing the overlapping change CIs and the mean change between Exp 1 and Ex 2 in all seven criteria it is evident that the two groups were not statistically different and neither had a clear beneficial advantage over the other.

Table 6. Summary of statistically significant criteria

Criteria	Control	All Exp	Exp 1	Exp 2
Overall pronunciation	X	O	X	O
Intonation	X	O	O	O
Resyllabification	X	O	X	O
Coda neutralization	X	X	X	O
h-aspiration	X	O	O	O
Tensification	O	O	X	X
Liquidization	X	O	X	O

Table 6 shows statistically significant criteria depending on the group. In sum, the experimental groups that received CF had more statistically significant criteria than the control group. When comparing Exp 1 and Exp 2, Exp 2 which received oral CF had more statistically significant improvements to pronunciation criteria than Exp 1 which received written CF.

4.2 Students' perception

After the experimental groups received CF, they were asked to rate how helpful it was on a scale with five options ranking from *not at all helpful* to *extremely helpful*. They then were prompted to write the reason for their ranking. Figure 8 represents how the students thought about the first CF. Experimental group 1 which received written CF alongside visual CF answered that the CF was either *very helpful* (four students) or *extremely helpful* (three students). Comparatively, a few students from experimental group 2, which received oral CF with visual CF, answered *slightly helpful* (one student) or *moderately helpful* (three students). The reason these students gave for their ranking was that they could not hear the embedded audio files because of personal issues such as their laptop being broken, or that they did not download the file. Thus, they could only see the visual CF. Besides those students, one student rated the feedback *very helpful* while three students rated it *extremely helpful*.

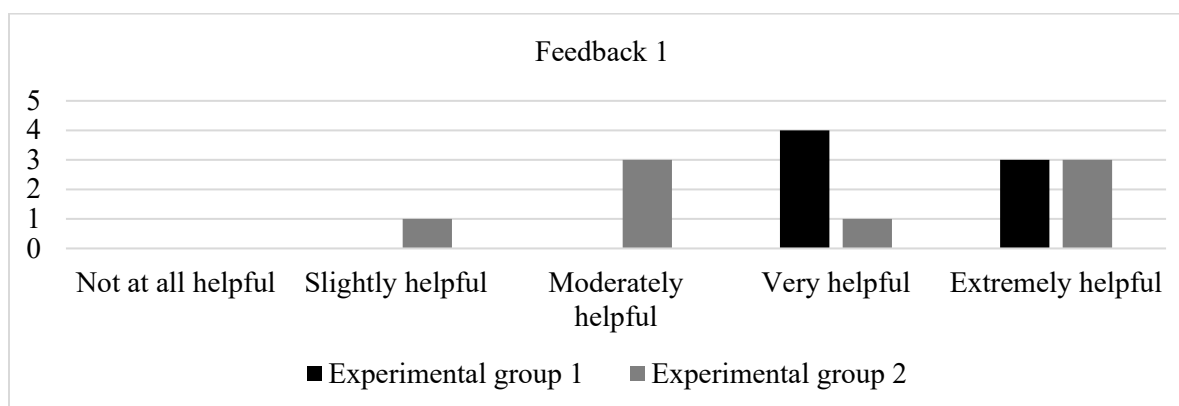


Figure 6. Helpfulness of feedback 1

The student's thoughts about the second CF are represented in Figure 9. Compared to feedback 1, all experimental groups considered the feedback either *very helpful* or *extremely helpful*. Compared to feedback 1, the number of students in experimental group 1 who rated the feedback as *extremely helpful* increased by one. Meanwhile, in experimental group 2, the number of students who rated the feedback as *extremely helpful* increased by two.

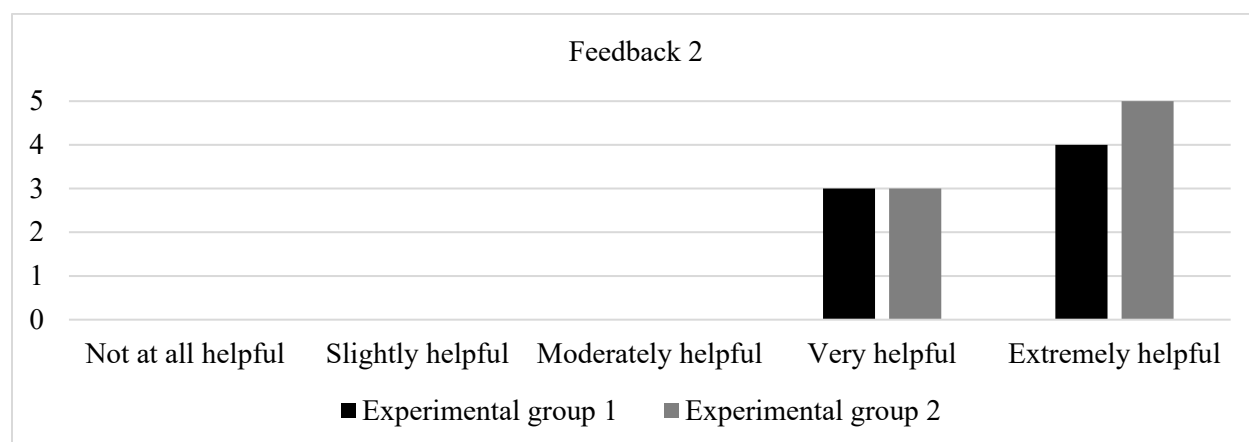


Figure 7. Helpfulness of feedback 2

In the post-test survey as shown in Figure 10, all experimental group students (15 students) answered that they thought their pronunciation improved. They also all agreed that the read-aloud

tasks helped their pronunciation. However, when asked, their reasoning as to why they believed they improved was not because of the assignment itself, but because of the feedback they received from the teacher. This is further evident in their response saying that the teacher's feedback helped their pronunciation improve.

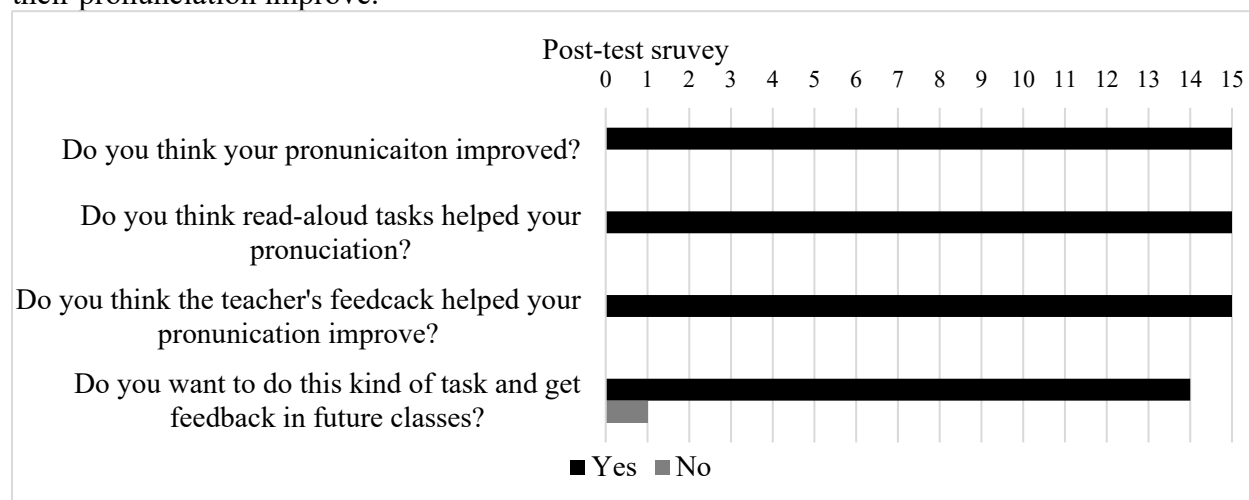


Figure 8. Post-test survey result

Regarding the question asking what they liked or disliked about the teacher's feedback, all of them responded that they liked the feedback, giving similar reasons. Many positively described the feedback using words such as 'very detailed,' 'specific,' and 'clear to understand.' Others mentioned that they liked the highlighting and color-coding (red and blue marking) methods used for the visual feedback. In addition, most students answered that without the feedback, they would not have been able to know what they were doing wrong. As one student mentioned, "the feedback was very clear and specific to each person," demonstrating their satisfaction with getting individual feedback. Another student said, "I thought it was very different and I've never had to do this before until this class." This student's comment suggests that the students have had no prior experience in receiving pronunciation CF in a Korean class.

Those in experimental group 2 who received oral CF said they liked having audio files and found them helpful because they could replicate or mimic the teacher's pronunciation and intonation. Additionally, there were no students from experimental group 2 who mentioned wanting written CF or an explanation of pronunciation rules. However, one student from experimental group 1 who received written CF suggested audio feedback, stating, "Maybe recordings of examples on how errors needed to be fixed would [have] helped a bit more."

When answering whether they wanted to do this kind of task and receive feedback in future classes, except for one student who thought it was helpful but boring, all the students answered yes. One of the students said, "Yes, I think it's helpful and doesn't put you on the spot in class." Another student answered, "Yes. When you're only ever speaking in a group setting, it's harder to get individual feedback so you end up building incorrect pronunciation habits. I think this provides a great opportunity to learn how you can improve, without the pressure of having to speak directly to the teacher." Similarly, another student also mentioned, "I think it is a good way to help students individually fix their pronunciation without the pressure from the class, so the way this activity is done is really nice!" Similar to these students, all the students demonstrated satisfaction in getting individual feedback outside of the classroom and were appreciative of the CF they had received from the teacher. Furthermore, one of the students considered the task and feedback as beneficial

to her speaking proficiency saying, “it helps not only with reading fluently out loud, but it has helped my speaking too!” Conclusively, students' perceptions of the feedback were predominantly positive.

5 Conclusion

To investigate the effect of pronunciation CF in Korean, this study used two different types of CF for each experimental group. A total of 21 Korean intermediate-level L2 learners participated: 7 learners were randomly assigned to experimental group 1, 8 to experimental group 2, and 6 to a control group. All students were assigned a pre-test, two read-aloud tasks, and a post-test. After completing the tasks, experimental group 1 received visual CF and written CF, including explanations of pronunciation rules and correct pronunciation forms. Experimental group 2 received visual CF and oral CF demonstrating the correct pronunciation model. No feedback was given to the control group.

The findings of this study reveal the impact of pronunciation feedback on students' pronunciation outcomes. The experimental group presented improvement across all evaluated criteria, including overall pronunciation, intonation, resyllabification, h-aspiration, tensification, and liquidization. Particularly, compared to the control group, statistically significant improvement in intonation and h-aspiration was found.

The comparison between experimental subgroups, Exp 1 and Exp 2, revealed that feedback types have little impact on the final result. Exp 1, exposed to explicitly written CF detailing pronunciation rules, showed statistically significant improvement in intonation and h-aspiration. On the other hand, Exp 2, receiving oral CF through audio files without rule explanations, demonstrated significant improvements in overall pronunciation, intonation, resyllabification, h-aspiration, and liquidization.

As a result, these findings bear implications for language instruction methodologies. The effectiveness of written and oral CF suggests that educators can tailor their feedback strategies based on their own pedagogical goals and learners' preferences. In other words, it is crucial for educators to orchestrate a range of feedback strategies and make decisions based on linguistic target, contest, and proficiency level (Ellis, 2012; Lyster, Saito, & Sato, 2013). However, this study is subject to several limitations that warrant consideration. First, since this was a pilot study, the number of participants was limited. To enhance the adaptability of this paper's findings for generalized use and statistical analysis, a larger participant pool is recommended in future research. Next, since the tasks and feedback were given and received outside of the classroom, there were uncontrollable variables that could have affected the results, such as how much time the students spent reading or listening to the CF or practicing the task before recording.

In spite of these limitations, this study can usefully inform Korean pronunciation instruction and motivate the provision of CF. It was clear that both written CF and oral CF were more effective than no CF. Therefore, regardless of the type of pronunciation CF, the most important thing is for teachers to give at least some feedback to students.

Besides the statistical effectiveness of pronunciation CF, overall it has been perceived favorably by students. Furthermore, individualized CF can contribute to preserving students' confidence in pronunciation. Through the survey, it was revealed that the students thought their pronunciation had improved following the teacher's individualized feedback. This resulted in them wanting to continue getting feedback later on. In addition, through the feedback, the students

realized their pronunciation and intonation errors. However, they did not feel any pressure or discomfort because the feedback was not given in the classroom in front of their peers. Therefore, although giving individualized pronunciation CF is burdensome for teachers timewise, it is a worthwhile investment as the students who receive feedback can improve their pronunciation and gain confidence.

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Appendices**Appendix A****Pre-test passage****이사와 관련된 풍수 인테리어**

한국의 풍수 인테리어를 참고하여 집 분위기를 바꿔 봅시다.

1. 침실은 아침에 햇살이 드는 방이 좋고 꽃을 두면 애정운이 상승한다.
2. 거실은 집의 중심이므로 반드시 밝아야 한다.
3. 소파는 앉은 사람에게 현관이 안 보이는 곳에 두어야 한다.
4. 지갑을 주방에 두면 금전적 손실이 있다.
5. 작은 실내 분수나 어항이 있으면 재물운이 좋다.
6. 현관이 깨끗하면 항상 좋은 소식이 들어온다.

Feng Shui Interior Design as It Relates to Moving

Let's try and change the ambience of your house in reference to Korean feng shui interior design.

1. For the bedroom, a room that lets in sunlight in the morning is good, and if it has flowers, luck in love will increase.
2. The living room is the center of the house, so it must be bright.
3. One must put the sofa in a place where the entrance is not visible to those sitting on it.
4. If one leaves their wallet in the kitchen, there will be monetary losses.
5. If there is a small indoor fountain or fish bowl, one will have financial fortune.
6. If the entrance is clean, good news will always come in.

Read aloud task 1**선물할 때 주의할 점들**

감사를 표현하거나 축하하기 위해 선물을 주고 받는 것은 인간관계에 좋은 영향을 끼친다. 하지만 문화에 따라 의미가 다른 물건들이 있기 때문에 다른 문화의 사람들에게 선물할 때에는 조심해서 물건을 골라야 한다.

한국에서는 연인에게 신발이나 손수건을 선물하면 헤어진다는 말이 있다. 신발은 떠난다는 뜻이 있고 손수건은 눈물을 뜻하기 때문이다. 그리고 친구에게 칼을 선물하면 친구 관계를 끊고 싶다는 뜻으로 오해할 수 있다. 그리고 날카로운 칼이 위험할 수 있는 것은 말할 것도 없다. 그래서 한국 사람에게는 기왕이면 신발, 손수건, 칼은 선물로 주지 않는 것이 좋다.

꽃도 좋은 선물이지만 꽃에 담긴 의미는 문화마다 다를 수 있다. 예를 들어 한국에서는 흰색 국화가 장례식에 사용하는 꽃이므로 일반적인 선물로는 금물이다.

그리고 한국 사람들은 어버이날이나 스승의 날에 부모님, 선생님들에게 감사의 마음을 전하기 위해 카네이션을 드리는데 서양에서는 카네이션이나 백합은 장례식에 사용하는 꽃이기 때문에 선물할 때 주의해야 한다.

Things to Be Careful of When Giving Presents

The act of giving presents to express gratitude or congratulations causes a positive effect on people's relationships. However, because there are objects with different meanings depending on the culture, one must carefully choose them when giving presents to people of other cultures.

In Korea, it is said that when one gives shoes or a handkerchief as a present to this or her significant other, they will break up. That is because shoes have the meaning of leaving while a handkerchief means tears. And if one gives a knife to his or her friend, they can misunderstand this as wanting to cut off their relationship as friends. It also goes without saying that a sharp blade could be dangerous. So if one is going to give a present to a Korean person, it is best not to give shoes, a handkerchief, or a knife as a present.

Flowers are also a good present, but the meaning contained in flowers can differ for each culture. For example, since white chrysanthemums are used for funerals in Korea, they are taboo as common presents. And on Parents' Day or Teachers' Day, Koreans give carnations in order to convey feelings of gratitude to parents or teachers. However, since carnations or lilies are used to for funerals in the West, one must use caution when giving them as present.

Read aloud task 2

한국에서 특별한 의미가 있는 동물

한국에서는 옛날부터 새가 하늘과 인간의 세계를 이어 주는 동물이라고 생각해서 많은 새들이 사람들의 사랑을 받아 왔다. 특히 학과 까치는 행운의 상징이었다. 학은 장수나 행운을 의미하고 까치는 좋은 소식을 알려 주는 새라고 생각되어 왔다. 그리고 기러기는 사랑과 의리를 지키는 새라고 생각되어 결혼할 때 신랑이 신부 집에 나무로 만든 기러기 한 쌍을 보내는 풍습이 있었다.

새 이외에 사랑을 받는 동물들로는 호랑이, 돼지, 양, 거북 등이 있다. 호랑이는 용맹함을 상징하는데 한국 사람들은 무서운 호랑이를 오히려 사람과 친한 이미지로 만들어 두려움을 극복했다. 그리고 돼지는 부를 상징해서 사람들이 꿈에 돼지를 보면 돈이 생긴다고 생각한다. 그리고 온순한 양은 평화를, 오래 사는 거북은 장수를 상징한다.

Animals with Special Meanings in Korea

In Korea, people from a long time ago have thought of the bird as an animal that connects the sky with the world of humans, so many birds have been beloved by them. The crane and magpie especially were symbols of good luck. Cranes meant longevity or good luck while magpies were thought of as birds that bring good news. Wild geese were thought of as birds that defended love and loyalty, so there was a custom of sending a pair of wild geese made from wood to the houses of the groom and bride getting married.

Other beloved animals besides birds included tigers, pigs, sheep, and turtles. Tigers symbolized bravery, which had occurred as a result of Korean people creating friendly images of ferocious tigers to

overcome their fear of them. Pigs symbolized wealth, so people thought that they would get money if they saw a pig in their dreams. The gentle sheep symbolized peace while the long-living turtle represented longevity.

Post-test passage

집과 관련된 미신

옛날부터 한국에는 여러가지 미신이 많이 있었다. 그 중에서도 집과 관련된 미신이 있다.

1. 현관이 항상 깨끗해야 좋은 소식이 들어 올 수 있다.
2. 집의 중심인 거실은 반드시 밝아야 좋다.
3. 거실 소파에 앉았을 때 현관이 안 보여야 한다.
4. 침실에는 햇살이 잘 들어야 좋고 그곳에 꽃도 두는 것이 좋다.
5. 주방에 지갑을 두면 돈이 잘 빠져 나가서 특히 조심해야 한다.
6. 반대로 작은 실내 분수나 어항이 있으면 돈이 들어오기 좋다.

House-related Superstition

There have been many superstitions in Korea since a long time ago. Among them, there is a superstition related to home.

1. Good news comes only when the porch is always clean.
2. The living room, the center of the house, must be bright.
3. You should not be able to see the front door when you sit on the sofa in the living room.
4. The bedroom should be sunny and it's good to have flowers there.
5. If you leave your wallet in the kitchen, money will slip out easily, so you have to be especially careful.
6. On the contrary, if there is a small indoor fountain or fish bowl, it is good for money to come in.

Appendix B The number of the pre-test and post-test pronunciation rules cases

Pronunciation Rules	Pre-test		Post-test	
	N	Case	N	Case
Resyllabification	23 (including the same word: 현관)	한국의, 분위기를, 침실은, 아침에, 햇살이, 꽃을, 애정운이, 거실은, 집의, 중심이므로, 밝아야, 앉은, 사람에게, 현관이, 곳에, 지갑을, 손실이, 작은, 있으면, 재물운이, 현관이, 소식이, 들어온다	23 (including the same word: 돈이)	한국에는, 미신이, 있었다, 현관이, 소식이, 들어, 집의, 중심인, 거실은, 밝아야, 앉았을, 현관이, 침실에는, 햇살이, 들어야, 그곳에, 것이, 지갑을, 돈이, 작은, 있으면, 돈이, 들어오기
Coda neutralization	3	햇살이, 있다, 깨끗하면	6 (including the same)	있었다, 깨끗해야, 있다, 있다, 햇살, 꽃도

			word: 있다)	
h-aspiration	3	좋고, 좋다, 깨끗하면	4	깨끗해야, 좋고, 좋다, 특히
Tensification	2	햇살이, 있다	6 (including the same word: 있다)	집과, 있었다, 햇살, 있다, 있다, 꽃도
Liquidization	2	관련된, 실내	2	관련된, 실내

Appendix C Pronunciation rules for written CF

Rule 1 Syllable rule

When a vowel comes after a final consonant, the final consonant is carried over as the first sound of the syllable. Ex) 옷이 [오시], 꽃을[꼬출], 낮에[나제]

Rule 2 Final consonant rule

When a sound ends with a final consonant or a consonant follows immediately after a final consonant, only the following 7 sounds are used: [ㄱ], [ㄴ], [ㄷ], [ㄹ], [ㅁ], [ㅂ], [ㅇ]

So it is changed:

ㄱ, ㅋ, ㆁ □ [ㄱ] ex) 부엌 [부억]

ㄷ, ㅌ, ㅅ, ㅆ, ㅈ, ㅊ, ㅌ, ㅎ □ [ㄷ] ex) 옷 [온] 꽃[꼰]

ㅂ, ㅍ □ [ㅂ] ex) -고 싶다 [-고 십따]

Rule 3 ㅎ rule

When the final consonant ㄱ meet ㅎ, the pronunciation changed into [ㅋ]. ex) 좋고[조코]

ㄷ+ㅎ=[ㅌ] ex) 좋다[조타]

ㅂ+ㅎ=[ㅍ]

ㅈ+ㅎ=[ㅊ]



Rule 4 Double rule



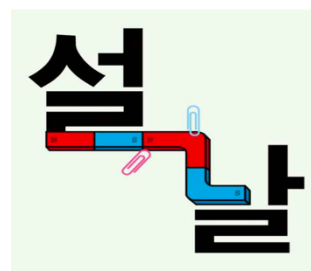
When ㄱ, ㄷ, ㅂ, ㅅ, ㅈ appear after [ㄱ], [ㄷ], [ㅂ] sound, their pronunciation changed into [ㄱ], [ㄷ], [ㅂ], [ㅅ], [ㅈ]

ex) 있다[읷따]

Rule 5 ㄷ rule

When the final consonant ㄷ meet ㄴ, or ㄴ meet ㄷ, the pronunciation ㄴ changed into [ㄷ].

ex) 설날[설랄], 관련되다[괄련되다]

**Rule 6 ㄴ/ㄹ rule**

When the final consonant ㄴ meets ㄴ or ㄹ, it is pronounced [ㅇ], whose sound resembles the sounds ㄴ or ㄹ. You may not notice but in your mouth, [ㅇ] is produced in the same location as [ㄴ].

In the following cases, the same principle.

[ㄴ] + ㄴ/ㄹ = [ㄴ] → [ㅇ] ex) 박물관[방물관]

[ㄷ] + ㄴ/ㄹ = [ㄷ] → [ㄴ] ex) 닫는다[단는다]

[ㅂ] + ㄴ/ㄹ = [ㅂ] → [ㅍ] ex) 옆머리[Rule 2 엽머리->Rule 6 엽머리]



Figures reference: Kim, J., & Yoon, S., & Lee, E. (2017). *Korean Pronunciation Guide- How to Sound Like Korean*. Gyeonggi-do: Darakwon.

Appendix D Google survey form (Pre-test)

How do you rate your current Korean proficiency? *

	Very bad	Bad	Below Av...	Average	Above Av...	Good	Very good	Excellent
Reading	☐	☐	☐	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐
Overall p...	☐	☐	☐	☐	☐	☐	☐	☐

How do you rate your current Korean pronunciation? *

	Very bad	Bad	Below Av...	Average	Above Av...	Good	Very good	Excellent
Pronunci...	☐	☐	☐	☐	☐	☐	☐	☐

Why did you think that about your pronunciation? *

Long answer text

Appendix E Google survey form (After receiving feedback)

Was this feedback helpful? *					
	Not at all helpful	Slightly helpful	Moderately hel...	Very helpful	Extremely help...
Teacher's feed...	☐	☐	☐	☐	☐

Please explain why you chose the above answer. *

Long answer text

How many times did you read/listen to the feedback? ex) 5 *

Short answer text

Before recording, how many times did you practice? ex) 8 *

Short answer text

How long did you spend practicing? ex) 5 minutes *

Short answer text

Appendix F Google survey form (Post-test)

	Very bad	Bad	Below Av...	Average	Above Av...	Good	Very good	Excellent
Reading	☐	☐	☐	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐
Overall p...	☐	☐	☐	☐	☐	☐	☐	☐

How do you rate your current Korean pronunciation? *

	Very bad	Bad	Below Av...	Average	Above Av...	Good	Very good	Excellent
Pronunci...	☐	☐	☐	☐	☐	☐	☐	☐

Do you think your Korean pronunciation improved this semester? Why or why not? (Please be specific) *

Long answer text

Do you think the recording homework/feedback helped your pronunciation? Why or why not? (Please be specific) *

Long answer text

What did you like or dislike about the recording homework/feedback? *

Long answer text