

## **Error analysis of Korean speaking: focusing on pronunciation of beginner level Indian learners**

“Pronunciation has an important social value, which means that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege.” (Gelvanovsky<sup>1</sup>)

### **Introduction**

The purpose of this study is to find out the pronunciation errors in beginner Korean learners of India and to analyze this problem. Also this paper aims at devising suggestions to deal with these issues.

This type of study has not been conducted on the Korean language in India till date. This study will certainly help researchers understand the pronunciation errors and the causes of these errors. This study will also help students to understand deeply about pronunciation errors in Korean language speaking and give them suggestions to solve the problems.

### Research questions

1. What kind of error occurs when Indian learners speak Korean language?
2. What are the basis errors in pronunciation amongst Indian speakers of the language?
3. What are the causes behind the pronunciation error of Indian speakers?
4. How can these pronunciation errors be checked?

### **Theoretical background**

This study also shows the significance of speaking skills in Korean language for the Indian beginner level learners. The main objective of this section is to explain the importance of Korean speaking skills of Indian learners especially pronunciation.

This paper focuses on speaking skills, as a way of to help Indian learners of Korean to improve their pronunciation and understand the Korean language system in order to develop their ability of using it to communicate correctly inside and outside the classroom.

Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while *speaking* and writing are productive skills. Receptive skills are these in which students

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<sup>1</sup> The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer<sup>2</sup>, 2007: 246).

Challenges and difficulties in pronunciation have been pointed out by many educators and learners since pronunciation is considered as one of the most complicated but significant features of foreign language or second language teaching and learning. As we well know that good pronunciation can promote language learning whereas poor pronunciation can lead to great hindrance in foreign language learning.

Many learners who thought English as a foreign language (EFL) or a second language (ESL) seek to master native-like pronunciation, and want to speak English accurately and fluently. However, some learners have lots of problems with pronunciation because of a wide range of affecting factors. These affecting factors in pronunciation include more than just phonetic symbols and rules, and it also involves the articulation of individual sounds and the distinctive features of sounds like voice and aspiration, voice-setting features (Esling & Wong, 1983) and stress, intonation, and rhythm. Pennington and Richards (1986) argued there were a range of factors that should be considered as a part of pronunciation, such as native language interference, age affecting. Therefore, in order to make pronunciation learning and teaching effective, it would be worthwhile to take these affecting factors into account.

The linguist Lund (2003) pointed out, “pronunciation is the only aspect of language that calls for a close interaction between the cognitive and physiological processes”. Good pronunciation will make people understand you easily and be willing to listen to you. Contrarily, poor pronunciation may confuse people and lead to an unpleasant talking and misunderstanding, even if you used advanced grammar or vocabulary.

Pronunciation has been seen as the Cinderella of language teaching due to its complexity (Kelly, 1969). It is believed that only few learners can ever attain native-like pronunciation in the foreign language, especially those who learn to speak a second language after puberty (Lenneberg, 1967).

Speaking skills are an important part of the curriculum in foreign language learning and teaching as well.

The following table is a sample band scale provided by Harris and McCann (1994:10):

5	Speaks fluently	Almost no errors
4	Speaks quite fluently	Some errors
3	Some difficulty in speaking	Many errors
2	Difficulty with speaking	Almost incomprehensible
1	Unable to use language	Incomprehensible

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<sup>2</sup> Pronunciation is an important aspect of any language as well as a skill to acquire by anyone who starts studying a foreign language.

Now, when we talk about the importance of pronunciation in Korean language speaking we find that - Pronunciation is the most important and difficult problem that non-native speakers have to face while learning a foreign language. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication (by Hope Speak · December 16, 2014).

Pronunciation is an essential element in this research. It is, therefore, necessary to define it. There are many research done in the field of pronunciation, the detailed definition in each might differ. In general, pronunciation assessment consists of accuracy in segmental and supra-segmental (Goodwin, 2013) and sometimes fluency (Kang, 2010; Kang, Rubin, & Pickering, 2010).

Correct Pronunciation is needed for proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will more often than not change the word meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated.

For this study thirty beginner level Indian learners of Korean language have participated particularly, learners from Jawaharlal Nehru University, Delhi University, Central University of Jharkhand and Manipur University. There are so many students in the Korean classrooms from almost every part of India. But the maximum learners are from north Indian. So, in this study I have focused more toward the north Indian cities like Bihar, Jharkhand, Rajasthan, Haryana, Manipur and Punjab. I have included some South Indian learners as well in my research.

From these learner participants I have recorded an audio of around 150 words of self introduction which includes their individual and family details. I have studied through audio files collected from Indian learners of Korean language having different native languages. After listening to the audio file with Korean native teachers and researchers, I found out the various errors in Korean language speaking but I have picked only pronunciation error since this research is focused on pronunciation error. After finding the various pronunciation errors we have discussed and analyzed those errors. After that, I have arranged the pronunciation error data, and then demonstrated those errors in the chart below.

If we see the data, we find that the pronunciation of Korean language varies from region to region. Thus, Korean pronunciation errors also appear differently since the learners are from different regions having different native languages. Below you can see the pronunciation error data for each region of India.

<Table1> Pronunciation error of learners of Bihar region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아녕하세요 아녕하세요	√		√		
2.	일학년	일(il) + 학(hak) + 년 일 + 학(hak) + 년 일(il) + 학년	√		√	√	√
3.	이십니다	있습니다		√	√		
4.	능력 시험	누녁시험 능+ 력(reyok)	√	√	√	√	
5.	의	우이	√	√	√	√	√
6.	뛰어 말하기	뛰어 말하기	√	√		√	√

In Table 1 above, we can see the pronunciation errors of the 5 Korean language learners of Bihar region. Two of the five Bihar Korean learners pronounce ‘안녕하세요’ as ‘아녕하세요’ and ‘아녕하세요’. This kind of error occurs because students don’t have pat’chim system in the native language so some students have problems in the pronunciation they are not able to pronounce the word correctly. Four out of five learners are pronouncing ‘일학년’ as ‘일(il) + 학(hal) + 년’, ‘일 + 학(hak) + 년’ and ‘일(il) + 학년’. This error is again due to the absence of pat’chim sound. Generally beginner learners are not much familiar with the pronunciation rules of pat’chim case. So they do pronounce it like their own local language. Then, two learners pronounce the word ‘이십니다’ as ‘있습니다’. These are the similar sounds and learners don’t find any difference between these two. Again four learners pronounce ‘능력시험’ as ‘누녁시험’ and ‘능+ 력(reyok)’. And all 5 learners pronounce ‘의’ as ‘우이’. Again the reason is absence of ‘으’ sound in native language. So learners find this sound very difficult to pronounce.

<Table 2> Pronunciation error of learners of Jharkhand region

Sl No.	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아니영하세요 아녕하세요	√	√		√	√
2.	국립	궁립 (궁+rip)	√	√	√	√	√
3.	고향	고양 고앙 공항	√			√	
4.	일학년	일(il) + 학(hak) +년 일 + 학(hak) +년	√	√	√	√	√
5.	의	우+ 이		√	√		√
	예뻐니다	여뻐니다		√	√	√	
	듣기	듣끼 두끼	√	√	√	√	√
6.	능력 시험	누녁 눔+ 력(reyok)	√	√	√	√	√
7.	사진	짜진		√		√	√

In Table 2 above, we can see the pronunciation errors of beginner learners in Jharkhand region. If we look at the chart, 4 learners among 5 are pronounce ‘안녕하세요’ as ‘아니영하세요’ and ‘아녕하세요’. These errors occur because learners don’t have pat’chim system in the native language so many of them have problem in the pronunciation. Again all the 5 learners Pronounce ‘국립’ as ‘궁립 (궁+rip)’ because they are not aware of Korean pronunciation system. And again all 5 learners pronounce ‘일학년’ as 일(il)+학(hak)+년 or 일+학(hak)+. This error is due to 'learner’s approach to educational materials'. Most of the learners they just read the word as written. We can see in the above chart that maximum learners have problem with Pronunciation of ‘으’ sound. Therefore the learners pronounce '의’ as ‘우이’,

예쁩니다’ as ‘여쁩니다 and 능력’ as ‘누넉. This is because there is no such sound exists in their native language. Some learners pronounce ‘사진’ as ‘짜진. While doing my research I found that they have three different sounds for ‘S’ this is the reason that learners have problem in this particular word.

<Table3> Pronunciation errors of learners from Rajasthan region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아녕하세요	√	√	√		√
2.	국립	공립 (공+rip) 궁립 (궁+rip) 경립(경+rip)	√	√	√	√	
3.	이름	일(ir)면	√	√	√	√	√
4.	일학년	일(il) + 학(hak) +년 일(ir) + 학(hak) +년	√	√	√	√	√
	일합니다	일(il) 합니다	√	√	√	√	√
5.	아버지	아보지	√	√	√	√	√
	어머니	어모니	√	√	√	√	√
	것이	곳이	√	√	√	√	√
6.	의	어이(aai)	√	√	√	√	√
	예쁩니다	여쁩니다	√	√	√	√	√
	그래서 그리고	거리고 거래서	√	√	√	√	√
	듣기	들끼 두끼	√	√	√	√	√

In Table 3 above, we can see the pronunciation errors of beginner learners from Rajasthan region. Learners from Rajasthan also have problem in pronouncing ‘안녕하세요’. Some learners pronounce as ‘아녕하세요’ and some pronounce as ‘아녕하세요’. 4 learners among 5 pronounce ‘국립’ as ‘공립 (공+rip)’ or 궁립 (궁+rip) or ‘경립(경+rip)’. These pronunciation problems occur due to their mother tongue influence in Korean language speaking. All 5 among 5 learners pronounce ‘이름은’ as ‘일(ir)면’. Again all 5 learners pronounce ‘일학년’ as ‘일(il) + 학(hak) +년’ or ‘일(ir) + 학(hak) +년’ and they also pronounce ‘일합니다’ as ‘일(il)합니다’. All 5 learners have problem pronouncing ‘아버지’ and

‘어머니’. They pronounce ‘아버지’ as ‘아보지’ and pronounce ‘어머니’ as ‘어모니’ and learners pronounce ‘것이’ as ‘곳이’. Again all the 5 learners from Rajasthan have major problems in pronouncing these sounds. They pronounce ‘의’ as ‘어이(aai)’ and ‘예쁩니다’ as ‘여쁩니다’. They pronounce ‘공부해서’ as ‘공부해소’ and ‘그래서’ as ‘거래서’ and ‘그리고’ as ‘거리고’. They also pronounce ‘듣기’ as ‘듣끼’ or ‘두끼’. Overall learners from Rajasthan have much more mother tongue influence in Korean language pronunciation other than any other learners from other part of India.

<Table 4> Pronunciation errors of beginner learners from Haryana region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아농하세요 아니영하세요	√	√		√	
2.	국립	공립 (공+ rip) 궁립 (궁+ rip) 궁님(gung-nim)	√	√	√	√	√
3.	일학년	일(il) + 학(hak) + 년 일 + 학(hak) + 년	√	√	√	√	√
4.	동생	똥생		√		√	√
5.	의	어이(aai)	√	√	√		√
	듣기	듣끼, 던기	√	√	√	√	√
6.	이십니다	있십니다	√			√	√
7.	공부하다	공(Gong)부하다	√	√	√	√	√
	관심	관(Gwan)Sim	√	√	√	√	√

In Table 4 above, we can see the pronunciation errors of beginner learners from Haryana region. Here 3 among 5 learners pronounce ‘안녕하세요’ as ‘아녕하세요’ or ‘아니영하세요’. All 5 among 5 learners pronounce ‘국립’ as ‘공립 (공+rip) or 궁립 (궁+rip) or 궁님 (궁+nim). Again 5 of 5 learners pronounce ‘일학년’ as 일(il) + 학(hak) +년 or 일 + 학 (hak) +년. These pronunciation errors occur due to mother tongue influence and sometimes due to learner’s approach to teaching materials as well. Again maximum learners of this region have problem in pronunciation of these two sounds(ㄷ and 으). They pronounce ‘동생’ as ‘똥생’ and pronounce ‘의’ as ‘어이’ and pronounce ‘듣기’ as ‘듣끼’ or ‘덜기’. Learners from Haryana also confused in the pronunciation of these two. ‘이십니다’ and ‘있습니다’. Learners are not able to pronounce ‘공부하다’ and ‘관심’ appropriately because they have practiced the ‘ㄱ’ as ‘G’ only so they always pronounce ‘ㄱ’ as ‘G’ only but not as ‘K’. Here we can say these pronunciation error occurs due to first language influence in the Korean speaking. Other reason can be learner’s wrong approach to the learning material.

<Table 5> Pronunciation errors of beginner learners from Punjab region

Sl. no	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아녕하세요	√	√		√	√
2.	국립	궁님 (궁+nim)		√	√	√	√
3.	일학년	일(il) + 학(hak) +년 일 + 학(hak) +년	√	√	√		
4.	어머니	아머니		√	√	√	
5.	의	어이(aai) 우이(ui)	√	√	√	√	√
6.	이십니다	이십니다			√	√	√
7.	공부하다	공(Gong)부하다	√	√	√	√	



In Table 5 above, we can see the pronunciation errors of the beginner learners from Punjab region. Punjab learners also pronounce ‘안녕하세요’ as ‘아녕하세요’ with more stress on ‘ㅇ’ sound. Since Punjabi learners have very strong influence of their native language they do such pronunciation error. According to Selinker's error theory, this error is also occurs due to mother tongue interference of learner. 4 out of 5 learners pronounce ‘국립’ as ‘궁님 (궁+nim). These learners are using generalization method of learning. They think if ‘입니다’ pronounce as ‘Imnida’ then ‘국립’ should also pronounce like ‘Khung-nim’. 3 among 5 learners pronounce ‘일학년’ as 일(il) + 학(hak) +년 or 일 + 학(hak) +년. Here learners are not aware of Korean pronunciation system and so they just read what is written as they read in their own languages. So this kind of error is comes under theory ‘learner’s approach to study materials’. While doing this research I found that almost every learner has pronunciation problem with sound ‘으’. Therefore they can’t do appropriate pronunciation of those words having ‘으’ sound. 4 among 5 learners pronounce ‘공부’ as ‘공(Gong)부’. This is again native language influence in Korean speaking.

<Table 6> Pronunciation errors of beginner learners of Delhi region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	텔리	텔리	√		√	√	
2.	일학년	일(il) + 학(hak) +년 일학(hak)년	√	√		√	√
3.	뛰어 말하기	뛰어 말하기	√	√			√
4.	읽고	익고			√	√	√
5.	요즘	조즘		√		√	
6.	음악을	음아끝	√	√		√	
7.	공부 관심	공(Gong)부 (관) Gwan	√	√	√		√
8.	듣기	듣끼, 특히	√	√	√	√	

In Table 6 above, we can see the pronunciation errors of beginner level Korean learners of Delhi region. While doing my research I found that learners from Delhi have better pronunciation skill than learners of other part of India. But also have some pronunciation errors such as ‘텔리’ as ‘텔리’, ‘일학년’ as ‘일(il) + 학(hak) +년’ or ‘일학(hak)년’ and ‘읽고’ as ‘익고’. They also pronounce ‘요즘’ as ‘조즘’, ‘음악을’ as ‘음악끌’, ‘공부’ as ‘공(Gong)부’, ‘관심’ as ‘Gwan 심’ and ‘듣기’ as ‘듣끼’ or 득히. If we see the cause behind these error we find two main reasons first one is Selinker and Esling method of learning that is 'over-generalization of rules in the target language and second reason is 'learner's approach toward study materials'. They just read the words as written in the textbook. This is not applicable for the language like Korean. Korean language has its own rule which is totally different than English or other local Indian languages. Learners should do speaking practice in the presence of their instructors. Because it is very hard to improve one's speaking if have learned it wrong at the first time.

<Table 7> Pronunciation errors of beginner learners of Manipur region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	안녕하세요	아녕하세요 아니요하세요	√	√			√
2.	한국어를	한국어럴	√	√		√	
3.	배웁니다	배(Be)웁니다	√	√	√	√	
4.	일학년 일합니다	일(il)학년 일(il)합니다	√	√	√	√	
5	듣는 것이	듣(dud)는 것이		√	√	√	

In Table 7 above, we can see the pronunciation errors of the beginner learners of Manipur region. Since Korean language is very famous among northeast Indians. Manipuri learners are very well versed in Korean language speaking than any other learners of Indian. But there is few pronunciation errors occur in their Korean speaking. Few learners pronounce ‘안녕하세요’ as ‘아녕하세요’ or ‘아니요하세요’. When they speak ‘한국어를’ it sounds like ‘한국어럴’ here we can that they also have problem in ‘으’ sound. When they speak ‘배웁니다’ it sounds like ‘배(Be)웁니다’ it means they practice ‘ㅂ’ as ‘B’ only. Even though the learners from Manipur have better speaking skills but when 4 among 5 learners speak ‘일학년’ it sounds like ‘일(il)학년’ and ‘일합니다’ sounds like ‘일(il)합니다. They also have problems in ‘ㄷ’ sound. They pronounce ‘듣다’ as ‘듣(dud)다’. While doing research I came to know that the reason behind all these pronunciation errors is mother tongue influence. At one side Manipuri

language is considered as similar to East Asian languages like Chinese and Korean in speaking but on the other hand, problem occurs when they pronounce new sounds which don't exist in the native language of the learners.

<Table 8> Pronunciation errors of beginner learners of South India (Tamil) region

Sl. No	표현	발음 오류	학습자				
			1	2	3	4	5
1.	저는	찌는	√	√	√	√	√
	처음	찌음	√	√	√	√	
	잘하다	잘하다	√	√	√	√	
	좋아하다	쫙아하다	√	√	√	√	√
2.	고향	꼬향	√	√	√	√	
	공부	꽁부하다	√	√	√	√	
3.	초립하다	쪄립하다	√	√		√	
	친구	찐구	√	√		√	
4.	일학년	일(il)학년	√	√	√	√	
	일하다	일(il)하다	√		√	√	
5.	한국에 가서	한국에 까서	√	√	√	√	√
6.	다니다	따니다	√	√			√
7.	그리고	끄런데	√	√	√	√	√
	그런데	끄리고	√	√	√	√	√
8.	번역	뻬역	√		√		√

In the above table 8, we can see the pronunciation errors of the beginner learners from south India (Tamil) region. Tamil learners have pronunciation problems with some sounds like /ㄱ/ㄷ/ㅈ/ㅊ/ㅅ/ㅌ/ㅍ/. When they speak /ㄱ/ it sounds like /ㄱㅅ/. When they speak /ㅈ/ and /ㅊ/ they sound like /ㅈㅅ/. When they speak /ㄷ/ they sound like /ㄷㅌ/ and when they speak /ㅍ/ they sound like /ㅍㅍ/. While doing my research I came to know that south Indian learners have very strong mother tongue influence in their speaking. Even if they speak English or any other language we can easily see their mother tongue influence in their pronunciation. For south India (Tamil) learners mother tongue influence is the biggest reason of their Korean pronunciation error.

## **Factors affecting Pronunciation:**

Wong (1987) stated that the teaching of pronunciation “is not exclusively a linguistic matter” and we should take some factors into account, such as, learners’ age, native language.

Based on reviewing previous research and theories about affecting pronunciation, the newly categorize affecting factors of pronunciation into two areas, which are named *internal* and *external* factors.

*Internal factor* focuses on foreign language learner themselves, and involves biologic factors (i.e., age, ear perception, and aptitude) and individual differences (i.e., personality, attitude, motivation, identity, individual and efforts).

*External factor* involves foreign language learner’ learning environment, and relates to learners’ native language, exposure and educational factors.

### **Internal Factors**

#### *Biologic Factors*

##### *Age*<sup>3</sup>

The importance of age as a main factor in foreign language field is widely recognized. Generally, the younger learner considered the better when acquiring a new language and the more accurate her/his pronunciation will be in the target language.

##### *Brain*<sup>4</sup>

As mentioned above, it seems that children have advantages than adults in language learning. The child’s brain is plastic to compare with an adult, but after 9 years old, brain is growing matures and some functions are assigned to left and right hemisphere, and it will become difficulty to approach to native-like pronunciation. However, some researchers hold the opponent point, and indicated that plasticity survives puberty even till to twenties; they still have the possibility to achieve native-like pronunciation (Lund, 2003).

##### *Ear Perception*

Ear perception is a factor that always ignored by many people. There is a common sense that different people have different level of hearing abilities. Some people have a better ear capacity for language learning but some learners do not. Those who have good ear capacity can easily discriminate between two

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<sup>3</sup> As Nation and Newton (2009) stated, usually, if the learner began to speak in the foreign language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If the learner began to speak after age of 12, the learners almost always have an accent.

<sup>4</sup> The brain gradually becomes stiff, rigid and diminishing plasticity of the brain. It suggests that the human brain has the ability to change and develop over time.

sounds more accurately and be able to imitate different sounds better than others, and result in their pronunciation approach to native speakers.

### *Aptitude*

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It plays an important role in learners' pronunciation development. Though many people have language aptitude ability, but its degree is variable. Some learners do indeed have an aptitude for language learning and seem to acquire a good pronunciation than others. According to Carroll (1962, 1981), four traits constitute language aptitudes, which are: phonetic coding ability, grammatical sensitivity, inductive language learning ability, and memory. Some learners are in fact fairly balanced in these four traits, whereas others have very strong patterns of strength and weakness. Learners weak in phonemic coding ability would therefore have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain.

Teachers need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time (Celce-Murcia, Brinton, and Goodwin (1996).

### **External Factors**

#### *Native language<sup>6</sup>*

Generally learners' native language plays a main role in the acquisition of pronunciation in a new language. That is to say, learner's first language is a significant factor to account for foreign accents and influences the pronunciation of the target language. It often relates to interference from the mother tongue, and to cause errors in aspiration, stress, and intonation in the target language, for example, Chinese is a tone language while English is a highly stressed language.

Rivers (1968) pointed that all learners had experiences that they meet a great difficulty in understanding what foreigner said. This is not because of their lack of knowledge of vocabulary, language structure or grammar, but because the sounds they produce seemed peculiar and the voice rose and fell in unexpected places.

Most teachers' experiences and research studies show that the learners' first language plays a major influence on learning the sound system of another language (Nation & Newton, 2009).

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<sup>5</sup> It plays an important role in learners' pronunciation development. Though many people have language aptitude ability, but its degree is variable. Some people have more ability but some have less. However, it does not mean that learners who have higher aptitude will be successful but the others will not.

<sup>6</sup> Many researchers attempt to find the differences in the processing of the target language pronunciation by comparing the sound systems between the target language and learners' native language. The results showed that the more differences the sound systems have, the more difficulties the learner will face, but not means impossible. To sum up, if a learners native language has the similar sounds with the target language, it will be easily for him/her learning.

When beginning to acquire a new language, the learner generally tries to employ existing phonological categories from the native language. That is to say, if a particular sound which does not exist in the native language can therefore make a difficulty for learners to find a similar sound in their mother tongue. As if a sound does exist in the native language, but the place of articulation or the manner of articulation of the sound is quite different between two languages, it is also the difficult for learners.

### *Exposure*

7

It is difficult to define (Brown, 2007), Generally, it relates to the length of time that the learners live in a target language environment. It does not matter the place or country the learners stay, but depends on how much they use foreign language in their daily life. The more they spend their time for listening and speaking foreign language, the better their language pronunciation will be.

According to Krashen (1982), learners acquire a new language primarily from input, which learners receive a large amount of comprehensible input before speaking.

### *Educational Factors*

Educational system is an implicit but indispensable factor for learning a foreign language. It is affected by national social politics, economy development, and national traditions. If the country implements positive educational politics or creates a good learning environment for language learning, it will be good for learners' language learning. Good educational conditions can provide more opportunities for learners to contact the target language or the target language community (Celce-Murcia, Brinton, and Goodwin, 1996).

On the other hand, schools and teachers should encourage students to speak and create opportunities for students to practice.

## **Individual Differences**

Individual differences, such as Personality<sup>8</sup>, Individual Efforts<sup>9</sup>, Attitude, Motivation and Identity<sup>10</sup> of learners are also affecting their pronunciation skills.

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<sup>7</sup> Senel (2006) stated that, Exposure can be a contributory factor, but it cannot be a whole and necessary factor for the development of pronunciation. If a learner is aware of the necessity of being exposed to the target language, she/he should make use of its opportunities.

<sup>8</sup> The different personality leads to the different learning style. Learners who are sociable, courageous, talkativeness, and like to make friends and join groups, tend to express themselves and take part in every activities actively. Therefore, they have more opportunities to use the target language and improve their pronunciation.

<sup>9</sup> Learner's individual efforts are the crucial factor for foreign language learning. Have a good pronunciation is not easily for many learners and it needs persistence and a long time to practice, just like making muscle. The more time the learner spends in pronunciation, the better result comes.

<sup>10</sup> Pronunciation is also affected by learners' learning identity and attitudes. "The strongly determine the accuracy of learners' pronunciation are a person's 'sense of identity' and feelings of 'group affiliation'" (Buranavityawut, 2000).

## **Suggestion**

After discussion of all kinds of pronunciation affecting factors we are devising some suggestions for the Indian learners of Korean language to overcome these pronunciation errors:

1. While learning pronunciation of any new word the learners should take proper reference of standard pronunciation from dictionary or somewhere else.
2. Indian learners must listen to the Korean native speakers as much as possible (either directly or through media).
3. After listening, learners must practice in the same way and try to imitate or follow the same tone and intonation as the native speakers.
4. Learners must try avoiding their native intonation while speaking a Korean language.
5. Learners must learn about Korean pronunciation rules to avoid errors in their speaking.
6. Learners must record and listen to self audio and then compare to figure out the pronunciation errors.
7. Read Korean text aloud and try enacting them in different tones like happy, sad, angry and exited etc.

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Each learner brings different attitude for the target language and the target language community, and it can support or hinder pronunciation skills development. If a learner has some prejudices or a negative attitude to the target language and community, it will bring bad influence for his/her language learning. Contrarily, if a learner has a positive attitudes and opened-mind for the target language or target culture, it will promote his/her pronunciation development easily and accurately and more have a native-like accent.

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