

Personal Information

Name	Esraa Fawzi Mahmoud Hasan
Place and date of birth	Kuwait / 18-12-1989
Faculty	Foreign language College
Department	Asian Languages Dept.

Qualifications

Qualification	Specialization	University of donor rank	Date
Ph.D.	Korean Language and Literature	Hankuk University for Foreign Studies	2015~2021
M.A.	Korean Language and Literature	Yonsei University	2012~2015
B.A.	Korean Language and English	University of Jordan	2007~2011

Specialization	Korean Language and Literature
Domain of interest	Teaching Korean as a Foreign Language

Title and abstract of the doctoral thesis (within 150 words)

Title: A Study on Pronunciation Teaching Methods for the Jordanian Learners of Korean
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This study aims to provide pronunciation teaching methods for the Jordanian learners of Korean. For this purpose, two experiments were conducted in order to investigate the segmental elements pronounced by Jordanian students of Korean. The first experiment was a pronunciation assessment conducted by Korean Native Speakers, who have a background of Phonology and Phonetics, in order to analyze the pronunciation errors made by the Jordanian learners. And the second one was an auditory experiment in order to examine how the Korean native listeners, who are not exposed to the Arabic language, perceive the segmental elements pronounced by

the Jordanian learners in terms of Intelligibility, Comprehensibility and Accentdness.

Chapter 1 represents the purpose of study, targeted segmental elements, research method, Literature view and environment of pronunciation teaching in Jordan. This chapter provides evidence on the importance to investigate the problematic segmental elements of the Jordanian learners of Korean by viewing the previous research focused on the Arab learners of Korean in general, and the Jordanian learners of Korean in particular, as well as, viewing the environment of pronunciation teaching in Jordan.

Chapter 2 represents a comparison between the speech sound inventories of Korean and Jordanian Spoken Arabic by using International Phonetic Alphabet (IPA). The goal of the comparison is to provide insight into the differences between the two languages and the difficulties that Jordanian learners may face in learning Korean. Also this chapter provides a view on 'Native-like Pronunciation' and 'Intelligible Pronunciation' terms.

In Chapter 3, a pronunciation assessment of 39 Jordanian learners of Korean was conducted by two Native Korean Speakers who specialized in Phonology and Phonetics. Different assessment materials were provided to Jordanian learners based on their Korean proficiency level. All the materials included the targeted segmental elements. The results of this assessment were divided into onset consonants, vowels and coda consonants based on segment's position within the syllable. The results showed that onset consonants recorded the highest error ratio. Among onset consonants, Fortis were the most problematic elements. Back vowels recorded a higher error ratio than the front vowels for both groups. In coda consonants, coda obstruents were problematic for the beginner group. Meanwhile, coda sonorants were more problematic for the intermediate group. The difference between the two groups could be explained by the difference of the results of the two groups in Neutralization of Coda Obstruents. Neutralization of Coda appeared rarely in beginner's articulation compared to the other group.

Chapter 4 examines how the Korean native listeners, who are never exposed to the Arabic language, perceive the segmental elements pronounced by the Jordanian learners in terms of Intelligibility, Comprehensibility and Accentedness. The results showed that onset consonants were perceived as the most difficult elements in terms of Intelligibility. Meanwhile, vowels were perceived as the most difficult elements in terms of Comprehensibility and Accentedness. Chapter 4 also examines the correlations between the segmental error ratio and segmental intelligibility, Comprehensibility and Accentedness. The results showed a high correlation between the onset consonant's error ratio and intelligibility for the intermediate group. Also, there was a correlation between vowel's error ratio and intelligibility for the beginner group. Meanwhile, there was a correlation between coda consonants and comprehensibility and accentedness for the beginner group.

In chapter 5, goals and components of teaching Korean language pronunciation for Jordanian learners were determined based on the study environment of the Jordan University, investigation on the pronunciation methods of the Jordanian learners and results of pronunciation assessment and auditory experiment. Intelligible pronunciation was set as the main goal of pronunciation teaching for the Jordanian

learners. Intelligibility-based teaching methods were suggested for pronunciation class and integrated Korean language class.

Work Experience

Job Title	Place of work	Date
Assistant to the Ambassador	Embassy of the State of Kuwait to the Republic of Korea / Seoul, Korea	2017~2023
Freelance Interpreter	Establishing School for Deaf Project in Jordan-KOICA / Amman, Jordan	2015~2017
Freelance Interpreter	Bobath Memorial Hospital / Gyonggi-do, Korea	2014~2015

Recent Publications within last five years

Name of researcher	Research title, Publisher, Date
Esraa Hasan	The Effect of Listeners' Experience on Comprehensibility and Accentedness of Non-native Korean Speech -Focus on Arabic-accented speech- Language and Linguistics, Vol.0 No.88, 2020
Esraa Hasan	Study on utterance-final lengthening in sentence medial position in the Korean speech of Jordanian learners, Journal of the International Network for Korean Language and Culture, Vol.15 No.1, 2018

Scientific conferences and symposia
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Conference Title	Place and date of conference	Type of participation
Conference of Language and Linguistics titled 'Linguistic stimuli, Cognition, and Frames'	Seoul, Korea/ May 29, 2020	Researcher
The 26th Conference of the International Network for Korean Language and Culture	Seoul, Korea / Nov 11, 2018	Researcher

Training courses

Name of course	Date
Practicing Academic Work in the Universities and Colleges – University of Jordan	September 8~12 , 2022