Hangul and Teaching Pronunciation to Beginners*

Soohee Kim**

The acquisition of Hangul and Korean pronunciation are inseparable elements for adult learners in the beginning level. After a brief discussion of the teaching of Hangul, in what follows, I assess the accessibility of resources for teachers and students at the absolute beginners’ level, mainly focusing on pronunciation, and present suggestions based on the ‘case study’ of Korean teaching at the University of Washington.

---

* I would like to express my gratitude to Emily Curtis for commenting on the draft version of this paper and to Haewon Cho, Jeeweon Shin-Flath, and Hee-Seung Kang for helpful tips on the LC teaching methods and resources. I would also like to thank Professor Hyun Sik Min for inviting me to present for the Language Research Center, and for Sang-il Lee for his patience and understanding.

** University of Washington
1. Teaching Hangul

In the quarter planner above (Table 1), I indicated that we spend only three days teaching Hangul writing. The first day is spent on basic letters (vowels and consonants), and the second day on complex letters, and the third day on combining consonants and vowels, including the final consonants (받침). Hangul is a very logically structured alphabet, and students generally find it both intuitive and memorable when taught following the principles of 훈민정음 (for the consonants). There is no need to insist on rote memorization, which is highly disfavored in the U.S.

Appendix I: A brief description of the Korean alphabet in The Korean Alphabet (Kim-Renaud (ed.) 1997) presents a nice introduction of the principles of each letter and is recommended to beginning teachers along with an introductory course in linguistics and teaching methodology. 한국말하시네요 also offers mnemonic pictures and fun ways to help students learn the order of the consonants.

Hangul much more closely represents Korean phonemes than English spelling represents English pronunciation, so it is clear that Hangul should be taught early on and that Korean pronunciation rules should immediately follow. There is no need for students to think of Korean through Romanized writing, which obscures the morpho-phonemic aspect of the Korean writing system. It logically follows to teach the writing system with its sound classes and individual letters with their variable pronunciations (e.g. allophones lateral [j] and the flap), followed by the different pronunciations caused by phonological rules.
The remainder of this paper focuses on the teaching of phonological rules to beginning Korean L2 learners.

2. Teaching Pronunciation

2.1 The existing material

Review of literature in the field reveals that the teaching of pronunciation and of listening skills improvement have been considered two separate disciplines, and this practice has led to a stark dichotomy in teaching methodology, where teaching of listening comprehension skills enjoys relatively richer and more quality research. 이혜영 (2002), for example, gives a good survey of Listening Comprehension teaching methods and theory for a wide gamut of learner–levels. Despite such research, one prominent difficulty that beginning–level instructors are up against is a void in structured teaching methods for absolute beginners. 백봉자’s (2005, p. 25–39) summary of teaching methodology on listening skills is also a good introduction to theories, but lacks practical guidelines.

At the other extreme, pronunciation research is often geared toward setting the guidelines for “correct” or “standard” pronunciation for younger generation native speakers (rather than admitting changes in pronunciation through time). In a rather dated study, 이현복 (1988) dedicates the entire book to the vowel length distinction, but even more recent studies cling to this agenda as well (for instance, see 허춘 2005, p. 39-49). Even if the vowel
length distinction were undisputedly still maintained, its functional load - importance for communication - is vanishingly low. The issue is not one for beginning L2 Korean learners.

노대규 (1996, p. 239-339) and 배주제's (2003) books are wonderful resources for learning the phonological characteristics of spoken Korean, but they are written in Korean, so since the target learners are themselves beginning Korean L2 learners (college students majoring in Korean), the information is inaccessible.

As far as rules of pronunciation are concerned, 최정순 (2003, p. 479-534) is most complete listing. Even 국립국어원's Korean Grammar for Foreigners (2005, 465-514), which summarizes phonological rules in a more traditional way (again for native Korean speakers) can be considered a somewhat abbreviated version of the rules. ¹ 허용 (2003, p. 535-567) also offers a good review of phonological rules for consonants. 최정순 and 허용 alike, however, are written for language teachers or linguists. Although they list phonological rules step by step in a comprehensive way, they do not offer practical classroom guides. In sum, the information that learners might read and 'absorb' is written in Korean, as if for teachers, but there are no guidelines or recommended activities for the teaching of the pronunciation rules.

Some valuable materials do exist, but underscore another problem with accessibility. Language Institutes that are associated with or sisters to

---

¹ The guidelines in the book are tough to follow even for native Korean teachers. It is almost impossible to expect foreign students to acquire the rules on their own from this book. The book should be named as Grammar Book for KFL teachers and not Grammar Book for Foreigners.
universities such as Yonsei, Ewha, Korea, Seoul, Sogang and recently Kyung Hee all have a long tradition of teaching KFL (Korean as a foreign language). Unfortunately, teaching materials of any practical worth are highly guarded and not available outside the inner circles.

In sum, the most imminent challenge in teaching pronunciation seems to be more one of sharing and making available practical materials for absolute beginners than of creating new materials.

2.2 Some practical ideas

In what follows I will present how listening skills teaching is planned at the (absolute) beginners' level at the University of Washington.\(^2\) A brief background on the Korean Language Program at the university precedes the curriculum design below.

The Korean Language Program at the University of Washington currently offers first-, second-, and third-year non-literature language courses. See the following table for enrollment\(^3\) from October 2006:

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-heritage</td>
<td>73</td>
<td>22</td>
<td>16</td>
<td>12</td>
<td>174</td>
</tr>
<tr>
<td>Heritage</td>
<td>20</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The program maintains two tracks, one for heritage and the other for non-heritage students\(^4\) through the second year, and the majority of the

\(^2\) University of Washington is in the State of Washington on the West Coast of the U.S.

\(^3\) Enrollment figure was greater before the budgetary cutback a few years ago.
first-year Korean students are not of Korean heritage (73/93).

A textbook is a central element in any curriculum that greatly impacts the composition of the students in the program, and the responsible faculty in a program, usually a coordinator, typically considers the program focus or strength when selecting a textbook. The flip side of it works so that a literature student-friendly textbook is bound to attract literature students. University of Washington was traditionally strong in Korea Studies and History, and Fred Lukoff's Beginning Korean series was used for an extended period of time, and later in combination with 고려대's 한국어 회화. The series/combination served good purpose for many years, but also worked to drive non-heritage students away. In 1999, barely 10% of the enrolled students were non-heritage.

Since the textbook 한국말 하시네요! (You Speak Korean!), a more colloquial language-based material with nonetheless extensive and sound grammar fundamentals was adopted in 2001, the non-heritage enrollment has grown more than 10-fold. Thus the University of Washington boasts one of the greatest non-heritage enrollment figures (that are not mainly based on adoptees), although the Mormon missionary-based Brigham Young University is second to none in number of non-heritage learners. This rapid growth at UW is directly attributable to the fact that the adopted

---

4) The track label can be misleading, as adoptees are typically placed in the non-heritage track.
5) In manuscript forms in 2001.
6) 강사희 (2005 pp. 463–465) reports that University of Minnesota houses a great number of non-heritage students; Peter Lee (heritage psychology professor at U of Minnesota) speculates that nearly one half of the resident adoptee population (and probably far greater percentage than that in classrooms) is Korean.
beginning level textbook is co-authored by a native English speaker, who herself is an L2 learner of Korean who helped to balance the emphases on grammar-teaching and on engaging students through relevant and sometimes humorous content and activities. See 조지훈 (forthcoming) for detailed discussion of the textbook.

Despite its increasing number of majoring students, Korean is still a weak subject in the university, with the majority of the registered students being non-majors. The dynamics of that student composition lead to a challenging situation for teaching pronunciation. Authentic input is lacking for these students, first because most of the teaching is expected to take place in the classroom, and secondly because students do not have an immersion situation available outside the classroom. The following outlines our approach and some practical activities for teaching pronunciation.

For adult learners, a logical approach is economic and effective whereby a teacher who is thoroughly familiar with the similarities and differences of the target and the source languages presents the entire phonological system explicitly — preferably in a step-by-step fashion — with frequent drills and reinforcement. The learner is expected to employ high-level cognition in learning the rules and makes use of her knowledge of her own language, consciously or subconsciously. Immediate drilling and follow-up reinforcement lead into more naturalistic learning in our program.

Characteristic of the Korean Language Program at the University of Washington is explicit application of formal grammar. Grammar at all levels is clearly presented early on, and its immediate application is emphasized and reinforced in the textbook and in the classroom. As concerns
pronunciation, one fifth of the first term (out of three quarters per academic year) is spent on teaching the Korean alphabet and pronunciation rules, with the “letter” teaching taking up only three days. A typical first two weeks’ planner based on the textbook “한국말 하시네요” is shown in Table 1 below:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Complex Vs &amp; Cs</td>
<td>Final Cs</td>
<td>CV(C) practice</td>
</tr>
<tr>
<td>Simple vowels (Vs) and consonants (Cs)</td>
<td>Order of Cs and Vs</td>
<td>Names of Cs</td>
<td>and possible final Cs in writing</td>
</tr>
<tr>
<td>한글 stroke orders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major pronunciation rules</td>
<td>More pronunciation rules</td>
<td>Reading practice with loanwords</td>
<td>Looking up words in a dictionary</td>
</tr>
</tbody>
</table>

Teaching the rules early on sets a foundation for integrating the rules into all future vocabulary learning on the part of the students, and for teachers to reinforce the rules with each new opportunity. Students’ conscious or subconscious knowledge of their native language (i.e., English) is frequently tapped into for comparison with Korean. (Appendix 1 is a handout that can be given out when English spelling and pronunciation discrepancies are pointed out.)

The first volume of “한국말 하시네요” lists most, but not all, phonological rules in Korean in the Preliminary chapter, and the UW program follows the

7) First-year classes meet one hour a day, 5 times a week.
8) Not included in the planner are useful classroom and daily expressions along with two different number systems, nationalities and a preliminary dialogue taught during the first two weeks.
textbook in this approach. This reserved presentation is reasonable so that the numerous rules (seemingly a complete phonological discussion) do not overwhelm learners, and it helps teachers ensure that the core rules necessary for basic reading and daily conversation are thoroughly internalized by the students early on in first year. For instance, the complete assimilation of the coronal nasal preceding the liquid (ㄴ 뷰 or ㄹ 뷰 뷰) is presented in first year as one of the rules to master, but Sino-Korean-based phonological rules are reserved for the preliminary chapter of the second year, when review of all aspects of first-year grammar, including pronunciation rules, should be done.9)

In teaching the pronunciation rules, we must consider the most relevant information and effective methods. 최정순's (2003 520-523) approach to vowel contraction, for example, is intuitive to native Korean speakers but not necessarily effective for Korean L2. At the University of Washington, students are taught the general vowel contraction rule but are given two variable forms, e.g. 보아 vs. 빼, for example, as written and spoken variants respectively and are instructed to choose one or the other for the appropriate context. Since the emphasis is on spoken Korean, contracted forms are usually preferred and widely used by students. Other historical, overly prescriptive or linguistically explanations are also to be tempered by an L2 teacher and followed up on with examples, drills and other activities.

The lesson on loanwords in the preliminary chapter of 한국말 하시네요! is not only fun but also an essential part of learning for students. Individual

9) Step-by-step rules such as the one suggested on 최정순 (2003) P518is not only confusing but ineffective to students. Students will appreciate a simple list of phonemes subject to the particular change ("ㄴ 뷰 뷰").
pronunciation rules are incorporated into words they are (supposed to be) familiar with but that seem drastically different. This is a wonderful way to introduce Korean syllable structure and to help students understand the phonological system of the language. Students also enjoy writing their names and secret letters in quasi-Korean.

Listening activities also help students to internalize Korean phonological patterns and rules, even when comprehension might be low. During the course of the first two weeks, UW students are required to listen to the course website (http://depts.washington.edu/lc/olr/korean/KOR_004/), and are given daily listening quizzes.

Along with the in-house listening materials, outside sources are also recommended. One great site for beginning students to visit was prepared by 조혜원 at University of Michigan, Ann Arbor: http://www.umich.edu/~flcourse/korean/mainmenu.htm. Pronunciation rules practice on the site is especially helpful. Sample screenshots are given in Appendix 2.

This is also a good time to start introducing useful web materials so students can get used to freely available web resources. A comprehensive sample list used at University of Washington is given in Appendix 3.

One difficulty is the lack of usable listening materials—many are either too advanced or text-bound with overly careful-speech recordings10) (e.g. hyper-articulated readings of textbook dialogues). To counter the unnaturalness of such recordings and expand on student LC experience, listening tasks are sometimes incorporated into a natural learning environment (such as

---

10) All recorded texts suffer similar problems, including UW's texts: (http://depts.washington.edu/lc/olr/korean/KOR_004/).
watching Korean video programs). But many fun and useful teaching methods available for intermediate- to advanced-level students, are out of reach for even second-year students, who can hardly be categorized as "intermediate", and showing an authentic Korean soap opera is not only stressful schedule-wise but often ineffective due to lack of resources and supporting activities.\(^{111}\) Such naturalistic LC tasks are too difficult for beginning students (Jeeweon Shin-Flath, personal communication), where we need to develop listening activities that do not focus on comprehension, but do help students to internalize pronunciation rules.

The following are projects and requirements that have proven effective in providing listening and pronunciation improvement outside the classroom:

a) Get a language exchange partner or two

b) Regularly meet with the partner(s) to ask about homework or chat

(Guidelines for (a) and (b) in Appendix 4)

c) Play "fly on the wall": By hanging out with more than 3 native speaker friends, simply listen to (or "hear") them and observe their interactions.

Once students are at a minimally communicative level, more projects can be assigned that can help students continue to modify and adjust their pronunciation. Some sample projects involving verbal interaction are given in Appendix 5.

\(^{111}\) If there is reasonable financial and instructional support (e.g. UCLA Flagship Initiative), grants can be used to develop video clips, but that remains a luxurious wish for many universities. With Chinese newly in the limelight in place of Japanese, Korean is yet again a minimally-supported language in the U.S.
Students learn, in these mini-practice situations, some of the humility and frustration of not being able to communicate sometimes, and they can adapt more easily to real-life situations. They learn to adjust their pronunciation and manners of interaction based on mini real-life experience, which is far more effective than repeatedly learning rules in isolation. What is acquired in context will be retained longer as well. After all, the goal of teaching and learning the pronunciation rules is to use them in communication.

At times, an intensive practice of a given material is helpful (especially with the aid of a language partner if possible). We have seen positive results from recording tasks where the reading material is familiar to the student and the student has heard it read aloud and practiced it at length. Also, by allowing students to digitally manipulate the recorded material, the project itself encourages the student to practice and produce his/her best pronunciation. A sample handout for such a project is given in Appendix 6.

The key point is to acquire phonemes and internalize phonological rules starting early on, drilling and reinforcing as needed, and moving towards a natural context.

3. Summary

I have noted above that many pronunciation guides insist on “correcting” pronunciation, often focusing on errors unnecessary or irrelevant to beginning users. There are excellent resources on spoken Korean such as by 배주체 (2003), but most materials are written in Korean designed as an introduction
to Korean phonology, for KFL teachers or linguistics students. They also lack audio accompaniment. One very practical auxiliary material available is Choo and O'Grady (2003), which may be very useful if it can be used systematically in a classroom setting, with the material integrated into a regular teaching plan.

To acquire native-like pronunciation of the target language, authentic input is a must and should precede or be simultaneously emphasized with speaking practice for absolute beginners. Students who have learned to discern and familiarize themselves with contrastive phonemes in Korean in turn will easily be able to internalize its phonological rules.

Recent emphasis on "integrated" skills teaching seems to brush aside teaching and drilling individual component skills. This approach seems to have sprung from the need to condense the teaching/learning time in public school situations (vs. extra curricular classes or language immersion). It is not clear that integrated approach works well especially for beginners. An intensive listening course or a strategically set aside regular class time for listening and pronunciation drills is required for concrete and fast progress.

[Key Words] existing materials for teaching pronunciation, University of Washington, interns, project
참고문헌

강사희(2005), 한국어 교육론 3, 국제한국어교육학회.
국립국어원(2005), 외국인을 위한 한국어 문법 1, 제무판.
노대규(1996), 한국어의 입말과 글말, 국학 자료원.
배주채(2003), 한국어의 발음, 삼경문화사.
백봉자(2005), 말하기 둘기 교육의 교수 학습, 한국어 교육론 3, 국제한국어교육학회.
이해영(2002), 한국어 둘기 교육의 이론과 실제, 21세기 한국어 교육학의 현황과 과제.
이현복(1998), 우리말의 표준발음.
최정순(2003), 외국어로서의 한국어 교육에서 음운 교육의 내용 계계 연구, 남북의 언어와 한국어 교육.
허용(2003), 한국어 발음 교육을 위한 음운론: 자음을 중심으로, 남북의 언어와 한국어 교육.
허춘(2005), 언론 매체의 우리 말글, 제주대학교 출판부.
Appendix 1

If you ever feel dense, then just read on. If you've learned to speak fluent English, you must be a genius! This little treatise on the lovely language we share is only for the brave. Pursue at your leisure, English lovers. Reasons why the English language is so hard to learn:

1) The bandage was wound around the wound.
2) The farm was used to produce produce.
3) The dump was so full that it had to refuse more refuse.
4) We must polish the Polish furniture.
5) He could lead if he would get the lead out.
6) The soldier decided to desert his dessert in the desert.
7) Since there is no time like the present, he thought it was time to present the present.
8) A bass was painted on the head of the bass drum.
9) When shot at, the dove dove into the bushes.
10) I did not object to the object.
11) The insurance was invalid for the invalid.
12) There was a row among the oarsmen about how to row.
13) They were too close to the door to close it.
14) The buck does funny things when the does are present.
15) A seamstress and a sewer fell down into a sewer line.
16) To help with planting, the farmer taught his sow to sow.
17) The wind was too strong to wind the sail.
18) After a number of injections my jaw got number.
19) Upon seeing the tear in the painting I shed a tear.
20) I had to subject the subject to a series of tests.
21) How can I intimate this to my most intimate friend? There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France(Surprise!). Sweetmeats are candies while sweetbreads, aren't sweet, are meat. Quicksand works slowly, boxing rings are square and a guinea pig is neither from Guinea or is it a pig. And why is it that writers write but
fingers don’t fing, grocers don’t groce and hammers don’t ham? If the plural of tooth is teeth, why isn’t the plural of booth beeth? One goose, 2 geese. So one moose, 2 meese? Doesn’t it seem crazy that you can make amends but not one amend. If you have a bunch of odds and ends and get rid of all but one of them, what do you call it? Is it an odd, or an end? If teachers taught, why didn’t preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell? How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out, and in which, an alarm goes off by going on. English was invented by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all. That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.
Appendix 2

1. Vowels

2. Consonants
3. Simple consonants + Simple vowel combination

4. Pronunciation rules (work in progress)
Appendix 3

On-line material

Here are some websites you might find helpful in learning Korean or just fun to visit.

If you have a favorite site, share it with others!

Music, DVDs, etc.!

http://www.bugs.co.kr/

Bug’s Music (벅스뮤직) On the top menu bar, click 음악감상 to listen to music or click 뮤직비디오 to watch music videos. If you’d like to read along with the lyrics, find a button for 가사보기 when the song is playing.

http://baramsae.com/ (70’s Korean folk songs – usually accompanied by acoustic guitar!)

http://www.soribada.com/ (free registration)

http://www.soompi.com/media (music, TV dramas)

http://seoulselection.com/newsletter_read.html?nid=147

(Korean DVD’s, movies, online magazine Seoul Weekly)
http://www.hancinema.net/(Korean movie and drama database)

If you want to check out movies from a UW library, go to East Asia Library Korean Studies webpage, and then click Other resources then Korean films collection.
http://www.kbs.co.kr/drama/sundaybest/collection.htm
KBS (Korea Broadcasting Station) dramas and scripts. Click on 대본 있어요, if you want to see scripts.

If you want to view video when you visit any Korean TV stations, click 동영상 (streaming media).
http://lmp.ucla.edu/NewsItem.aspx?menu=012&article=31
UCLA Language Project - teaching resources for less commonly taught languages.
For Korean audio/video materials on the web, visit

http://www.tvradioworld.com/region2/kor/.

The page above does not include a Korean TV station based in the U.S.
http://www.arirang.co.kr/intro.asp

Also, if you are visiting MBC, check out their new program “Exclamation point”. One of its sub-programs is “North-South Korea Children’s Quiz Competition.”
http://www.seoultrain.com/newsletter/ST_Newsletter_0410.htm
http://catalog.lib.washington.edu/record=b5094676 (North Korean documentary)
On Chinese Characters:

If you do not already know Chinese characters and want to start learning them, or if you simply want to review real basic Korean grammar, you might find this site useful: http://www.learnkorean.com/whanja/hclassindex.asp

http://www.koreanlab.co.kr/main/index.asp?t_id=1

This site is a very interesting one. It is written by an author who insists on using Korean-Chinese mixed scripts so the site introduces many Chinese characters. It also has good-quality audio/reading materials based on current Korean school textbooks.

Good listening practice site for non-heritage students, although the reading voices are rather artificial. It is also a good Chinese character practice site for interested heritage students.

http://hanja_dic.zonnal.com

Very useful Chinese character dictionary once you learn how to use it.

Other useful links:

If you are interested in reading crazy Korean pronunciation rules all in Korean:
http://www.woorimal.net/language/moonbub/phonology-2.htm

If you are interested in viewing what Korean Language Police had to say:
http://my.dreamwiz.com/choi3131/pouzun.htm
http://students.washington.edu/askuw/index_files/links.html
(Some links introduced by a Korea Studies Club)

(Korean pictures and clip art - if you are interested in teaching Korean!)
Appendix 4

How to make the most of Language Exchange

Etiquettes and guidelines

Meet as often as possible. You can have more than one partner.

Set up a rigorous schedule so you will not skip as your other schedules change. Be punctual, and go to the appointment when you make one. If your partner cancels or changes appointments more than twice for no good reason, find another partner.

When you meet with your partner, split the time in half. If you meet for an hour, make an agreement in advance so (s)he helps your Korean for 30 minutes, and then you help her/his English for 30 minutes. I recommend Korean first, but this is up to you and your partner.

During your time, insist on your partner speaking mostly/only Korean. Ask them to slow down and be patient. The best language partner is a patient one. Since your language partner is at the college-level English, and you beginning, it is very likely that you will end up speaking English mostly. If you feel that your partner rushes you or intimidates you in any way, find another partner. Remember - you also have to be a patient partner. You can be dumped too.

Specifics

Bring your textbook or workbook to the meeting.

Be prepared. Have specific questions.

It is a great starter every day to have 4-5 short sentences to have your
partner check.

Have your partner read vocabulary, sentences, or dialogues that you are not sure of how to pronounce.

Have your partner talk about items in the classroom, daily activities, food, clothing, etc. the topics you learn in class that week.

Ask them to speak slower, one more time, as needed. Learn these basic expressions (in Preliminary chapter, book 1) ahead of time so you can make such requests in Korean.

Most of all, have fun!

Caution

Encourage your language partners to come and sit in on your Korean class at least once in the beginning of the quarter (preferably of the week, if possible!) so he or she will have a good understanding of your level, and what kind of vocabulary and grammar you are currently learning. There are various kinds (registers, formality, levels) of speech in Korean, and you are learning the “polite” speech style in class. Your language partner will need to understand this so that they won’t start using the formal (씀니다) or the intimate-blunt (ㄴ다, 야) styles. Of course, if you are not confused by your language partner’s style of speech, you are welcome to expand your horizons outside of class.
Phone project

Assignment       Call your language partner. If you do not have one, make an arrangement so you can talk to a classmate. Do not call your family or Korean friends who grew up in the States. For this exercise, you need you to pick someone who is grammar-conscious and can understand your level and be patient as well as helpful.

What       Talk at least 5 minutes on the phone. You can have some items ready to talk about by the phone, but do not read the sentences. They should only give you ideas when you are stuck. You may pick your own topic. Brainstorm before you pick up the phone. You can probably ask what they were doing, whether they had lunch/dinner, or even, whether they would like to meet to study together or go to a movie together. When you are done, write a short summary of your phone conversation in Korean to submit.
Appendix 6

Recording Project

What Use the software program Audacity* at the Language Learning Center to record
(a) the textbook Lesson 9 dialogue with your language partner OR
(b) the first two paragraphs of the passage you practiced reading in class
(Title: 당나귀와 소금)

How You are allowed to edit the recording. However, do some reading and listening practice first – this will help your reading and listening as well as pronunciation. Before recording the dialogue, read aloud the lesson dialogue at least 4-5 times, (the passage at least 15 times!). Check your pronunciation and intonation against the native speakers’ either by asking your language partner or by listening to the on-line sound file. Save your sound files (a) and (b) in the MP3 format. Name them using your own name (for example, lesson 9 Tina.MP3). Send the files to korean2h@u.washington.edu.

*The program you will be using is also available on-line. However, if you do not have a very good microphone, do not record at home. I will not accept the file if it is not of good quality.

Before recording at the Language Learning Center
1. Find a time when will be quiet Find a quiet computer terminal.
2. Practice.
3. Speak loudly and clearly and close to the microphone but 45 degrees
off it and not directly into it with a puff of air.

4. Don’t breathe into the microphone; speak about 15 degrees off the microphone so there will be no air puffs, but you should be close enough to the microphone so your voice is loud and clear.

5. I may use your recording in class or share it with other Korean teachers or researchers to make a point related to improving pronunciation (without revealing your name or identity). If you do not want me to use your voice for teaching or research purposes, please send me an email saying so.

When your homework (both files) is due on Monday, July 25th. You may submit your files anytime you feel that you are ready between now and then.

Even if you are computer-illiterate, I recommend that you go to the Language Learning Center to do this homework. This is a good opportunity to learn to use one (more) computer application. There are usually staff associates who can help you on site.
본고에서는 한글과 한국어 기초 발음 교육에 대해 고찰해 본다. 제 1장은 한글 교육 방법에 대해, 제 2장은 기초 발음 교육에 대해 썼다. 한글 교육은 특히 자음 소개 시에 훈민정음의 글자 창제 원리를 도용하면 손쉬우므로 자세히 다루지 않았다. 발음 교육은 한국어 교육 도입부부터 학습자들에게 어려운 부분이므로, 현존하는 교재들을 조사한 뒤, 각 교재의 실제 교육 현장에의 적용 적합성, 혹은 난점을 2장 1절에서 지적하였다. 2장 2절에서는 현재 University of Washington에서 사용되고 있고, 타 교육 현장에서도 용이하게 사용할 수 있는 몇 가지 실용적인 교수 방법을 제시해 보았다. 제 3장 요약 뒤에 설례의 부록을 붙였다.

[주요어] 한글, 기초 발음 교육, 현존 교재, 적용 적합성, 실용적, 교수 방법