

Abstract

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

Methods

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

PART ONE

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

PART TWO

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

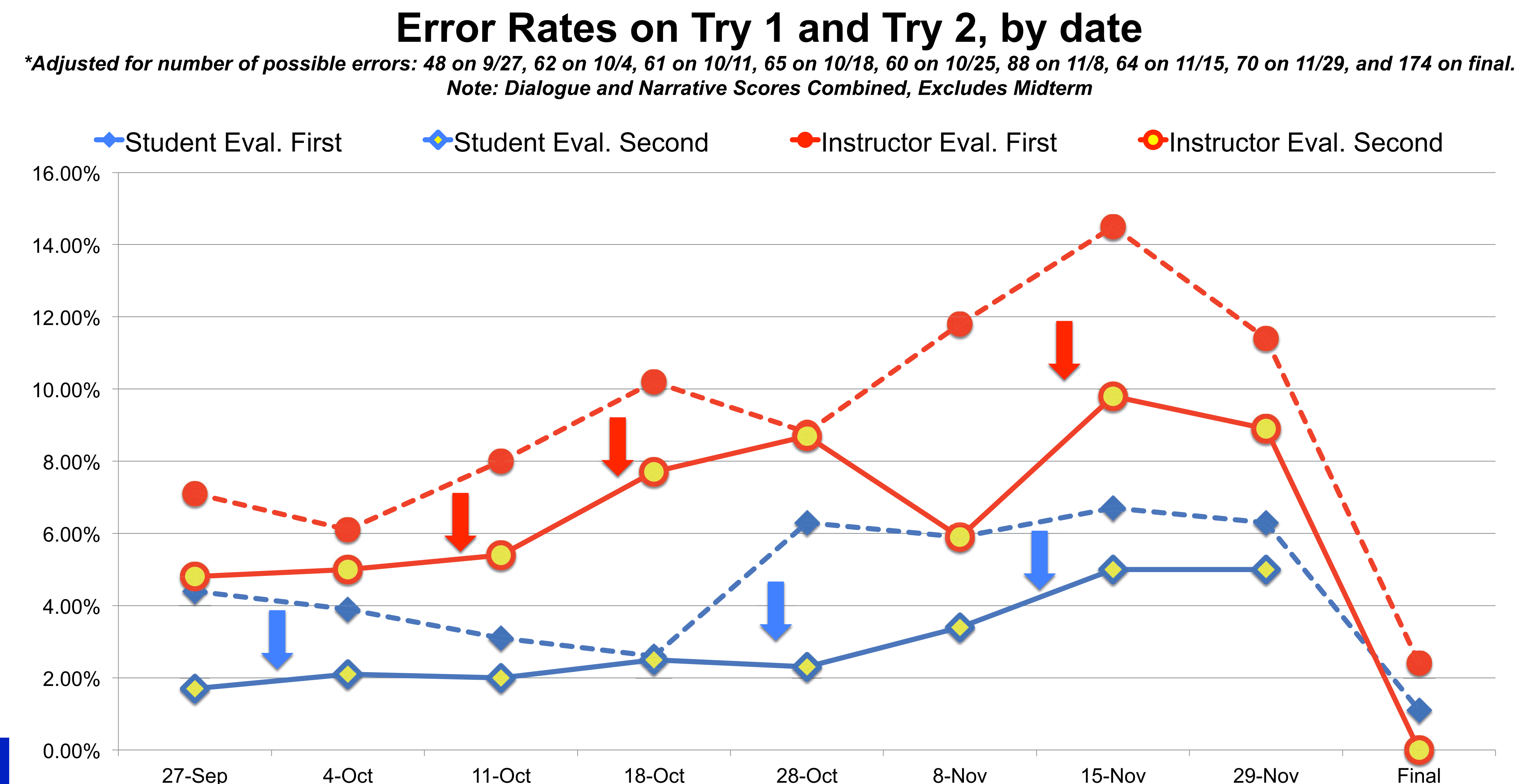
Acknowledgements

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Poster designed by Stefan Turcic.

Key Findings

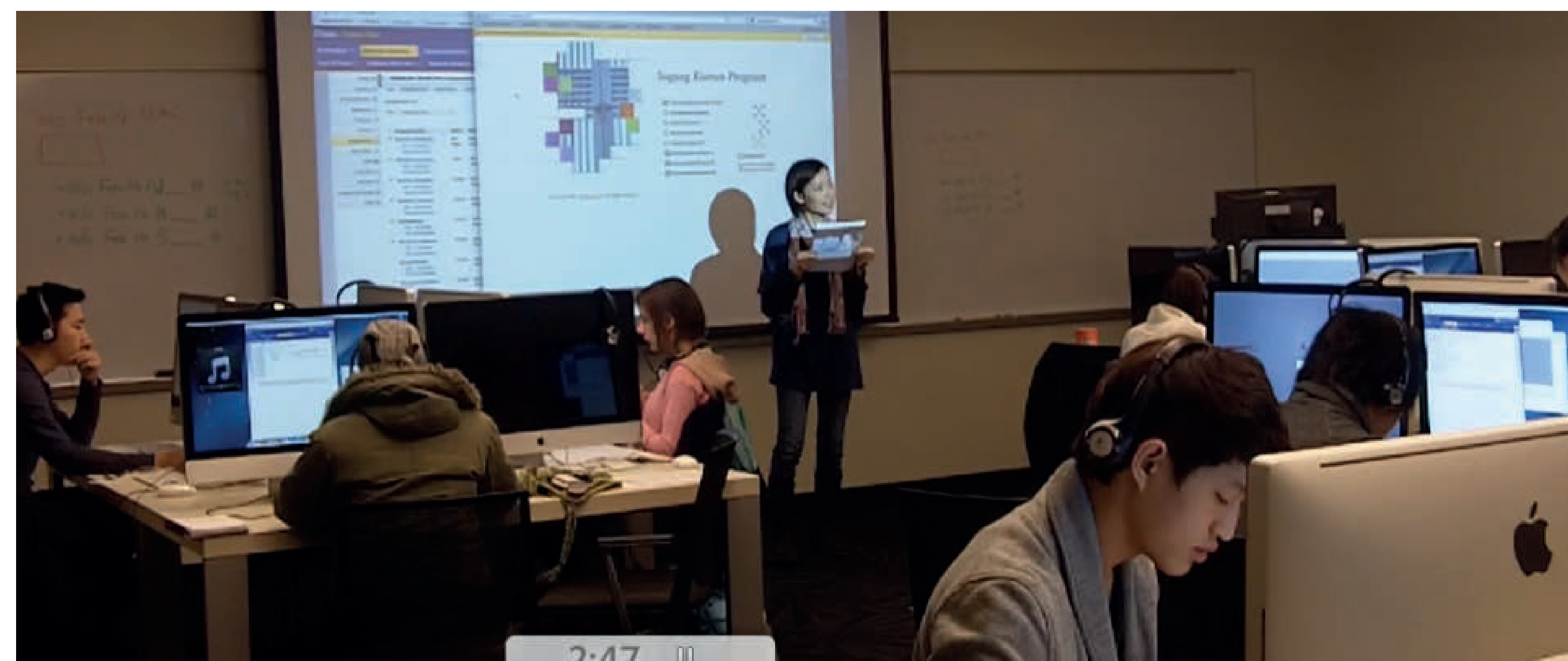
- ◆ Results shown for direct measure of student performance and their self-report.
- ◆ The figure below shows error rates during the **student self-evaluation** process:



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

(n=28)	Fall 135 and Winter 136
Answer	%
Yes	82%
No	7%
Other	11%
Total	100%

(n=28)	Fall 135 and Winter 136
Answer	%
Yes	79%
No	7%
Other	14%
Total	100%



1) Was there agreement between errors pointed out by the student and errors pointed out by the instructor?

Mean percentage agreement increased from 6.3% (Fall 135) to 10.2% (Winter 136).

2) Were students able to recognize and correct their errors?

Yes, students' error rates decreased between Try 1 (\bar{x} =4.41) and Try 2 (\bar{x} =3.7).

3) Did students find the two-step process useful?

Yes, most students reported that they can hear their own errors (82%) and correct mistakes (79%).

Conclusions

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