

한국대학생의 과업녹음활동에 대한 태도연구 : 토익스피킹 시험을 기반으로

Korean University Students' Attitude toward a Task Recording Activity : Based on the TOEIC Speaking Test

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요약

본 연구의 목적은 학생들의 자가학습을 기반으로 한 활동을 소개·적용하고, 이에 대한 학습자의 태도를 알아보는데 있다. 본 연구는 충청도 권에 위치한 A 대학교에서 실시하였으며, 총 28명의 학생이 참여하였다. 본 연구에서 제시된 과업녹음활동은 McCormick과 Vercellotti(2013), Stillwell, Curabba, Alexander, Kidd, Kim, Stone과 Wyle(2010)의 활동을 수정·보완하여 제시하였다[14][19]. 과업녹음활동의 3단계는 준비단계, 과업녹음활동단계, 그리고 평가단계로 구성되었다. 연구방법으로 설문지와 학생저널이 사용되었고, 질적으로 수집, 분석되었다. 본 연구의 결과로 과업녹음활동은 의사소통 위주의 수업뿐만 아니라 시험기반의 토익스피킹수업에서도 적용가능하며, 학생들 또한 토익스피킹 과업 학습에 있어서 자가전사와 자가수정에 긍정적인 태도를 보였다. 본 연구의 시사점으로 시험기반의 수업에서 과업녹음활동은 학생들을 자기주도적인 학습자로 나아가는데 도움을 줄 수 있으며, 학생들의 영어능숙도에 따른 가이드라인을 제공함으로써 학습에 대한 자가성찰 활동을 발전시킬 수 있을 것이다. 이때, 학생들은 스스로의 학습에 대한 적극적인 태도가 필요할 것이다.

■ 중심어 : | 자가전사 | 자기수정 | 토익스피킹테스트 | 과업녹음활동 |

Abstract

The purposes of the study are to introduce and apply an activity that can help improve student-initiated learning on the TOEIC Speaking Test (TOEICST) performance and to see students' attitude toward the activity. Twenty-eight university students in Chungcheong province engaged in learning based on this activity. In the present study, the activity proposed by McCormick and Vercellotti (2013) and Stillwell, Curabba, Alexander, Kidd, Kim, Stone, & Wyle (2010) was modified and adapted[14][19]. The outline of the Task Recording Activity (TRA) consisted of three steps: preparation step, Task Recording Activity step, and evaluation step. As data collection of the study, a survey and students' journal were utilized and qualitatively analyzed. The results showed that student-initiated learning activity could be applied positively not only in communicative lessons, but in TOEICST specific lessons as well. Additionally, participants showed positive attitudes toward self-transcription and self-correction. Some implications of the study are that the TRA can be applied to generate autonomous learners studying for the TOEIC Speaking Test, that the guideline for different proficiency can be developed to help them improve their self-reflection, and that students need to have an active attitude to lead their own learning.

■ keyword : | Self-transcription | Self-correction | TOEIC Speaking Test (TOEICST) | Task Recording Activity (TRA) |

I. Introduction

Recently, Korean EFL students have importantly regarded English speaking tests such as TOEIC, OPIC, TOFEL, IELTS and so on, due to their assistance in finding jobs, studying abroad, broadening social relationships and more. In this era of globalization, English proficiency is important competitiveness[23]. Most of all, students view English speaking test scores as a necessary requirement for obtaining employment. In Korea, over one million English learners have taken the TOEICST since 2006[7], and numerous university students are currently preparing for it. As such, many universities try to help their students achieve high test scores by offering test preparatory courses. However, it is not practical for teachers to give individual feedback in a class containing students with different English learning backgrounds. Therefore, there is great potential in having students notice and attend to their own performance in speaking, transcribing and evaluating their own output through the process of self-correction. Swain (2005) states that noticing is defined as “recognizing consciously some of their linguistic problems”[21]. Self-transcription can be “a reflective noticing activity”[11], and several research studies[5][18][19] have shown self-correction activities to be a positive language study tool as well. Accordingly, some activities have been proposed by researchers[14][19][20] including the process of students’ transcription and correction. These studies supported that students’ self-correction is a meaningful work in giving corrective feedback. Several studies using student transcriptions [11-13] have been conducted with two-way communication tasks, but there are not many studies with one-way speaking task such as speaking test situations. Stones’ (2013) research analyzed the linguistic

development with the IELTS (International English Language Testing System) speaking test, and also examines whether the teacher or students themselves had a more lasting impact[20]. The results showed that students preferred to use self-correction rather than teacher correction for the evaluation of their speaking performance.

In this regard, the activity can be applied to TOEICST in EFL classes. Recognizing the students’ performance on TOEICST by conducting self-transcription and self-correction can play an important role in raising their awareness. Overall, however, there is a lack of research on student-initiated learning with TOEICST tasks, though there have been some previous studies in Korea related to TOEICST tasks to analyze spoken error analysis[1][16][22].

The purpose of this study is to introduce and apply an activity including self-transcription and self-correction in English as a foreign language in TOEICST. Specifically, this study focuses on the following question:

What attitude did the students have toward the task recording activity?

II. Literature Review

Much research[11][12][19][15] has explored the effectiveness of self-transcription in speaking classes[11]. Lynch (2007) conducted a study comparing the results of student-initiated feedback and teacher-initiated feedback over a period of 13 weeks[12]. During the first 6 weeks, students practiced spoken English via role-plays. A total of 16 postgraduate students participated in the study, divided into two groups of eight. Class 1 used student-initiated procedures and Class 2 used

teacher-initiated procedures. The results suggested that self-transcribing activities were more effective in helping the learners maintain higher rates of accuracy in the forms highlighted during the reprocessing activities.

Recently, Cooke (2013) examined the benefits of autonomous practice through transcription and reflective practice with 28 university students[2]. Students were divided into groups of five or six for group discussion and were recorded for 6 minutes, and as a follow up transcribed the recording within one week. The findings showed that the students improved their noticing through the transcription tasks and by reflecting on their production.

The studies above stressed student transcriptions as a main tool of student-initiated learning, one that can increase awareness and enable them to track their learning process. Student transcription can enhance the power of tasks and facilitate language learning[19]. In addition, Lynch (2001) mentioned that three benefits of the students' transcription and editing their own spoken products were "the cooperative interaction between the learners; the trouble taken over fine detail in their output; and opportunity for the renegotiation of meaning"[11]. In speaking classes, teachers or educators need to pay attention to the advantages of transcription activities.

In addition to self-transcription activities, self-correction activities play another large role in promoting noticing. Lazaraton (2001) emphasized that students' self-correction of their output is an increasing trend in spoken skills pedagogy, and that through self-correction, the learner's attention can be drawn to their target language accuracy[18]. Self-correction can thus be positive and desirable[5]. McCormick & Vercellotti (2013) praised self-correction for offering opportunities for noticing[14] and Stones (2013) showed that students'

corrections were widely varied and that the students preferred to use their own corrections[20]. The process that includes students' self-transcription as well as self-correction could help Korea EFL students who are relatively passive learners to actively participate in their own learning.

Given the potential benefits of student-initiated learning mentioned above, this study attempts to further explore the use of learners' self-transcription and correction to see the students' attitude towards the process specifically in terms of studying for the TOEICST before investigating the effectiveness of the process.

III. Method

1. Participants

The present study was conducted at A university in Chungcheong province in 2013. A total of thirty one students took the course, but three students dropped the class during the semester. The class was offered as an elective class, so all the students had different majors. 28 university students (15 females, 13 males) ranging from their first to senior years participated in the study. Among the twenty-eight students, seven had experiences studying in English speaking countries for more than 6 months but less than 1 year. Their TOEIC scores ranged from 420 to 890, with an average score of 674. Only three of the participants had taken the TOEICST, and they were at Level 6.

2. Data Collection and Data Analysis

In present study, the recording tasks from the TOEICST were used. The TOEICST consists of six parts. A total of 11 questions are provided to test takers, and the maximum score is 200 (Level 8).

Students wrote 6 learning journals during the semester. Writing journals was conducted right after self-transcription and self-correction. Journals helped them to remember details while working on the process, and can be an interpretation process [3]. Journals were important for student-initiated learning, since participants needed to be open about their own learning experiences and their interpretations of those experiences[6]. Thus, they were encouraged to write as much as possible in their journal about how and what they felt regarding their learning.

The students' learning journals were qualitatively analyzed. All students' words and expressions in journals were analyzed by coding. Examples of the words under coding include *self-confidence*, *learning strategy*, *reference usage*, *idea setting*, *group discussion*, *grammar errors*, etc. The evaluation coding was categorized. In order to guarantee the reliability of data coding, two researchers in this study participated in coding and interpretation.

A survey was conducted at the end of the course to see their attitudes toward the TRA. Students were asked to respond to 3 questions about their opinion of the TRA. The scale is a 5-point Likert scale, ranging from strongly disagree to strongly agree. Descriptive statistics were mainly used in the study for the analysis of the study.

3. Procedures

The study was conducted in the second semester of 2013. The class involved working with the above mentioned TOEICST tasks for 15 weeks (30 hours). At the beginning of the semester, a workshop for students was held for about 1 hour. The process of the activity was presented and class preparations, such as a cell phone and headset for recording a task, were introduced. As a textbook, a book for the TOEIC Speaking Test[17] was utilized during the

semester. Some key expressions for each part of the TOEICST were provided to the students, which they memorized before each class. Every two weeks during the treatment period covered one of the six parts of the TOEICST. After learning each part, students followed the outline of the TRA.

In the present study, the activity proposed by McCormick and Vercellotti (2013) and Stillwell et al. (2010) was modified based on the Korean EFL setting[14][19]. The TRA of the study included 3 steps: planning step, activity step, and evaluation step, as in [Figure 1] In the planning step, students worked on each part of the TOEICST tasks for 2 weeks (4 hours). Before the TRA step, students listened to a TOEICST task instruction and had preparation time, which was different depending on the TOEICST task. In the TRA step, at the end of the class hour, participants recorded their responses to a provided TOEICST task using their cell phones. They sent the recording files to the teacher through an instant message app* or a text message. The recordings were uploaded to a group message window, so students could listen to their own and others' files. Students transcribed their own task responses by themselves for homework by listening to their recordings. They were allowed to listen to the file until completing the transcriptions. The students were directed to transcribe by following transcription code[24].

In evaluation step, students corrected the errors in their own transcription sheets. In this self-correction they could use references such as dictionaries, the internet, grammar books, or other people's help. Written instructions were provided for students who did not completely understand the task. It also helped the students to generate more ideas. After completing

*K-talk, an app that most people in Korea use for free instant messages on cell phones was used in this study.

the self-correction, they wrote reflections on the self-transcription and self-correction task they had completed and submitted it to the teacher within 1 week.

The students had to write learning journals, and they were asked to write freely about their process of self-transcription and self-correction. Students came to class with their self-corrections and discussed them in groups of 3 or 4 where each student in the group gave feedback on the others' correction sheets. After the group discussion, the teacher handed out individual feedback. The teacher feedback was focused on the students' self-corrections.

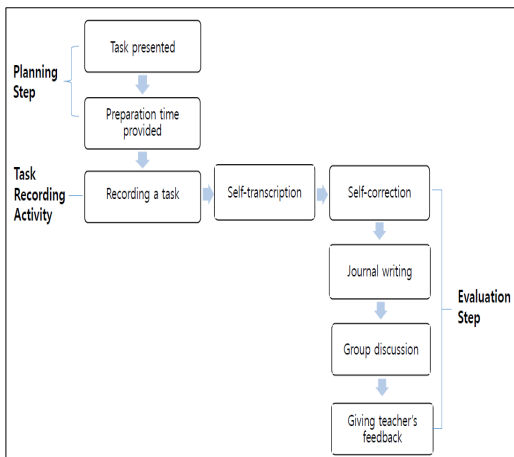


Figure 1. Outline of the activity

IV. Results

What attitude did the students have toward the task recording activity?

[Table 1] indicates the students' attitudes toward the TRA. The students' response to the first statement, "Studying TOEIC SPEAKING TEST helps to improve my English speaking proficiency", is higher (M=4.21) than three. Based on this result, they

believe the TOEICST can help improve their English skill. Students' response about their satisfaction of the TRA in question 2 is the highest result (M=4.36). The third question, "The task recording activity helped to improve my English skill", also shows a high mean (M=4.25). All three questions show positive responses. Overall, the students were satisfied with the TRA and motivated to participate in the activity.

Table 1. Students' attitudes toward the TRA

Item	1	2	3	4	5	M	SD
Studying TOEIC SPEAKING TEST helps to improve my English speaking proficiency.	1 (3.6%)	0 (0%)	2 (7.1%)	14 (50%)	11 (39.2%)	4.21	0.80
I was satisfied with the course conducting the task recording activity.	0 (0%)	1 (3.6%)	2 (7.1%)	11 (39.2%)	14 (50%)	4.36	0.71
The task recording activity helped to improve my English skill.	0 (0%)	1 (3.6%)	4 (14.2%)	10 (35.7%)	13 (46.4%)	4.25	0.77

(1=strongly disagree, 2=disagree, 3=neither disagree nor agree, 4=agree, 5=strongly agree)

[Table 2] indicates the usefulness of this activity in the future, as do the students' responses to with a short-answer question. 21 (75%) students expressed mainly positive responses. Many said, "It was good for improving my pronunciation and intonation", "I can face my problems, so I try to overcome them", "It helped me to get good ideas.", and "It was a good chance to reflect on myself." However, 7 (25%) students negatively mentioned: "I am not sure because it was tiresome and takes too much time.", "Not now, I will try later when I need a good TOEICST score".

Table 2. I will try the TRA when I study English in the future.

	Yes	No
N(%)	21(75%)	7(25%)

Students wrote their opinions about the process of recognizing and dealing with their problems during the TRA. Specially, students' journals often mentioned 'self-confidence, speaking strategy, idea setting, and group work'. Most of students did not follow properly at the beginning of semester, but as time went by they figured out ways to study. In a journal, Jin, one of the female students in the course, mentioned about a lack of self-confidence when speaking. In excerpt 1, after Jin listened to her recording, she thought she needed to speak more loudly by improving her confidence in English:

Excerpt 1*

So far I have never listened to my voice recorded. It was very embarrassing when I listened to my pronunciation and I could not even understand what I was talking about. I think the reason is weak self-confidence. I need to have confidence in my English (Jin, journal 1)

By listening to and reading the recordings, students were also able to devise strategies for speaking English. In excerpt 2, one of the female students, Suji reflected on her work and tried to find a learning strategy which suited her:

Excerpt 2

I have already known my problems, but I realized that the quantity of my speech was not that much. And also, I almost only used the expressions and words with that I was familiar and I heard many long

pauses when I speak. For reducing them, I need to make English sentences in my brain and spontaneously speak at the same time. (Suji, journal 2)

Most of the students seemed to enjoy working in a group. The groups were divided according to their TOEIC scores at the beginning of the semester, so each group consisted of students of similar ability. Some students pointed out that their group members could assist them with their linguistic problems, and share ideas and strategies, as in excerpts 3 and 4:

Excerpt 3

It was a good experience because all the students have different ideas about same task. I learned different expressions and tried to write down them to use for my next recordings. In fact, when I talked to a person who is lower level in English, I can get confidence in myself. (Teajun, journal 6)

Excerpt 4

First of all, I was not sure 100% about my corrections. When I read others' self-correction sheets, I thought all the students had different ideas and speaking styles. Some had good expressions and some had simple sentences but included key ideas, and some did not speak enough, but they modified with various expressions and words. I learned many things and team members also gave advices based on my self-correction. It was good to share opinions and expand our thoughts. (Yunmi, journal 6)

However, some beginners or students who were not satisfied with the TRA had a hard time completing the process, even though many students thought the TRA could help English improvement. One of students, Jaejin who is a relatively low level

* Students' learning journals are translated into English and students' names are pseudonyms.

learner, expressed that he needed more helps in excerpt 5:

Excerpt 5

Transcribing and correcting took too much time to do and when I corrected my spoken output I was not sure whether it was correct or not, because my English is not good enough to modify every single error. (Jaejin, journal 5)

Students in this study positively perceived the TRA by recognizing their status of English speaking. However, some students who are beginners showed their concerns about what they have to do during the TRA.

V. Results and Discussion

This study introduced an activity that applied self-transcription and correction in a class for TOEICST study. The results showed that a student-initiated learning activity can be practically applied and conducted with TOEICST. Application of the 3 steps of the activity can promote learners' noticing ability in their English learning in test-based lessons. Additionally, the participants showed relatively high satisfaction and motivation. The activity led to their positive attitude toward the TRA. It was positively applied in a communicative speaking class[14][19] as well as in the TOEICST class.

The study has several implications. First, practical application of the TRA for TOEICST is not only possible, but particularly positive. In Korea, many students want to increase their English speaking test scores for various reasons. The TRA introduced in this study can help them achieve this via self-reflection and correction.

Second, when the activity is applied, a guideline based on the students' proficiency level should be carefully administered. Particularly, one should avoid too much of a focus on micro errors, for example, lexical and grammar corrections, since students rather need guidelines for self-correction. Additionally, teacher feedback should be included in both macro and micro elements and in both languages. Macro speaking ability is acquired only in collaborative teaching[10].

Third, students can improve their autonomous learning style by becoming researchers of their own learning through the introduced process. This study is thus a start to developing self-awareness activities; this TRA cannot work without students' autonomous attitude. The learner autonomy in language learning is not an independent process[4]. Therefore, teachers should encourage them to work cooperatively and give motivation to students.

A suggestion for this study would be to observe students after the completion of each task step. This way, guidance can be provided if they stumble at any point; this will avoid any interruption of the activity. Most of all, students need to put some efforts into participating in the activity; they need an active attitude in their study. Additionally, the students who are relatively weak autonomous learners should required individual counselling or feedback.

One limitation of this research is that some students had difficulty comprehending the task instruction. Depending on their listening ability, their responses can be different. In some journal entries, students reported that they tried to follow the structure and strategy suggested by the TOEICST, but that it limited their output. This research was conducted over only one semester and a small amount of data were analyzed. The result, therefore, can not be overgeneralized. Further research will investigate

the effectiveness of the TRA presented in this study longitudinally and across different proficiency levels. This research is a contribution to educators and researchers who want to explore various student-lead learning methods and promote language learning.

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