Form-Focused Audio Portfolios for L2 Korean in Elementary Level

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Form-Focused Audio Portfolios for L2 Korean in Elementary Level

- 1st year college Korean (non-heritage): 150 hours (75 hours/semester)

- Speaking portfolio

- "*Integrated*" (meaningful language *use* for communication; contextualized) form-focused instruction

Clarification: Form-Focused Instruction (FFI)

- The term "form": includes phonological, lexical, grammatical, and pragmalinguistic aspects of language. (Ellis (2001:2) ->pronunciation included

- Form-focused instruction does *NOT* always mean decontextualzed/isolated grammar instruction.

Rationale

- Learners in communicative-based instruction still needs to learn forms of the target language to develop their accuracy and fluency.

- *Integrated* FFI helps learners develop fluency and automaticity needed for communication outside the classroom.

- Form-focused instruction must be integrated into communicative activities.

- Portfolio: the contents serve as *progress indicators* toward the goals.

Instructional Checklist

- Backwards; Goal-oriented; Standards-based curriculum design

- Identify goals ➜ Plan assignments ➜ Review outcomes

- What should students know, understand, and be able to do?

- Have students achieved the goals and met the standards?

Incorporation into the curriculum

Grading components	%
4 Lesson tests	30
Vocabulary quizzes	10
Homework	10
Oral Presentations (Weekly Audio Portfolio 5%)	**15**
Cultural Presentation	5
Attendance and Participation	10
Final exam (Speaking 5% + Written 15%)	20
Total	100 %

Procedure

- One or two self-recording assignments each lesson

- Students upload their audio recording

- Instructor reviews each student's audio file and provide feedback and corrections

- Students review the feedback and review their audio

- Students work on the corrections with instructor/ TA and re-tell the assigned topic during one-on-one session

Proficiency goals and focused forms

1	자기 소개/ 인사	N이다
2	일과	현재형
3	지난주	과거형
4	주말 계획	미래형
5	지난 여름 방학	조사, 과거
6	여름 방학 계획	조사, 미래, –(으)러 가다, -고 싶다
7	희망 사항	-고 싶다/싶어하다
8	신입생들한테 조언하기	-(으)세요, -지 마세요
9	(방)친구 소개	종합
10	읽기 (decoding)	발음, 억양
11	추수감사절 방학	종합
12	계획과 이유	-(으)려고 하다, -(아/어)서

Proficiency goals and focused forms (cont'd)

13	설문 조사 결과	-중에서, 제일
14	영상 편지	존댓말
15	가족 소개	존댓말
16	여행지 추천	-(아/어)보다, -(으)ㄹ 수 있다, -(으)ㄴ
17	좋은 (친구/학생...)	-(아/어) 주다, -(아/어)야 되다
18	전화 음식 주문/배달 시키기	-(으)ㄹ까요?, -(아/어) 주다
19	아르바이트 찾기: 자기 소개	-(으)ㄹ 줄 알다 -(으)ㄹ 수 있다, -(아/어)보다
20	서울 명소	종합
21	동아리	-(으)면
22	스토리텔링/리텔링	종합
23	잊을 수 없는 경험	-(아/어) 봤다, -(으)ㄹ 때
24	비교하기	보다 (훨씬) 더, -(으)ㄴ데 /는데

Feedback/Corrections

Criteria:

- Grammar accuracy

- Vocabulary usage

- Pronunciation

- Overall fluency

Self-reflection

- For students

Audio # ( )	I need help	I can do with help	I can do	I can do with confidence
Grammar				
Vocabulary				
Pronunciation				
Overall Speaking				
Notes				

Self-reflection

- For instructors

Audio # ( )	Below Standards	Approaching Standards	Meets Standards	Exceeds Standards
Grammar				
Vocabulary				
Pronunciation				
Overall Speaking				
Notes				

Grading

Formative/low-stakes assessments:

- Provide ongoing feedback and inform the teaching and learning progress.

- Closely monitor if individual students meet the lesson/course goals.

- Help students to identify their strengths and improve their weaknesses.

Practical Tips

- Discourage reading their writing/scripts

- Encourage students to enrich the contents of their audio performance

- File format: mp3

- Consistent file naming

- Free software: Audacity

Pedagogical Benefits

- incorporates more oral communications work into the curriculum.

- helps teachers closely monitor individual student's progress.

- helps the teacher with individualized instruction for the student.

- Students can track and take control of their learning.

- Students know what are expected to meet the goals.

- Instructors can check what is taught and detect any weaknesses, needs, and status in individual learner's progress over time.

- Instructors can measure what learners CAN DO in the target lesson.

Pedagogical Benefits (cont'd)

- helps students building fluency with accuracy

- is very accessible.

- is an effective way for students to obtain immediate feedback on their performance.

- is applicable to other courses at any level.

- enables learners to reflect on their own learning and achievement.

- enhances learners' motivation by providing something personal and tangible which they can build up and develop over the course.

- Students can hear their own performance.

- Students can find out how they actually speak and identify their own mistakes.

- Students feel at ease speaking.

Students Reflections on Audio Portfolio

- Have the audio assignments been helpful or not in your learning progress? If so, in what way?

- Any comments or suggestions concerning the audio portfolio assignments?

Students Reflections on Audio Portfolio

- help me with blending and pronunciation

- force me to practice speaking until I can say the whole thing smoothly.

- helpful in that I get to listen to what I sound like and correct it if possible.

- is a marker for how much I improve (or not).

- allow me to practice speaking naturally and fluidly.

- would like to have more audio assignments!

- is rewarding!

Sample Portfolios

Beginning			... ... →			End
... 하루일과 ...	영상 편지 ...	좋은 (친구) ...	여행지 추천 ...	경험 ...	동아리 ...	비교
A. K1	K2	K3	K4	K5	K6	K7
B. M1	M2	M3	M4	M5	M6	M7
C. E1	E2	E3	E4	E5	E6	E7