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Pronunciation of Korean English: Materials for the Seminar *English Phonetics for Interpreters*

Bachelor's Thesis

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Declaration

I hereby declare that the Bachelor's thesis titled "Pronunciation of Korean English: Materials for the Seminar *English Phonetics for Interpreters*" has been composed by me under the supervision of Mgr. Šárka Šimáčková, Ph.D., and I have provided the complete list of the literature and sources used during the writing of my thesis

Olomouc, May 14, 2025 Pavla Novosadová

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Introduction

At the Department of English and American Studies at Palacký University in Olomouc, students may attend seminars under the code FOAT called English Phonetics for Interpreters, and AF10 – English Varieties of English. These seminars prepare students to understand different accents of English. As future interpreters focusing on the English language, students may encounter people from around the world, from countries with other languages and accents.

In my thesis, I will be using the definition of accent by two authors: Moyer (2013), who defines accent as both the phonetics and phonology of a language, including all suprasegmental features (10); and John C. Wells' book *Accents of English: Volume 1*, where he defines an accent as a "pattern of pronunciation used by a speaker for whom English is the native language or, more generally, by the community or social grouping to which he or she belongs." (1982, 2). In this seminar, students focus on the phonetics and phonology of a variety of accents of English using their knowledge from other phonetics seminars, such as the transcription of the IPA. So far, the variants of English introduced in this seminar are Scottish, Irish, and Northern, outside of varieties of Received Pronunciation (RP) and the General American (GA).[1] In my thesis, I will be focusing on the East Asian variety, and that is South Korean. Therefore, following the definitions of accent mentioned above, in my work, I will be analysing the phonetics and phonology of Korean and researching whether and when Korean speakers apply those aspects of Korean philology to their pronunciation of English, of which the result would be "pattern of pronunciation" of English produced by Korean speakers.

The purpose of this thesis is to note the process of creating a handout for the Korean variety of English, which will work as a supplementary study material for the seminar, as well as a guide for teachers who may use this handout in the future. In my work, I will be generalising the South Korean language as Standard Korean (SK) based on a dialect used mostly in the area around Seoul (Shin et al., 2013, p. 97), although I will mostly refer to this accent even more generally as "Korean accent". The accent will be regarded as a variety of neither GA, not RP, as it may be difficult to base a foreign accent on a variation of a specific English accent, since the speakers may be influenced by multiple different accents. Instead, I will be comparing the sounds of Korean to the general English phonetics and phonology. To sum up, the final product of my thesis will be a Korean accent handout that will function as a study material for students by introducing Korean phonetics and phonology as a comparison of English phonetics and phonology.

The handout shall comprise a summary of the characteristics of the accent, such as the consonants and vowels, and other aspects of the variety that may cause problems in understanding for the students, as well as aspects of Korean phonetics. Another aspect of the handout would be recordings, which I will have found or will have asked a native Korean speaker to record, of native Korean speakers speaking in English, as well as of a native Korean speaker introducing certain aspects of the Korean language that may be unfamiliar to students. On the other hand, some recordings will be longer to have the accent put into

[1] For more information, see KAA/FOAT.

more context. There will also be tasks that would help students practice their newly acquired knowledge of these varieties of English, comprising listening, gap filling, or transcribing certain words into IPA. I shall also transcribe some of the recordings into written text for better understanding or error correction in the transcription. Lastly, I shall provide a recording of a Korean speaker that will be used for the initial transcription of the accent in this seminar. Additionally, I will rewrite the recordings' text into a written form, as well as transcribe it into IPA.

The purpose of my thesis is not only to prepare a worksheet for students, but to also include a teacher's guide that will allow teachers to familiarise themselves with the worksheet, its theoretical and practical parts. In this last part of my thesis, I will also offer explanations for the inclusion of certain aspects of the accent and for the way the exercises are structured.

Therefore, the main aim of this thesis is to acquire enough knowledge of the Korean variety of English and create a handout based on this knowledge. This thesis will include the information acquired and document the process of constructing the handout, which will include a detailed description of each exercise and the reasoning for choosing the individual recordings. The appendix of my thesis will include the finished version of the handout, the recordings used in the handout, and the filled-out version of the handout.

1 Korean Consonants

An important aspect of a language's speech sounds is its consonants. Those may vary greatly depending on the language, and the transfer of the production of one's mother tongue's consonants may lead to an accent in another language. The consonants of English and Korean, while showing some similarities, include differences on multiple levels.

This chapter introduces Korean consonants, their divisions, variations, and minimal pairs in cases where a categorisation does not exist in English. The handout also uses these minimal sets, for each of which there is a recording of a native Korean speaker reading them aloud. I will introduce the Korean consonants through subchapters titled by their manner of articulation, add commentary and minimal sets when necessary.

Consonants in Korean, like in English, can be divided based on the place of articulation into bilabial, alveolar, alveolo-palatal, velar, and glottal. There are no dental consonants. The manner of articulation is a bit more complicated when it comes to Korean consonants, as while there exist the general categories of plosives, fricatives, affricates, nasals, and liquids in Korean, they are not described in terms of voicing. Additionally, Korean obstruents are categorised as lax-tense-aspirate, which are terms that are not often used in English phonetics and phonology in relation to consonants. The entirety of Korean consonants and their categories can be seen in Table 1 (Shin et al., 2013, p. 57)[2].

Table 1

Korean Consonants

	Bilabial	Alveolar	Alveolo-palatal	Velar	Glottal
Stop (plosive)					
Lax	p	t		k	
Tense	p*	t*		k*	
Aspirate	p^h	t^h		k^h	
Fricative					
Lax		s			h
Tense		s*			
Affricate					
Lax			c		
Tense			c*		
Aspirate			c^h		
Nasal	m	n		ŋ	
Liquid (lateral approximant)		l			

[2] I excluded Korean characters of the individual sounds which were part of the original table.

Note: From *Sounds of Korean* by Shin et al. (2013, p. 57).

On the one hand, Table 1 showcases the nineteen Korean consonants, a lot of which do not exist in English. This mostly applies to obstruents and their tense variety, which is based on glottis constriction contrast, the term *tense* then refers to a case where glottis is constricted. (Cho & Park, 2006, p. 237) On the other hand, one may also notice certain lack of consonant sounds that are present in English but not in Korean. Table 2 presents English consonants. Consonants that are on the left-hand side of the square fall under the category of voiceless, while the ones on the right-hand side of the square are presented as voiced. The consonants in red are those that do not have a phoneme equivalent in Korean.

Table 2

English Consonants

	Bilabial		Labio-dental		Dental		Alveolar		Palato-alveolar		Palatal		Velar		Glottal
Stop (plosive)	p	b					t	d					k	g	(ʔ)
Fricative			f	v	θ	ð	s	z	ʃ	ʒ					h
Affricate									t͡ʃ	d͡ʒ					
Nasal		m						n						ŋ	
Approximant	(w)							r				j		w	
Liquid (lateral approximant)								l							

Note. Adapted from *A course in phonetics* by Ladefoged & Johnson (6th edition, 2011, p. 43); *A comparative analysis of Korean-English phonological structures and processes for pronunciation pedagogy in interpretation training* by Cho & Park (2006, p. 237).

1.1 Plosives

The first category that I would like to introduce is plosives, also known as stops. Stops are those kinds of obstruents that have, for a split second, full restriction of the airflow, which means that the articulators close off for a short moment, restricting the airflow before its full release. (Ladefoged & Johnson, 2014, p. 15) The list of Korean plosives can be seen in Table 3. (Shin et al., 2013, p. 58) As I mentioned in the introduction to this chapter, the plosives, like the rest of the consonants, are not divided into categories based on the manner of their voicing, but rather on the lax-tense-aspirate basis.

Table 3

Korean plosives

	Bilabial	Alveolar	Alveolo-palatal	Velar	Glottal
Stop (plosive)					
Lax	p/b̥	t/d̥		k/g̥	
Tense	p*	t*		k*	
Aspirate	p^h	t^h		k^h	

Note. From *Sounds of Korean* by Shin et al. (2013, p. 58).

Alveolars are pronounced more front in Korean as the tip or blade of the tongue touches both the alveolar ridge and teeth. In contrast, in English, it only touches the alveolar ridge. (Shin et al., 2013, pp. 58-68)

All Korean stops are phonetically voiceless and are described as aspirated /p^h/, /t^h/, /k^h/, tense or fortis /p*/, t*/, k*/ and lax or lenis /p/, /t/, /k/. (Kim & Duanmu, 2004, p. 59) While the categorisation of these is currently under debate, some approaches suggest that an initial lax stop, while phonologically described as voiceless, has the phonetic feature of being voiced. (Kim & Duanmu, 2004, p. 66) I believe that, regardless of the labelling, this approach may be beneficial to our understanding of the production of the Korean lax stops if we regard them as something similar to /b̥/, /d̥/, /g̥/, especially when in the case of the summary of theory in the first part of the handout.

Considering that there is a three-way distinction between the Korean stops, the differences can be shown in minimal triplets, as demonstrated in examples (1), (2), and (3) below:

(1) /p^hul/ 'grass'
/p*ul/ 'horn'
/pul/ or /b̥ul / 'fire'

(Cho, 2016, p. 4)

(2) /t^hal/ 'mask'
/t*al/ 'daughter'
/tal/ or /d̥al/ 'moon'

(Kim & Duanmu, 2004, p. 59)

(3) /khoŋ/ 'bean'
/k*oŋ/ 'frozen'
/koŋ/ or /g̥oŋ/ 'ball'

(Cho, 2016, p. 4)

The audio recordings of these examples can be found either in *recording_1_plosives*, which includes all of them, or in *recording_1.1_plosive_p*, *recording_1.2_plosive_t*, and

recording_1.3_plosive_k, where the minimal sets can be listened to individually. The recordings are also an optional supplementary material for the handout.

To conclude, Korean stops differ quite greatly from English ones not only in number, but in categorisation as well. This may cause some issues for Korean learners of English, especially in the manner of voicing, since this manner does exist in Korean, phonologically. However, some may oppose that initial lax consonants' production is phonetically voiced, which may lessen this issue significantly, if correct.

1.2 Fricatives

Fricatives are the second obstruent category of Korean consonants. They are produced when a partial restriction of the airflow in the oral cavity is created by a close approximation of two articulators, which causes a turbulent sound. (Ladefoged & Johnson, 2014, p. 14) The Korean fricatives are introduced in Table 4. (Shin, Kiaer, and Cha, 2013, p. 69)

Table 4

Korean fricatives

	Bilabial	Alveolar	Alveolo-palatal	Velar	Glottal
Fricative					
Lax		s			h
Tense		s*			

Note. From *Sounds of Korean* by Shin et al. (2013, p. 69).

As Table 2 demonstrates, there are only two subclassifications of alveolar fricatives, and those are lax /s/ and tense /s*/. As I have mentioned in the paragraphs above, the place of articulation differs from the English one as in English, it is further back. It also shares features with both lax and aspirate categories, though phonologically it is assigned to the lax category. (Iverson, 1982, p. 199)

Glottal fricative /h/ becomes voiced when between two consonants. The articulation is based on the sound that follows. (Shin, Kiaer, and Cha, 2013, pp. 71-73) Korean fricatives can only be on the onset of a syllable; they cannot be at a word-final position.

Example (4) demonstrates a minimal set of the Korean fricatives. The audio recording of example (4) can be found in *recording_2_fricatives*.

(4) /sal/ 'flesh'
/s*al/ 'rice'
/hal/ 'percentage'

(Shin, Kiaer, and Cha, 2013, p. 69)

However, in Korean, the /s/ undergoes palatalisation when preceding high front vowel /ɨ/ and high front diphthongs, be it post-nasal or post-anything. (Iverson, 1982, p. 199) Then, the final sound is [ɕ]. The articulation of Korean palato-alveolar fricatives differs from

the English ones as the tip of the tongue touches both lower teeth and lower gums, instead of only the lower gums. (Shin et al., 2013, p. 70) The palatalisation is demonstrated in example (5), as well as in the recording *recording_3_s-palatalisation*.

(5) /kanɕin/ 'traitor'
*/kansin/

/ɕip/ 'ten'

/ɕɯto/ 'chatter'

(Iverson, 1982, p. 199)

The reason why Korean speakers experience issues with the pronunciation of English fricatives may be the difference in the number of fricatives in the languages, as well as the variety of places of articulation in English. As I have described in this section, Korean fricatives are either alveolar or glottal, and there are only three of them. On the contrary, there are nine fricatives with five different places of articulation in English; some also differ in voicing, which does not happen in Korean. (Shin et al., 2013, pp. 75-76)

1.3 Affricates

Affricates are produced as a result of a stop being directly followed by a fricative. (Ladefoged & Jonhson, 2014, p. 18) Table 5 demonstrates Korean affricates, their place and manner of articulation. (Shin et al., 2013, p. 77)

Table 5

Korean affricates

	Bilabial	Alveolar	Alveolo-palatal	Velar	Glottal
Fricative					
Lax			c		
Tense			c*		
Aspirate			c^h		

Note. From *Sounds of Korean* by Shin et al. (2013, p. 77).

All Korean affricates are voiceless, and their place of articulation is alveolo-palatal. They are described in the same manner as Korean plosives, so lax /c/, tense /c*/, and aspirate /c^h/. They can be syllable-initial only. (Shin et al., 2013, p. 78)

That these are indeed three different phonemes showcases example (6), and the recording of the minimal set is called *recording_4_affricates*.

(6) /c^hata/ 'to kick'
/c*ata/ 'to be salty'

/cata/ ‘to sleep’

(Cho, 2016, p. 4)

Like most of Korean categorisations, affricates are also currently under debate. This debate is in relation to its place of articulation. Some argue that the Korean affricate is not alveolo-palatal /c/ but alveolar /t͡ɕ/. (Kim, 1999) However, since the focus of my thesis is not in-depth Korean phonology and phonetics, I am going to follow the present consensus of Korean affricates’ place of articulation being alveolo-palatal.

In conclusion, Korean affricates, yet again, differ in the lack of the manner of voicing and the presence of the lax-tense-aspirate category. Those, as well as the difference in the place of articulation, may lead to issues regarding the production of the English affricates.

1.4 Nasals

Nasals are articulated when the velum is closed and the sound goes through the nasal cavity, rather than through the oral cavity. (Ladefoged & Johnson, 2014, p. 14) The place and manner of articulation of the Korean nasals can be found in Table 6. (Shin et al., 2013, p. 81) Table 5 demonstrates that, at least phonologically, Korean nasals do not differ from the English ones.

Table 6

Korean nasals

	Bilabial	Alveolar	Alveolo-Palatal	Velar	Glottal
Nasal	m	n		ŋ	

Note. From *Sounds of Korean* by Shin et al. (2013, p. 81).

While /m/ and /n/ can appear in both word-initial and word-final position, /ŋ/ can only appear in word-final position. (Shin et al., 2013, p. 81) Even though the IPA symbols are the same in both English and Korean, the manner of articulation slightly differs as the nasals, especially when in word-initial position, are less nasalised in Korean than in English. (Shin et al., 2013, p. 82)

Example (7) presents a minimal pair of /m/ and /n/, as well as an example of /ŋ/. These examples are presented in an audio form in the file *recording_5_nasals*.

(7) /man/ only
/nan/ I
/aŋmoŋ/ nightmare

Overall, I believe that out of all the consonants, nasals may cause the least issues in production for Korean learners of English, as, while there are differences present, they are not as great as in the other categories.

1.5 Lateral Approximants

Lateral approximants, or liquids, are produced when the centre of the oral track faces an obstruction – a tongue, so the air circulates through one or both sides of the tongue. (Ladefoged & Johnson, 2014, p. 17) Table 7 shows the placement of the only phoneme of a lateral approximant in Korean. (Shin et al., 2013)

Table 7

Korean liquids

	Bilabial	Alveolar	Alveolo-palatal	Velar	Glottal
Lateral approximant		l			

Note. From *Sounds of Korean* by Shin et al. (2013).

As Table 7 showcases, there is only one liquid in Korean, /l/. However, it has an allophone, a flap [ɾ]. Both their complementary distribution and articulation differ quite a lot, as the allophone is a flap, while [l] is a lateral approximant. While the flap consonant [ɾ] is used as syllable-initial, the liquid [l] is used as a syllable-final, usually. (Kim, 2005, p. 72) In traditional Korean, no words begin with [l]; nonetheless, recently, loan words in Korean have been shown to begin with [l] (Ha et al., 2009, p. 165), so this is clearly changing.

Example (8) and *recording_8_liquids* present the difference between the manner of articulation and distribution of [l] and [ɾ].

(8) [inmul] person, human, character
[saɾam] person

To sum up, the lack of /l/ and /r/ distinction in Korean may cause issues for Korean English speakers in both production and perception of these differences, even though the complementary distribution of [l] and [ɾ] may be undergoing some changes due to globalisation.

This chapter on Korean consonants has shown that while there are some significant differences between English and Korean consonants, especially when it comes to the manner of articulation, there are also certain similarities, such as the nasals, which function fairly similarly to English ones. Nonetheless, the variety of differences between English and Korean consonants may greatly influence the production of English speech sounds by Korean learners of English, which may lead to accented English.

2 Vowels

In this chapter, I will focus on Korean vowels. It will be divided into two parts: monophthongs, and diphthongs and glides. Each section will include basic information, a table that showcases all of the existing vowels in the respective category, and some possible issues that Korean learners may encounter.

The Korean language distinguishes three types of vowels – monophthongs, diphthongs, and glides. A monophthong (or a simple vowel) does not significantly change its quality throughout articulation. (Shin et al., 2013, p. 95) A vowel that would present a contrast to monophthong, that is, a vowel that changes its quality throughout its articulation, would be a diphthong. (Ladefoged, 2010, p. 92) The third type of Korean vowel sound, a glide, presents a rather complex topic; they may be considered semi-vowels or vowels, as they are treated in Korean, or, like in other languages, such as English, they might be treated more like consonants. (Shin et al., 2013, pp. 95-96) As this section of my thesis focuses on the Korean vowel system, I, too, will treat glides as vowels in my work.

Korean and English vowels can be divided into categories based on the position of the tongue and lip rounding. They are voiced and non-nasal in both languages and are nasalised for a certain duration when pre- or post-nasal. However, there is one difference in the categorisation of Korean and English vowels that may cause issues for Korean English learners, namely the lack of tense-lax distinction of vowels in Korean. (Ha et al., 2009, p. 165)

2.1 Monophthongs

The following subchapter will focus on Korean monophthongs; those are a rather complex topic, as there is a discussion regarding the number of monophthongs in Standard Korean Pronunciation (SKP) and Standard Korean, which is what people use during normal speech. While SKP has ten monophthongs, it is quite possible that in use, there are only seven. (Shin et al., 2013, p. 97) The debate over whether there are ten or seven vowels in Korean is due to the diphthongisation of the front round vowels /ø/ and /y/, and the ongoing merger of /e/ and /ɛ/. (Cho, 2016, p. 29)

Since my thesis focuses on the Korean accent of English, I will mostly consider how vowels are realised by Korean speakers, which means that for this work, the argument of seven spoken Korean vowels is more beneficial.

Table 8 shows the difference between the Korean and English vowel systems. In the table, the vowels colored blue are Korean, and the vowels colored green are English. Table 8 demonstrates the difference in the production of certain vowels. There are two front vowels colored lighter blue. Those are the two sounds that are undergoing possible diphthongisation. (Cho, 2016, p. 29) The underlined sounds represent the monophthongs that are are undergoing merger in modern Korean. (Cho, 2016, p. 29) The table shows only the phonological representation of the sounds, so there may still be differences that would be difficult to mark down. For instance, Korean /ɑ/ is lower and possibly also further back than

English /ɑ/. The same can be said about /ʌ/, as the Korean one is produced further back and slightly higher than the English one. (Shin et al., 2013 p. 104)

Table 8

Comparative table of Korean and English vowels

	Front				Centre				Back			
	unrounded		rounded		unrounded		rounded		unrounded		rounded	
	K	E	K	E	K	E	K	E	K	E	K	E
High	i	i			ɨ						u	u
Mid-high		ɪ	y									ʊ
Mid	e̱		ø	ɛ		ɜ			ʌ		o	ɔ
Mid-low						ɐ				ʌ		
Low	ɛ̱			æ					a	ɑ		ɒ

Note. The vowels presented in the table are a combination of three different sources for Korean, which are Chin-Wu Kim's *The Vowels System of Korean* (1968, p. 158), *The Sounds of Korean* by Shin et al. (2013, p. 98), and *Korean Phonetics and Phonology* by Young-mee Yu Cho (2016, p. 28). The vowel system of English is taken from *A Course in Phonetics* by Peter Ladefoged and Keith Johnson (2010, p. 90) Nonetheless, this table does not include all of the IPA sounds that may be used in association with Korean vowels, such as the nonrounded high back vowel /ɯ /, or the rounded high centre vowel /ʉ/. The sources for Korean vowels do not seem to agree on the topic, especially concerning the centre and back vowels.

After a voiceless consonant, mainly high back vowels /i/, /ɨ/, and /u/ tend to get devoiced due to the process of assimilation (Kim-Renaud, 2022, p. 42) This may also cause some issues in English. The case of /ɨ/ is interesting and may influence the pronunciation of certain English words. It is a so-called 'epenthetic' vowel, and it is used when a base ends with a consonant and a following affix starts with one. The high centre sound is inserted between those consonants. (Chin-Wu Kim, 1968, p. 520)

Example (9) showcases Korean ɨ-insertion, the auditory reading of example (9) can be found in *recording_10_insertion*.

(9) [kɨrisɨmasɨ] Christmas

(Cho, 2016, p. 39)

Korean monophthongs are a complicated topic; therefore, this part of my thesis focuses on the most general division and information. However, I believe it would be interesting to study more, possibly, the reason why so many sources do not quite agree on Korean vowels.

2.2 Glides and Diphthongs

In this part, I will introduce Korean glides and diphthongs. As I have established in the introduction of this chapter, the reason why glides are presented as vowels instead of as consonants is due to Korean phonology treating them as vowels or semi-vowels.

In Korean, there are two glides, the approximants /j/ and /w/. The glides are used to produce diphthongs, of which there are ten or eleven in Korean. Korean language distinguishes between an on-glide, which is when a glide precedes a monophthong, and an off-glide, which would be the opposite case, thus when the glide follows the monophthong. (Shin et al., 2013, p. 95) The reason for the number of glides being unclear is that Korean has ten on-glides, as no words can end in a glide; however, arguable that there might be one off-glide, which would be the /ɯ/ sound. (Shin et al., 2013, p. 110) I have not included this particular sound in Table 9, and I believe that the topic of whether there is an off-glide in Korean or not is a bit too complex for the needs of my thesis.

Table 9

Korean glides

	Monophthongs					
	i	ɛ	ʌ	ɑ	u	o
Glide						
/j/		jɛ	jʌ	jɑ	ju	jo
/w/	wi	wɛ	wʌ	wɑ		

Note. Adapted from *The Sounds of Korean* by Shin et al. (2013, p. 109)

Korean also uses a triphthong; however, that one is so far speech-only, and does not have any phonetic representation. (Shin et al., 2013, p. 114)

To conclude, there are ten on-glides and possibly one off-glide in Korean that my work acknowledges but doesn't further work with. Based on Table 9 that showcases the ten Korean on-glides, there surfaces an obvious difference between Korean and English diphthongs.

To summarise this whole chapter, I introduced the Korean vowels. I have mentioned certain complex topics, such as the debate on the number of Korean monophthongs, or the ongoing discussion on off-glides in the Korean language. Generally, since Korean and English vowel systems differ, as can be seen in Table 8, and the structure of Korean diphthongs also varies form English one, this category of speech sounds also shows a great potential on playing a role in an accented speech.

3 Phonological Rules

As I have demonstrated in the previous chapters of this thesis, the sounds of the Korean language differ from those in English. Not only do Korean sounds have completely different categorisation, but their distribution sometimes even contrasts with that of English. Sounds generally may act differently when they occur in different contexts. These situations are described by phonological rules. (Carlo, p. 1) Those rules may vary depending on the language, and they do vary in English and Korean. Therefore, in this chapter, I will introduce the phonological rules of the Korean language. I will start with consonants, follow them with vowels, and finish with any other possible rules that do not quite fit into either of those categories.

1. Traditionally, only lax plosives [p], [t], [k] are allowed in syllable-final position, in which they are produced as unreleased. (Ha et al., 2009, p. 165)
2. The sound /l/ has different phonetic characteristics, depending on whether it is in syllable-initial or syllable-final position. When in syllable-initial position, it is produced as a flap consonant [ɾ]. When in syllable-final position, the sound is produced as a lateral approximant [l]. (Lee & Ramsey, 20) (Ha et al., 2009, p. 165 – *Note*. original citation)
3. When the lax consonants, excluding /s/, occur between vowels, they become voiced. (Ha et al., 2009, p. 167)
4. When the fricative /s/ appears before the high or centre front vowels, it becomes palatalized, resembling English /ʃ/. (Iverson, 1982, p. 191) However, since the assimilation would be the palatalization of the /s/, the voiceless alveolo-palatal fricative /ɕ/ may better represent the sound.
5. When a coronal consonant is followed by a non-coronal consonant, it assimilates to the non-coronal sound. (Cho, 2016, p. 11)
6. When a labial sound is followed by a velar sound, it assimilates to the velar sound.
7. When a postalveolar sound is followed by a velar sound, it assimilates to the velar sound. (Cho, 2016, p. 11)
8. When a coda obstruent is followed by a nasal consonant, it assimilates to the nasal consonant.
9. /t/ assimilates to the continuant and lateral features of the consonant that follows it. (Cho, 2016, p. 14)
10. Korean coda allows phonetically only one consonant. Therefore, consonant clusters result in Consonant Cluster Simplification. (Cho, 2016, pp. 17-19 + Kim-Renaud, 2014, p. 28) Table 10 (Cho, 2016, p. 20) executes the rules in two columns. The first column showcases the cases when the second consonant is omitted; the other column shows the contrasting situation when the first consonant is omitted.

Table 10

Consonant Cluster Simplification

The first consonant surfaces	The second consonant surfaces
/ks/ → k	
/ps/ → p	/lk/ → k
/nc/ → n	/lm/ → m
/nh/ → n	/lp/ → p
/lh/ → l	/lp^h/ → p
/lt^h/ → l	

Note. From *Korean Phonetics and Phonology* (Cho, 2016, p.20).

11. When dental stops /t/ is followed by an /i/ or /u/ across a morpheme boundary, they are realised as prepalatal affricates [c]. (Cho, 2016, p. 44)
12. /ŋ/ is only allowed in coda position.
13. /i/ and /u/ following /n/ and /l/ is not allowed. (Kim-Renaud, 2014, p. 28)
14. An off-glide is not allowed in a nucleus, except for i-y sequence. (Kim-Renaud, 2014, p. 28)
15. The VOT is used as a distinction between consonants. (Ha et al., 2009, pp. 166-167)
16. In Korean, each syllable and consonant are equally stressed and pronounced. (Ha et al., 2009, p. 167) This may cause issues with English intonation.
17. Generally, it is not allowed for a labial consonant to be followed by /w/. (Cho, 2016, p. 36)
18. Generally, it is not allowed for a palatal onset to occur with /j/. (Cho, 2016, p. 36)

There are many phonological rules in the Korean language, not all of which were mentioned in this chapter. Nonetheless, there is a lot of assimilation in Korean, as may be noticeable in the rules 5-9. Consonant Cluster Simplification may also influence the English language quite a lot, as consonant clusters are a fairly common occurrence in English.

To sum up, as the list of phonological rules of the Korean language has showcased, there is a potential for a negative transfer if those rules were to be applied to the English language. In the following chapter, I will introduce my hypothesis on what might happen, if Korean phonological rules apply to English, among other things.

4 Characteristics of Korean Accent

The following section includes a hypothesis of what I assume may cause problems for Korean speakers when learning English phonetics, phonology, and phonological rules. These assumptions are based on an analysis of Korean phonetics, phonology, and phonological rules, and their comparison to English. Considering the diversity of the accent among speakers, whether my assumptions are correct or not may be difficult to determine. However, in the practical part of my thesis, I will be analysing and transcribing short excerpts of Korean speakers talking in English, partly as a guide for future users of the handout that will be the result of my work, partly as a way to determine whether these characteristics apply and if so, to what extent.

1. Since Korean plosives are based on lax-tense-aspirate distinction, Korean speakers might transfer these qualities into English, causing a different quality of English plosives.
2. Since Korean consonants are generally not divided into voiced-voiceless categories and since they are voiceless for the most part, Korean speakers might have issues with the production of voiced consonants.
3. Alveolar lax fricative /s/ in Korean undergoes palatalisation when preceding a high front vowel or a high front diphthong. It is then realised as an alveolar palatal fricative similar to English [ʃ]. Korean speakers may apply this rule to English, which may lead to a difference in pronunciation of certain words.
4. English r-sound, generally transcribed as [ɹ], does not exist as a phoneme in the Korean language. Notwithstanding, in the Korean language, the flap [ɾ] is an allophone of /l/. They are also distributed differently; [ɾ] is produced more like a flap and is used as syllable-initial only, while [l] is used as syllable-final in words native to the Korean language. (Kim, 2005, p. 72) This may lead to confusion among Korean English learners in both the distribution and pronunciation of /ɹ/.
5. There is a contrast in the pronunciation of glides in combination with consonants. While in English, when a glide follows a consonant, it is pronounced "independently", in Korean, the glide /w/ undergoes a strong labialisation. This may lead to English words such as quick being produced as [k^{w}ik], rather than [kwik] by Korean speakers. (Shin et al., 2013, p. 97)
6. Although Korean orthography allows consonant clusters in the syllable-final position of a word, only one of the sounds in the consonant cluster will be pronounced. I think that it is quite possible that native Korean speakers may apply this allophonic rule to English, as English has words that comprise consonant clusters. (Shin et al., 2013, p. 183)
7. The Korean language has a process called obstruent nasalization, which means an obstruent is nasalised when followed by a sonorant such as /m, n, l/. Nasalisation is the result of the sequence of obstruent and sonorant not being allowed. An obstruent sound followed by a sonorant is assimilated into a nasal. Then, it is articulated in the

same place of articulation. (Shin et al., 2013, p. 189) This may lead to some negative transfer of this allophonic rule as well.

8. Similarly to obstruent nasalisation, the Korean language also has a process called liquid nasalisation, which occurs when a sequence of a non-alveolar nasal and a liquid appears in Korean, and the liquid becomes a nasal. (Shin et al., 2013, p. 190)
9. Korean speakers may also have an issue distinguishing between /e/ and /ɛ/, as those two sounds are now mostly merged in the modern Korean language. (Cho, 2016, p. 29)
10. Considering that Korean diphthongs are a combination of a glide and a vowel, Korean learners of English may experience some issues with pronouncing English diphthongs that are a combination of two vowels only.

In conclusion, there are quite a lot of aspects of English phonetics and phonology that could hypothetically cause issues to Korean learners of English. While some of these points might turn out to be invalid, I believe that at least some have the potential to influence the English language quite a lot. The analysis of short audio excerpts that is part of the practical part of my thesis may aid in determining the results.

The theoretical part of my thesis covered four main topics: Korean consonants, Korean vowels, Korean phonological rules, and finally the possible characteristics of Korean accents that might be caused by the negative transfer of the Korean phonetics and phonology onto English. In the next part of my thesis, I will cover the process of creating the Korean accent of English handout.

5 Description of the Handout

While the theoretical part of my thesis is composed of phonetics and phonology of the Korean language, the practical part is where I will put this knowledge into practice. In this part, I will describe the construction of the worksheet, or handout, that will be used in a phonetics seminar to introduce the Korean accents to students.

5.1 Theory Summarization

The worksheet includes a summary of the theory I collected as part of my thesis about the phonetics and phonology of Korean and a comparison to English. It mostly represents phonetics, as in my thesis, I focused on the sounds of Korean and how they compare to the sounds of English.

To further aid students with the understanding of the differences mainly of the Korean sounds that do not necessarily exist in English, or do not exist in English as phonemes, I added minimal sets of sounds that may sound similar to an untrained ear, such as the plosives [k], [k*] and [k^h] etc. I used minimal sets from the sources that I cited in my work. The minimal sets were recorded by an acquaint of mine who is a native Korean speaker who has a BA in English. The same Korean speaker was consulted about the translation of the English equivalents of the terms as well.

The theoretical part is divided into two subparts: Korean consonants and Korean vowels. In each part, the explanation method was picked in relation to Korean and English, from sounds that exist in Korean but not in English to sounds that exist in both English and Korean but with minor variations. Sometimes, those variations may be transcribed using a different symbol. If that is the case, I also included the symbol.

This was slightly more difficult to establish with vowels, as there are vowels that are transcribed the same in Korean and in English, notwithstanding, their quality differs, be it that they are less rounded, placed higher or, in contrast, more back than in English, as I have established in the second chapter of my thesis.

5.2 Tasks

In the handout, there are two types of tasks. Some tasks are part of the theory that aid students with practising consonants and vowels first. Then there are tasks that focus on practising the comprehension of the Korean accent, first with support in the form of a prewritten text that is being read, then in the form of transcription of the text, both orthographic and narrow. One of these exercises also includes an introduction to the narrow transcription in the form of error correction.

The tasks are structured in a way that allows the students to slowly dive into the accent and its sounds. For that reason, I used the same recording for *Tasks 1* and *2*, for the recognition of the influence of the Korean language on both consonants and vowels, as in my opinion, it is slightly more difficult to pinpoint the different quality of the vowels. Therefore, being already familiar with the recording may make the recognition easier.

5.2.1 Tasks 1 and 2

As part of each of the subcategories, students can find an exercise to practice their knowledge of consonants and vowels, respectively. In both parts, I used the same recording of a native Korean speaker reading part of an English poem. The difference is in the instructions under each part, as in the subcategory of Korean consonants, students are to listen and search for words with consonants that were influenced by a Korean accent (*Task 1*). The students are supposed to underline or otherwise highlight the influenced word or part of a word, transcribe the word or part of a word to the black line next to the text, and explain how it was influenced if it is not clear from the transcription. The same instructions apply to the subcategory of Korean vowels; however, the students are searching for words or parts of a word which have a vowel influenced by a Korean accent. (*Task 2*) Then, they highlight the word, transcribe it, and explain how it was influenced.

5.2.2 Task 3

A different recording was introduced in *Task 3* that focuses on gap fill. This way, the students can try to get used to the sound of the accent without worrying yet about narrow transcription. Narrow transcription is present in the following task that instructs the students to correct errors in the narrow transcription. Further exercises focus more on the combination of both comprehension and transcription of the accent.

5.2.3 Task 4

Task 4 asks the students to correct a narrow transcription. I included this task to familiarise the students with the way the transcription may look.

5.2.4 Task at home

Task at home is an exercise in which the students listen to a recording which is approximately 25 s long, and then they transcribe an excerpt from the recording. The picked excerpt is approximately 13 seconds.

5.3 Recordings

There were quite a lot of recordings used in the process of creating the handout. Generally, I can divide the recordings into two categories. Those are ones that I asked a Korean friend of mine to record, and ones that I found on the internet. I will commence by introducing the latter.

5.3.1 Internet Recordings

Most of the recordings used in the tasks are from internet sources. *Speaker 1* and *Speaker 3* are members of an eight-member k-pop boy group Stray Kids, both in their twenties, who recorded a reading of the English poem *Twas the Night Before Christmas* (1823) by Clement Clark Moore as one recording with the rest of their members. I divided the original audio file into multiple files based on the speakers and imported them to *Moises.ai*, where I isolated

the background sounds from the vocal audio, as there were additional sounds in the original file.

Speaker 4 is a lecturer at Yonsei University with degrees from both American and Korean universities, Bong Youngshik, commenting on the news when the former president of South Korea declared martial law in December 2024. The original recording can be found on Instagram. Since the original recording is a video, I isolated the audio and video file, saved it in the mp3 format, and also cleaned up any background noise that could disrupt the audio file.

5.3.2 Recordings Requested by Me

Speaker 2 recorded their audio file-based instructions that they received from me. They received a document with a set of texts and were instructed to record each text into an individual recording as clearly as possible.

The native Korean speaker who recorded all of the materials used in the theoretical part received a document that consisted of the minimal sets and other Korean words with the instruction to record them as clearly as possible.

To conclude, the handout is structured similarly to my thesis. There is a theoretical part where a summary of Korean phonetics and phonology can be found, as well as examples and the titles of the recordings of the examples read by a native Korean speaker. In the practice part of the handout, there are tasks for the students to practice their newly discovered knowledge of the Korean accent.

6 Teacher's Guide

As I have established in the fifth chapter of this work, the worksheet comprises two parts: a theoretical part where the most important aspects of the Korean language are introduced, and the practical part that focuses on practising the knowledge from the theoretical part. In this chapter, I will provide any additional information about the handout that may be crucial for the usage of the worksheet. This mostly consists of a more thorough description of the recordings.

6.1 Theoretical Part

6.1.1 Korean Consonants

In this part, students are introduced to parts of the Korean language that are the most likely to influence the English language. I also introduce aspects of the Korean language that either only exist in Korean but not in English (such as the categorisation of consonants to aspirate, tense, and lax), or do not exist in the Korean language at all but are important for English (voicing).

Exercises for a better understanding of the Korean language and its differences from English are also included in the theoretical part.

6.1.1.1 *Recording_1_plosives*

Recording 1 focuses on the categorisation of plosives into aspirate, tense, and lax. Students are introduced to minimal triplets of the phonemes /p^h/, /p*/, /p/, then /k^h/, k*/, /k/, and finally /t^h/, /t*/, /t/. There is a transcription of each component of the triplets in Hangul, the narrow transcription of the components, and their translation into English. In the recording, students can hear a native Korean speaker, a woman in her 20s, pronouncing the minimal triplets in Korean.

6.1.1.2 *Recording_ 2_fricatives*

Recording 2 presents the lax fricatives /s/ and /h/, as well as the tense fricative /s*/. Students are again shown a minimal triplet of these fricatives. They are also introduced to the transcription in Hangul, the narrow transcription, and the English translation. In the recording, you can hear the same native Korean speaker pronouncing the minimal triplet in Korean.

6.1.1.3 *Recording_3_s-palatalisation*

Recording 3 concentrates on the difference between Korean /ɕi/ and English /ʃi/. In Korean, /ɕ/ is the allophone of /s/. The examples introduce a Korean word for 'a traitor' in which /s/ is followed by an /i/, which is the environment in which the allophone/ɕ/ appears in the Korean language. Korean words for *ten, to rest*, *god*, and *chatter* can also be found among the examples. These words is pronounced by a native Korean speaker.

6.1.1.4 *Recording_4_affricates*

Recording 4 showcases Korean affricates that are also based on an aspirate-tense-lax categorisation. The table displays a minimal triplet for the aspirate affricate /c^h/, for the tense affricate /c*/, and for the lax affricate /c/. The first column introduces the transcription in

Hangul, the second column shows the narrow transcription, and the third column presents the translation of the Korean words. In the recording, students will hear the same native Korean speaker as previously pronouncing the minimal triplet in Korean.

6.1.1.5 *Recording_5_nasals*

Recording 5 introduces Korean nasals. Those do not differ as much as the others; however, /m/ and /n/ in a word-initial position are less nasalised in Korean than they are in English. The table and the recording exhibit the comparison of /m/ and /n/ in a word-initial position in Korean, as well as /ŋ/ in syllable-final position.

6.1.1.6 *Recording_6_liquids*

Recording 6 focuses on Korean liquids. The Korean language only has the liquid /l/, which is one less than the English language. [ɾ] is an allophone of /l/ and is used mostly in a syllable-initial environment, while [l] is used in a syllable-final environment. The table and the recording both demonstrate this situation. The native Korean speaker is the same as in the previous recordings.

6.1.1.7 *Recording_7_vowel_merge*

Recording 7 focuses on the differences and similarities of Korean front vowels /e/ and /ɛ/, since those two vowels are undergoing a merge.

6.1.1.8 *Recording_8_insertion*

Recording 8 showcases how ɨ-insertion in the Korean language by having a native Korean speaker read the word "Christmas", as this word has entered the Korean language.

6.1.1.9 Task 1

Description of the exercise: This exercise presents to the students an orthographic transcription of the spoken text of the recording *task_1_2_S1* on the left side and a space to fill in the instruction on the right side next to the text.

Instructions: Students are directed to search for words that showcase the Korean accent, transcribe them, and explain how and why the words were influenced by the Korean accent. For example, not only should they highlight the word "with" and transcribe it, but they should also explain why they picked the word, which is, in this case, because of the substitution of /θ/ with /t/.

Goal: By explaining the reasoning behind their pick, students would be forced to think about the accent actively, rather than passively mark the words that they might feel would be pronounced differently by a native English speaker. As this is the first exercise in which the students are working with the Korean accent, having the text written may be helpful for a slow immersion into the accent. This way, it may not seem as overwhelming as it might have seemed had the students started with a transcription of audio without any written support.

6.1.1.10 Task 2

Description: The students are supposed to search in the text for vowels that may have been influenced by the Korean language. Then they are to transcribe the accented words and explain the influence of the accent on the vowel.

Goal: Since it seems to me that English consonants are much easier to recognise as accented than vowels, I have decided to use the same speaker and text as before and change the focus

of the exercise from consonants to vowels. This way, the students are already somewhat familiar with the text and with the speaker, and thus it may be easier to search for accented vowels as they seem more difficult to hear.

6.1.1.11 Task 3

Description: A recording of a native Korean female speaker reading a translation of a Korean poem will be played. In the handout, students are given a gapped text of the same poem. The students' task is to fill in the gaps. In the second gap, there is a phrase missing.
Goal: Since the students had the opportunity in the previous two exercises to familiarise themselves with the Korean accent through one speaker while still seeing the read text before them, in this exercise, they will face another challenge in the form of words that they will need to recognise and fill in the blank space. This will, again, allow them to practise their newly acquired knowledge of the characteristics of the Korean accent fully, while still having part of the text as possible support.

6.1.1.12 Task 4

Description: Students will hear a Korean male speaker reading a part of an English poem. For this exercise, there is an already-made narrow transcription with the text written above each part. The transcription is faulty as there are five (5) errors. The students' task is to find those errors.
Goal: By now, the students should be much more familiar with the accent and with the speaker whose accent is rather strong, therefore, seeing a whole transcription may be the next-to-last step towards writing their own.

6.1.1.13 Task at home

Description: The students will hear a Korean professor commenting on the martial law that the, at the time of writing this, former South Korean president raised in December 2024. They should transcribe the spoken text at home, ideally after the handout has already been gone through. This time, the speaker most likely did not have the full text written down, therefore, this is a more natural speech. I also believe that compared to the other speaker, the professor's accent is more influenced by GA.

The worksheet comprises a lot of theory and quite a lot of exercises. Depending on the goal of the lesson, it may not be possible to go through the whole handout in one class. Some of the introductory recordings may work as an aid for students, possibly as additional material. I believe that it may not be completely necessary to listen to all of the recordings of the Korean phonetics, even though they might be helpful. The whole handout and the answers can be found in the appendix of this thesis. The answers are based on my own analysis and may not be the only possible answer. The transcription of the recordings can be found in the next chapter, as well as in the filled out worksheet in the appendix of this work.

7 Transcriptions of the Recordings

In this chapter of my thesis, I will cover the transcriptions of the recordings that are part of the handout. The transcriptions that I offer in this chapter are based on my own analysis, and while I did analyse them thoroughly, that does not mean that these are the only possible transcriptions. The transcriptions presented are very phonological and include sounds that may be difficult for students to recognise, especially when it comes to Korean obstruents. Therefore, broader transcription should not be considered wrong, if the speech sounds are at least close. For example, there is no need for students to differentiate between tense and lax consonants.

7.1 Speaker 1

As leaves that before wild hurricane fly
[ɛs*ə ɬiːvs ðæt* θifɔʉ/d̪et* b̪ifoɫ waid xawɪk*ein flai]

When they meet with an obstacle mount the sky
[wɛn dei mit* wɨʔ an əf(ɣ̊)stækɫ (ʉ)mantʰə tə sk*aːj]

So up to the house top, the coursers they flew
[sɔu ʌʔ tsʉ dəː haʊs t̪ɑʔ tə kʰoʉs*ɪs d̥ej flu]

With a sleigh full of toys and Saint Nicholas too
[wit* ə s*lej fʉl ɒf tʰois ɛn s*eintʰ nyk*ɵlas t*ʉ/tˢʉ]

Speaker 1 is a member of a k-pop boy group in his early 20s. He travels a lot but has spent his whole life in Korea.

According to my analysis of Speaker 1's speech, a lot of the consonants which have a tense variety in Korean are produced as such. /t/, especially in the word-final position is produced as tense. Speaker 1 seems to produce /s/ as tense as well, at least in most cases. If not tense, then at least the sound that I marked as tense has a near [ts] quality to me. Nonetheless, if in the transcription the students transcribe these tense sounds as lax, I do not think that there would be an issue.

I also noticed that this speaker articulates /l/ as dark, which is something that I did not really notice with the other speakers; therefore, this may be a more singular case.

There is also an elision of the final sound in "and" as with the other speakers. This appears to be a very consistent elision made by the Korean speakers. Another rather common sign of the accent that bound all of the speakers together is the devoicing of the final sound of plural nouns, regardless of whether the previous sound is voiced or voiceless. For instance, in this text, this occurs in the words "leaves" and "toys". Both of these words have a voiced sound preceding the final sound; therefore, the word-final /s/ would be pronounced by the native English speakers as [z]. However, Speaker 1 produces both as [s], possibly since the Korean language does not have [z] and does not produce many voiced consonants, if any.

Based on my analysis, in Speaker 1's speech,there is a case of what I believe to be epenthesis in the word "to" before the word "house". There seems to be a /s/-sound in the middle of the word, giving it a [ts] quality.

A considerable category that is influenced by the Korean language in Speaker 1's speech are the sound /r/ and /l/. As I have mentioned before, /r/ is an allophone of /l/ in the Korean language and is usually produced as [ɾ]. This sound usually occurs in a syllable-initial position, while [l] usually occurs in syllable-final position. Based on this text, it might seem that Speaker 1 encounters great issues in the production of [ɹ], however, since there are only two words in which [ɹ] occurs, it would be difficult to determine. The first word is "before" and during my analysis, I concluded that there are two possible ways of transcribing the sound with which the speaker replaces /r/, and those are either the high centre vowel [ʉ], or dark l, [ɫ]. The other word in which /r/ occurs is the word "hurricane". In the case of this word, /r/ appears to be substituted by the glide [w].

The speaker seems to be familiar with the production of the dental fricatives, even though their usage may be a little random. On the one hand, he used the voiced dental fricative [ð] correctly at the initial position of the word "that". On the other hand, the speaker produced a sound similar to theta in the word "before". It is important to note that while those sounds sound similar to the dental fricatives, there is also the option of the sounds being produced as dentalized [d] and [b], respectively. As I have mentioned in the theoretical part of my thesis, since Korean alveolars are pronounced closer to the teeth, the latter would be understandable.

In several cases, the speaker uses the Korean-typical high central vowel [ʉ] in place of [u] or [ʊ].

7.2 Speaker 2

Dear [dʲi] - /dʲiɹ/
All I've got [ɔl aib* kɔːt] /ɔɹ aib kɔt/
Nothing [natin]
Dear [t*iɪ] - /tiɪ/
Night [naːj(t)ʰ]
Hug [haːɢ] /hag/
Again [ə̥keːjⁿ] /əkejⁿ/

In the section above, there are the words that should be in *Task 3* as answers.

In the first mentioned of the word "dear", there seems to be quite a strong d-yodification.

The word sequence that is supposed to be in the third gap "All I've got" might be a bit difficult to understand due to the substitution of [l] in "all" for a variation of /r/, and due to the substitution of [v] with a bilabial stop. The initial sound of "got" has been devoiced, which may also influence the understanding of the phrase.

In the word "nothing", which is supposed to fill the fourth gap, the dental fricative has been substituted by an alveolar plosive [t]. The final sound is articulated more frontally as [n].

The second “dear” is pronounced differently than the first one, this time the first sound is devoiced, and a different variation of /r/ is produced as well.

In the sixth gap, there is supposed the word “night”, in which the most influenced sound is the final alveolar plosive /t/, that is mostly unreleased.

The second to last missing is “hug”, in which the vowel is produced as [a] that is slightly longer than is usual in this word, and the final consonant is produced as one of the variations as /g/.

The last word is “again”, in which there is a noticeable devoicing of the plosive.

7.3 Speaker 3

When what to my wondering eyes did appear
[wen wɔt* mai/j wan̪əliŋ aisdid əpiɹ]

But a miniature sleigh and eight tiny reindeer
[bʌɾə minʲatʃ(ə)ɹ slei an ei/j t*ainʲi lain,diɹ]

With a little old driver, so lively and quick
[wɪɾ ə liɫə oɹ dɹaivəɹ s*oː laivlɨ ən kʰik]

I knew in a moment, he must be Saint Nick
[ai nʲuː ɪn ə moʷmənt xɨː mɑsʔ bɨː seiⁿt* nʲɪk*]

Speaker 3 is a male native Korean speaker in his 20s who travels a lot but has never lived in an English-speaking country.

In this part, one may notice issues regarding the distribution of [r] and [l], as well as the production of [ɹ]. To exemplify, the speaker changed the /r/-sound in the word “wondering” to a /l/ sound. The same thing may be noticeable in the word “reindeer”, in which he interchanged the /r/ sound in the initial position to a /l/ sound. Interestingly enough, in the word “little”, it is highly likely that there was an elision of the middle sound that would be [t] or [ɾ], depending on one’s accent. The /l/ sound changes to /ɫ/. I believe that the speaker would be more likely to use a tap in the place of “tt”, as in the text he shows signs of usage of taps, for example in “but a” or “with a”. As I have mentioned in the theoretical part of my thesis, in the Korean language, /r/ is an allophone of /l/. The sound is often produced as a flap, and the distribution is that [l] is used as a word-final, while [ɾ] is used as syllable-initial. Therefore, in my opinion, the final production of the word “little” of Speaker 3 is a result of a potential for double tap and the fact that [l] is placed in an environment in which there would usually be an [ɾ] in Korean. Similar case in which the speaker changed [l] to [ɹ] was the word “old”.

Another quite remarkable aspect of this speaker’s accent is elision. As has been mentioned in the chapter about Korean consonants and about Characteristics of Korean Accent in chapters 1 and 4, respectively, in the Korean language, consonant clusters usually result in the elision of one of the consonants. The Consonant Cluster Simplification rule has been clearly transferred into English in words such as “eight”, “old” in which the speaker

omitted the final stops, the aforementioned “little” in which the speaker omitted the middle sound, and in this particular case also the word “quick” where the sound [w] is missing. This usage of this rule is very prominent in the speaker’s pronunciation of “and” as well. The words “must” and “saint” can also be included, although only partly. In those two cases, it is a bit unclear whether the sound [t] in “must” and the sound [n] in “saint” have been fully omitted or simply not fully released. It is possible that the omission of the final sound may not be because of a consonant cluster but rather because of the glottalization of the plosives in the Korean language when in final position.

Plosives are another part of the English language that has been influenced by Korean. In this case, the speaker applies the variety of plosives in the Korean language to English. This may be noticeable, for instance, in cases in which the same sound appears twice, such as in “what to” and “eight tiny” in which /t/ is produced as /t*/. In the previous paragraph, I have mentioned the word “quick”. While usually Korean speakers may encounter some issues regarding the pronunciation of [kw] sounds, I have alluded to in the chapter that focuses on the characteristics of Korean accent (ref. to chap 4 of this thesis), in my analysing this recording, I have concluded that this speaker replaced [w] with [k^h] with a prolonged aspiration. Aspirate is one of the categories of the Korean plosives.

Speaker 3 has a tendency for jodification of [n], as can be seen in the words “tiny” and “Nick”. Since this jodification occurs in an environment in which [n] is followed by [i], this may be another allophonic rule of the Korean language being projected into English.

The production of /h/ in “he” in the last part of the text has a [x]-quality to it.

7.4 Speaker 4

President Yoon Suk Yeol might scheme
[ˈpɹɛzɪənʔ juː sʉ yøl ˈmait skĩm]

To declare martial law
[t^hʊ ˈdɪk^{h}liə maʃˠl ˈlɔː]

and many conservative news media and party members
[æn ˈmenʲi kən ˌsəˈvaɾɪv ˌnʲuːs ˌmidijaː en ˌp^{h}aɾi ˌmembəɹz]

who support President Yoon Suk Yeol
[huː ˌsʌˈpɔɹʔ ˈpɹəˢɪʔen ju sunjol]

deny these rumor as groundless
[ˈt*/tinai ˈtis ˈɹʊmʉɹ æzə ˈgɹaʊn ˌles]

Speaker 4 is the only speaker in the handout who is producing a natural speech. Even though that is not quite as obvious in the excerpt that I chose for the students to transcribe, even in this part the speaker makes hesitation noises. His speech also included grammatical error which should also be included in the transcription as a lot of nonnative speakers are going to make mistakes when speaking naturally.

The speech of Speaker 4 included several Consonant Cluster Simplifications, such as in the word “martial”, in which it seems that the /r/ has been omitted. /d/ in the word “groundless” also seems to have been omitted.

Speaker 4 seems to have issues with the production of alveolar stops, as in both mentions of the word “president”, those have been omitted as well.

The speaker’s stress seems fairly regular. I believe that in some cases, speaker 4 stressed a syllable that is usually unstressed. For example, the first mention of the word “and”, or the word “conservative”.

Conclusion

The purpose of my thesis was to construct a handout that introduces to the students of phonetics seminars at the University of Palacký in Olomouc the Korean accent of English.

In my work, I presented the characteristics of the Korean language, specifically Korean consonants and vowels. Since the categories of the Korean language differ from English, I have introduced the Korean categorisation of the consonants. In the Korean language, consonants are not divided based on their voicing but based on an aspirate-lax-tense division. Korean vowels also differ from English ones, especially in the matter of quality. Korean diphthongs consist of a glide and a vowel. Glides are considered semi-vowels in Korean, therefore glides were presented as part of the "Korean vowels" subchapter, rather than the Korean consonants one.

After the summary of Korean consonants and vowels, I analysed the phonological rules of Korean, compared them and presented a possible conclusion of how the application of Korean rules to English would affect the English of Korean native speakers.

The practical part of my thesis focused on creating the worksheet. In the first part, I described the construction process of the Korean accent worksheet. In the second part, I presented the teacher's guide of the worksheet together with the transcriptions of the speakers and recordings that I collected. The instructions for the recordings, the recordings, the handout, and the solutions to the tasks in the handout can be found in the appendix of my thesis.

Most of my thesis focused on analysing the Korean accent through auditory phonetics. I find that for the uses of my Bachelor thesis and for the handout specifically, this sufficed. However, I also believe that an analysis of the individual sound, that is, the analysis of the Korean accents through articulatory phonetics, might reach results that are more accurate and explanatory in terms of the different quality of the sounds. As I was unable to see the speakers talking, all I could rely on were my ears. In real life and in the context of the use of the handout in a seminar for future interpreters, it is offering a point of view that they are most likely to encounter. Personally, during my research, I have interacted with sounds that to my untrained ear sounded close to alike, and I might be interested in discovering how many more differences in the sound production could be found if one focused on the articulation part of it.

Another possible research topic that could be done on the topic of Korean accent could be the usage of tense plosives and affricates by Korean speakers in English when there are two similar sounds following each other. This potential has occurred to me as one of the speakers that I have analysed as part of my thesis in phrases "eight tiny" or "what to" omitted one /t/ but produced the other one as [t*]. The reason for that might be that in Hangul, [k*], [p*], and [*t] are written as [Korean sounds] which could be romanised into /kk/, /pp/, and /tt/.

To conclude, as part of my thesis, I have crafted a handout that will hopefully allow students to understand the Korean accent through a mix of theoretical knowledge and practice.

Resumé

Cílem mé bakalářské práce bylo vytvořit pracovní list na korejský přízvuk v angličtině, který se bude využívat jako podpůrný materiál v seminářích fonetiky pro budoucí tlumočníky na katedře anglistiky a amerikanistiky Univerzity Palackého v Olomouci.

Práce je rozdělena na teoretickou a praktickou část. Teoretická část rozebírá fonetiku a fonologii korejštiny v kapitolách zaměřených na korejské souhlásky, samohlásky, fonologická pravidla a možné vlastnosti korejského přízvuku v angličtině. V této části také porovnávám korejské zvuky s anglickými, na základě čehož jsem vytvořila hypotézu korejského přízvuku v angličtině. Také jsem podobným způsobem porovnala fonologická pravidla obou jazyků a snažila se na základě rozdílů mezi těmito pravidly určit, se kterými pravidly v angličtině by mohli mít korejští rodilí mluvčí problém. Praktická část se zabývá tvorbou a rozborem samotného pracovního listu. Tato část je dále rozdělena na popis pracovního listu, manuál použití pro učitele, kde je popis jednotlivých cvičení a nahrávek. Poslední kapitolou v této části jsou fonologické přepisy nahrávek a jejich rozbory.

Pracovní list je rozdělen na teoretickou a procvičovací část. Teorie v pracovním listu je shrnutím teoretické části mé bakalářské práce. Cvičení poté slouží k procvičení teorie, se kterou se studenti seznámili. Jsou vytvořena tak, aby studenti mohli postupně procvičit všechny části korejského přiízvuku.

V příloze mé práce lze nalézt instrukce, které jsem zadávala jedné rodilé mluvčí k nahrávkám, samotný pracovní list a odpovědi k pracovního listu převážně v podobě fonologického přepisu nahrávek. Dále budou k práci přiloženy nahrávky a pracovní lis v PDF.

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Appendix

Appendix 1: Instructions for Recording

Each table is titled with the name of the recording in mp3
Recording_1_plosives includes all of the minimal sets for Korean plosives
recording_1.1_plosive_p

/pʰ/	풀	/pʰul/	'grass'
/p*/	뿔	/p*ul/	'horn'
/p/	불	/pul/ or /p̚ul /	'fire'

recording_1.2_plosive_t

/th/	탈	/tʰal/	'mask'
/t*/	딸	/t*al/	'daughter'
/t/	달	/tal/ or /d̚al/	'moon'

recording_1.3_plosive_k

/kh/	콩	/kʰoŋ/	'bean'
/k*/	꽁	/k*oŋ/	'frozen'
/k/	공	/koŋ/ or /g̚oŋ/	'ball'

recording_2_fricatives

/s/	살	/sal/	'flesh'
/s*/	쌀	/s*al/	'rice'
/h/	할	/hal/	'percentage'

recording_3_s-palatalisation

[ɨ]	배신자	/kanɕin/	'traitor'
[ɨ]	십	/ɕip/	'ten'
[ʉ]	쉬다	/ɕwita/	'to rest'
[ɨ]	신	/ɕin/	'god'
[ʉ]	수다	/ɕuta/	'chatter'

(Iverson, 1982, p. 199), (Cho, 2016, p. 32)
recording_4_affricates

/ch/	차다	/cʰata/	'to kick'
/c*/	짜다	/c*ata/	'to be salty'

/c/	자다	/cata/	'to sleep'

recording_5_nasals

[m]	만	[man]	'only'
[n]	난	[nan]	'I'
[ŋ]	악몽	[aŋmoŋ]	'nightmare'

(nightmare - Cho, 2016, p. 13)

recording_6_liquids

[l]	인물	[inmul]	'person', 'human', 'character'
[ɾ]	사람	[saɾam]	'person'

This part is called: "Orthographic distinction between [e] and [ɛ]" (Cho, 2016, p. 34)

recording_7_vowel_merger

e	네		'your'
ɛ	내		'my'
e	에		'at'
ɛ	애		'child'

The theory would be that pronunciation-wise there is not really going to be any difference as those two sounds are undergoing merger. (Cho, 2016, p. 36)

The author used

고갈 = exhausted

as an example.

recording_8_insertion

[ɨ] insertion	크리스마스	[kɨrisɨmasɨ]	Christmas

(Cho, 2016, p. 39)

Appendix 2: List of Recordings

Folder: “Korean_accent_recordings” – two other folders inside:

Folder 1: Tasks
Recordings:
Task_0_S4
Task_1_2_S1
Task_3_S2
Task_4_S3

Folder 2: Theory
recording_1.1_plosive_p
recording_1.2_plosive_t
recording_1.3_plosive_k
recording_1_plosives
recording_2_fricatives
recording_3_s-palatalisation
recording_4_affricates
recording_5_nasals
recording_6_liquids
recording_7_vowel_merger
recording_8_insertion

Appendix 3: Handout

Topic: Korean Accent of English

- Korean consonants
- Korean vowels
- Listening tasks

Korean Consonants

19 consonants (plosives, fricatives, affricates, nasals, liquids)
Plosives: Differentiated NOT in a manner of voicing, as Korean consonants are generally not voiced.
Different categories: aspirate /^{h}/, tense /*/, lax. Lax plosives can sometimes take on the phonetic features of being voiced.

Recording 1: Open the file *recording_1_plosives*. Listen to a native Korean speaker pronouncing the minimal sets with /p^{h}/, /p*/, /p/ in the first row, /t^{h}/, /t*/, /t/ in the second row, and /k^{h}/, /k*/, /k/ in the third row.

/p^{h}/, /p*/, /p/	풀	[p^{h}ul]	'grass'	뿔	[p*ul]	'horn'	불	[pul] or [b̥ul]	'fire'
/t^{h}/, /t*/, /t/	탈	[t^{h}al]	'mask'	딸	[t*al]	'daughter'	달	[tal] or [d̥al]	'moon'
/k^{h}/, /k*/, /k/	콩	[k^{h}oŋ]	'bean'	꽁	[k*oŋ]	'frozen'	공	[koŋ] or [g̊oŋ]	'ball'

Fricatives: Three Korean fricatives: the lax fricatives /s/ and /h/, and the tense fricative /s*/. /ð/, /θ/, /f/, /v/, /z/, /ʃ/, /ʒ/ do not exist in Korean, usually substituted by existing Korean sounds.

Recording 2: Open the file *recording_2_fricatives*. Listen to a native Korean speaker reading minimal sets for Korean fricatives /s/, /s*/, and /h/.

/s/	살	[sal]	'flesh'	/s*/	쌀	[s*al]	'rice'	/h/	할	[hal]	'percentage'

In the Korean language, a sound similar to /ʃ/ exists as an allophone of /s/ due to palatalisation when followed by high central vowels /ɨ/ and /ʉ/. Then it is realised as an alveolo-palatal affricate [ɕ]. This may influence the production of English /ʃ/.

Recording 3: Open the file *recording_3_s-palatalisation*. Listen to a native Korean speaker reading examples of s-palatalisation in front of the high centre vowels /ɨ/ and /ʉ/.

배신자	[kanɕin]	'traitor'	십	[ɕɨp]	ten	수다	[ɕʉto]	chatter

Affricates: three alveolo-palatal affricates: aspirate /c^{h}/, tense /c*/, and lax /c/.

Recording 4: Open the file *recording_4_affricates*. Listen to a native Korean speaker reading minimal sets for /cʰ/, /c*/, /c/.

차다	[cʰata]	'to kick'	짜다	[c*ata]	'to be salty'	자다	[cata]	'to sleep'

Nasals: bilabial /m/, alveolar /n/, and velar /ŋ/.

/m/ and /n/ can take both word-initial and word-final position; however, they are less nasalised in word-initial position than in English.
/ŋ/ can only appear in syllable-final position.

Recording 5: Open the file *recording_5_nasals*. Listen to a native Korean speaker reading minimal sets for Korean nasals.

[m]	만	[man]	only	[n]	난	[nan]	I	[ŋ]	악몽	[aŋmoŋ]	nightmare

Liquids: only one liquid phoneme, /l/, but [ɾ] is an allophone of /l/
[ɾ] is used at the syllable-initial position
[l] is syllable-final

Recording 6: Open the file *recording_6_liquids*. Listen to a native Korean speaker pronounce the words with /l/ and one of its allophones [ɾ].

[l]	인물	[inmul]	person, human	[ɾ]	사람	[saɾam]	person

Consonant Cluster Simplification: Consonant clusters exist in orthography; however, it is very common for speakers not to pronounce all of the consonants. This can sometimes be projected into English.

Task 1: Open the file *task_1_2_S1*. Listen to a Korean speaker reading an excerpt from an English poem. Underline any words in which the pronunciation of the consonants you think may be influenced by the Korean language, transcribe those that were influenced the most and explain how.

Text	Narrow Transcription
As leaves that before the wild hurricane fly,	
When they meet with an obstacle, mount to the sky,	
So up to the house-top the coursers they flew,	
With the sleigh full of toys, and Saint Nicholas too.	

Korean Vowels

Both monophthongs and diphthongs
Monophthongs: While in theory there are ten monophthongs in the Korean language, it is very likely that the number is closer to seven in speech. Those are:

	-R	+R	-R		*+R
High	i		ɨ		u
Mid-high		y̞			
Mid	e̞	ø̞		ʌ	o
Mid-low					
Low	ɛ̞			a	

Underlined monophthongs are either undergoing merger, or diphthongisation.
Even though there are certain monophthongs that are the same in both Korean and English, the realization of these might differ. There is no lax/tense distinction in Korean vowels.
In modern Korean, [e] and [ɛ] have mostly merged

Recording 7: Open the file *recording_7_vowel_merger*. Listen to a native speaker read minimal pairs for [e] and [ɛ]. Notice the similarities that are the result of the ongoing merger.

/e/	네	/ne/	your	/ɛ/	내	/nɛ/	my
/e/	에	/e/	at	/ɛ/	애	/ɛ/	child

The high back vowel may also sound different in Korean and English, as in Korean, it tends to be devoiced when following a voiceless consonant.
[ɨ] itself is sometimes inserted between consonants in Korean, and native Korean speakers may then insert it in English as well.

Recording 8: Open the file *recording_8_insertion*. Listen to a native speaker read the word "Christmas" with the insertion of the high centre vowel [ɨ].

[ɨ]-insertion	크리스마스	[kɨrisɨmasɨ]	Christmas

Diphthongs: There are ten or eleven diphthongs in the Korean language, all of which are composed of one of the glides, [j] or [w]. Glides are viewed as semi-vowels in Korean.

	i	ɛ	ʌ	ɑ	u	o
Glide						
/j/		jɛ	jʌ	jɑ	ju	jo
/w/	wi	wɛ	wʌ	wɑ		

Task 2: Open again the file *task_1_2_S1*. Listen to the same recording as before. This time, focus on the vowels and their quality, transcribe the words that were influenced the most by the vowel change and explain how.

Transcript	Narrow Transcription
As leaves that before the wild hurricane fly,	
When they meet with an obstacle, mount to the sky,	
So up to the house-top the coursers they flew,	
With the sleigh full of toys, and Saint Nicholas too.	

Practice some more:

Task 3: Open the sound file *task_3_S2*. You will hear a native Korean speaker reading a translation of a Korean poem. Fill in the blanks, then transcribe them. There can be more than one word in the gaps.

Sister, elder sister _____, dark and smart as sesame cake,	_____
_____ is new as new, _____ of mine is faded yet;	_____
so sister, elder sister _____, sister dark as deepest _____,	_____
let me _____ you once _____, shadows round your eyes and all.	

Task 4: Open the sound file *task_4_S3*. You will hear a native Korean speaker reading an excerpt from an English poem. The narrow transcription contains six errors, i. e. it differs from what the speaker actually said. Listen, find the errors, and correct them.

When what to my wondering eyes did appear
[wen wot* mai/j wan̪əliŋ aizdid əpiɹɹ]

But a miniature sleigh and eight tiny reindeer
[buɾə minʲatʃ(ə)ɹ slei an ei t*ainʲi ɹain,diɹ]

With a little old driver, so lively and quick
[wɪθ ə liɹlə oɹd dɹaivəɹ s*o: laivlɨ ən kʰwik]

I knew in a moment, he must be Saint Nick
[ai nʲu: ɪn ə moʷmən xɨ: mɑsʔ bɨ: seiⁿt* nʲɪk*]

Task at home: Open the sound file *task_0_S4*. You will hear a Korean professor talking about the martial law that the former South Korean President Yoon Suk Yeol declared in December 2024. Listen to the recording and transcribe a short excerpt. Time stamp for transcription: 13:09-26 (starting with "President Yoon Suk Yeol" and ending with "groundless")

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 4: Worksheet Tasks Answers

Korean Consonants

Task 1: Open the file *task_1_2_S1*. Listen to a Korean speaker reading an excerpt from an English poem. Underline any words in which the pronunciation of the consonants you think may be influenced by the Korean language, transcribe those that were influenced the most and explain how.

Note. I believe that the solution to this exercise depends on the students and their judgement. I will mark down the words that believe were the most affected. I will, however, also add the transcription of this whole excerpt. It is important to note that these are my solutions after a thorough analysis of the text, however, since sometimes it is a bit difficult to determine which exact sound is being produced.

Transcript	Narrow Transcription
As leaves that <u>before</u> the <u>wild</u> <u>hurricane</u> fly,	[ɛs*ə ɬiːvs ðæt* θifɔʉ/d̪et* b̪ifoɬ waid xawɪk*ein flai]
When they meet with an obstacle, mount to the sky,	[wɛn dei mit* wɨʔ an əf(ɣ̊)stækɬ (ʉ)mantʰə tə sk*aːj]
So up to the house-top the <u>coursers</u> they flew,	[sɔu ʌʔ ʦʉ dəː haʊs t̪ɑʔ tə kʰoʉs*ɪs d̥ej flu]
With the sleigh full of <u>toys</u>, and Saint Nicholas too.	[wit* ə s*lej fʉl ɒf tʰois ɛn s*eintʰ nyk*ɵlas t*ʉ/tˢʉ]

Task 2: Open again the file *task_1_2_S1*. Listen to the same recording as before. This time, focus on the vowels and their quality, transcribe the words that were influenced the most by the vowel change and explain how.

Transcript	Narrow Transcription
As leaves that before the wild hurricane fly,	[ɛs*ə ɬiːvs ðæt* θifɔʉ/d̪et* b̪ifoɬ waid xawɪk*ein flai]
When they meet w<u>i</u>th an obstacle, mount to the sky,	[wɛn dei mit* wɨʔ an əf(ɣ̊)stækɬ (ʉ)mantʰə tə sk*aːj]
So up to the house-top the coursers they flew,	[sɔu ʌʔ ʦʉ dəː haʊs t̪ɑʔ tə kʰoʉs*ɪs d̥ej flu]
With the sleigh full of toys, and Saint N<u>i</u>cholas t<u>oo</u>.	[wit* ə s*lej fʉl ɒf tʰois ɛn s*eintʰ nyk*ɵlas t*ʉ/tˢʉ]

Task 3: Open the sound file *task_3_S2*. You will hear a native Korean speaker reading a translation of a Korean poem. Fill in the blanks, then transcribe them. There can be more than one word in the gaps.

Sister, elder sister _____, dark and smart as sesame cake,	dear [dʲiɹ̩];
_____ is new as new, _____ of mine is faded yet;	All I've got [ɔɹ̩ aib* kɔːt]; nothing [natin]
so sister, elder sister _____, sister dark as deepest _____,	dear [t*iɪ] – /tiɪ/˗ night [naːj(t)ʰ] – /naːjʔ/
let me _____ you once _____, shadows round your eyes and all.	hug [haːɢ] – /haːg/ again [ə̥keːjⁿ]

Task 4: Open the sound file *task_4_S3*. You will hear a native Korean speaker reading an excerpt from an English poem. The narrow transcription contains six errors, i. e. it differs from what the speaker actually said. Listen, find the errors, and correct them.

When what to my wondering eyes did appear
[ˌwen ˌwot* ˌmai/j ˌwanˌd̪əˌliŋ ˌaizˌdid əˌpiɹɹ̩]

But a miniature sleigh and eight tiny reindeer
[ˌbuˌɾə ˌmiˌnʲaˌʧ(ə)ɹ ˌslei ˌan ˌei/j ˌt*aiˌnʲi ˌɹain̩ˌdiɹ̩]

With a little old driver, so lively and quick
[wɪθ ə ˌli,lə oɹd dˌɹaiˌvəɹ ˌs*oː ˌlaivlɨ ən ˌkʰwik]

I knew in a moment, he must be Saint Nick
[ai nʲuː ɪn ə moʷmən- xɨː mɑsʔ bɨː seiⁿt* nʲɪk*]

Note. The solution:
When what to my wondering eyes did appear
[ˌwen ˌwɔt* ˌmai/j ˌwanˌd̪əˌliŋ ˌais,did əˌpiɹɹ̩]

But a miniature sleigh and eight tiny reindeer
[ˌbʌˌɾə ˌmiˌnʲaˌʧ(ə)ɹ ˌslei ˌan ˌei/j ˌt*aiˌnʲi ˌlain̩ˌdiɹ̩]

With a little old driver, so lively and quick
[wɪɾ ə ˌli,lə oɹ dˌɹaiˌvəɹ ˌs*oː ˌlaivlɨ ən ˌkʰik]

I knew in a moment, he must be Saint Nick
[ai nʲuː ɪn ə moʷmənt xɨː mɑsʔ bɨː seiⁿt* nʲɪk*]

Task at home: Open the sound file *task_0_S4*. You will hear a Korean professor talking about the martial law that South Korean President Yoon Suk Yeol declared in December 2024. Listen to the recording and transcribe a short excerpt.

Time stamp for transcription: 13:09-26 (starting with “President Yoon Suk Yeol” and ending with “groundless”)

President Yoon Suk Yeol might scheme [ˈpɹɛzɪənʔ juː sɯ yøl ˈmait skĩm]
To declare martial law [tʰʊ ˈdɪkʰliə maʃˡl ˈlɔː]
and many conservative news media and party members [æn ˈmenʲi kən͵səˈvaɾɪv ͵nʲuːs ͵midijaː en ͵pʰaɾi ͵membəɹz] who support President Yoon Suk Yeol [huː ͵sʌˈpɔɹʔ ˈpɹəˢɪʔen ju sunjol]
deny these rumor as groundless [ˈt*/tinai ˈtis ˈɹʊmɯɹ æzə ˈɡɹaʊn͵les]

Annotation

Title: Pronunciation of Korean English: Materials for the Seminar *Phonetics for Interpreters*
Author: Pavla Novosadová
Field of Study: English for Translation and Interpreting
Type: Bachelor's thesis
Faculty and Department: Faculty of Arts, Department of English and American Studies
Thesis Supervisor: Mgr. Šárka Šimáčková, Ph.D.
Characters: 71,043
Pages: 42
Description: The aim of my thesis is to select recordings and prepare study materials that will be used for listening comprehension practice of the Korean accent in English. The material will be utilised in the Seminar English Phonetics (for Interpreters) - Fonetika pro tlumočníky at the Department of English and American Studies at Palacký University in Olomouc. The thesis shortly summarises Korean phonetics and phonology and compares them to English. It also includes the description of the final handout, a guide for teachers with descriptions of each task and exercise. In the appendix, there is the handout, the answers in the handout in the form of phonological transcription, instructions for the recordings, and a list of the recordings.
Key words: phonetics and phonology, South Korean language, South Korean accent, Korean accent, phonetics seminar, handout