2012 AATK
JUNE 30, 2012
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BOSTON UNIVERSITY

"Ask Me"

Designing and Assessing Speaking Tasks in First Year Korean
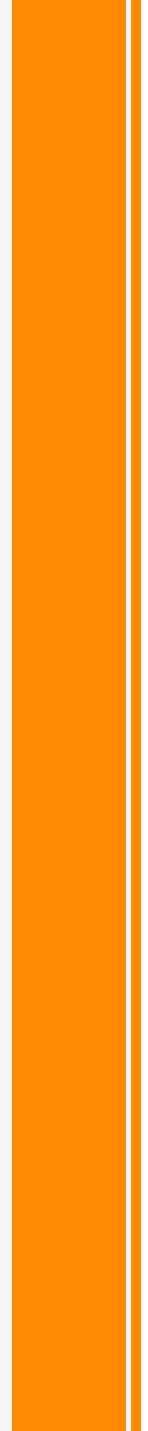
Features of L1 Conversation

- L1 speakers know…
- ✓ how to open and close conversations
- ✓ take turns
- ✓ change topic and interrupt
- ✓ fill pauses and indicate discourse direction
- ✓ back-channel, tell stories and
- ✓ be cooperative.

Classroom Talk **(Thornbury and Slade, 2006)**

- Teachers questions are often *display questions* → question designed to elicit knowledge from the learners
- This phenomena is observed both L1 and L2 classroom.
- Teachers contribute a greater quantity of speech to the interaction than the learner.
- **Questions are almost always initiated by the teacher** resulting in unequal distribution of speaking rights

Pattern of Classroom Talk

- Classroom talk follows **Initiate – Response-Feedback (IRF)** pattern; this is a large chunk of lesson time

- Through repetitive such practice, **students become the more passive role** of respondent, trying to answer the teacher's many questions. (Wells, 1987)

- Teacher-fronted interaction is substantially more **restricted** in providing pragmatic input and occasion for **productive language use**. (Kasper, 2001)

Classroom Talk vs. Conversation

(van Lier 1996; Thornbury & Slade 2006)

Classroom Talk	Conversation
Product-oriented	Process-oriented
Transactional	Interactional
Asymmetrical	Symmetrical
Teacher-led	Jointly constructed
Topicalization by teacher	Topicalization shared
Display questions	Referred questions
IRF sequences predominate	Adjacency pairs; chat-and-chunk
Turns nominated	Turns self-selected
Other repair	Self-repair
Low contingency	High contingency

Enhancing Speaking Skills in a 1st year Korean language classroom

- Most students in 1st year Korean have almost **no chance to ask questions** nor have they courage to ask in Korean during the classroom session.

- Teachers brainstormed a **purely-speaking driven project** for the 1st year Korean students so that the students could talk all the way through during the assigned time with their peers, independent of the teacher.

- The title of the project was "***Ask Me***": it was implemented in Spring 2012 in two classes of second semester Korean. 31 students participated in this project.

수업 방법 소개

Methods and Implementation of the *Ask Me* Project

각 과별 Ask Me 주제

Integrated Korean	Ask Me 주제 및 대화 내용	
9과 생일	BU 셔틀 버스에서 친구를 만났어요!	친구와 지난 주말에 한 일에 대해 대화
10과 연구실에서	한국어 수업을 듣고 싶어요!	교수님과 학생의 대화
11과 기숙사 생활	BU 하키 게임 보러 갈래요?	기숙사 식당에서 만난 친구와 대화
12과 가족	가족	가족에 대해 인터뷰
13과 전화	하키게임에 못 가겠어요.	전화 통화
14과 공항에서	공항 가는 길	택시기사와 손님의 대화
15과 쇼핑	동대문 시장에서	점원과 손님의 대화
16과 음식점에서	음식점에서	종업원과 손님들의 대화

image.

수업 교재: *Integrated Korean Series Beginning 2*

Ask Me 수업 단계(50분unit planning)

단계	내용

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단계	내용
웜업 (15분) Interpretive	1. 장면 소개 2. 방법 설명 및 주의사항 3. Brainstorming (8-10분) 4. Grouping

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본 활동 (15분) Interpersonal	1. 가이드 대화 제시 및 활동카드 배부 2. 대화 연습

Ask Me 수업 단계(50분unit planning)

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웜업 (15분) interpretive	1. 장면 소개 2. 방법 설명 및 주의사항 3. Brainstorming (8-10분) 4. Grouping
본 활동 (15분) interpersonal	1. 가이드 대화 제시 및 활동카드 배부 2. 대화 연습
발표 (20분) Presentational	학생 발표

I. 웜업 Warm-up (15분)

1. 장면 소개
2. 방법 설명 및 주의사항
3. Brainstorming (8-10분)
4. Grouping

음식점에서...

Scene Description

• 한국 음식을 먹고 싶어서 친구하고 같이 한국가든에 갔습니다. 음식을 주문하고 먹으면서 이야기를 합니다.

I. 웜업 Warm-up (15분)

1. 장면 소개
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4. Grouping

How to do this activity

- Read the index card: You have your situation and grammar points & words that you have to use. Based on what you have, create a dialogue. Imagine that you are in the real setting.
- Provide a closure to your conversation at the end.
- You may take notes in the index card, but DO NOT write a full script.
- Your group will present the conversation to the whole group at the end of the activity. Props will be provided.
- While you are doing this activity, **Don't Use ENGLISH** please! If you have questions about how to say things in Korean, raise your hand and ask for help.

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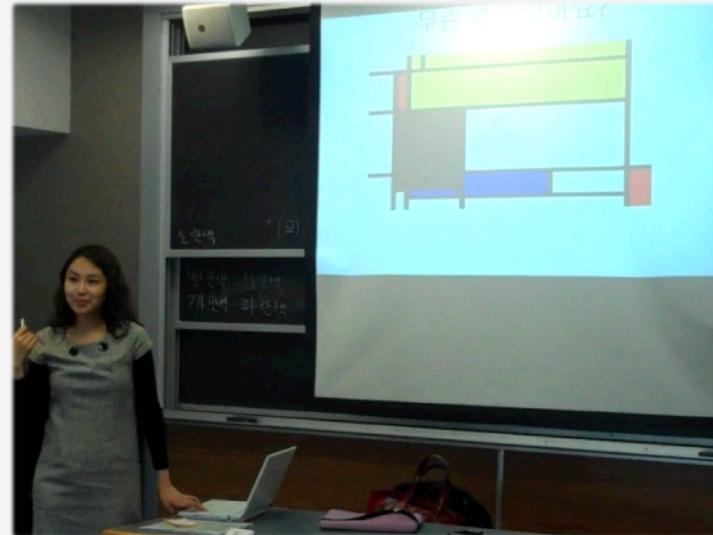
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Grouping

안젤라 & 앤디	크리스 & 클레어
예진 & 더피	동림 & 새미
은페이 & 매튜	킴 & 레베카 & 성호
길혁 & 지윤	크리스틴 & 웬찬

II. 본 활동 (15분)

1. 활동카드 배부 및 가이드 대화 제시
2. 대화 연습

대화

<동대문 시장 3층에서>

점원: 어서 오세요. 아, 오늘 날씨가 좋지요?

손님: _____.

점원: 뭐 찾으세요?

손님 : _____.

점원: _____.

....

손님 : 아, 그런데 여자 물건은 어디서 사요?

점원: _____.

손님 : 네, 감사합니다. 안녕히 계세요.

<동대문 시장 5층에서>

점원: 어서 오세요. 뭐 찾으세요?

손님: _____.

II. 본 활동 (15분)

1. 활동카드 배부 및
   가이드 대화 제시
2. 대화 연습
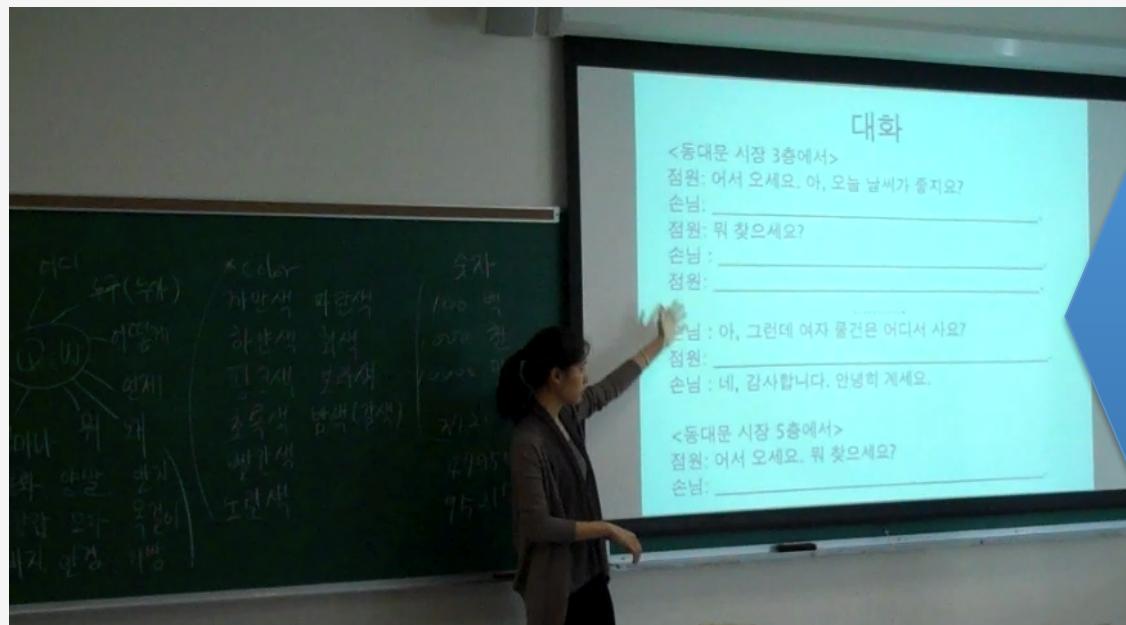
대화

<동대문 시장 3층에서>
점원: 어서 오세요. 아, 오늘 날씨가 좋지요?
손님: _____.
점원: 뭐 찾으세요?
손님 : _____.
점원: _____.
   ....
손님 : 아, 그런데 여자 물건은 어디서 사요?
점원: _____.
손님 : 네, 감사합니다. 안녕히 계세요.

<동대문 시장 5층에서>
점원: 어서 오세요. 뭐 찾으세요?
손님: _____.

III. 대화 발표 (20분)
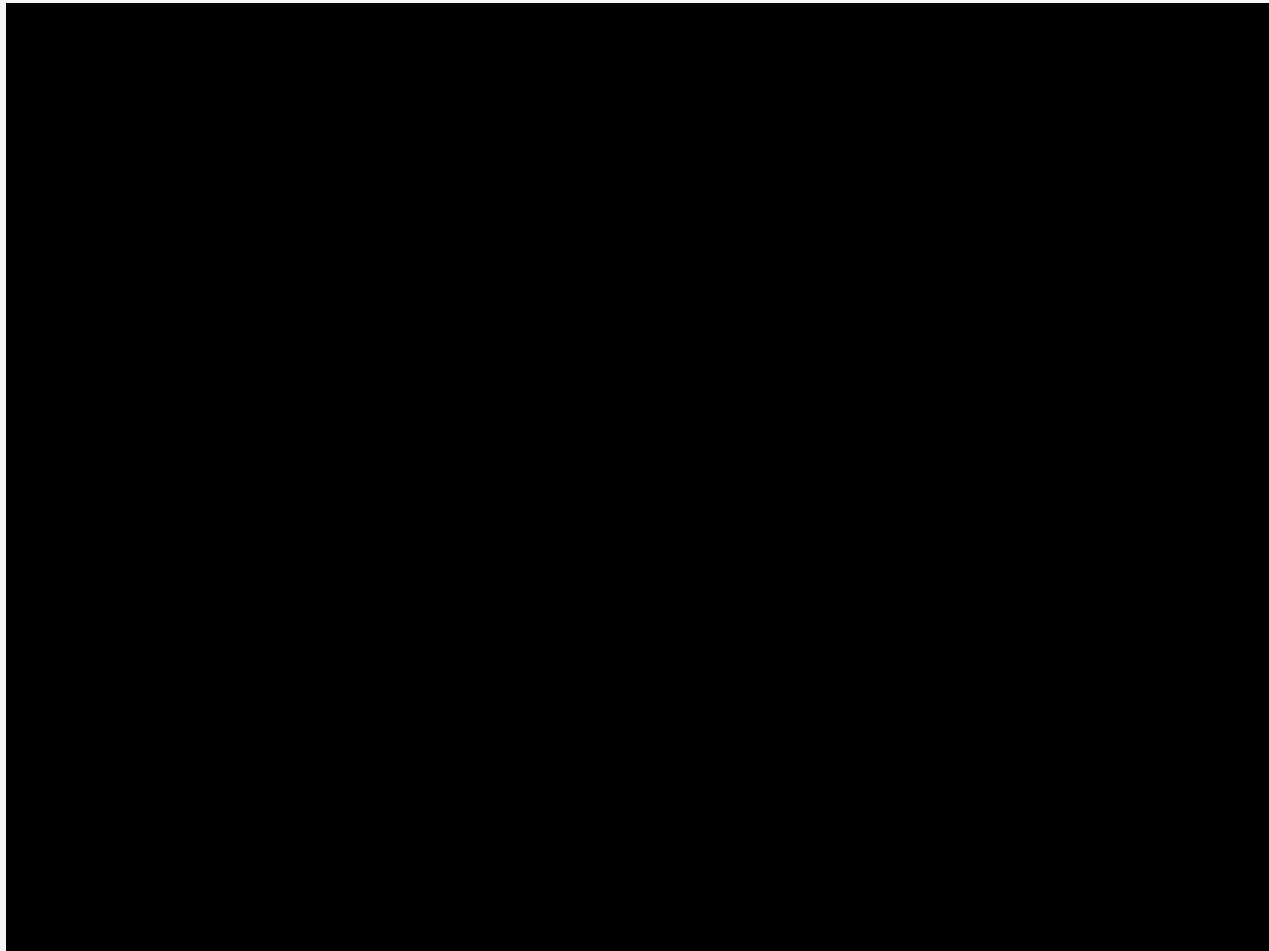
ASK ME 프로젝트의 결과

Preliminary Report on the Results of the *Ask Me* Project

Data Collection

- **Student Language Background Survey:** one-page survey asking about students' language background collected on the first day of the class

- **Observational Data**: observer's field notes and 12 sessions of classroom video-taping.

- **Interview Data**: semi-structured one-hour interview with 9 participating students and 2 implementing teachers; sessions are audio-recorded and then transcribed.

- **Classroom Survey questions on *Ask Me***: all participating students responded to a one-page survey questions about *Ask Me* project at the end of the semester.

Results: Survey

	Agree
1. "Ask Me" project helped my speaking skills in Korean.	62%
2. "Ask Me" project helped me to overcome the anxiety of speaking Korean.	62%
3. "Ask Me" project pushed me to speak more freely in class.	61%
4. Because of "Ask Me" I can speak Korean more confidently than before.	61%
5. While doing the "Ask Me" project, I got to know my classmates better.	**92%**
6. "Ask Me" project was fun and enjoyable.	61%
7. "Ask Me" project helped my oral test and oral presentation skills.	54%
8. "Ask Me" project made my Korean language use more creative.	**69%**
9. I can ask any simple questions in Korean after practicing "Ask Me."	**84%**

Results: Survey

	Agree
10. "Ask Me" project was a chance for me to practice more naturalistic language.	61%
11. I want to continue "Ask Me" project in the next semester.	31%
12. "Ask Me" project motivated me to speak more Korean in class.	61%
13. I want to do more "Ask Me" types of project in the next semester.	54%
14. "Ask Me" project gave me a chance to utilize the learned vocabulary in real-life situations.	62%
15. "Ask Me" project gave everyone a chance to practice speaking actively.	62%
16. In the "Ask Me" project, I learned from my partner.	61%
17. "Ask Me" project was beneficial because it led us to learn collaboratively.	77%

Results: Survey-Free form response

Q. What do you think about "Ask Me" project in your Korean class? Feel free to provide your ideas and opinions here.

- **Enjoyment** (Fun, interesting, enjoyable, can make simple jokes): **13**
- **Improvement in learning environment** (get to know classmates better , engagement, participation): **6**
- **Helpfulness**
  - 1) Become more **confident**, volunteering, **overcome anxiety: 5**
  - 2) Improved **communication** or **conversational** skills (speaking and **listening** skills in real life, asking and **answering** questions, an opportunity to **use** what they learned in class): **12**
- Other comments (negative comments)
  - 1) **Challenging**, frustrating, difficult, feel like a burden: **5**
  - 2) **Nerve-wracking**: **6**

Results: Interviews (Min)

- JR: Do you think doing *Ask Me* kind of project will help you do any better, any types of… either test, vocab quizzes, or presentation… ?

- Min: You know only thing do good to us is just memory. We're just told by the teachers to say stuff, yeah, then we don't really use our memory. **Cause you just sit in the class and keep listening to your teacher and it gets so repetitive and boring. But then Ask Me activity, I think it was like different thing… we're like… YOU get to do it. And YOU get to remember THOSE…** like you could remember like 잡지, magazine? "어, 손님, 이거, 잡지 사고 싶어요?" You will later remember, 아, 잡지, 손님…I used it in *Ask ME*. Because you did it, you said it, and I remember it. So I think it helps on memory-wise.

Results: Interviews (Amy)

- JR: So does that kind of exercise (*Ask Me*) helps the test, or something?

- Amy: Probably, because **I know there have been times when you are trying to use something while trying to make a conversation.**

- JR: mm.

- Amy: **When I go to take the test, <u>I actually really know how to use it because I had to say to someone rather than just filling out one word answer, like filling in the workbook.</u>** When I see them in the test I know how to formulate that.

Results: Interviews (Laura)

- JR: Do you think that *Ask Me* exercise is related to our textbook?

- Laura: Yeah, and it is sort of beyond the textbook examples of it **because you can learn how to do it on paper but actually having a conversation with somebody, it is so much different.**

- JR: I know.

- Laura: **So that helps a lot, just to being able to speak naturally and not choppy, trying to go forward and use the conversational speed.** That helps somebody to become more natural over time.

Findings

- From the gathered preliminary results of *Ask Me* so far…

✓ Students survey indicated that they value when teachers provide a collaborative classroom environment that is designed to promote students' creative language use even in the beginning level of instruction.

✓ *Ask Me* was one sample project that demonstrated student-centered speaking project is possible in the first year class; students identified it as beneficial for their situated, realistic use of language practice and production.

✓ *Ask Me* motivated students to speak more Korean during the Ask Me session as well as other speaking tasks by increasing collective effort among the participating students.