

**Bridging Teaching and Learning: A Study on the Use of
Connectives by English Speaking Students of Korean**

June 16, 2007

AATK 2007, University of Chicago

Francesco S. Leonini and Sahie Kang
Defense Language Institute

Research Objectives

1. To identify issues in the acquisition of connectives by native-English learners of the Korean language in comparison with the teaching of the connectives
2. Tailor instruction and feedback to maximize students' learning opportunities in the classroom
3. Follow student performance over time and track progress with regards to sentence formation

Background Literature Review

- 이효정 (2001): 한국어 학습자 담화에 나타나는 연결어미 연구
- 유석훈 (2001): 외국어로서 한국어 학습자 말뭉치 구축의 필요성과 자료 분석
- Walter Grauberg (1997): The Elements of Foreign Language Teaching

Areas of Concern

- Frequency, ratios, and semantic function of connectives used
- A comparison of sentences that include connectives versus ones that do not
- A comparison of the sequence of learning and of teaching connectives

Research Methodology

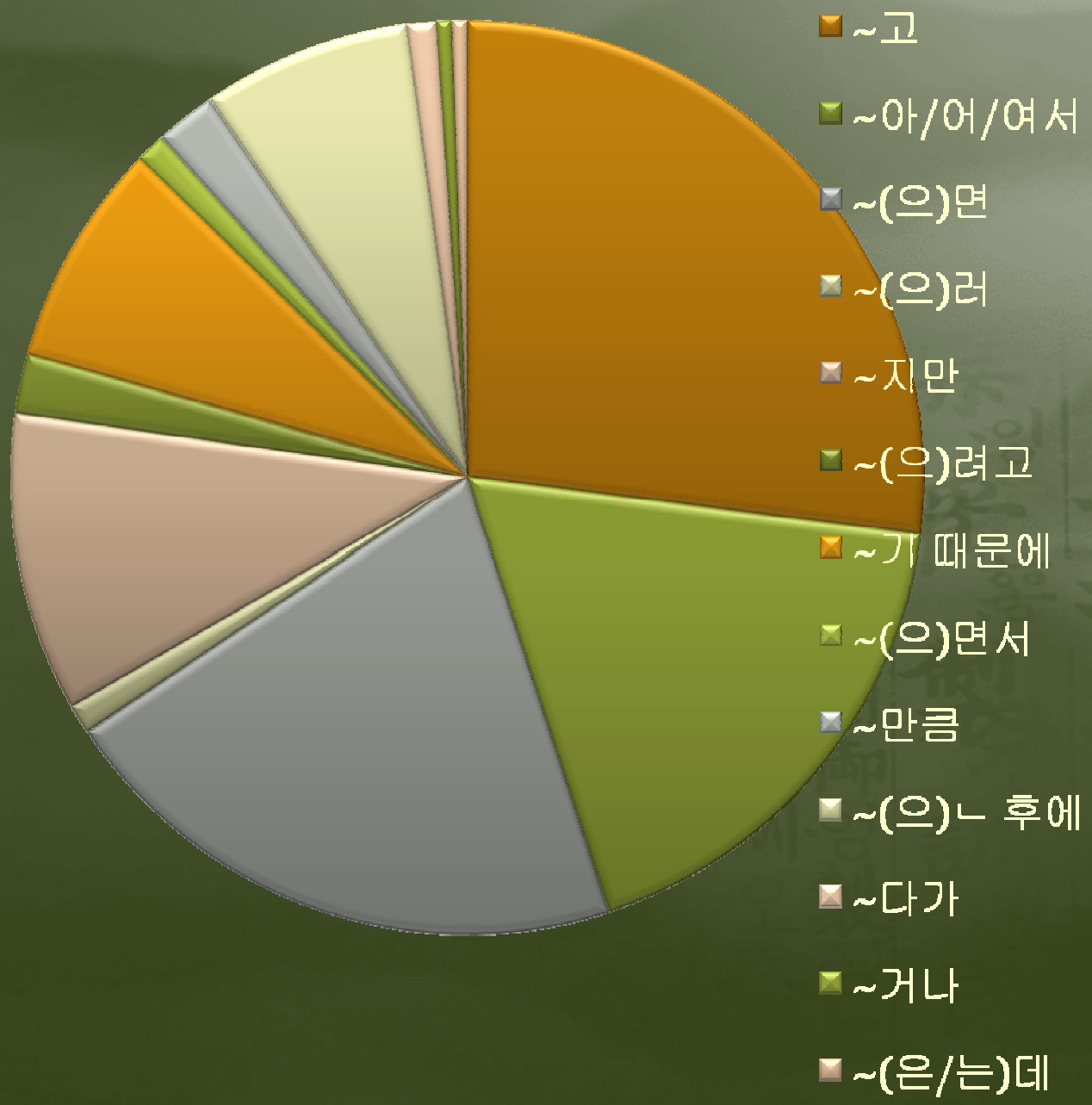
- Subjects: Low-Intermediate level none-heritage students of the Korean language (Weeks 20-30; out of 63); Class size of 16: 1 refused to participate and 1 was excluded as a non-native English speaker
- Calculated the frequency of connectives indicating the semantic function they served
- Conducted a quantitative comparison of sentences containing connectives versus those that do not

Data Collection

- Student consent forms
- Student test tapes (Units 8 & 9)
- Transcription of all applicable (learner) utterances
- Analysis of connectives to include:
 1. Frequency of each connective
 2. Overall ratio of connectives used
 3. Semantic functions of connectives used

Frequency/Ratio/Semantic Function of Connectives

연결어미	의미기능	Period Learned	수	비율
~고	나열, 동시, 계기	12과: Expressing a Series of Actions and Qualities	51	27%
~아/어/여서	시간적 선후, 이유/원인	15과: Sequence of Actions (Sequential with same subject)	34	18%
~(으)면	조건	20과: Stating Conditional Actions	39	21%
~(으)러	목적	20과: Expressing Purpose of “Coming” and Going”	2	1%
~지만	대립	24과: Connecting Two Contradictory Clauses	20	10.5%
~(으)려고	목적	24과: Expressing Purpose II	4	2%
~(으)니까	이유/원인	26과: Expressing the Reason for...	0	0%
~기 때문에	이유/원인	26과: Expressing the Reason for...	15	8%
~(으)면서	동시	29과: Expressing Simultaneous Actions	2	1%
~만큼	비교	33과: Making Comparisons of Equality	4	2%
~(으)ㄴ 후에	시간적 연계	34과: Expressing “After Doing (Something)”	14	7.5%
~아/어/여도	양보	35과: Expressing “Even Though”	0	0%
~다가	전환	36과: “Switching Gears”	2	1%
~거나	선택	Not explicitly taught to this point	1	.5%
~(은/는) 데	NA	Not explicitly taught to this point	1	.5%



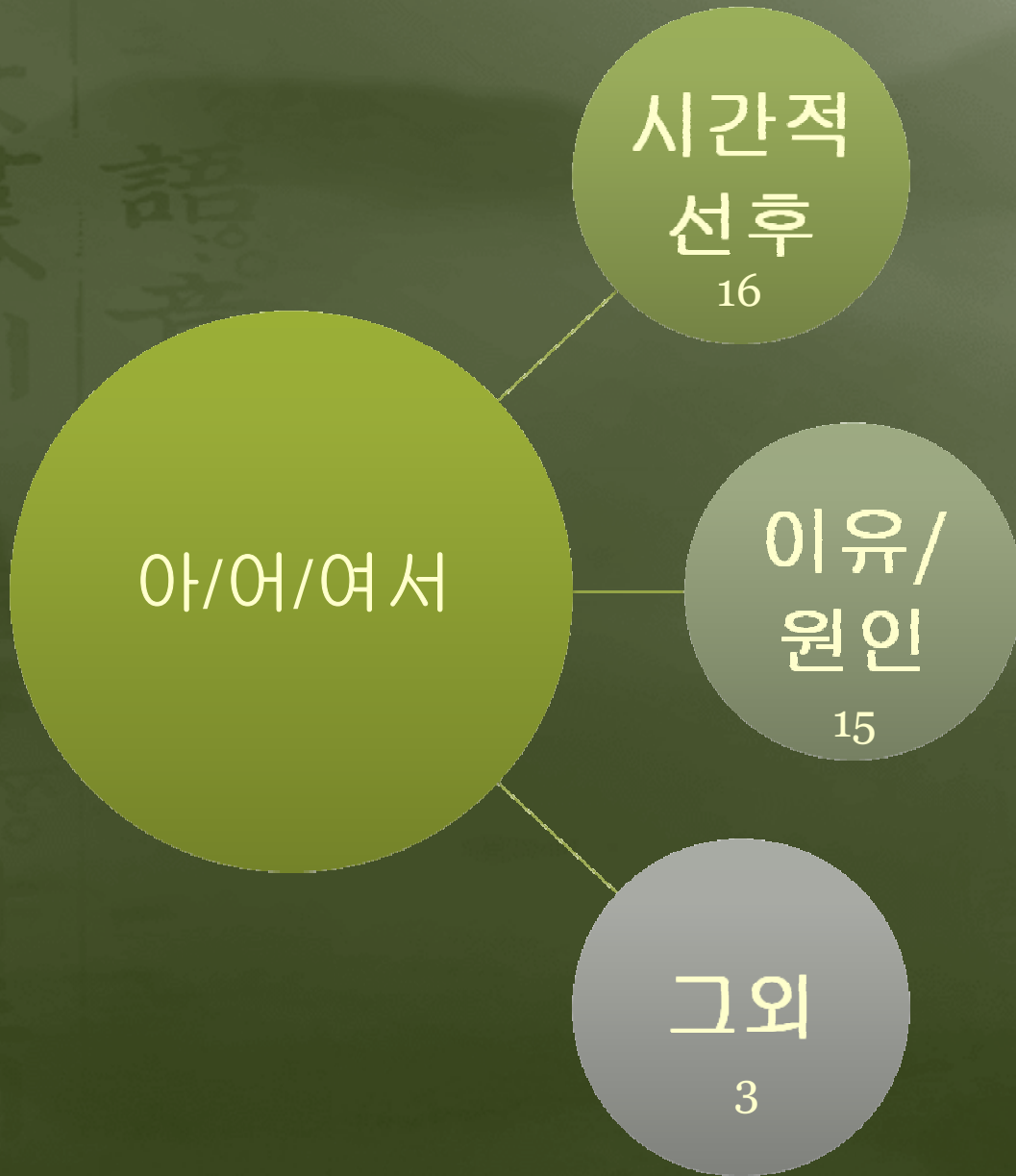
연결어미	의미기능	보기
~고	나열	“...제 취미는...음악 듣고 , 영화를 보고 와...예술...예술을...관람 합니다.”
	동시	“그 다음에 자전거 타고 학교에 갔어요.”
	계기	“당신은 책방에 갈 수 있고 ...책을 많이...삽니다, 사겠습니다....살 수...살 수 있겠습니다.”
~아/어/여 서	시간적 선후	“...우리 큰 형님 매일 회사에 가서 일 많이 합니다...”
	이유/원인	“우리 냉장고 고장이 나서 새로 냉장고 삽니다...사야해요.”
~(으)면	조건	“싱싱한 과일과 야채를...사고 싶으면 농물시장에...가보세요.”
~(으)러	목적	“아, 지난 팔월에 우리 어머니 하고 같이 뉴멕시코주, 알바커키시 여행하러 갔다왔고 ...이모와 친척들을 방문하고 ...구경했어요.”
~지만	대립	“...결혼 하기 전에 비가 왔지만 결혼 한후에 비가 없어요...Laughs”
~(으)려고	목적	“그렇지만 한번에 제 친구와 같이 아트렌타시에 가야왔고 ...자동차를 빌려고 했어요.”
~(으)니까	이유/원인	No occurrences

연결어미	의미기능	보기
~기 때문에	이유/원인	“캐나다 있었기 때문에 제 햄버거를 무스버거라고 농담으로 했어요.”
~(으)면서	동시	“그 다음에...트럭이 고장이 나서 늦어졌기 때문에 다른 트럭을 타면서 ...저녁을 먹어야 했어요.”
~만큼	비교	“그렇지만...연극 하기...하기가...연극 보기만큼 좋아하지 않아요.”
~(으)나 후에	시간적 연계	“다음에...식 식사를 먹은후에 여관을 여관으로 출발했고 ...”
~아/어/여도	양보	No occurrences
~다가	전환	“이러난후에 여관부엌에서 음식을 먹고 먹...먹...먹다가 신문을 읽고 어머니 함께 얘기했어요.”
~거나	선택	“네, 그런데...그...옷을...품질...보통...좋아 좋아하지만 조금 옷이 크게 만...만들어? 만들어요? 만들거나 ...작게 만들어...만들어요?”
~(은/는) 데	N/A	“그리고 짐을 잃어버르는데 사람들을 많이 봤습니다.”

~고: 51



아/어/여서: 34



Sentence Analysis

- Sentence analysis required a selection process of sentences, and the following were excluded from collected data:
 1. Yes or no answers
 2. Sentences containing a majority of, or consisting only of English
 3. Intentional sentence repetitions
 4. Sentences where students were simply repeating after the teacher

Sentence Analysis Results

- Total number of sentences: 1235
- Sentences containing connectives: 161
- Sentences without connectives: 1074

Categories	수	비율
연결어미 없는 문장	1074	87%
연결어미 나타나는 문장	161	13%
Total	1235	100%

Anticipated vs. Preliminary Results

- Preliminary results show some contrast with anticipated results:
 1. No occurrence of ~(으)니까
 2. Students often prefer the use of conjunctives:
그러나, 그렇지만, 그래서, and 그리고
 3. Connective usage seems tied to learner preference rather than order of instruction
 4. Only two instances where learner used a connective not formally instructed in classroom

Pedagogical Implications

- Identify trends in connective use; determine which connectives learners focus on (and research why)
- Tailored instruction to students could significantly improve their competence in the target language
- Recordings of speaking practice sessions as well as speaking tests, are effective tools for analyzing student use of connectives
- Supplement teacher intuition with factual, transcribed data

Summary and Conclusion

- Such research may provide language teachers with a better understanding of student's actual use of connectives versus instructed usage from curriculum.
- Such research may provide the basis for student feedback, which over time, can assist students in formulating more complex sentences and in turn make them more capable speakers.

Future Direction

- If conducted on a regular basis, such analysis could help give important feedback to students throughout the course
- If conducted over several classes, research results may reveal trends in connective usage by native English speakers learning the Korean language
- Utterances collected in this way may be used for eventual inclusion in a Learner Corpus
- A longitudinal research of this kind could provide an answer to the natural order hypothesis (Krashen 1985).