An L1-specific CALL pedagogy for the instruction of pronunciation with Korean learners of English
Abstract: This thesis aims to examine the pedagogical practice of pronunciation modification and to add a computer-based pedagogy to the growing body of literature on the subject. The methodological approach in this thesis is interdisciplinary, implementing the quantitative research methods of speech science and also the qualitative methods of action research that are commonly used in pedagogy development and analysis. Through a literature review, acoustic phonetic and perceptual analyses, an intervention and action research using pronunciation software, a pedagogy is developed that can assist in the modification of Korean English learners' pronunciation.

Chapter 1 introduces the background and justification for the research, the experimental paradigm, and the scope and potential contribution of the research.

In Chapter 2, the historical development of pronunciation pedagogy and its place within English language acquisition is reviewed. Traditional classroom methods and theoretical models are outlined.

Chapter 3 begins with a review of the literature regarding Korean and Australian English (AE) phonetics and phonology. The features of both languages are compared by applying some of the procedures of Contrastive Analysis. From this contrastive analysis of the phonology literature, pronunciation difficulties are predicted.

Chapter 4 examines the literature on Error Analysis to determine what constitutes a pronunciation 'error', starting with the most common cause interlanguage transfer. Errors may also be attributed to several other inter and intra speaker causes and these are also discussed. The chapter then closes with a discussion of the most significant errors within the framework of a controversial new paradigm 'English as an International Language'.

Chapter 5 presents the first of four scientifically conducted experiments with an examination of KE interlanguage vowel quality. KE vowel quality is examined acoustically in contrast with Australian English (AE) vowel quality through an analysis of KE vowels produced by 40 Koreans. The results are analysed on an individual speaker basis due to the amount of individual variation in the data. From this analysis, an inventory of equivalently produced and deviant acoustic vowel quality is reported.

Chapter 6 contains an acoustic study of interlanguage vowel quantity. The duration of KE vowels is contrasted with that of a model AE speaker. KE vowels produced in a hVd context show a tendency to be produced with an intrinsic duration that differs significantly from AE for certain vowel categories. For vowels produced in a CVC context, KE speakers do not produce an appropriate phonetic distinction for vowels with post-vocalic voiced/voiceless obstruents. The problem of measuring vowel quantity more accurately with respect to the confounding variable of speech rate is identified as an issue for further research.

Chapter 7 examines the AE native speaker perception of KE through a controlled perception experiment conducted under laboratory conditions. The experiments analyse the way in which the cues encoded in KE and AE vowels are decoded by Korean and AE listeners during perception. A new statistical model for determining perceptual cue weighting from acoustic vowel data is presented.

In Chapter 8 current technological approaches to pronunciation modification are assessed through an impressionistic review of 23 pronunciation CD-ROMs that have been marketed over the past seven years. The various methods of visual feedback and the underlying pedagogy for the modification of vowels are critiqued and a new visual feedback and pedagogical model is suggested.

In Chapter 9, a more in-depth examination of one criterion-selected visual feedback based program is undertaken by way of a trial of this product.
English can find it difficult to distinguish between the sounds in the words “bed” and “bad”. They can equally find it difficult to distinguish the sound in the words “ten” and “tan”, etc.

The goal of teaching pronunciation is not to make the learners sound like native speakers of English. Only few highly gifted and motivated individuals can achieve it. A more realistic approach is to enable the learners to pronounce the language without detracting from the ability to comprehend the message. This approach to teaching pronunciation is called approximating. (2002). “An L1-specific CALL pedagogy for the instruction of pronunciation with Korean learners of English.” (Unpublished. PhD Dissertation), Macquarie University. Celce-Murcia, M, D Brinton., & J. Goodwin. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge: Cambridge University Press. Chen, C.F. (2007). Computer assisted language learning and teaching. This classroom research deals with pronunciation problems that Turkish EFL teacher candidates would encounter. The participants were 22 EFL pre-service teachers with B2 level of proficiency in English. The presentations which were carried out by these participants were analyzed both by the participants themselves and the researcher.