

*“I had so much trouble before, but now it’s easier”:*  
Students’ Perceptions and Learner Autonomy  
through Asynchronous KFL Online Courses

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# Backgrounds

## Learner Autonomy (Holec, 1979)

“the ability to take charge of one’s own learning... [and]...a potential capacity to act in the learning situation” (p. 3).

Five constructs of autonomous learning:

- (1) determining the objectives
- (2) defining the content and progressions
- (3) selecting methods and techniques
- (4) monitoring the procedure of acquiring proper speaking, such as rhythm, time, place
- (5) evaluating what skills were gained

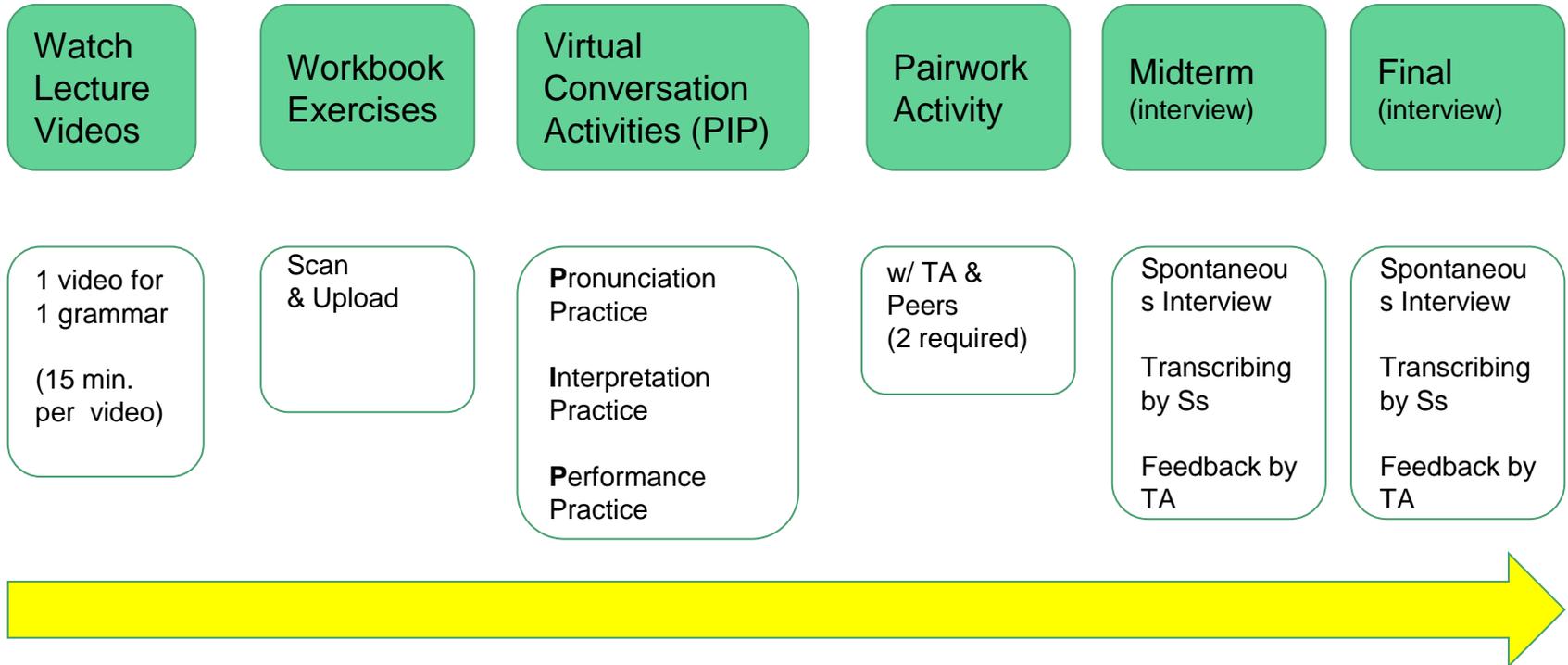
## Self-efficacy (Bandura, 1994)

One’s belief of being capable of doing a specific task.

Four constructs of increasing self-efficacy:

- (1) mastery experience
- (2) vicarious experience
- (3) verbal persuasion
- (4) physical/emotional reacts to environment

# Instructional Design



# Research Questions

1. What are the college students' overall perceptions of the virtual speaker-based asynchronous online curriculum and instructions in a Korean as a Foreign Language (KFL) class?
2. What makes the students succeed in the class?
3. What were the challenges? How did the challenges constraint the students' learning? How did the students overcome the challenges?
4. How did the students perceive the particular curriculum and instructions affect their self-efficacy towards speaking Korean language?
5. What aspects of the course influence the students' autonomous learning towards their Korean learning?

# Methods

<b>Intervention</b>	5-week - intensive asynchronous KFL (5 credit hours) Summers in 2016-2019 A university in Midwest (63 Students)
<b>Data collection</b>	Semi-structured interviews (30-60 mins/person, n=7) Pre-survey: language background, demographic info Student work examples
<b>Analysis</b>	Inductive thematic analysis (Shank, 2002) Data/researcher triangulation

# Methods

<i>(Pseudonyms)</i>	<b>Mini</b>	<b>Becky</b>	<b>Chris</b>	<b>Jess</b>	<b>Nuhal</b>	<b>Sami</b>	<b>Yohan</b>
Age	22	20	27	22	22	22	22
Country	Malaysia	U.S.	U.S.	U.S.	Malaysia	U.S.	Indonesia
L1	Chinese	English	English	English	Bahasa Meayu	English	English
Why Korean	Boost GPA	Curious about other cultures	Korean Colleagues/ Want to work in Japan	Communicate with Family	Want to learn Asian language	K-Pop Teaching in Korea	Want to work and live in Korea
Gender	F	F	M	F	M	M	M
Unique Background	2 Friends learning Korean	Brother self-taught Korean	Grad Student, Fluent in French and Japanese	Heritage Learner	Inspired by friend who's studying Korean	Prefer studying in Library	Friend with constructive criticism via LOL

# Findings - 1: Students' Perceptions

Flexible

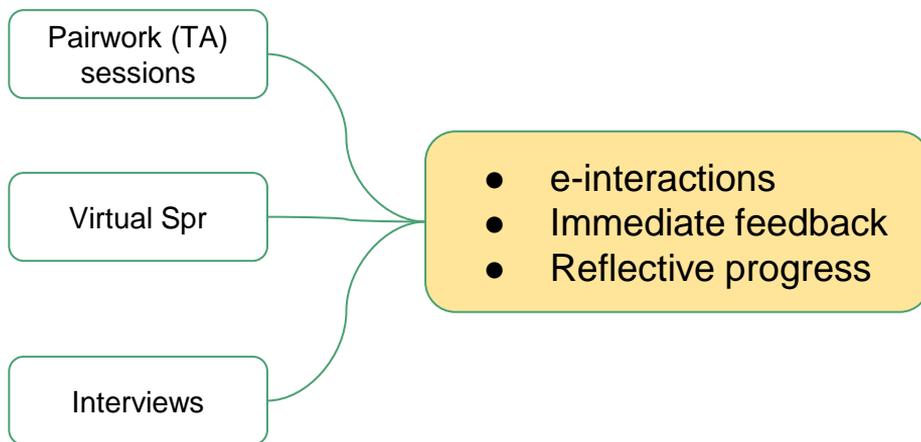
Learned more than expected

Self-paced

Meet goal/need in short time

Lack of human interactions

# Findings - 2: What works?



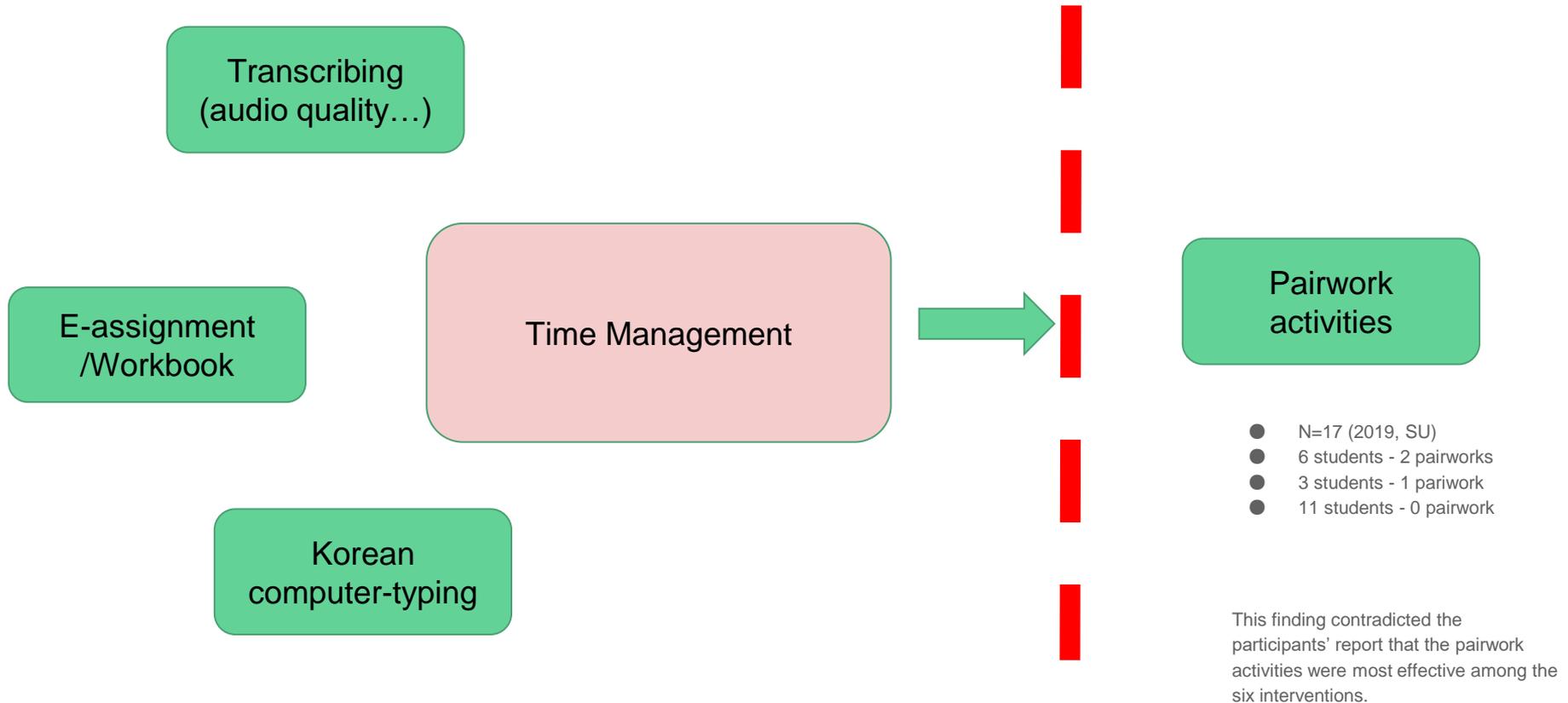
Participants perceived the six interventions were effective in their autonomous Korean learning through **e-interactions**, **immediate feedback**, and **reflective checking progresses**.

*“The virtual conversation helped me check my pronunciation again and again, it was hard before, but it’s easy now (Chris).”*

*“Pairwork with TA was really constructive, like coaches, but it was only helpful after I had done all of the work to get constructive feedback (Becky).”*

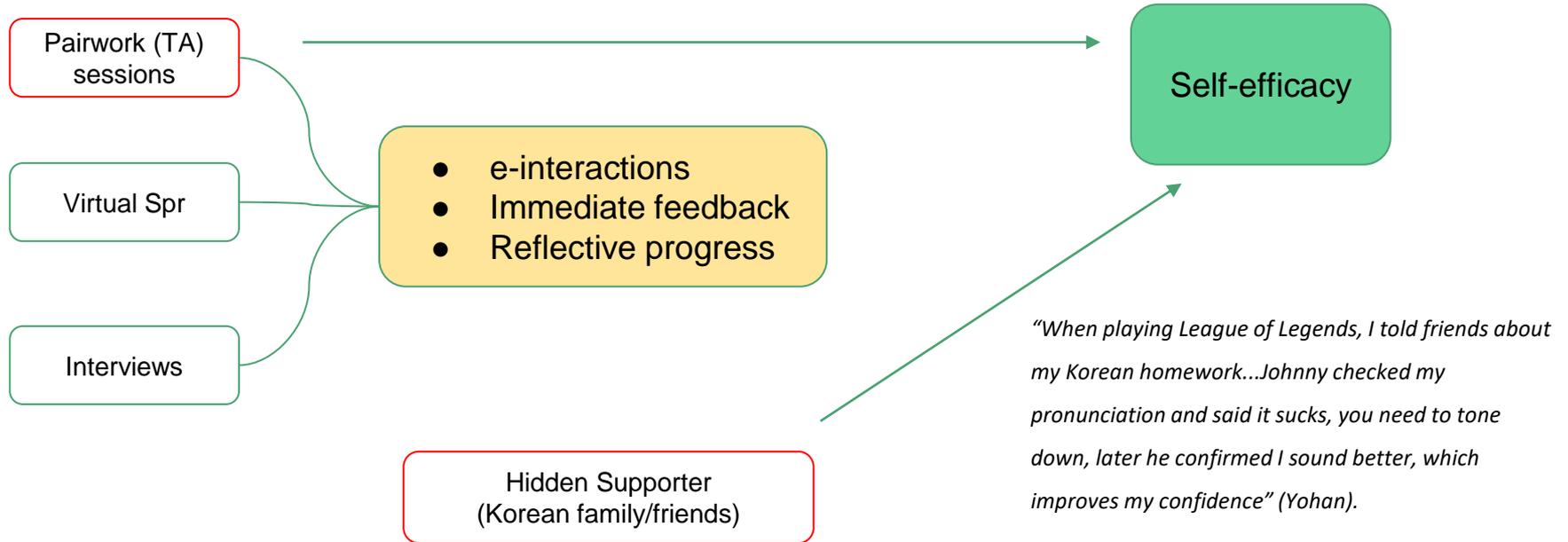
*“The best activity is the um, the interview...the reason why I stated is because I can learn my mistake afterwards and I get to see my weaknesses upon performing the interview (Nuhul).”*

# Findings - 3: What makes struggling?



# Findings - 4: Self-efficacy

*“I think it depended on how prepared I was. For the first pair worksheet, I thought my confidence increased and the second I felt I did way worse so, like, decreased a bit, but overall, it was still a good experience and I would say it increased. (Sam)”*



# Findings - 5: Autonomous Learning

## **Determining goals beforehand**

Boost GPA, Basic Korean, Writing Skills, Speaking skills.

## **Self-directed method**

Study order change, study time/place selection  
Utilizing lecture+VC+WB for pairwork prep

## **Self-checking**

Reading boards in H-mart, Watching K-drama  
Using Korean at Incheon airport

## **Extra resource access**

Talk to Me Korean podcast, Seeking Friends/Family Advice  
Korean Wikis

# Implications

- **Back stage, Front stage** notion (Goffman, 1959)
  - VC, WB, Lecture Slides vs. Pairwork/Interview
- **Mediating dynamics** (Vygotsky, 1978)
- **Autonomous utilization** for idiosyncratic learning goals
- **Need of Balancing** between:
  - Autonomous aspects (e.g., grammar lecture.. - available out there )
  - Required aspects (PW - useful, unique)
- **Gen Z consideration:** prefers more kinds, **shorter** time; **short** video, more clips ; **easy** to navigate

## Gen Z

- Independent
- Low attention span (8 seconds)
- Tech Savvy/prefer e-communication
- Calculating efficiency
- Multi-tasking oriented

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