Teaching-Learning Speaking Korean by Applying Project Activities Focusing on Thai Learners

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Abstract

"Learner-centered Education" is a contrasting method from the teacher-centered education, as it focuses on learners' demands and goals by using techniques such as giving part of authority to learners which allows them to choose their own goals of learning. In this article, to be based on the learner-centered education, and reflected communicative language teaching and theory of constructivism, the researcher would like to suggest the method of teaching-learning speaking Korean by applying project activities. Project activities is a teaching method that learners are the centre of the learning process. Moreover, during performing tasks, learners can be motivated and gain self-confidence, of which helps to reduce mental anxiety, a barrier to language learning.

Keywords: Learners-centered Education, Project learning, Communication skills, Learning motive, Experiential Learning

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การประยุกต์ใช้กิจกรรมโครงงานในการเรียนการสอนการสนทนาภาษาเกาหลี
สำหรับผู้เรียนชาวไทย

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บทคัดย่อ

การศึกษาที่ยึดผู้เรียนเป็นศูนย์กลางนั้นแตกต่างจากการศึกษาที่ยึดผู้สอนเป็นศูนย์กลาง เนื่องจากให้ความสำคัญกับความต้องการและเป้าหมายของผู้เรียนเป็นหลัก โดยการใช้เทคนิคต่างๆ เช่น การให้ผู้เรียนได้เป็นส่วนหนึ่งในการเลือกเป้าหมายในการเรียนรู้ด้วยตัวเอง บทความนี้ใช้พื้นฐานการศึกษาที่ยึดผู้เรียนเป็นศูนย์กลาง โดยการสอนภาษาด้านการสื่อสาร และทฤษฎีการสร้างประโยค ผู้วิจัยต้องการนำเสนอวิธีการเรียนการสอนการสนทนาภาษาเกาหลีโดยการประยุกต์ใช้กิจกรรมโครงงาน ซึ่งเป็นวิธีการสอนที่ผู้เรียนเป็นศูนย์กลางของกระบวนการเรียนรู้ นอกจากนี้ ระหว่างดำเนินการ ผู้เรียนจะได้รับการกระตุ้นพร้อมทั้งเสริมสร้างความมั่นใจ จึงช่วยลดความกังวลใจที่เป็นอุปสรรคในการเรียนรู้ทางภาษา

คำสำคัญ: การจัดการศึกษาที่ยึดผู้เรียนเป็นศูนย์กลาง การเรียนรู้แบบโครงการ ทักษะการสื่อสาร แรงจูงใจในการเรียน การเรียนรู้จากประสบการณ์

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Introduction

Recently as "Learners-centered" study method is emphasized, many started to seek for ways of teaching by moving away from the traditional method of teachers leading the lessons, towards the method where Learners take roles in learning process as main participants and actively take parts in conducting the lessons. "Learners-centered Education" is a contrasting method from the Teacher-centered education, as it focuses on Learners' demands and goals by using techniques such as giving part of authority to learners which allows them to choose their own goals of learning. (H. Douglas Brown, 2000) This is also giving them the choice to choose the lesson topic as well as setting up the goals. This method is focusing more on communication ability rather than on understanding the language structure. It doesn't emphasize the morphological characteristics but on fluency. This concept has a close relation with the Language communication teaching Method where it views education as a preparation stage for the different situations in the real world. Also, as the Learners-centered education has background of Constructionist education philosophy therefore it is self-leading, self-organized and the learner has to develop their knowledge in a self-regulating learning environment. In other words, it can be seen as a teaching-learning form that reflects the constructionist learning method.

In this article, by looking at the 'Learners-centered education' point of view, would like to suggest the method of Teaching-Learning and Evaluation of Speaking by applying Project Activities. Project learning is to prepare and plan which is a step before the process of finding information and analyze in order to come up with an outcome. This is one of the methods of Learners-centered teaching method where learners are the centre. Learners are the main part of the lesson where they plan and design. Moreover, during performing the process learners become motivated and gain self-confidence which helps to reduce mental anxiety which can be a barrier to Language learning. Other than that, as conversation between learners during the process are not controlled or in set-up environment, therefore it can be viewed as speaking in a real life situation. This method can naturally improve the communication ability during the lesson, especially for the situation of the Thai learners with special purpose that this article focuses on. Furthermore, on Evaluation would like to suggest the method by breaks off from one-sided evaluation by the teachers and allow the learners that actually participate in evaluating during the process and also after the project is completed.

Project Learning

1. Definition of Project Learning

Project Learning uses the principle of Experiential Learning. Experiential learning is a method of learning that uses activities that applies Practical objective and in order to compose the activities it uses particle language materials to form activities that combine 4 different language skills.(Eyring, 1991; Hedge, 1993) These characteristics are also shared

in Foundation subjects learning, Language foundation learning and Cooperative learning. In Experiential learning, learners not only study what teacher suggests and explained in details but also needs to understand by linking the information to their own experienced situations and study them. Also, by going through trial and error method will get the feedback, build up hypothesis and expand personal experience in learning which share the same characteristics as Constructionists' epistemology. Project learning is used in Native language learning by following Scholars like Dewy where they emphasize learning through experience. Even though it is a learning method that has great influence on subject activities, it is not applied much in foreign language teaching method just like what Hedge (1993) pointed out. However, Project learning use practical materials to carry out activities that combine 4 language skills. Not only the learning method also as during the learning process, learners play a leading role as well as being the center of the whole which fulfills educational value that learners-centered, learning-focused language education and autonomic language education pursuits.

Next, are definitions of Project learning from Scholars.

Fried-Booth (2002) focuses on Project work as an expansion of autonomy and solving practical problems by learners' active participation. In other words, is a learning method where in order to solve contextual problems, learners question, discuss and combine their own ideas with other learners' to find solution to the problem in autonomic way.

Laffey et al. (1998) defined as form of learning that emphasizes on learners investing large portion of their time in order to solve the subject by find out the problems and think of the solutions for it. Also in Project work, learners infer the problems and arrange the details of solutions for the problems in order to solve the subjects.

Lasen-Freeman (2000) classified Project learning as only a Communication teaching method. This is because in Project learning, communication activities can happen and language functions can be studied by interaction.

By summarizing all the definitions of Project learning, learners participate by autonomy as a background, dealing with practical problems and the methods of learning is by combining language skills as well as have the characteristics of learners cooperate with each other. Moreover, project learning use language that is used in normal daily life and is a learning method with combination of speaking, listening, reading and writing.

2. Types of Project learning

Project can be divided by period of time, scale, categories and activity place. Fried-Booth, D. (1996) divided Project work as 'bridging activities' or 'motivating activities' and 'full-scale project' depend on language regulation and activity place.

Above is preparation for full-scale project, which is an activity in classroom with strict language control where learners bring educational assignments or practical materials to classroom for activities such as information-deficiency activity or restructuring news article. Full-scale project is different from this as it is activities that expanded in real life which exceeds classroom learning such as specific topic street interview.

Legutke and Thomas (1991) divided project activities based on its categories as 'Encounter project, text project, and class correspondence project'. 'Encounter project' is an activity through meetings between native language speakers. 'Text project' is an activity that encourage using target language texts. Lastly, 'Class correspondence project' is an activity that includes exchanging letters, cassettes, pictures etc. between learners from different countries.

In this article, would like to suggest learning model for self-regulating project to perform after controlled project. In controlled project, learning topics and materials are provided by the teacher and learners choose to finish the project where material application can be carried out therefore it is used by beginner or intermediate level. This is when teachers take part as an assistant to intervene and check the topic, method, assignment precisely and give advice about the errors in reasonable line. In such case of controlled project learning, it is operated based on one chapter or suitably operated as performance assessment for every regular examination. On the contrary to this, in Self-regulating project learning, learners choose the project and the teachers organize other learning materials to assist in the project completion which is suitable for intermediary or high-level learners who have performed controlled project learning. In this learning, teachers assign all the process to learners and take minimum part. This type of self-regulating project learning can be performed in long-term and progress must be checked regularly.

3. Project Teaching-Learning Composition Stages

Fried-Booth divided Project categories into 'Motivating activities' and 'Full-scale project'. He also sub-divided 'Motivating activities' into 3 steps of process: Classroom planning, Carrying out the project, and Reviewing and monitoring the work. Classroom planning is a step where teacher and learners discuss about methods of gathering materials needed for interview and visit which is part of project's process and master the language knowledge that is needed for interview and visit. Carrying out the project is a step where learners use language knowledge that they mastered to carry out the project during the planning step, outside of the classroom. Reviewing and monitoring the work is a step to bring the result from outside back to the classroom for evaluation. Therefore, it's a step for discussing about result of the project as well as getting the feedback.

H. Krumm divided learning activities into 4 steps: 'Freedom activity step' (Freiarbeit) 'Text project step' (Textprojekte) 'Direct contact step' (Direkte Kontakte) and 'Sort-out in classroom step' (Die Welt ins Klassenzimmer holen). 'Freedom activity step' carry out activity: learners ask classmates about their experience by interview. 'Text Project step' is step where lessons are done within the classroom by using texts. 'Direct contact step' is emphasizing the text project step carried out within the classroom to outside the class. 'Sort-out in classroom step' is coming back to classroom from the real world outside of class by carrying out practical text play or simulations to complete the project activity.

F. Stoller divided the formation of lesson into 10 steps. In 1st step, learners and teacher brainstorm about the project's topic and discuss about the method of gathering related

materials of the selected topic. 2nd step, learners and teacher decide the final outcome. If 1st step is the step to make the beginning point, then 2nd step is the step that sets the final point and form large framework of the project. 3rd step, learners and teacher decide beginning point and final point then construct project details. 4th step, teacher and learners consult and find out what language knowledge is needed in order to gather information in next step and plan for language learning activities to train and reinforce. 5th step is the most important step for learners to gather materials. In 4th step, learners that practiced techniques in language, skills and in gathering information should be ready to gather information. In this step, teacher take role in checking the materials that learners gathered and provide materials that they found to learners in order to fill the missing parts of the materials. 6th step, reinforce language that is needed in order to analyze gathered materials. In this step, learners have to combine and organize the materials. 7th step, learners put together and analyze the materials by using variety of skills, especially the important information materials for the project. 8th step is the peak step to reinforce the language. Teachers must carry out language reinforcement training in order to achieve successful final outcome. 9th step, learners produce the final outcome. Learners complete the final outcome by using language knowledge and prepared materials. 10th step, evaluate and get evaluated for the project. In this step, teacher and learners evaluate and get evaluated, therefore will know how to carry out the project differently next time and aware of suggested points about future projects.

Reality of Lessons that apply Project activity

1. Steps of composing Speaking lessons applying Project activity

Brown (1994) suggested the followings as the principle for planning Speaking lessons.

- Emphasize language, in order to use techniques to gathers learners' varieties of demands from activities that deal with accuracy to activities that handle with interaction, meaning and fluency by emphasizing the message.
- Apply techniques that build inner motive
- Encourage to use realistic expressions in context that should pay attention to
- Provide correction and feedback adequately
- Make use of the indivisible relationship of speaking and listening
- Provide chance for learners to start communication
- Encourage to develop tricks for speaking
- Fully apply the sub-group activities
- Learn Assignment-based education

Speaking lessons applying Project learning can be viewed as learners-center and assignment-center teaching method that applies all the speaking lesson structure proposed by Brown (1994). Learners select the topic by their own from the beginning therefore reduces

learners' demand, as well as during the project process communication between learners themselves and between learners and teacher are real expressions that occur in real life scene which provide situations for learners to speak and listen naturally. Moreover, the project learning is carried out as small group activities, learners select their own topic and by doing the project will gain motivation and self-confidence. In this article, by following the principle of speaking lesson and the project learning composition steps above as background, the composition of lesson is divided into 2 big steps: Text project step and Practical project step. This is in order to carry out practical project after completing the text project. For the Practical project, is sub-divided into 4 steps: Preparation and planning step, Project carry -out step, project completion step and Evaluation and wrap up step.

The Composition step is organized as following in <Figure1>.

<Figure1> Speaking lesson applying Project activity
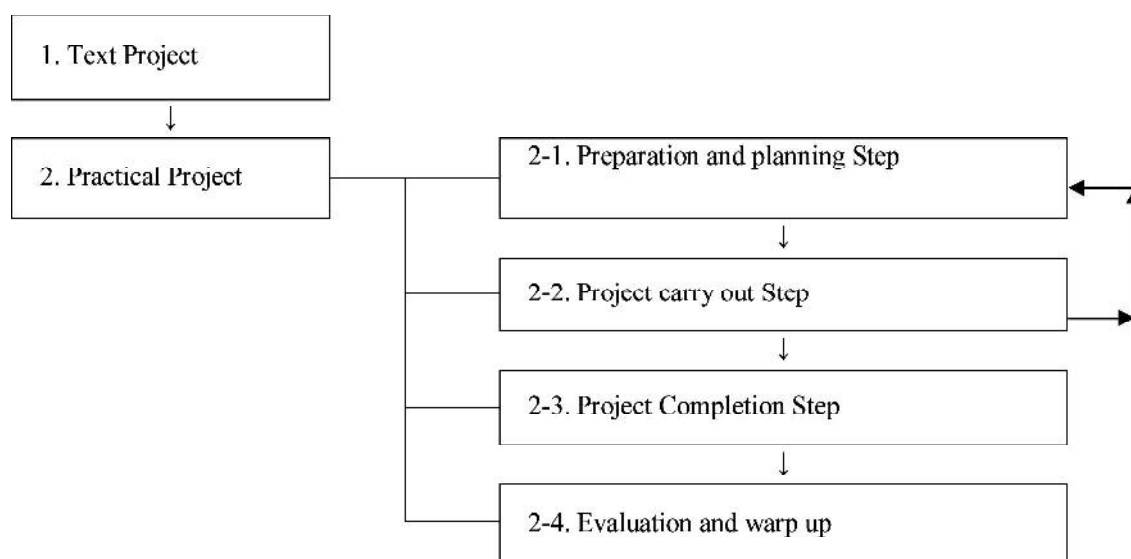
In first step, the 'Text Project': Learners will learn the important lessons that must not be missed such as general conversation and compulsory vocabularies. Text project step is a step where lesson format is changed from the previous teacher-center lessons that carried out in classroom. Teacher gives out next lesson's topic to learners and asks each of them to make general conversation dialogue that suits the topic. Here, the main language used should be Korean but expressions or sentences that they didn't learn can be written in their Native language. Learners present their prepared assignment, receive information they missed through feedbacks during the lesson and learn new expressions and vocabularies. Teacher summarizes overall details of the lesson and teaches compulsory vocabularies and

expressions that didn't come up during learners' presentation and feedbacks. In the 1st Text project step, select 1 situation that learners will face in real life situation per week and learn. For the 2nd Practical project step, select 1 or 2 situations learned in the 1st Text project step, add more situations that can occur and act out complicated situations by role play or produce video clip. The whole process of set up small groups, select the topic, provide dialogue by extend the general situation and come up with an outcome is completed by learners 'lead. In the Practical project step, learners expand their language expressions learned from Text project. In Text project step, learners learn general conversation that suits the topic. Whilst in Practical project step, learners produce new dialogue, with situations assumed that suits the topic they selected and general conversation learned as background, as well as practice using new expressions.

Next are details about activities in different steps of the Practical project step:

① 2-1 Preparation and Planning step

This is a step where learners divide themselves into small groups through discussion, select the topic and plan the project activity steps in order. Also, discuss about the method of gathering the materials needed for carrying out the project and the method of collecting the equipments and materials needed to come up with final outcome.

② 2-2 Project carry-out step

Using the basic conversation learned in step1 as background, decide specifically about the ways to develop situation for the selected topic. Also, investigate conversations in real life situation, find definition and analyze expressions which are similar to what learners have learned in Text project step or completely new expressions, as well as learners strengthen their language expressions throughout. Not only that but use those new language expressions learned with basically learned details to produce the new extended dialogue for role play or video clip that they will present for their final presentation. Divide the roles, practice the role play or film the video clip. During these process learners experience real life situation therefore can naturally practice using language and earn combined language ability through experience. Learners can get help from the teacher for explanation in order to understand the language expression correctly, or check whether the dialogue suits the selected situation or not. Furthermore, if it has a big difference from what was planned and details prepared in the prior step, will go back to the prior step or to preparation and

planning step once more and edit the plan, then carry out the Project carry out step.

③ 2-3 Project completion step

This is the step where learners present their final outcome as role play or video clip. Small group presentation process is the finalizing step where learners complete the project made. During presenting their final outcome, first, learners will introduce new language expressions learned in order to allow learners from other group to understand the new language expression and watch the presentation. Also in this step depends on the necessity, can provide time to strengthen those new language expressions.

④ 2-4 Evaluation and wrap up step

Process evaluation and the Final outcome evaluation can be done with the Individual evaluation and Small group evaluation sheet given out in the beginning of the Project learning. Individual evaluation will be sub-divided into Self evaluation and Colleague evaluation. Learners will evaluate themselves and colleague throughout the process from the 1st Project preparation and planning step all the way to the final Project completion step. In the Project completion step, will evaluate other groups by watching their final presentation. Also, as learners watch their own group members' presentation in the prior step, ask them to write a report on how they felt about each presentation and present what they wrote in the report at the final Evaluation and wrap up step.

In Controlled project learning, learners provide regular materials and learners choose to carry out the project or select from related choice to complete. So even though the actual activity is carried out inside the classroom, but the teacher can lead learners to the goals of learning that teacher have set. Controlled project learning can provide sign or advertisement for the class or within school as an outcome. In contrast, in Freedom project learning learners choose the topic by themselves, discuss, plan within the class and carry out the process steps outside the classroom, produce the outcome and present it. In Freedom project learning, depend on the learners choice can produce newspaper, magazine, video etc. as well as plan for exhibition or performance conference following contents learned.

2. Project activity application lesson Plan

1) Weekly Lesson Contents

Week	Steps	Project Activity Topic
Week 1	Text Project Step	Introduce oneself
Week 2		Answering the phone
Week 3		Have a meal with Colleague
Week 4		Give advice to colleague
Week 5		Suggest ideas
Week 6		Introduce work
Week 7		Report
Week 8	Practical Project Step	Project activity (Planning)
Week 9		Project activity (Carry out)
Week 10		Project activity (Completion and Evaluation)

Step 1 of during weeks 1-7, learners learn basic conversation that will be used during internship or applying for a job after graduation. Introduce oneself after join a company, interact with co-workers, and report the work etc. assumes situations that will encounter generally and practice conversation dialogues that will happen. In After the practice related to the topic in step 1, Step 2 during Week8-9, learners choose situations that will occur in working environment by themselves, produce conversation dialogue and make up a role play or film video clip for Final project completion.

2) Reality of the Lesson Plan

Next is lesson planning for the Text Project step Week 2 'Answering the phone call'. In the Text project learning step1, teacher selects the educational goal and contents, lead learners to the goal which seems like its teacher-center education. However, other than the educational goal and content choice, it is composed of discussion among learners and research.

• Topic: Answering the phone call
• Educational Goal:
  1. Able to know basic vocabulary and expressions needed for answering the phone call
  2. Able to use proper expression while answering the phone call in real life situation

- Materials to prepare:
  Learners- Each learner make up a conversation dialogue that suits the situation of answering the phone call
  Teacher- Prepare video clip or part of a movie with answering the phone call scene
- Grammar and Expression: May I talk to........., please leave a message, polite expression, ask for favor expression etc.
- Lesson Development:
  Introduction:
  - Show the prepared video materials
  - Present freely about what the content in the video materials are
  - Add: explain briefly about Korean people's manner in answering the phone call

  Body:
  - Learners present in small groups, the conversation dialogue they prepared for answering the phone call in work place
  - Present the conversation dialogue made by small group members and give each other feedbacks about expressions and vocabulary that each don't know
  - After makeup each of the small groups' basic conversation dialogue, present them by group
  - (At this time, teacher adds up compulsory element that was omitted from learners' activity)
  - Teacher summarize vocabulary needed in answering the phone calls in work place and compulsory expressions
  - Correct the pronunciation if necessary
  - Learners divide into pairs and practice the basic conversation dialogue

  Summary:
  - Few pairs come out and present their basic conversation dialogue
  - Give out next week's topic

3. Evaluation

Evaluation for 'Speaking' that applies the Project activity, divided into Individual Evaluation and Small group Evaluation. Individual Evaluation is sub-divided into Self Evaluation and Colleague Evaluation. Also, as Project Steps are divided into Text project step and Practical project step, therefore learners will get to evaluate themselves, colleague and small-group in each level.

<Self Evaluation Sheet>

Name :   Group :   Date :

Evaluation Category	Evaluation Topic	Evaluation Content	Evaluation Criterion
Communication Domain	Pronunciation and Accent	Is pronunciation accurate and accent suitable?	5-4-3-2-1
Communication Domain	Grammar accuracy	Accurate grammar used?	5-4-3-2-1
Communication Domain	Dialogue composing ability	Composed appropriate dialogue for the situation?	5-4-3-2-1
Communication Domain	Practical function performing ability	React appropriately and carry out the process by communicate suitably for the situation?	5-4-3-2-1
Communication Domain	Strategic ability	Appropriate strategy used, judged the situation well and had natural conversation?	5-4-3-2-1
Communication Domain	Fluency	Appropriate pace maintained and talk about appropriate content?	5-4-3-2-1
Affective Domain	Attitude for assignment process	Perfectly completed the speaking assignment assigned to oneself?	5-4-3-2-1
Affective Domain	Participation	Actively participated during the project process, in 'Speaking' situation?	5-4-3-2-1
Total Point			

Conclusion

Nowadays, 'Learners-center' is not a strange concept in Korean education. Most of the teaching materials and teaching methods are Learners-centered and communication and assignment-centered are developed as a same context. During the project learning process while the learner carry out the assignment by themselves, it arouse their motivation for learning which increase self-confidence therefore reduce mental anxiety and nervousness for speaking and can lead to natural speaking. Also, Teaching-learning form for the Project activity applied in speaking can be done by a perfect contexture of the 'Learners-centered education' that suit with Korean education trend. Moreover, it also leads to 'Learners-centered' for Evaluation as learners evaluate themselves and their colleagues. It might be inconvenient as the Evaluation category provided in this article is not in detail for each category. However, research for these evaluation category and evaluation topics will continue to be developed further on. Also, as the Project activity is an activity that makes lesson that combines 4 different language domains possible, therefore research on combined evaluation related to these combined lessons should be carried out. If these points are supplied, contradiction of the 'Learners-centered' Korean Communication Education that still has teacher-centered evaluation method will be solved. Lessons that apply Project activity, during the process teacher needs to prepare a lot and do careful observation but the learners can also experience practicing speaking, listening, reading and writing in real

life situation. Not only will that but learners also gain self-confidence by completing the project as well as increase inner-motivation in learning through this sense of accomplishment, which is a learning method that has great advantages. Furthermore, Lessons that apply project activity can be an effective method for Defensive Thai learners who are shy and avoid presenting in front of the others to naturally do the speaking activity.

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