국제어로서의 영어 발음교육 : 과제와 방향
Teaching Pronunciation for English as an International Language

Joo-Kyung Park, Ph.D.
(Honam Univ.)
joo@honam.honam.ac.kr

Abstract

As the role and status of English as an international language(EIL) have been widely discussed, studies need to be done to find out new issues and concerns related to teaching EIL in Korea. This presentation will review the changes in teaching English in Korea, teaching pronunciation, in particular, focusing on its goal and major instructional approaches. Suggestions will be made on developing a learner-centered communicative model for teaching English pronunciation and on training both Korean and foreign teachers of English to teach English pronunciation.

I. Introduction

1. English as an International Language
    1) The role of English in the new age
    2) The influence of EIL on ELT in Korea
        (1) Goals and objectives
        (2) Instructional approaches
        (3) Changes in teaching pronunciation

II. Major Issues and Concerns in Teaching English Pronunciation

1. Major factors in acquiring pronunciation
2. Developing a learner-centered teaching model
    1) Needs analysis
    2) A learner-centered teaching model
        (1) Goals and objectives
        (2) Instructional focus
                a. Awareness building
                b. Major pronunciation features
    3) Some hands-on teaching activities
        (1) Using authentic materials
        (2) Pronunciation games
        (3) Group projects
        (4) Using tape recorder and/or (multi-media) language laboratory

3. Pronunciation evaluation

1) Student evaluation

2) Class evaluation

III. Major components to be included in teacher training program

1. Training Korean teachers of English

   1) Major aspects of teaching English pronunciation

   2) English communicative proficiency

   3) English pronunciation teaching/evaluating methods and techniques

2. Training foreign teachers of English

   1) Major differences between English sounds and Korean sounds

   2) Korean learner-specific problem areas

        (1) Replacing the English sounds with the Koran sounds consonant/vowel

        (2) Stress, rhythm, intonation

        (3) Inserting an additional sound a vowel after the consonant or /r/

        (4) Voice quality

   3) English pronunciation teaching methods and techniques for the Korean students:
       classroom environment,

IV. Conclusions

REFERENCES

Catford, J. C. (1987) Phonetics and the teaching of pronunciation. In Morley, J. (Ed.), *Current Perspectives on Pronunciation* (pp. 83-100), TESOL, Inc.

Celce-Murcia, M. (1987) Teaching pronunciation as communication. In Morley, J. (Ed.), *Current Perspectives on Pronunciation* (pp. 1-12), TESOL, Inc.

Celce-Murcia, M. and Goodwin, J.M. (1991) Teaching Pronunciation, In Celce-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language* (2nd ed., pp. 136-153), Heinle & Heinle Publishers.

Dalton, C. and Seidlhofer, B. (1994) *Pronunciation*, Oxford University Press.

Goodwin, J., Brinton, D. and Celce-Murcia, M. (1994) Pronunciation assessment in the ESL/EFL Curriculum. In Morley, J. (Ed.), *Pronunciation Pedagogy and Theory: New View, New Directions* (pp. 3-10), TESOL, Inc.

Jenkins, J. (1999) Pronunciation in teacher education for English as an international language, *Speak Out 24*, 45-48.

Kenworthy, J. (1987) *Teaching English Pronunciation*. London: Longman.

Morley, J. (1991) The pronunciation component in teaching English to speakers of other languages, *TESOL Quarterly 25*, 481-520.

Park, J.-K. (1996) Syllabus design for teaching pronunciation in Korean EFL classroom, *SICOPS '96 Proceedings* (pp.142-148), The Phonetic Society of Korea.