Improving Student Pronunciation: A Two-Step Self-Evaluation for Non-Heritage Learners of Korean

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Abstract

- To improve pronunciation in beginner Korean, I created a process by evaluating performance through self-assessment.
- Used in ASIANLAN 135 and 136 beginner Korean language courses.
- Course goals include developing of and providing a solid basis in Korean speaking, listening, reading and writing skills as well as being able to handle basic social situations.
- To track student progress, I used a new assessment tool which asks students to self-assess their pronunciation TWICE using audio recordings of dialogues and readings.
- I was able to track student progress over the course of the semester and adjust teaching accordingly.

Methods

- The goal of the two-step process is to help students become aware of their own pronunciation mistakes to enable self-correction.

  **PART ONE**
  - **STUDENT:** Records passages and marks errors in pronunciation, intonation, and fluency.
  - **INSTRUCTOR:** Marks errors.

  **PART TWO**
  - **STUDENT:** Re-records same passage and marks errors.
  - **INSTRUCTOR:** Provides final evaluation.

Key Findings

- Results shown for direct measure of student performance and their self-report.
- The figure below shows error rates during the student self-evaluation process:

  **Error Rates on Try 1 and Try 2, by date**
  *(Adjusted for number of possible errors: 48 on 9/27, 82 on 10/24, 61 on 10/71, 83 on 10/78, 85 on 10/22, 86 on 11/24, 64 on 11/15, 70 on 11/29, and 174 on final.)*
  *Note: Dialogues and Narrative Scores Combined, Excludes Midterm*

- The figures below are questions from student surveys at the end of the semester:
  - **Could you hear your own errors when you listened to your recording?**
  - **Were you able to correct any errors you identified by yourself?**

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<thead>
<tr>
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<th>Fall 135 and Winter 136</th>
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<th>Fall 135 and Winter 136</th>
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</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><strong>%</strong></td>
<td><strong>Answer</strong></td>
<td><strong>%</strong></td>
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<tr>
<td>Yes</td>
<td>82%</td>
<td>Yes</td>
<td>79%</td>
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<tr>
<td>No</td>
<td>7%</td>
<td>No</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>Other</td>
<td>14%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Conclusions

- There are many error agreements between student and instructor.
- Based on the reduced error rate, by the two-step self-evaluation process, students are able to detect and correct their errors. Measurement shows improvement from Fall/Winter mid-term to final test.
- Surveys indicate that the two-step process develops students’ motivation and awareness to detect their errors and correct them.
- With two self-evaluation, students improved their pronunciation from the errors.
- Using the two-step method, other foreign language courses and programs can also improve student pronunciation.

Acknowledgements

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