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# Pronunciation Lesson Plans for Korean EFL University Instructors

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University of San Francisco

**Pronunciation Lesson Plans for  
Korean EFL University Instructors**

A Field Project Proposal Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

by  
Jeongtong (Justin) Choi  
December 2014

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Korean EFL University Instructors**

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MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

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UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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Instructor/Chairperson

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Date

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## CHAPTER I INTRODUCTION

### **Statement of the Problem**

In fall of 2010 around 7 o'clock at night in an Italian restaurant, a customer and waiter had this exchange:

Waiter: "Sir, how can I help you?"

Customer: "Can I get a fork?"

Waiter: "Sure, what kind of pork do you like?"

Customer: "Sorry?"

Waiter: "Here is a menu. We have grilled pork with potato, pork cutlet..."

Customer: "Oh, oh...not a pork. I mean Fork"(with hand gestures.)

Waiter: "Oh, I am so sorry. Give me a second. I will bring it for you. Sorry."

To be honest, this is what happened to me in my first semester in the US. I was so embarrassed in front of my friends, the waiter and other customers who heard me. I felt like I wanted to sink into the floor with shame. I clearly remember the difficulty I had reproducing the /F/ sound. It was a traumatic experience. This experience made me think about pronunciation and focus on certain sounds, especially the ones that Korean students struggle to reproduce when they are learning English.

In 2014, I conducted a survey to gather general data about sounds Korean second language (L2) English learners have difficulty pronouncing. I conducted the survey from March to May, 2014. It was based on 100 Korean university students who had just started to study English in US and 150 Korean university students who had previously studied in the US. Most of the respondents had a high intermediate or advanced English proficiency. I met 100 Korean university students at cafes,

restaurants, and at their schools. The students attended San Francisco State University, San Francisco City University, University of San Francisco, The survey questions were as follows:

- How long have you been in the US?
- Do you have difficulty communicating with others in English?
- If yes, what sounds are hard to reproduce when you speak English?
- Please tell me those sounds in order of difficulty.
- Have you felt less confidence speaking English because of certain sounds?

I sent the survey via e-mail, Facebook, and instant messenger to another 150 Korean university students. Many of the respondents were friends or students whom I had met at the University of British Columbia, San Jose City University, San Jose State University, University of California Davis, or University of California Berkeley. So they took part in this survey earnestly, and I received almost 97% responses from them. Here are the questions which I sent:

- How long have you been in the US?
- Did you have difficulties to communicating with others in English in the US?
- If yes, what certain sounds were hard to produce when you spoke in English?
- Please tell me those sounds in order of difficulties.
- Have you felt less confidence speaking English because of those certain sounds?

After analyzing the results, I was surprised to discover, almost 95% of respondents mentioned they had difficulty with /F/, /V/, and /R/ sounds. These were the same

sounds I struggled with when I first arrived in the US.

Increasingly, English has become an international language which many people need for their international or local purposes such as business, education, and socializing. This is also the case in South Korea. Park (2009) theorizes,

These days, owing to the collapse of the traditional class system, there is a belief that virtually any Korean can advance himself through his own efforts. Education is seen as the most powerful means to achieve upward social mobility and economic prosperity, and many Korean parents believe that they can help their children succeed by emphasizing, and even imposing, education for their children. (pp. 50-51)

The South Korean government played a significant role by connecting the English education (*yeongeokyoyuk*) to economic stability. Globalization in the late 1980s and the economic crisis in the late 1990s were the impetus for a focus on English in the Korean educational system. Demick states,

The 1986 Asian Games and the Seoul Olympic Games made South Korea aware of globalization, and the Korean financial crisis of 1997 made Koreans realize how much English was valued in the process of globalization all of which drove Koreans to focus more on oral proficiency in English. (as cited in Park, 2009, p. 52)

Despite an increased focus on English language learning over the last three decades, issues persist with communicative competence of many Korean L2 learners.

According to Avery and Ehrlich (2010) the pronunciation issues of Korean L2 speakers can be quite severe because of the radical differences between the sound systems of the Korean and English languages. Korean does not have the /F/ and /V/ sounds, and Korean L2 speakers tend to substitute /P/ and /B/ for the sounds. Also, they tend to substitute /L/ for /R/ in initial position, producing 'Late' instead of 'Rate'. Alternatively, they may substitute what sounds like and /R/ or a flap /D/ for /L/ between vowels, producing 'firing' or 'fighting' for 'filing'. Kolokdaragh (2009)

states, “In most EFL/ESL classes, language skills are taught separately, and some of the skills such as grammar, vocabulary, and reading are focused on more than the others; moreover, pronunciation is neglected and teachers think that learning/teaching pronunciation should be left to higher levels” (p. 2).

One of the greatest challenges Korean EFL university students encounter as they attempt to become fluent in English is the lack of opportunity to practice their English in real world situations. Often, they attend their language classes and speak English to their EFL teachers. Outside of English language classes their exposure is limited. Because Korean EFL university students are consistently having difficulties in pronouncing certain sounds that do not exist in Korean, such as /F/, /R/, and /V/, they often encounter many misunderstandings in conversing with others in English. Ultimately, this impacts their communicative competence. Therefore, there is a need for resources to support Korean EFL university instructors to support students in becoming more proficient in reproducing F/, /R/, and /V/ sounds.

### **Purpose of the Project**

The purpose of this project is to create lesson plans to Korean EFL university instructors to increase communicative competence of their students, especially reproducing /F/, /V/, and /R/ sounds. It is especially important for Korean EFL university instructors to focus on students’ needs based on students’ interests, such as American dramas, documentaries, and films. According to Richardson (2008), in our zeal to hold on to the old structures of English teaching and learning and to protect students at all costs, we are not just leaving them ill-prepared for the future, we are also missing an enormous opportunity for ourselves as learners.



These lesson plans are intended for students at high intermediate to advanced English learning levels. However, specific student activities and teaching methods can be adapted and integrated into lower level English-level courses. The lesson plans presented in this project focus on three basic skills: listening, reading, and writing.

### **Theoretical Framework**

Given the purpose of this project, it was appropriate to select a theory that focused on how to approach language teaching. Therefore, this project is based on communicative language teaching (CLT). CLT is an approach to teaching languages that highlights the importance of interaction as both the means and the ultimate goal of language study.

In 1972, American linguist and anthropologist, Dell Hymes developed the concept of communicative competence. Hymes did not provide a concrete formulation of communicative competence. However, others, Michael Canale and Merrill Swain, further developed this concept for practical use in language classrooms. Hymes developed communicative competence in opposition to Noam Chomsky's theory of linguistic competence, which he felt overlooked the importance of not only learning the structure of a language but also learning the variety of social situations when language is used. According to Nunan (1989), language does not occur in the linear-additive fashion that a synthetic syllabus presupposes, and thus, the focus of language learning should alternatively be on language use rather than on the language itself.

In 1980, Canale and Swain published their seminal work "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" in the

inaugural issue of *Applied Linguistics* (Brown, 2007), focusing on the concept of communicative competence as an organizing fundamental principle for second language teaching as opposed to course content organized on a purely grammatical or structural basis (Richardson, 2011). Canale and Swain proposed a theory of communicative competence encompassing three main areas: grammatical competence, sociolinguistic competence, and strategic competence.

CLT emphasizes the importance of teachers utilizing real-life situations to aid their students to develop their communication. This allows teachers to focus more on communicative competence. In addition, this approach allows students to strengthen their L2 speaking skills through a variety of engaging activities. Ultimately, teaching students English in isolation from discourse does not result meaningful language or sustainable development. Because of the pioneering work of Canale and Swain, communicative competence has become one of the primary goals of language education and is often considered central to effective classroom practice. According to Rickheit, Strohner, and Vorweg (2008),

A certain amount and quality of communicative competence is needed not only in social interaction at the interpersonal level, but also at organizational and public levels, as well as for intercultural exchanges. Many individual and social problems in our societies arise, however, because people are not sufficiently competent with respect to certain aspects of communication. (p. 24)

I have designed a series of lesson plans that focus on emphasizing the importance of communicative competence in Korean EFL university classrooms.

### **Significance of the Project**

This project offers benefits for Korean EFL university instructors and

students. For instructors, the project has two significant benefits. Firstly, instructors are able to identify students' challenges and also know what factors students need to improve. Through this awareness, instructors can build a target point to teach more effectively and offer effective lessons to students. Secondly, the emphasis of most of the lessons is on interesting social and cultural content from the US. To use these familiar and authentic materials, instructors can easily focus on material that interests students.

There are benefits for students as well. Firstly, as they can produce certain sounds: /F/, /R/, and /V/, they are possible to eliminate misunderstandings when they have conversation with native English speakers. Second, students' ability to comprehend can be improved by attention to use of rhythm, stress, and intonation over certain phonemes they struggled. Through their improved communicative competence, they can be confident in English speaking. They are able to express their feelings and thinking without any hesitation in real life.

### **Definition of Terms**

English as Foreign Language (EFL): refers to non-English speakers learning English in non-English speaking countries (Shawer, 2010).

Communicative competence: The ability to communicate with others, as opposed to strictly linguistic or grammatical knowledge of a language. Communicative competence encompasses ability in the linguistic, social, and personal realms (Canale & Swain, 1980).

Comprehensibility: A person's perception of how easy or difficult it is to understand another (Derwing & Munro, 2009a).

**Pronunciation:** The act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability (Webster's Dictionary).

**Minimal pairs:** Minimal pairs are pairs of words that have exactly the same sounds in the same order except for a single difference in sounds, and have different meanings. (Yavas, 2011).

**Phoneme:** The smallest sound segment, which can differentiate meanings in a language. Hence in language /p/ and /b/ are phonemes because it is these sounds that differentiate the words pat and bat, which have separate meanings. Different realizations of phonemes are called allophones. These may vary one from the other, but not in ways that distinguish meaning. For example, the /p/ in pat is produced with a burst of air which does not occur in the /p/ of hop. But the presence or absence of this burst of air is never used in English to distinguish the meaning of one word from another (Johnson & Johnson, 1999, p. 244).

**Suprasegmental phonemes:** Phonemes or features of speech, as pitch, stress, and juncture, that may extend over and modify series of segmental stress and juncture, that may extend over and modify series of segmental phonemes.

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## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

The purpose of this project is to help Korean university students increase communicative competence in English by creating lesson plans for Korean EFL university instructors. When people ask me “What is the most powerful and influential second language in the world?” I answer ‘English’ without hesitation. We live in a global village that requires a language with a genuinely global status as a means of communication. During the latter part of the 20<sup>th</sup> century, English emerged as the lingua franca, owing to both past British political imperialism and the more recent superpower status of the US. Further contributing to world domination of the English language is the increasing influence of computers and the Internet.

Whether we like or not, many people are having to learn English in order to communicate in a more globalized world (Kim, 2006). We can see English anywhere in the world. Multinational companies like Apple, Microsoft, Coca-Cola, and McDonald’s take big part of world economy. Hollywood movies are more popular. English has a variety of functions in Korean society, and its development since the 1990s has been mainly the result of international trade, in particular with the US. There are many who learn English for specific purposes, such as for business, trade, education, diplomacy, etc. but very few Koreans consistently interact with native English speakers. This has created discrepancy between the goals of EFL teaching and the complex purposes of English in South Korea.

Within South Korea, English is often viewed as vehicle to gain social prestige and or economic success. According to the Ministry of Education (2014), from 2010 to 2013, university students who have gone abroad to study English have gradually increased by 15 percent. What is the main reason that so many Korean students decide to study English in English speaking countries? The answer is many desire to further develop their speaking skills, especially pronunciation. Despite years of studying the English language in and out of school, many Korean university students have difficulty mastering the phonological aspects of English. The end result is that when these students speak English they have difficulty reproducing specific sounds that do not appear in the Korean language. This is often attributed to fossilization, the process in which incorrect language becomes a habit and cannot easily be corrected.

Some scholars have mentioned negative viewpoints as to the likelihood that fossilization will be overcome and second language learners will achieve native-like competence. According to scholars, for a number of second language learners, the acquisition of a second language with native phonology is impossible, and many ESL programs in the US have sometimes eliminated pronunciation class from their curriculum as pointless (Celce-Murcia, Brinton, Goodwin, & Griner, 2010; Derwing & Munro, 2009; Morley, 1991).

Other scholars, such as Zheng (2010), are more optimistic than others. Today, new models and strategies of instruction for overcoming fossilization are consistently being put forth. The purpose of this project is to provide strategies for Korean university students learning English pronunciation to learn specific sounds not present in the Korean language, /F/, /R/, and /V/, and to provide resources for EFL instructors to assist them. This review of literature focuses on three key areas: the Korean

educational system, pronunciation challenges Korean students encounter, and communicative language teaching theory (CLT).

### **English Language Education in the Korean Educational System**

English is a required subject from the third year of elementary school to high school. In addition, it is a required subject in most universities. For the last two decades, one of the most consistent mistakes administrators of Korean education departments have made is viewing reading as the primary form of English language acquisition, while speaking, listening, and writing have been viewed as secondary. Typically, English classes for elementary school students are three hours per week and for middle school students are five hours per week. High school students have English classes seven hours per week (Ministry of Education, Republic of Korea, 2014). This represents almost one fifth of whole weekly classes. However, it is a totally different story in the real classroom. Speaking and listening classes usually focus on listening and reading and writing classes usually focus on reading. Some high schools in larger cities, do not give the speaking and writing textbooks to students.

According to the Ministry of Education (2014), English parts of the University Scholastic Ability Test (CSAT) has 45 questions. These 45 questions consist of 28 reading questions and 17 listening questions. It does not include even one question focused on speaking or writing. This is a fundamental flaw in the teaching English in the Korean educational system. Because of this unbalanced test curriculum, most of high school English teachers just teach reading and listening parts. Students also study only those sections to get high scores. As this reason, generally, Korean university students have difficulty in English speaking.

### **Pronunciation Challenges Korean Students Encounter**

Because of how English is taught in the Korean educational system, Korean university students generally have difficulty in speaking portion of than any other sections on the Test of English as a Foreign Language (TOEFL). Many Korean university students take this test in order to study at U.S. universities. Universities require scores ranging from 61 to 109. TOEFL consists of four sections; speaking, listening, reading, and writing. In 2013, the average TOEFL Internet-based Test (iBT) score for Korean students was 85 out of 120 (Educational Testing Service, 2014).

Korean students have more fundamental challenges of speaking in English. For a class I was enrolled in, I conducted a survey to gather general data to analyze Korean students' pronunciation problems. The survey included a sample of 250 Korean university students who had recently started to study English in the US. Almost 95% of participants mentioned /F/, /V/, and /R/.

The pronunciation problems of Korean speakers can be quite severe because of the radical differences between the sound systems of Korean and English. Korean does not have the sounds /F/ and /V/, and Korean speakers tend to substitute /P/ and /B/, respectively. Also, they tend to substitute /L/ for /R/ in initial positions, producing 'Late' instead of 'Rate'. Alternatively, they may substitute what sounds like and /R/ or a flap /D/ for /L/ between vowels, producing 'firing' or 'fighting' for 'filing' (Avery & Ehrlich, 2012).

Korean EFL students are having many difficulties in pronouncing /F/, /R/, and /V/. Because of this, it is easy for Korean students are to mispronounce or substitute different sounds while speaking English. Since they speak these sounds incorrectly,



they often have misunderstandings during conversations. This causes many Korean students to be anxious and passive about speaking in English. Generally, it affects their communicative competence and results in a lack of confidence (Avery & Ehrlich, 2012).

### **Communicative Language Teaching Theory**

Communicative language teaching theory (CLT) was proposed by Dell Hymes in 1972 and developed for the language classroom by Michael Canale and Merrill Swain in 1980. Hymes developed his concept of communicative competence in opposition to Noam Chomsky's theory of linguistic competence, which Hymes felt looked at language in isolation. According to Hymes, communicative competence rested on seven main areas, which he organized using the acronym SPEAKING (Setting, Participants, Ends, Act sequences, Keys, Instrumentalities, Norms, Genres) (Hymes, 2003).

In 1980, Canale and Swain published their seminal work "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". In the inaugural issue of *Applied Linguistics* (Brown, 2007), they focused on the concept of communicative competence as a fundamental organizing principle for second language teaching as opposed to course content organized on a purely grammatical or structural basis (Richardson, 2011).

CLT faced fundamental skepticism from proponents of a grammatically and structurally-based approach to curriculum. Canale and Swain's essay was devoted to determining the connection of grammatical competence with communicative competence. They examined Savignon's pioneering exploration of communicative

ways of teaching French, Tucker's experiments in Cairo and Beirut, and Upshur and Palmer's investigation of Thai students learning English, among others. Canale and Swain concluded that an appropriate conclusion to draw from these three studies was that focus on grammatical is not an enough condition for the development of communicative competence. However, it would be improper to conclude from these studies that the development of grammatical competence is far-fetched or unnecessary for the development of communicative competence. Thus, Canale and Swain proposed a theory of communicative competence encompassing three main areas: grammatical competence, sociolinguistic competence, and strategic competence.

The efficacy of CLT was explored in Carolyn D. Castro and Qiaoying Wang's study. Their study involved a sample of 40 students from two intact classes in the English department at a university in Guizhou in China. Even though the study was focused on writing skills and recognizing grammatical sentence structures, it indicated that well-planned classroom interactions, teacher to students and students to students, can increase students' ability to reach the goals in their L2. Language output and classroom interactions have been known to have a facilitative impact on language learning. EFL instructors have to stimulate learners' interests and provide as many chances as possible for language learners to produce the target language by implementing various classroom interaction tasks. Classroom teaching that is students-centered can provide more opportunities for EFL learners to study produce and produce their target language long-term (Castro & Wang, 2010).

CLT makes use of real-life communication and focuses more on communicative competence. It allows students to strengthen their speaking skills through a variety of engaging activities. The sounds of English in isolation from

discourse do not make up meaningful language any more. To be based on this theory into designing this project, I have created a set of lesson plans for Korean EFL students based on CLT principles.

### **Summary**

Traditionally, in the Korean educational system, English language speaking skills, especially pronunciation, have been largely overlooked. Even though English is a compulsory subject beginning in elementary school, EFL curricula has primarily involved traditional behavioral techniques of rote memorization and grammar translation (Ministry of Education, 2014). Much of this is due to the importance of the CSAT scores in determining access to Korean universities and by extension future career and social opportunities. Focusing on CLT allows Korean L2 learners to decrease their anxiety conversing in English. Also, it helps them to better achieve communicative competence.

According to Dowling (2011), current trends in education stress the need for learning that encourages critical thinking and problem solving, collaboration and communication, global awareness, and information literacy. The field of EFL teaching in Korea is no exception. The lesson plans in this project provide EFL instructors with the flexibility to provide learning environments where students can learn to overcome their difficulties and feel more comfortable. The instructors are able to assist Korean EFL learners in a university setting to acquire not only the language skills needed for communication in an increasingly globalized world but also some gain the self-confidence they need.

CHAPTER III  
THE PROJECT AND ITS DEVELOPMENT

**Brief Description of the Project**

This project presents three lesson plans focused on pronunciation. The lesson plans highlight specific sounds many Korean EFL students have difficulty reproducing. Each lesson plan includes:

- Tips for reproducing the specific sound and
- Various activities to reinforce pronunciation.

Below is an outline of each of the components of the lesson plans.

<b>Lesson 1: How to make the /R/ &amp; /L/ Sounds</b>		
	<b>Production</b>	<a href="http://www.rachelsenglish.com/videos/r-consonant">http://www.rachelsenglish.com/videos/r-consonant</a> <a href="http://www.rachelsenglish.com/videos/l-consonant-l">http://www.rachelsenglish.com/videos/l-consonant-l</a>
Unit	Content/ Topic	Language goals
Activity 1	<b>Word Repetition</b>	<b>To be able to produce /R/ &amp; /L/ sounds correctly.</b>
Activity 2	<b>Minimal Pairs part 1/ part 2</b>	<b>To be able to realize the differences between minimal pairs.</b>
Activity 3	<b>Minimal pair Distinction part 1/ part 2</b>	<b>After realizing the differences of minimal pairs, students are able to recognize both sounds at the same time through the minimal pair sentences.</b>

<b>Lesson 1: How to make the /R/ &amp; /L/ Sounds</b>		
<b>Activity 4</b>	<b>Tongue Twisters</b>	<b>To be able to produce both sounds: /R/ &amp; /L/ at the same time through the minimal pair sentences.</b>
<b>Activity 5</b>	<b>Dialog</b>	<b>To be able to catch the sounds and produce correctly through the dialog.</b>

<b>Lesson 2: How to make the /P/ &amp; /F/ Sounds</b>		
<b>Unit</b>	<b>Production</b>	<a href="http://www.rachelsenglish.com/videos/p-and-b-consonants">http://www.rachelsenglish.com/videos/p-and-b-consonants</a> <a href="http://www.rachelsenglish.com/videos/f-f-and-v-v-consonants">http://www.rachelsenglish.com/videos/f-f-and-v-v-consonants</a>
	<b>Content/ Topic</b>	<b>Language goals</b>
<b>Activity 1</b>	<b>Word Repetition</b>	<b>To be able to produce /P/ &amp; /F/ sounds correctly.</b>
<b>Activity 2</b>	<b>Minimal Pairs part 1/ part 2</b>	<b>To be able to realize the differences between minimal pairs.</b>
<b>Activity 3</b>	<b>Minimal pair Distinction part 1/ part 2</b>	<b>After realizing the differences of minimal pairs, students are able to recognize both sounds at the same time through the minimal pair sentences.</b>
<b>Activity 4</b>	<b>Tongue</b>	<b>To be able to produce both sounds: /P/ &amp; /F/ at the same time through the minimal pair</b>

<b>Lesson 2: How to make the /P/ &amp; /F/ Sounds</b>		
	<b>Twisters</b>	<b>sentences.</b>
<b>Activity 5</b>	<b>Dialog</b>	<b>To be able to catch the sounds and produce correctly through the dialog.</b>

<b>Lesson 3: How to make the /B/ &amp; /V/ Sounds</b>		
	<b>Production</b>	<a href="http://www.rachelsenglish.com/videos/p-and-b-consonants">http://www.rachelsenglish.com/videos/p-and-b-consonants</a> <a href="http://www.rachelsenglish.com/videos/f-f-and-v-v-consonants">http://www.rachelsenglish.com/videos/f-f-and-v-v-consonants</a>
<b>Unit</b>	<b>Content/ Topic</b>	<b>Language goals</b>
<b>Activity 1</b>	<b>Word Repetition</b>	<b>To be able to produce /B/ &amp; /V/ sounds correctly.</b>
<b>Activity 2</b>	<b>Minimal Pairs part 1/ part 2</b>	<b>To be able to realize the differences between minimal pairs.</b>

<b>Lesson 3: How to make the /B/ &amp; /V/ Sounds</b>		
<b>Activity 3</b>	<b>Minimal pair Distinction part 1/ part 2</b>	<b>After realizing the differences of minimal pairs, students are able to recognize both sounds at the same time through the minimal pair sentences.</b>
<b>Activity 4</b>	<b>Tongue Twisters</b>	<b>To be able to produce both sounds: /B/ &amp; /V/ at the same time through the minimal pair sentences.</b>
<b>Activity 5</b>	<b>Dialog</b>	<b>To be able to catch the sounds and produce correctly through the dialog.</b>

### **Development of the Project**

In 2009, I decided to study in the US. This was the most significant challenge in my entire life. Although I often visited the US on vacation, I knew studying here would present a set of challenges. For this reason, I spent almost a year taking TOEFL and English language conversational classes to prepare before I arrived. I thought I was well-prepared. However, once I arrived in the country, reality was totally different than I expected.

I had difficulty communicating with others in English. I had difficulty with even basic conversations in restaurants or grocery stores. Of course, I also had difficulty following along during my classes while I was attending the University of California, Davis. I felt like my professors and classmates spoke too quickly for me to comprehend. I felt I was on desert land, alone. Because of my limited speaking

proficiency, I communicative confidence, which was very strong at one time, decreased. I clearly remember the difficulty I had speaking, reproducing the /F/, /V/, and /R/ sounds presented the biggest challenges for me. These experience caused me to think about pronunciation and focus on certain sounds, especially the ones that I and Korean students struggled to reproduce when we speak English.

To know the most significant and general Korean students' pronunciation problem in English, I did a survey. It is about what certain sounds Korean L2 English learners have difficulty in pronouncing. The survey based on 250 Korean university students who just start to study English in America. To be surprise, almost 95% of interviewers mentioned /F/, /V/, and /R/. Those sounds are exactly the same as what I struggled to produce when I came to The US at first. Through my valuable experiences and the survey, I recognized Korean L2 English learners have more fundamental challenges of speaking in English. I also realized the need of meaningful activities and exercises for them. These thoughts made me to create and focus on the field project of pronunciation lessons for Korean L2 English learners.

### **The Project**



## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### **Conclusions**

Within the last decade more scholars have taken an interest in the field of speaking. Pronunciation has become a commercial endeavor as well. Unfortunately, there doesn't seem to be a consensus on the most effective strategies to be used by instructors for Korean ESL students in teaching pronunciation.

Korean EFL university students are consistently having difficulties in pronouncing certain sounds that do not exist in Korean, such as /F/, /R/, and /V/, they often encounter many misunderstandings in conversing with others in English. Ultimately, this impacts their communicative competence. Therefore, there is a need for resources to support Korean EFL university instructors to support students in becoming more proficient in reproducing F/, /R/, and /V/ sounds.

The purpose of this project was to create lesson plans to Korean EFL university instructors to increase communicative competence of their students, especially reproducing /F/, /V/, and /R/ sounds. This project offers benefits for Korean EFL university instructors and students. For instructors, the project has two significant benefits.

Firstly, Instructors are able to identify students' challenges and also know what factors students need to improve. Through this awareness, instructors can build a target point to teach more effectively and offer effective lessons to students. There are benefits for students as well. Second, as they can produce certain sounds: /F/, /R/, and /V/, they are possible to eliminate misunderstandings when they have conversation with native English speakers. Students' comprehensibility can be improved by

attention to use of rhythm, stress, and intonation over certain phonemes they struggled. Through their improved communicative competence, they can be confident in English speaking.

### **Recommendations**

Teachers who are going to teach Korean ESL students can use the materials presented in this project in many ways. The activities of production and distinction parts could be introduced in the beginning and low intermediate levels, while the tongue twister and paragraph activities would be more focused upon with the high intermediate and advanced students. It is recommended that in using these materials, the instructors would expand upon the examples presented, depending on the students' learning levels.

Korean ESL learners often benefit from having the materials presented to them in a variety of ways. In order to meet the needs of auditory, visual or kinesthetic learners, lesson plans can be created that include activities and exercises in listening, speaking and hand-on experiencing English.

Online resources can be utilized by teachers on a regular basis. There is a website, <http://www.rachelsenglish.com/videos/p-and-b-consonants>, which have user-friendly templates that instructors can use to develop additional activities, games, exercises etc. Furthermore, teachers can use the website to teach the sounds are not included on my project. Students are also able to access this web-site to do more exercises of certain sounds as a review.

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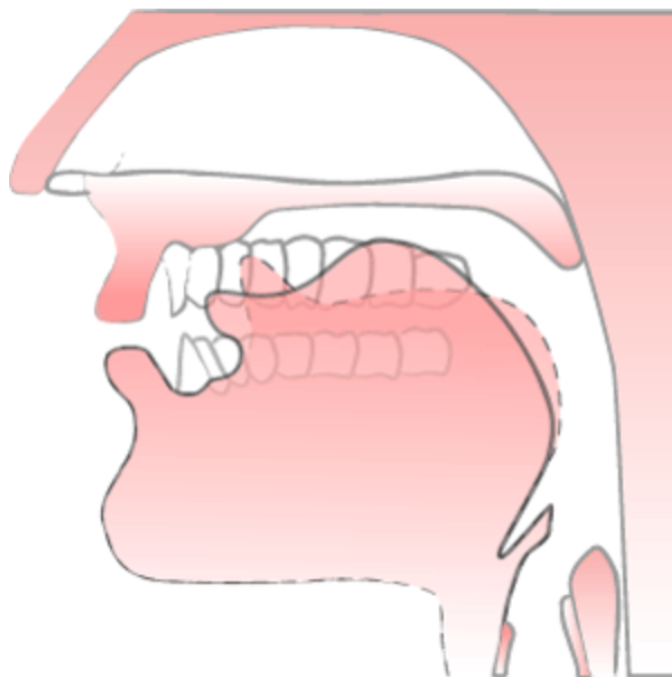
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Appendix  
Pronunciation Lesson Plans for  
Korean EFL University Instructors

## Lesson 1: How to make the /R/ & /L/ Sounds

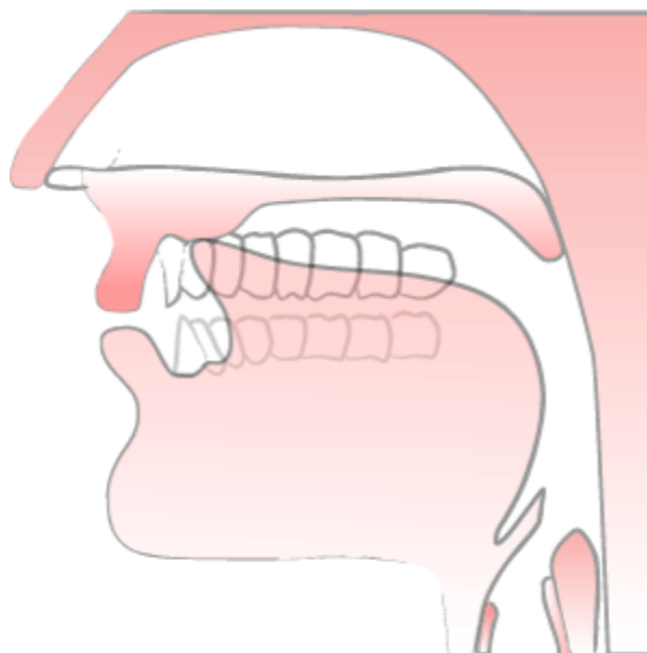


*r* sound illustration

<http://www.rachelsenglish.com/videos/r-consonant>

**/R/ sound** is very close to the dark /l/, except the tip of your tongue should not touch the roof of your mouth.

The back of the tongue is raised so the sides of the tongue touch the back teeth. The center of the back of the tongue is lower and the air travels through this groove to create the sound. The tip of the tongue may point upward, or may be left low. The tip of the tongue never touches the tooth ridge during this sound.



*l* sound illustration

**<http://www.rachelsenglish.com/videos/l-consonant-l>**

There are two **/l/** sounds in English. One is the light /l/, which occurs at the beginning of a word, and the dark /l/, which can be found in the middle or at the end of a word.

To make the light /l/ sound, place the tip of your tongue just behind your top teeth. Your breath should pass along both sides of the tongue and through the open lips. The dark /l/ is similar, except have the tip of your tongue further back.

## Activity 1. Word Repetition

**Directions:** Listen to the following words and repeat.

rile

leaf

reef

rural

life

lick

silly

full

hurry

serious

real

really

leer

mirror

ready

lure



## Activity 2. Minimal Pairs, Part 1

**Directions:** Listen to the following word pairs. Repeat them, being careful to make the distinction between the two sounds.

**limb**      **rim**

**lot**      **rot**

**spool**      **spoor**

**light**      **right**

**free**      **flee**

**berry**      **belly**

**jelly**      **jerry**

**raw**      **law**

**bowling**      **boring**

**climb**      **crime**

**blush**      **brush**

**flee**      **free**

**play**      **pray**

## Part 2

**Directions:** You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word is different, either the first, second, or third. Then, your partner will read, and you will mark down on your worksheet either the first, second, or third, whichever is different.

Example: You hear "rim—limb—rim"; you write 2 in the space provided, as the second (limb) was different from the first and third (rim).

limb      rim      rim      \_\_\_\_\_

belly      belly      berry      \_\_\_\_\_

climb      crime      climb      \_\_\_\_\_

right      light      light      \_\_\_\_\_

spoor      spool      spoor      \_\_\_\_\_

flee      free      free      \_\_\_\_\_

law      raw      law      \_\_\_\_\_

### Activity 3. Minimal Pair Distinction, Part 1

**Directions:** Listen carefully. You will hear the sentences below, but only one of the *italicized* words will be spoken. Circle the word which you hear.

1. Her *lace* / *race* was lost.
2. John was always *right* / *light*.
3. The judge thought that it was a real *climb* / *crime*.
4. My friend comes from a very *loyal* / *royal* family.
5. The people *erected* / *elected* their leader.
6. She *collected* / *corrected* her papers.
7. The river *froze* / *flows* in the mountains.
8. He took the *road* / *load* to town.
9. I am going to UC Berkeley *raw* / *law* school.
10. Use a *lamp* / *ramp* to move heavy objects from one level to another.

## Part 2

**Directions:** Listen for the missing words and write them on the lines below.

1. My favorite \_\_\_\_\_ is dark brown. (*Color*)
2. His \_\_\_\_\_ was getting bigger every day. (*Belly*)
3. I want to eat a sweat grape \_\_\_\_\_. (*Jelly*)
4. He bought a bunch of \_\_\_\_\_ flowers for his wife. (*Pretty*)
5. I'd like to know the \_\_\_\_\_ why you are so late. (*Reason*)
6. Stop! You are going the \_\_\_\_\_ way on a one-way street!  
(*Wrong*)
7. It is against the \_\_\_\_\_ for teenagers to smoke and drink. (*Law*)
8. I will see you \_\_\_\_\_, after I finish work. (*Later*)
9. Light the kerosene \_\_\_\_\_ before you go outside. (*Lamp*)
10. Home owners are advised to \_\_\_\_\_ their doors at all times.  
(*Lock*)

## Activity 4. Tongue Twisters

**Directions:** Read the following sentences aloud, concentrating on the sounds /L/ and /R/.

1. Laura and Larry rarely lull their rural roosters to sleep.
2. Sri Lankans are really leery of Landry's rules.
3. Climbing crimes are lures for crowded clowns.
4. There are free fleas for all the loyal royalty.
5. It's the right light with the glimmer in the mirror.
6. Collecting the corrections is the role of the elderly.
7. Are Roland and Sally rallying here in their lorry?
8. Jerry's berry jelly really rankled his broiling belly.
9. Yellow arrows frilled with reefed leaves are rarely light.
10. A leaky rear latch on the listing bark lifted right up and the water rushed in.

## Activity 5. Dialog

**Directions:** Work with a partner and practice the following dialogue until you memorize it. When you have memorized it, do a role-play with your partner in front of classmates.

### Situation

*Two friends (Laurie & Ronald) are going to watch a play.*

**Laurie:** Hurry, Ronald, or we'll be late!

**Ronald:** All right, all right, Laurie! I'm almost ready.

**Laurie:** I'm really looking forward to the play, aren't you?

**Ronald:** Yeah, I am. But, Larry told me the play was really boring.

**Laurie:** Really? Well, Ryan loved it.

**Ronald:** That's great. Well, I read a review of the play late last night.

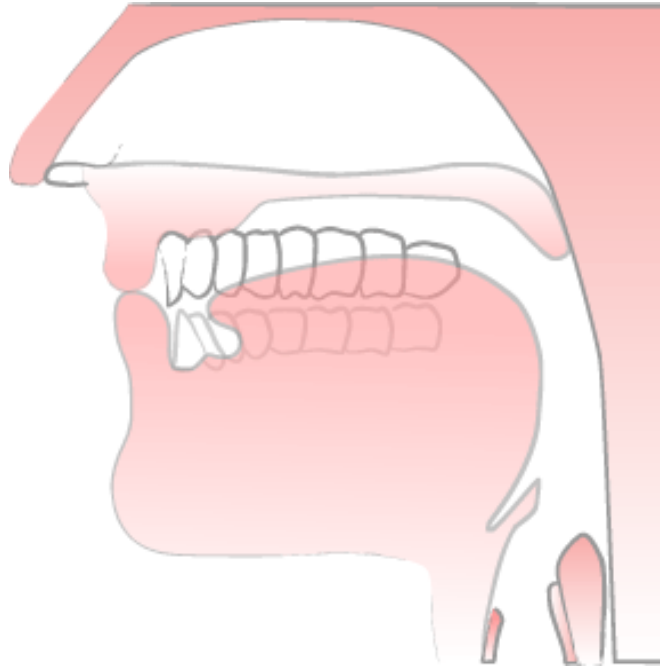
**Laurie:** Did it get great reviews, Ronald?

**Ronald:** Absolutely! The actors, lighting, script, everything

**R**eceived excellent **r**eviews!

**Laurie: R**ight on!

## **Lesson 2: How to make the /P/&/F/ Sounds**



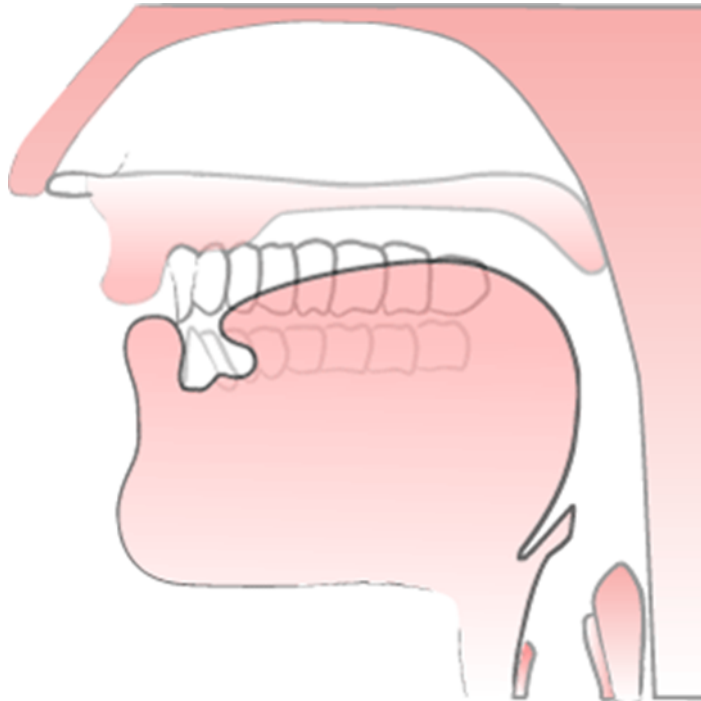
**/P/** sound illustration

<http://www.rachelsenglish.com/videos/p-and-b-consonants>

The **/P/ sound** is unvoiced (the vocal cords do not vibrate while producing it), and is the counterpart to the voiced *b sound*.

To create the *p sound*, air is briefly prevented from leaving the vocal tract by closing the lips. The sound is aspirated when the air is released. The aspiration for a *p sound* is greater than the aspiration for a *b sound*.





**/f/** sound illustration

<http://www.rachelsenglish.com/videos/f-f-and-v-v-consonants>

The **/f/** *sound* is unvoiced. (The vocal cords do not vibrate during its production.)

To create the *f sound*, the jaw is held nearly closed. The upper backside of the bottom lip is pressed very lightly into the bottom of the top teeth. Air is pushed out the mouth between the top teeth and the upper backside of the bottom lip. This sound is to be a continuous consonant, meaning that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration. The lips are kept mostly relaxed during the production of the *f sound*.

## Activity 1. Word Repetition

**Directions:** Listen to the following words and repeat.

**punish**

**periphery**

**apart**

**particular**

**couple**

**philosophy**

**pupil**

**fat**

**police officer**

**affair**

**TOEFL**

**fulfill**

**photograph**

**telephone**

**periphery**

**furnish**

**professionalism**

## Activity 2. Minimal Pairs, Part 1

**Directions:** Listen to the following word pairs. Repeat them, being careful to make the distinction between the two sounds.

pine      fine

copy      coffee

open      often

cheap      chief

cups      cuffs

supper      suffer

peel      feel

pew      few

pork      fork

depend      defend

fast      past

pool      fool

## Part 2

**Directions:** You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word is different, either the first, second, or third. Then, your partner will read, and you will mark down on your worksheet either the first, second, or third, whichever is different.

Example: You hear "Thor—sore—Thor"; you write 2 in the space provided, as the second (sore) was different from the first and third (Thor).

pine      fine      pine      \_\_\_\_\_

suffer      supper      supper      \_\_\_\_\_

pork      fork      fork      \_\_\_\_\_

cups      cuffs      cups      \_\_\_\_\_

defend      defend      depend      \_\_\_\_\_

cheap      chief      cheap      \_\_\_\_\_

feel      feel      peel      \_\_\_\_\_

option      often      option      \_\_\_\_\_

few      pew      pew      \_\_\_\_\_

### Activity 3. Minimal Pair Distinction, Part 1

**Directions:** Listen carefully. You will hear the sentences below, but only one of the *italicized* words will be spoken. Circle the word which you hear.

1. He saw a *pile* / *file* of books on the desk.
2. The guard is keeping the *pork* / *fork*.
3. I'm trying not to *pry* / *fry*.
4. Stand up and *face* the *press*, Mr. *President*.
5. The *coffee* / *copy* machine is broken again.
6. Get *off* the *phone*.
7. His *plan* was *referred* to the higher-ups.
8. *Paul* can't *help* *fumbling* the *football*.
9. They wondered when they were going to *supper* / *suffer*.
10. The *fish* were *fresh* from the *produce* *shelf*.

## Part 2

**Directions:** Listen for the missing words and write them on the lines below.

1. Stand up and \_\_\_\_\_ the press. (*face*)
2. Can you pass me the \_\_\_\_\_? (*fruit*)
3. The party's at a quarter past \_\_\_\_\_. (*four*)
4. I would like to drink a cup of \_\_\_\_\_. (*coffee*)
5. The \_\_\_\_\_ were \_\_\_\_\_ from the produce shelf.  
(*fish, fresh*)
6. They had a \_\_\_\_\_ and \_\_\_\_\_ time. (**wonderful, fantastic**)
7. He likes to \_\_\_\_\_ . (*play, football*)
8. did you \_\_\_\_\_ with your classmate yesterday? (*fight*)
9. We had \_\_\_\_\_ when they went \_\_\_\_\_. (*fun, fishing*)
10. The wind \_\_\_\_\_ on her \_\_\_\_\_.  
(*felt, wonderful, face*)

## Activity 4. Tongue Twisters

**Directions:** Read the following sentences aloud, concentrating on the sounds L and R.

1. The **p**ool is **f**ull of **f**ools.
2. **J**effery **p**lans to **p**ick up a **l**ea**f** for his **f**aith**f**ul **w**ife.
3. The **p**ro**f**essor **p**ro**f**essed that **p**ro**f**essional **p**ro**f**iciency would be **p**re**f**erred.
4. **F**ine **f**ights are **d**ifficult to **f**ind on the **f**our**f**th **F**riday of **F**ebruary.
5. They **f**ailed to **f**ul**f**ill their **p**romises to **p**er**f**orm a **p**er**f**ect **p**lay without faults.
7. **D**efinitely that **p**essimistic **p**hilosophy inflicted a **s**ophisticated **p**hilanthropist.
8. **F**ire **f**ighters are **f**ighting **p**ain**f**ully against **f**orest **f**ires.
9. **S**ophie **s**ipped **c**offee and **s**ifted **f**iles to **f**ind **p**henomenal **f**acts.

## Activity 5. Dialog

**Directions:** Read the following passages aloud, paying particular attention to /F/ and /P/, especially in final position.

Frank: Have you heard about **F**red, **F**ran?

Fran: No, what **happ**ened to him? Was he **f**ired?

Frank: Far **f**rom it. **F**red's been **p**romoted to chief of **st**aff.

Fran: What's the **p**roblem with that, **F**rank?

Frank: Well, he's **far** from being the right **p**erson **f**or the **p**osition. He must have **p**ulled a **f**ew strings.

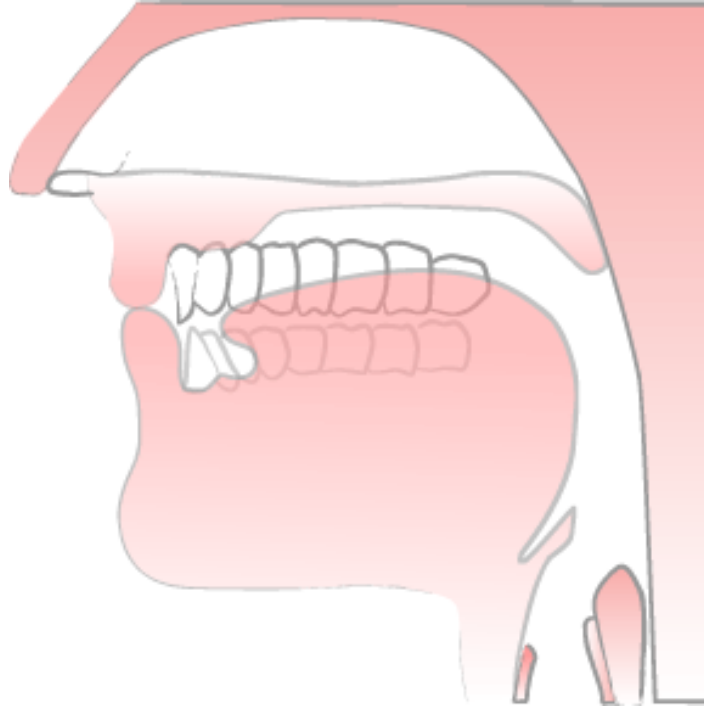
Fran: You are always **f**inding **f**ault with **F**red. Did you realize that, **F**rank?

Frank: Give me a break. No one is **f**airer and **f**riendlier than me, good ole **F**rankie.

Fran: **F**at chance that's a **f**act, **F**rank!



## Lesson 3: How to Make the **/B/** & **/V/** Sounds

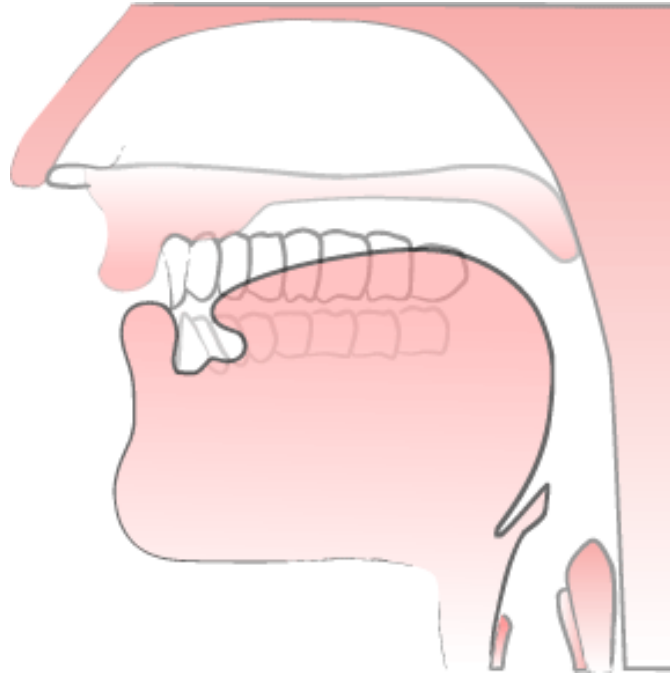


**/B/** sound illustration

<http://www.rachelsenglish.com/videos/p-and-b-consonants>

The **/B/** *sound* is voiced. (The vocal cords vibrate while producing it.)

To create the *b sound*, air is briefly prevented from leaving the vocal tract by closing the lips. The sound is aspirated when the air is released. The aspiration for a *b sound* is less than the aspiration for a *p sound*.



**/V/** sound illustration

<http://www.rachelsenglish.com/videos/lesson-v-sound>

The **/V/ sound** is voiced. (The vocal cords vibrate during its production.)

To create the *v sound*, the jaw is held nearly closed. The upper backside of the bottom lip is pressed very lightly into the bottom of the top teeth. Air is pushed out the mouth between the top teeth and the upper backside of the bottom lip. This sound is a continuous consonant, meaning that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration.

The lips are kept mostly relaxed during the *v sound*. Be careful to make is *overproducing* this sound by curling the bottom lip under the top teeth.

## Activity 1. Word Repetition

**Directions:** Listen to the following words and repeat.

cur**v**e

v**a**nish

lub**b**er

r**i**val

b**r**oom

v**e**rbs

se**v**eral

twel**v**e

car**v**e

ber**r**y

bas**e**ment

v**i**vid

blac**k**board

v**e**r**b**ally

b**i**b**l**e

sur**v**ival

## Activity 2. Minimal Pairs, Part 1

**Directions:** Listen to the following word pairs. Repeat them, being careful to make the distinction between the two sounds.

**bat**      **vat**

**berry**      **very**

**base**      **vase**

**boat**      **vote**

**ban**      **van**

**bale**      **veil**

**bend**      **vend**

**bet**      **vet**

**best**      **vest**

**libber**      **liver**

## Part 2

**Directions:** You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word is different, either the first, second, or third. Then, your partner will read, and you will mark down on your worksheet either the first, second, or third, whichever is different.

Example: You hear "vase—base—vase"; you write 2 in the space provided, as the second (base) was different from the first and third (vase).

**v**anish      **b**anish      **v**anish \_\_\_\_\_

**v**ase      **b**ase      **v**ase \_\_\_\_\_

**b**erry      **v**ery      **b**erry \_\_\_\_\_

**v**ote      **b**oat      **v**ote \_\_\_\_\_

**v**an      **v**an      **b**an \_\_\_\_\_

**b**est      **v**est      **b**est \_\_\_\_\_

li**v**er      li**v**er      li**b**ber \_\_\_\_\_

**b**end      **v**end      **v**end \_\_\_\_\_

**v**eil      **b**ale      **b**ale \_\_\_\_\_

### Activity 3. Minimal Pair Distinction, Part 1

**Directions:** Listen carefully. You will hear the sentences below, but only one of the *italicized* words will be spoken. Circle the word which you hear.

1. The worker piled all of the furniture into the moving *ban* / *van*.
2. A *bet* / *vet* is a kind of wager or staking of money on the outcome of an fantastic event.
3. We wish you a *berry* / *very* merry Christmas and a Happy New Year.
4. Dracula transforms from a human being to a *bat* / *vat*.
5. A *best* / *vest* in England is underwear but in Canada it is worn over a shirt.
6. He lifted the Bride's *bail* / *veil* to give her a kiss.
7. Do not rock the *boat* / *vote* if you don't want to get wet.
8. It is possible to tell the wind direction by looking at the weather *vane* / *bane* on the roof of the house.
9. Most kitchen fans are attached to an air *vent* / *bent* that directs the smoke outside.

## Part 2

**Directions:** Listen for the missing words and write them on the lines below.

1. The cows were \_\_\_\_\_ in the pasture. (*moving*)
  
2. The area between two mountains is called a \_\_\_\_\_.  
(*valley*).
  
3. His waistcoat is weirdly \_\_\_\_\_. (*vented*)
  
4. Korean BBQ is one of my \_\_\_\_\_ meals. (*favorite*)
  
5. Every weekend I love to \_\_\_\_\_ and surf  
the \_\_\_\_\_ in the sea. (*dive, waves*)
  
6. The \_\_\_\_\_ looks wonderful on the table. (*flower*)
  
7. How did you \_\_\_\_\_ a parking \_\_\_\_\_? (*avoid,*  
*violation*)

## Activity 4. Tongue Twisters

**Directions:** Read the following sentences aloud, concentrating on the sounds /L/ and /R/.

1. That is a very big berry.
2. It's better to give than receive.
3. Elizabeth has eleven elves in her very big backyard boulevard.
4. The very big violin vanished.
5. Vivian believes violent, violet bugs have very big value.
6. David parked his lovely vehicle in a vacant lot.
7. Vern Van Bevy vowed to buy his beauty Vivicka a Victorian home on Value Avenue.
8. David batted better than Davy poured butter, so David told Davy he batted poorly and better pour the butter better before he batted.



## Activity 5. Storytelling, Part 1.

**Directions:** Read the following passages aloud, paying particular attention to /V/.

Victor and Vivian were lovers. When they were seventeen, they moved to Virginia, where they lived for many years. They loved movies, especially very romantic ones. Every Valentine's Day, the lovers visited the theater in Belleville, where they viewed several versions of Romeo and Juliet, the famous love story. After the movies were over, they started planning their vacation. They planned to visit Vienna or Venice in Europe or Vietnam in Asia, but they never did. Their lives were too busy with their vocations and various trivial things that they couldn't leave Virginia.

## Part 2

**Directions:** Read the following passages aloud, paying particular attention to /B/ and /V/.

I saw an advert on television for a lovely dog, Bobby. He was a big, heavy, black and brown puppy, about seven weeks old, who lived in a village near Dover. His owners were about to move to

**Bradford**, near where their family **lived**, so they wanted to **give Bobby** a **better** home. I said I'd **give** them **five** pounds for him, and they said I could **have** him –a **veritable bargain!** I couldn't **believe** my luck. I was so **relieved**, I've done really **very** well. The **vet** said he was **very** healthy, the **best** friend you could **have**.

**Bobby** would **have been** too **big** for their new **bungalow**, and **besides**, they would be **traveling** all **over** the place. **Vera** didn't really want to **leave** **because** she **loved Dover**, and their farm had a **superb view**, as well as a **beautiful** garden full of **vegetables**, **raspberries**, and loads of **strawberries**, and a new **stable** for the **calves**, **but** in **September**, **Victor** had **broken** his **elbow** and couldn't **bend** his arm. So, he had got a **job** as a **supervisor** in the **vast Valley Parade football** ground and they would be **moving** in **February**. They had already **driven** a **van** full of **books**, four or **five** crates of other stuff and **Victor's bicycle over** to their new place last **November**, just as the **leaves** were falling off the **vines**, and the rest of their stuff would be **delivered** once they **arrived**. They couldn't **believe** the time had come to finally **leave Dover**.