

Korean Conversation Level 1

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A brief introduction

The purpose of this project is the creation of a learning supplement to help verify basic knowledge of the spoken Korean language. So we decided to record a 1 minute video of Korean conversation, which students can freely watch and share over YouTube. The video ends in a set of questions related to the content of the conversation. Through answering these related questions, students can practice their comprehension abilities. A short script of used vocabulary and grammar is also provided to the students.

The origin of the project

From the very start we had in mind making a video that could be used as a teaching material or helpful tool for students of Korean language. The original idea was to make a series of short conversations between Czech and Korean students in a café. Unfortunately, we had difficulties with getting hold of any Korean students here in Olomouc since our faculties and schedules were very different. We didn't know when and where to approach them. We've tried contacting the Study Department to contact them, but of course because of GDPR they couldn't help us. Before we came up with a solution to this problem, the Corona crisis started, and our original project idea had to be cancelled.

Since we didn't want to give up the project entirely, we came up with a different plan - to make one short video with basic Korean conversation via the internet, with help of digital technologies. Because we didn't manage to contact any Korean student, we did the whole conversation by ourselves, just the two of us.

In both plans we wanted to include not just a conversation and its comprehension, but also something related to Korea and Czech Republic. The result of this will be described later in this document.

Making of the project

The first step was creating a script for the conversation. We wanted to include a broad range of students in this project, so we chose to include only basic grammar and vocabulary, as shown in the script below. Also, we wanted to make the topic interesting and educational about Korea, which was a challenge due to the required simplicity of the text.

Script:

J: 베로니가 씨 안녕하세요.

V: 안 씨 안녕하세요. 오랜만이에요.

J: 그래요. 잘 지냈어요? 한국에 여행을 갔어요?

V: 네, 갔어요. 자연을 보고 싶었어요.

J: 아, 그래요? 그럼 뭘 봤어요? 산에 갔어요? 설악산이 아주 아름다워요.

V: 그렇군요? 그런데 제가 속초에 가지 않았어요. 부산에 갔어요.

J: 아쉬워요....부산에 뭐가 있어요? 산이 있어요?

V: 그럼요. 산도 있어요. 그런데 부산은 바다가 정말 아름다워요. 내년은 해변에 같이 가요.

J: 그렇군요. 그럼 한국에 같이 가요.

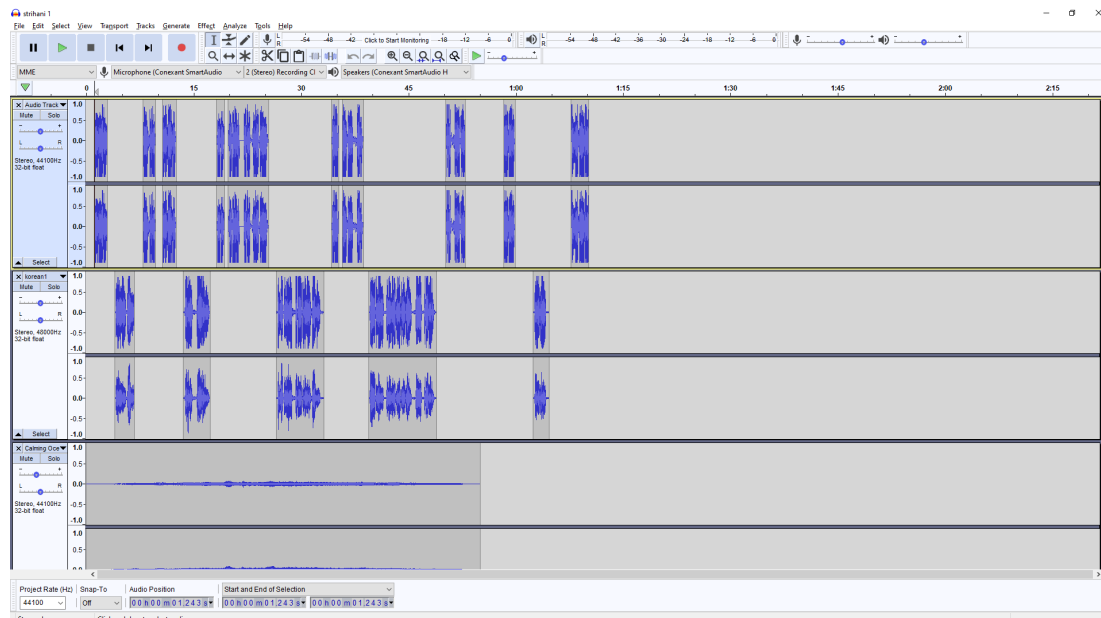
Questions:

부산에 뭐가 있어요?

설악산이 어디 있어요?

베로니가 씨는 왜 한국에 갔어요?

Following the script we separately recorded our parts of the conversation and edited it with the help of Audacity.

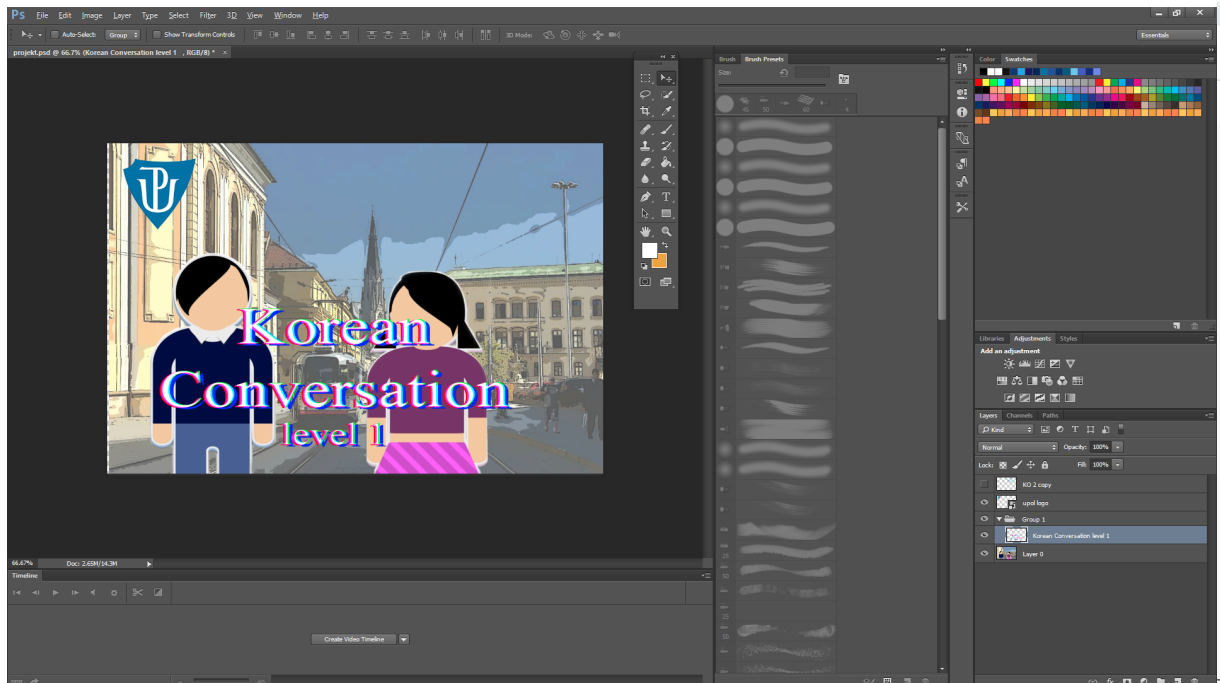


Pic. 1 - Audacity with our conversation 1

After having the audio done, we started making the video. Since we wanted to include a bit of Czech Republic, namely Olomouc since we are studying here at the Department of Asian studies, we created a picture with clipart of a boy and a girl standing at the Náměstí republiky - a tram stop closest to our university. After having the picture, the making of the video itself followed. We've put together the picture and the audio and the video was done.



Pic. 2 - Video making



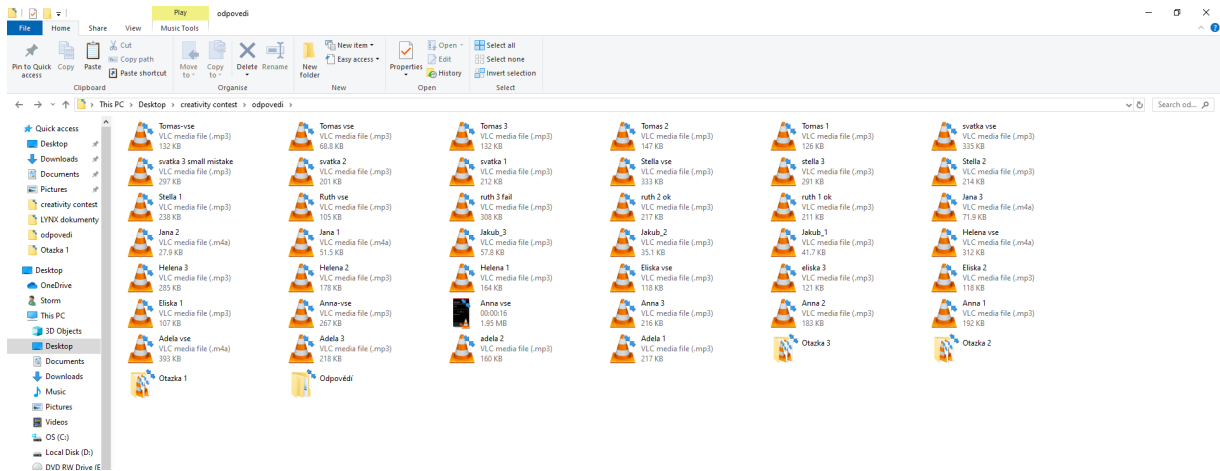
Pic. 3 - Making of thumbnail picture

Having completed the video and uploading it to YouTube, we sent it to several beginner-level students of Korean language with a set of instructions. Students were to read an accompanying material, to help them understand the discussed subject beforehand. After reading the script and subsequently watching the video, we asked them to send us answers to the dialogue questions in mp3 format via email. These answers from our students, of which we received 10 for each of the 3 questions, display the students' ability to understand a conversation on a basic topic and forming a conclusion. The answers can also serve as data, upon which we can assess what the students should focus on in relation to Korean language, whether a section of the conversation was problematic or not.

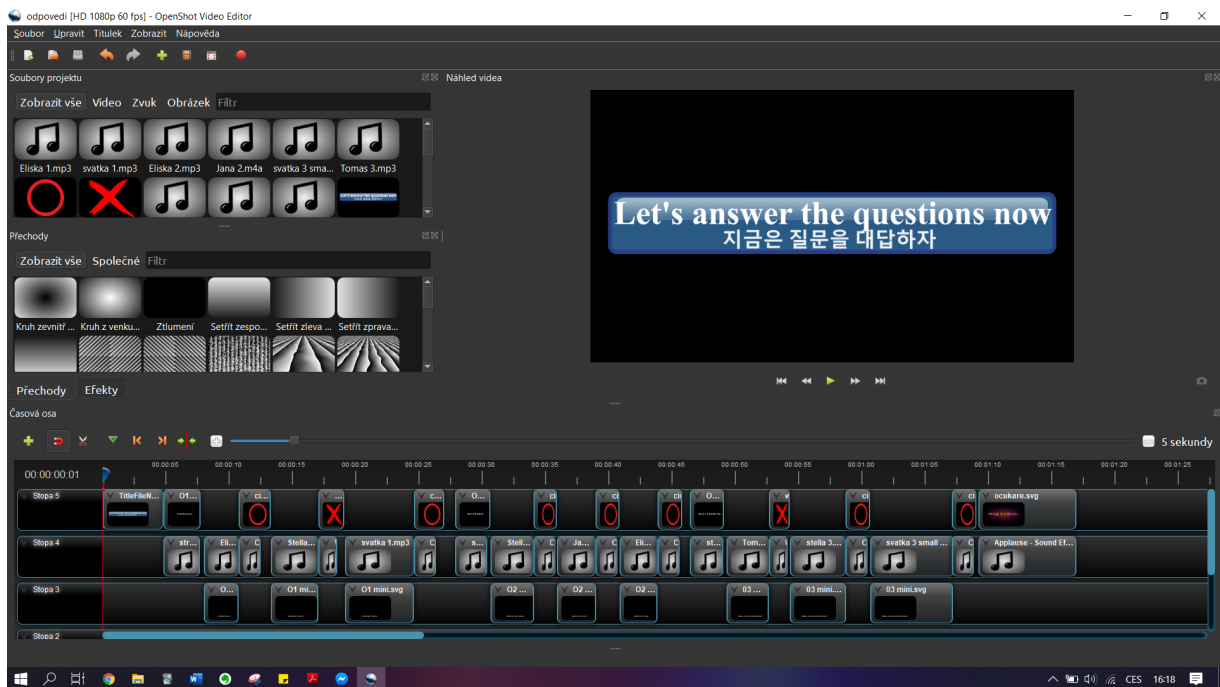
Link for viewing the accompanying study material below:

<https://imgur.com/Ve4v8wx>

After receiving the student's recorded answers to the question given to them at the end of the video, we created a short video compilation with their answers. Most of them were correct but as a means of feedback for the students we also included some incorrect answers. To make this compilation a little more interesting, we decided to add sound effects and pictures for right (O) and wrong (X) answers.



Pic. 4 - Received answers



Pic. 5 - Making of answer compilation

Link for the conversation video:

<https://www.youtube.com/watch?v=HJNnp082Jx4>

Link for the answer compilation:

<https://www.youtube.com/watch?v=9I7xIwtC814>

Results and conclusion

After completing the stages of our project, we can conclude that our expected results have been met. Students have been forced to exit their comfort zone and practice their comprehension and speaking abilities, which has provided them with useful experience and us with interesting findings. One of such was the realization, that making questions intentionally simple can lead to a larger variety of answers. For example, students got creative when answering “What is in Busan?”, sometimes disregarding the conversation. We cannot prove answers were wrong, however they did not provide us with quality data.

Secondly, we think the attributes of this form of learning supplements can be easily changed and accustomed to any subject or difficulty level, therefore we are excited to see, whether this (material/content/answers) model will be replicated under different conditions.

We also gained experience, which would help us recreate this project more efficiently and in better quality next time. Especially when it comes to editing video and audio. Another issue is communicating expectations to our subjected students, which often sent us replies in various formats and qualities, since the instructions on what programs or methods to use when recording answers were not further specified.

It was our first time creating a learning supplement out of scratch, but we hope our project produced useful experiences and ideas to people interested in Korean, even during times in which personal attendance on lessons is impossible.