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Lee, Ji-Oo, Lim, Hyun-Woo, & Kim, Hyun-Jung. (2014). An investigation into native English-speaking and Korean raters' judgments of Korean English learners' pronunciations. *Modern English Education*, 15(1), 195-216.

The present study examines the rating criteria, rating behaviors, and inter-rater reliabilities between native English-speaking (NES) raters and Korean raters in their judgments of Korean English learners' pronunciations. Fifteen NES and 15 Korean English-teaching professionals rated the pronunciation in 15 Korean English learners' utterances responding to a controlled and a spontaneous speech prompt. The two rater groups showed no significant differences in their rating scores. Many-facet Rasch model tests also revealed no different rating patterns between the groups. However, the raters' think-aloud protocols suggested the possible differences in the raters' sound recognitions and/or evaluation foci. Specifically, the NES raters commented on the errors on both consonant and vowel sounds while the Korean raters tended to mainly focus on the errors on consonant sounds. The NES raters evaluated the errors on word stress but few Korean raters ever considered stress errors. The study results suggest that despite the good estimates of inter-rater and intra-rater reliabilities of rating scores, NES and Korean raters could differ in their sound recognitions and evaluation foci. Suggestions for future research and implications for rater training are provided, along with the limitations of the study.

[English pronunciation/rater reliability/NES rater/Korean rater/
/ / /]

* 1 (:)

** 1 : , 2 : , 3 :

I.

가

가

(World Englishes) , 2

가 (Jenkins, 2000, 2002).

가

가

가 Dauer(2005)가 ,

가

가

가 (, 2010). 가

(, 2009b;

Bent & Bradlow, 2003; Major, Fitzmaurice, Bunta, & Balasubramania, 2002; Munro, Derwing, & Morton, 2006; van Wijngaarden, 2001; K. Yu, 2010).

가

가

가

가 (Stansfield & Ross, 1988).

가

가 ,

가

Celce-Murcia, Brinton, Goodwin Griner(2010) 가

가 , 가

가

(, 2010; ,

2009b, 2011a, 2011b, 2012).

(2003), (2008), , ,

(2008) , 가

가
가 .

가

가

가

가 가
가

가

가

가

가 (think-aloud)
가

가

가?

가

가

가 가?

가

II. 가

가

, ,

(Y. Kim, 2009).

가
, Fayer Krasinski(1987)

가

200

1

26.7

3 가 1
2

2

			()
			6
			9
			8
			4
			3
			4
			2
(TOEIC) ¹⁾	750	800	4
	800	850	2
	850	900	2
	900		5
			2

¹⁾ TOEFLiBT, TOEIC, IELTS ETS (Vancouver English Centre, 2014)
TOEIC

2. 가

가

가

가 (, 2010).

가 3 (Part 1)

(TOEIC) (exam.ybmsisa.com)

100-120

45

45

(Part 2) (IELTS)

가

1
 . 1 1~2
 가
 (www.ieltstest.or.kr) ().
 (1) (2) 0
 3 4 . , ,
 , 0 9
 10 .
 3
 가

Part

Part 1 Directions: In this part of the test, you will read aloud the text on the paper. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Meed. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool, and many outdoor activities, the Inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

Part 2 Directions: You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

Talk about the advantages and disadvantages of using mobile phones in your everyday life.

You should mention:

- How often you use a mobile phone
- The variety of tasks you do on a mobile phone
- Any related problems you have had with a mobile phone

3.

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202

.
30

30

3

11

가

가

가

가

가

1 가

3

가

가

. 28

N4)

. 2

(

가 N2

가

가

6

4.

가

가

t

(Many-Facet Rasch Measurement)

(severity),

(consistency),

(interaction effects)

가

Ehrlich(1992) 가 Avery 가 가 가 가

IV.

1. 가

t 4

4

		t			t	p
		N	M	SD		
_____	_____	15	2.39	.56	.12	.90
	_____	15	2.36	.63		
_____	_____	15	2.40	.49	1.28	.21
	_____	15	2.14	.59		
_____	_____	15	4.78	1.03	.69	.50
	_____	15	4.50	1.20		
_____	_____	15	6.92	1.39	.65	.52
	_____	15	6.56	1.64		

t , /
 , Levene ,
 가 (: F = .45, p > .05; F
 / = .71, p > .05; F = .54, p > .05; : F = .37, p > .05). t
 , /
 (t = .12, p > .05; t / = 1.28, p > .05),
 (t = .65, p
 >.05).
 가 t

(: K1-N1, K2-N2)

.70(*SD*=.10), / .57(*SD*=.18),
.79(*SD*=.12)

2. 가 :

(1) (2) 3 (3-
Facet Partial Credit Model)

5

5

3

	(in logits)	(infit mean-square index)
K11	2.46	1.09
K4	.04	.94
K8	-.44	1.22
N8	-.60	.49
N15	-.60	.49
K6	-.60	1.04
K7	-.60	.89
N14	-.76	.58
K2	-.76	1.96
N7	-.92	.95
K13	-.92	.83
K1	-1.08	1.05
N6	-1.24	1.17
K5	-1.24	.95
N9	-1.40	1.20
K3	-1.57	1.26
N5	-2.11	.81

N10	-2.11	.87
K10	-2.11	1.46
N1	-2.31	.80
N3	-2.31	.83
N12	-2.31	.83
K12	-2.31	1.18
N4	-2.51	1.45
N13	-2.51	1.45
K15	-2.72	1.26
K9	-3.18	.36
K14	-3.18	.63
N2	-3.98	1.08
N11	-3.98	1.08
	-1.60	1.01
	1.29	.33

N1-N15 = , K1-K15 = ; 가

가 , 11(K11) 2.46 logits
11(N11) -3.98 logits

5 가 / 가

Facets
(McNamara, 1996),

가 (infit mean-square)
Pollitt Hutchinson(1987)
0.35 1.67 (1.01 ± 2 × 0.33,

206

가 0.35, $t = 1.01$, $p = 0.33$. 가 1.67, $t = 0.33$.

2(K2) 1.96, $t = 3.63$, $df = 14$, $p = 0.0027$, $t = -3.72$, $df = 14$, $p = 0.0023$.

2 (2-Facet Rating Scale Model)

6

6

2

	(in logits)	(infit mean-square index)
K11	1.51	1.00
N7	.31	2.29
K10	-.24	.43
N8	-.47	.21
N14	-.55	.26
N15	-.55	.26
K7	-.63	1.27
N13	-.80	2.50

N4	-0.88	2.53
K8	-0.96	.88
K6	-1.05	.76
K4	-1.13	.49
N9	-1.31	1.22
K13	-1.31	.64
K1	-1.40	1.25
K2	-1.40	.69
K14	-1.49	.95
K3	-1.68	1.49
K9	-1.87	.69
K15	-1.87	.96
K5	-2.29	.35
K12	-2.40	.99
N1	-2.62	.90
N6	-2.62	1.38
N10	-2.62	.96
N12	-2.62	.62
N3	-2.74	.61
N5	-2.74	.21
N2	-3.25	.37
N11	-3.25	.31
	-1.50	.92
	1.08	.62

N1-N15 = , K1-K15 = ; 가

가

가 가 1.51 logits
 11(K11) , 가 -3.25 logits
 11(N11) . K11 N11 가 가

7

: 9

2	Part 1, pronouncing 'v' like a 'b' in valley, so it's not balley, valley. short 'i' for inn , not [i:nn]. long 'e' for breathe , not breath, and the long 'a' for spacious , not SPA-cious.
	Part 2, using a 'r' for 'l' in life, so it's not rife, and the intonation in longer words need to be clearer, so relationship, not russianship.
15	<p>1 shopping p, valley v, breathe th, the inn the, perfect f 가 가</p> <p>2 phone ph p through th</p>

8

: 13

7	She pronounces r ike l and f as p . stresses influenced by Korean; two syllable words sound like three syllable words . And she pronounced advantage as advantagee , take becomes takeuh .
8	<p>13 r sound l sound f sound p sound 1 가 1</p> <p>2 f sound p sound intonation 4</p>

7 8 , 가 ,
 (N2, N7) , 가
 (K8, K15) . 가 가
 9 “the inn” “breathe” (N2)가
 , (K15)
 가 . 13
 (N7)가 (K8) “

210

, ,
”

가
가 가

2)

. 15
, 13
. 2

가 ” (K10, K12)가 가 , “

9

: 10

Part 1, good, but Blue Valley I:NN should be inn, so short I, [i] instead of [i:].
Again [i:] for clean, so not [clin], but [cli:n].

2 Part 2, a bit of weird stresses, so **DEcades on the first syllable** rather than de-
CA-des on the second. Again with **CONtact**, it's not conTACT, CONtact.

10 가 pitch가
intonation

가
greatest r sound가

10

2

sound 가 taking, texting
connected sound

가

10

: 2

10 Generally intelligible, but he reads English as if he is reading Korean. There are definitely lapses and there are many pauses so **intonation and stress is off**. I think he has **problems with stressing syllables. Contacting mis-intonated as con-TAC-ting**. And It seems like he has some problems to distinguish the pronunciation of ‘R’ and ‘L’.

work, meed, breathe, pool, for
 . ‘r’ ‘l’ .
 3 가

9 10 ,
 (N2, N10) 가 ,
 (K10, K3)
 . 10 “de-CA-des”, “con-TACt”
 2 con-TAC-ting
 , 13
 / 가 가
 가
 가

V.

가 가
 t (, ,)

Y. Kim(2009) 가
 (2003), (2008),
 (2008) . , Brown(1995), Fayer Krasinski(1987),
 K. Yu(2010) , 가
 가

- . (2010). 가 : 가 / 가 DB
- . (2008). 가 DB , 45, 239-256.
- . (2009a). 가 , 48, 201-217.
- . (2009b). 가 가 가 , 23(2), 85-103.
- . (2011a). 가 가 , 99, 191-205.
- . (2011b). 가 가 , 51, 71-94.
- , (2003). / /ILT (Interactive Language Tutor) 가 가 , 83-88.
- , , , , (2008). , 42, 165-196.
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Pronunciation	3	Pronunciation is highly intelligible, though the response may include minor lapses and/or other language influence.
	2	Pronunciation is generally intelligible, though it includes some lapses and/or other language influence.
	1	Pronunciation may be intelligible at times, but significant other language influence interferes with appropriate delivery of the text.
	0	No response OR no English in the response OR response is completely unrelated to the test.
Intonation and Stress	3	Use of emphases, pauses, and rising and falling pitch is appropriate to the text.
	2	Use of emphases, pauses, and rising and falling pitch is generally

	appropriate to the text, though the response includes some lapses and/or moderates other language influence.
1	Use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.
0	No response OR no English in the response OR response is completely unrelated to the test.

9	·uses a full range of pronunciation features with precision and subtlety ·sustains flexible use of features throughout ·is effortless to understand
8	·uses a wide range of pronunciation features ·sustains flexible use of features, with only occasional lapses ·is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	·shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	·uses a range of pronunciation features with mixed control ·shows some effective use of features but this is not sustained ·can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	·shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	·uses a limited range of pronunciation features ·attempts to control features but lapses are frequent ·mispronunciations are frequent and cause some difficulty for the listener
3	·shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	·speech is often unintelligible
1	·no communication possible ·no ratable language
0	·does not attend

(Examples in): English

- 가 (Applicable Languages): English
- 가 (Applicable Levels): Tertiary

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