

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

Taewoong Kim
Washington University in St.Louis
KIM.T@WUSTL.EDU

Sangbok Kim
The University of Colorado Boulder
Sangbok.Kim@colorado.edu

The 25th Annual Meeting of the
American association of teachers of korean
Conference & workshop
June19-20, 2020

Table of Contents

Backgrounds: Instructional Design

Methods

Results

Implications

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

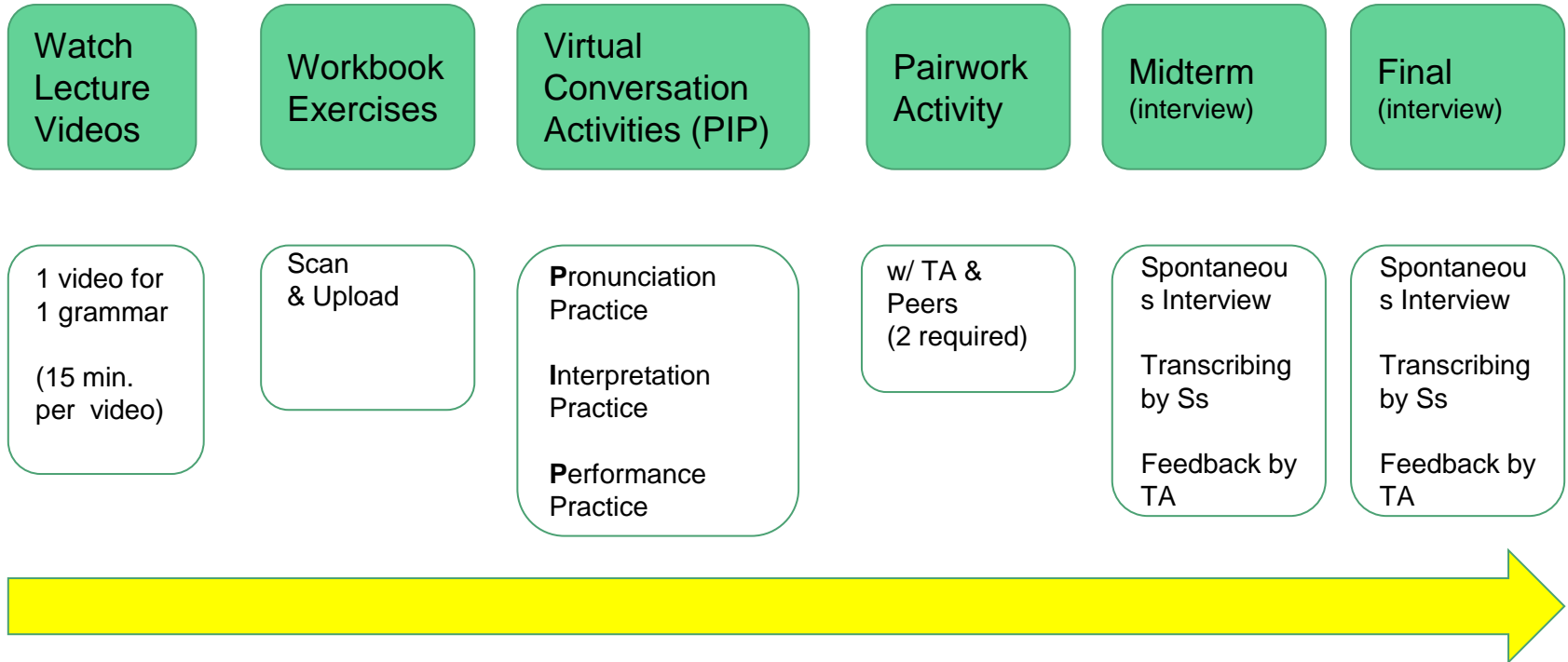
Self-efficacy (Bandura, 1994)

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

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

Methods

<i>(Pseudonyms)</i>	Mini	Becky	Chris	Jess	Nuhal	Sami	Yohan
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

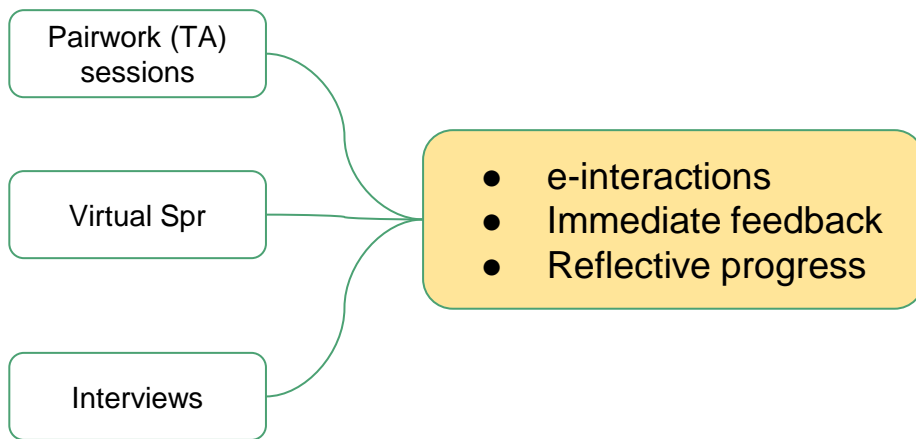
Learned more than expected

Self-paced

Meet goal/need in short time

Lack of human interactions

Findings - 2: What works?



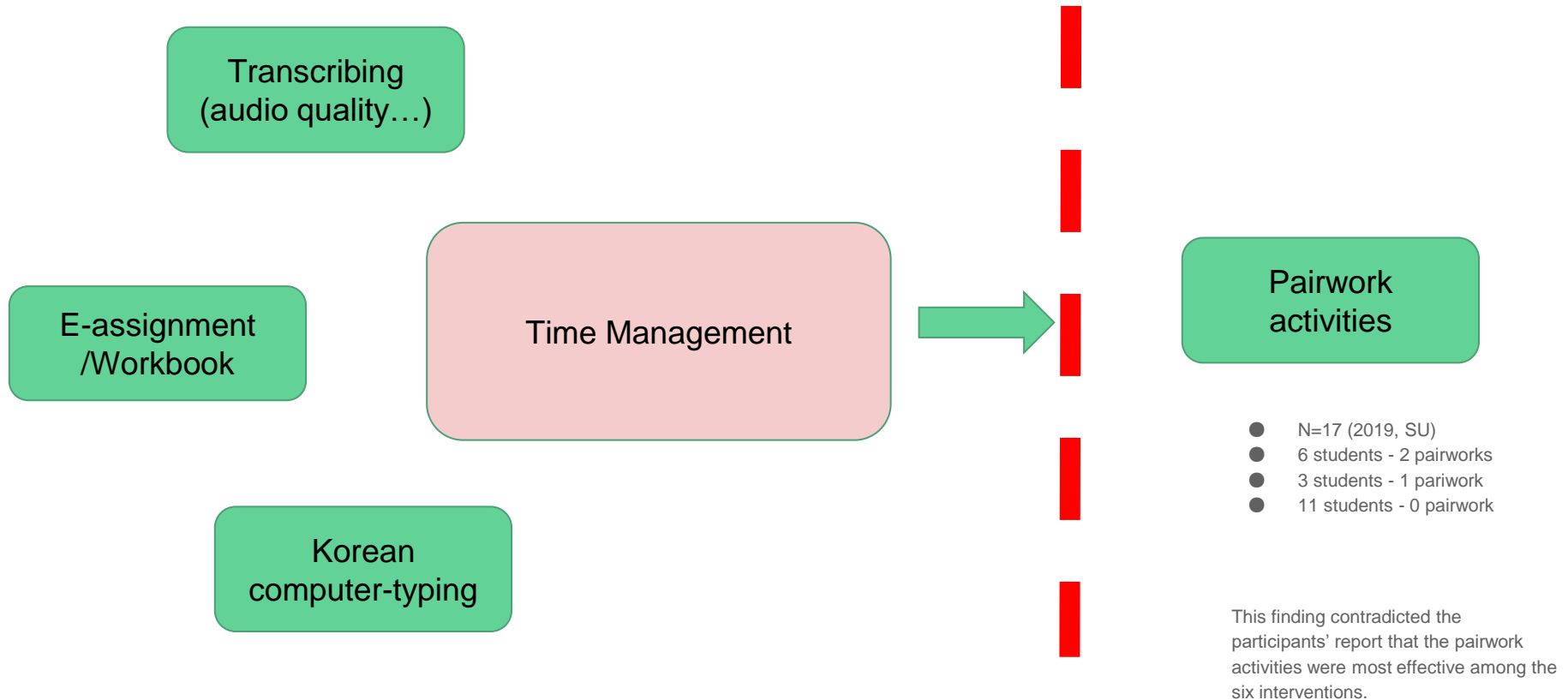
Participants perceived the six interventions were effective in their autonomous Korean learning through **e-interactions**, **immediate feedback**, and **reflective checking progresses**.

“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).”

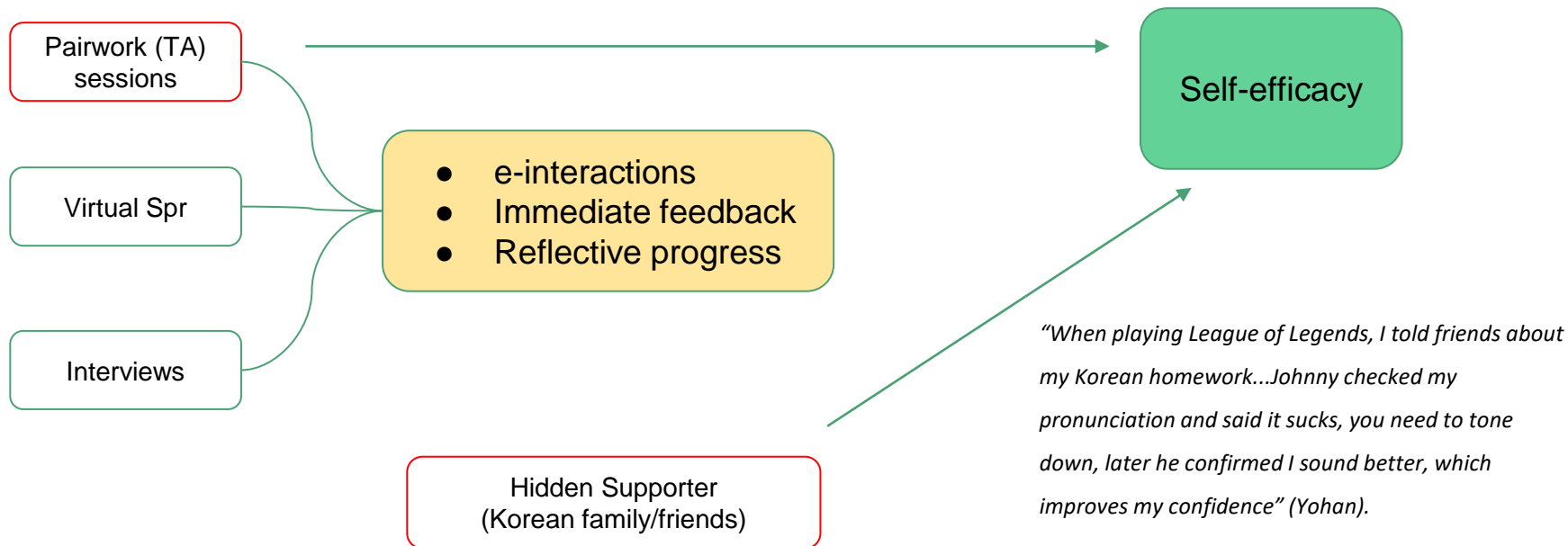
“The best activity is the um, the interview...the reason why I stated is because I can learn my mistake afterwards and I get to see my weaknesses upon performing the interview (Nuhul).”

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

References

- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.
- Goffman, E. (1959). *Presentation of self in everyday life*. Garden City, NY: Double Day Anchor Books.
- Holec, H. (1979). *Autonomy and foreign language learning*.
- Vygotsky, L. S. (1978). *Mind in society* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.).