NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa

DEVELOPING KOREAN LANGUAGE PERFORMANCE ASSESSMENTS

James Dean Brown

Thom Hudson

Youngkyu Kim

University of Hawai'i at Mānoa

CHAPTER ONE

INTRODUCTION

In recent years, alternative assessments have generated increasing interest in second and foreign language (L2/FL) testing circles (for instance, see Brown & Hudson, 1998). This project arose from a need to introduce alternative assessments to the assessment of less commonly taught languages (LCTLs) in the United States. In particular we set out to develop performance assessments for Korean as a foreign language.

Performance assessment has been one specific form of alternative assessment that has excited growing interest over the past decade throughout educational measurement. Research on the design and implementation of prototype performance assessments (for example, Norris, Brown, Hudson, & Yoshioka, 1998; Brown, Hudson, Norris, & Bonk, 2000) provided a theoretical framework for developing performance assessments for applied linguistics research and language classroom purposes. The Korean performance assessment instruments in the current project are based in large part on that framework. In short, this report presents a task-based performance assessment development project for Korean as a Foreign Language (KFL) to be used for criterion-referenced testing (CRT) purposes in college-level KFL instruction.

In the National Foreign Language Resource Center (NFLRC) *Assessment of Language Performance* (ALP) project (see Norris et al., 1998, for a complete description of the project), a task-based performance assessment framework was proposed, based on a modified version of Skehan's work (1996, 1998a, 1998b, 1998c), where three factors affecting task complexity were identified: code complexity, cognitive complexity, and communicative demand (see Chapter 3 for more details). The ALP project applied a principled approach, motivated theoretically by L2 acquisition and pedagogy, especially task-based language teaching (TBLT) (for example, see Long, to appear), to designing task-based L2 performance assessments. The ALP project was primarily concerned with: (a) valid assessment of L2 examinees' successful or unsuccessful performance on simulated real-world language tasks on the basis of real-world criteria; (b) generalizability of assessment of L2/FL learners' task-dependent performance on assessment tasks *sampled* from a pool of simulated real-world language tasks to assessment of task-independent L2 abilities; and (c) strengthening ties, which are often not made explicit, between

classroom L2 instruction and real-world language use via task-based L2 assessment (Norris et al., 1998, p. 1).

Within the ALP framework, attention was given to systematically varying the processing demands required of the test taker on any particular task. Briefly, the framework examined different tasks, both productive and receptive, and evaluated them in terms of the linguistic complexity of the tasks, how cognitively demanding they were, and what communicative stress was involved in carrying out any particular task. The first of these was related to traditional issues of syntax and vocabulary. In a sense, this is the area most familiar to teachers of the Korean language. The second of these, cognitive complexity, was directed at how much on-line processing was involved, that is how engaged the test taker had to be and how familiar the task was to the test taker. The final category, communicative stress, was concerned with how much pressure was placed on the test taker both temporally and socially. It related to whether the task had to be completed in an immediate setting or could be delayed, leaving time for planning on the part of the test taker. Further, this last factor was related to how much social stress was involved, in terms of what stakes were involved and the number of participants involved. In Chapter 3, we will provide much more detail on these issues, especially as they apply to the process of developing performance assessments.

In this project, the ALP framework was applied to designing a prototype task-based criterion-referenced KFL performance assessment instrument in the Korean language program. The project was conducted as a cooperative effort between the Department of East Asian Languages and Literatures (EALL) and the Department of Second Language Studies (SLS) at the University of Hawai'i at Mānoa (UHM). A set of assessment tasks was identified for this project based on the *Integrated Korean* textbook series (Cho, Lee, Schulz, H. Sohn, & S. Sohn, 2000a, 2000b, 2001a, 2001b), which is currently being used by the Korean language program at UHM. The *Integrated Korean* series was developed by the Korean Language Education and Research (KLEAR) Center at UHM funded by the Korea Foundation (see Chapter 2 for more details). This series of books is currently used by more than 20 universities throughout the United States, and the number of college-level Korean language programs nationwide adopting this series is on the increase (H. Sohn, personal communication, May 24, 1999). Although this project was originally intended for placement and/or achievement testing purposes in the Korean language program at UHM, because the *Integrated Korean* textbook series is widely used, our project may serve as a

framework for similar testing purposes in other Korean language programs.

Although the assessment framework developed here was based on the work of Norris et al. (1998), in contrast to their report, which was primarily targeted at an audience of researchers in L2/FL assessment, the major focus of our project is to provide classroom KFL teachers with enough information so they can adapt our performance assessments to their teaching situations. Alternatively instructors may decide to develop their own tests based on our explanation of what we hope is a *teacher-friendly* step-by-step process for designing a task-based performance assessment instrument. As in many of the commonly or less commonly taught foreign languages, a large proportion of the college-level KFL instructors in the United States are from a theoretical linguistics or literature background (N. Park, 1998) with little or no basic training in language assessment. With these teachers in mind, we incorporated principles of CRT development as discussed in Brown and Hudson (in preparation) and Lynch and Davidson (1994) (for example, use of clear test and item specifications as a blueprint for test construction and item writing) into our process-oriented hands-on approach to both explaining a theory of L2/FL learning as it relates to L2/FL assessment (see Chapter 3) and demonstrating a process for designing a task-based L2/FL performance assessment (see Chapter 4).

This report consists of the following chapters:

Chapter 1 -- Introduction

Chapter 2 -- College-level Korean language teaching and testing in the United States

Chapter 3 -- Task-based performance assessments

Chapter 4 -- Test and item specifications

Chapter 5 -- Future directions

Appendices -- Example questionnaires and items/tasks

Chapter One: The introduction briefly familiarizes readers with the project. A concise overview of the National Foreign Language Resource Center Assessment of Language Performance project (Norris et al., 1998) is followed by a description of the purpose of the present project.

Chapter Two: The second chapter provides an assessment of the current situation in teaching and testing Korean as a foreign language in United States secondary schools, colleges, and universities. The second chapter gives an overall description of Korean language education at weekend Korean schools, mainly run by Korean churches, K-12 institutions, colleges, and

government agencies in terms of structure and student composition (that is, heritage vs. non-heritage learners of Korean). The chapter also discusses issues relevant to testing Korean as a foreign language, the introduction of the Scholastic Aptitude Test (SAT) II Korean since 1997, and the development of a series of Korean language textbooks for college-level English-speaking Korean language learners by the KLEAR (that is, the *Integrated Korean* textbooks) since 1994. These are examined for their washback effect (that is, testing influencing teaching) and reverse washback (that is, teaching influencing testing). Then the second chapter reports on a recent explosion of interest in testing of Korean as a foreign language in the United States and briefly reviews the currently available tests of Korean as a foreign language.

As the performance assessment instruments were developed with a specific set of Korean language materials in mind (that is, those used in the Korean language program in the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa), a brief introduction to the Korean language program at UHM and the *Integrated Korean* textbook series currently developed by the Korean Language Education and Research Center is called for. The second chapter also briefly touches on task-based performance assessment in terms of its underlying theory and the procedures for developing such an assessment procedure.

Chapter Three: The third chapter provides the theoretical underpinnings of the current project. In this chapter, a brief overview of a task-based approach to language teaching and learning as it relates to L2/FL assessment is given. We also briefly discuss the variety of "alternatives in assessment" (Brown & Hudson, 1998) currently available to language teachers (for example, portfolios, conferences, self-assessments, and performance assessments). We also present our conception of the three components of task difficulty (that is, code complexity, cognitive complexity, and communicative demand) modeled after Skehan (1998a). In the remainder of the third chapter, we discuss the steps involved in designing task-based L2/FL performance assessment instruments in a step-by-step manner including the following stages:

1. Needs analysis
2. Task identification
3. Test and item specification writing
4. Rating scale development
5. Piloting test items and rating scales
6. Analyzing pilot results

7. Revising the test

8. Validating the test

Our project is used to exemplify the initial stages in a concrete and practical manner.

Chapter Four: The fourth chapter focuses on test and item specifications and is intended to be a teacher-friendly hands-on introduction to developing a task-based Korean language performance test based on our test and item specifications. The components of criterion-referenced test specifications (that is, the overall and specific test descriptors) and item specifications (that is, the specification title, related specification(s), general description, prompt attributes, response attributes, sample item, and specification supplement) are defined and exemplified (cf. Brown, 1996; Brown & Hudson, in preparation; Lynch & Davidson, 1994). Then each test task is categorized by a combination of input sources (that is, reading, listening, and reading + listening) and output products (that is, written, spoken, and written + spoken). For example, a test taker might be asked to read a memo and listen to recorded messages on an answering machine (that is, multiple input sources) and then to produce a written summary (that is, written output). On the basis of the resulting nine classifications for a collection of potential tasks, nine item specifications for each category were prepared.

Chapter Five: The fifth chapter describes a follow-up pilot study of the prototype performance assessments in both Korean as a second and foreign language (KSL/KFL) contexts (in this case, in Korea and the United States), the purpose of which is to (a) develop task-based items that are relatively easy to administer, (b) administer those items to a relatively large number of student in Korea and the United States, (c) select the best items and revise as necessary, and (d) put the resulting assessment procedures in a website for dissemination and further feedback.

We hope that our efforts will help KSL/KFL teachers to (a) realize the inseparability of L2/FL pedagogy from L2/FL acquisition theory and research (see for example, Ellis, 1997), (b) recognize the cross-fertilization between second language acquisition (SLA) and language testing research (that is, Bachman & Cohen, 1999), and (c) improve their professional teaching and assessment practices. Our goal throughout this project is to make research relevant to language pedagogy and ensure that pedagogy is important to language research.

Brown, Hudson, & Kim

CHAPTER TWO

COLLEGE-LEVEL KOREAN LANGUAGE TEACHING AND TESTING IN THE UNITED STATES

In this chapter, we will provide brief overviews of Korean as a foreign language teaching in the United States as well as Korean as a second/foreign language (KSL/KFL) testing. We will then provide some background on the Korean language program at the University of Hawai'i at Mānoa (UHM) and a discussion of the need to develop task-based tests of Korean.

Teaching Korean as a Foreign Language in The United States: A Brief Sketch

In a state-of-the-art article reviewing research into Korean language and Korean language teaching in the United States, H. Sohn (1997) reports two distinctively identifiable purposes for Korean language education in the United States: (a) teaching Korean as a second language to heritage learners of Korean (that is, those with an ethnic Korean language and cultural background) and (b) teaching Korean as a foreign language to non-heritage learners of Korean (that is, those with no such background) (pp. 65-66). This difference has many practical and logistical implications for every aspect of college-level Korean language teaching in the United States and at the same time for our current project as it relates to the identification and analysis of learner needs.

For example, in a so-called two-track (or dual-track) system, Korean language courses are set up separately for heritage and non-heritage learners of Korean. In many college-level Korean language programs nationwide, meeting the specific needs of both heritage and non-heritage learners of Korean has been a ubiquitous and perennial problem for Korean language program administrators and instructors. Thus, in mixed-level elementary Korean classes, the majority of false beginners may in most of the cases be heritage Korean learners, perhaps wishing to get an easy grade, and a minority may be true beginners with zero proficiency in Korean (that is, non-heritage Korean learners). These two groups are nevertheless often placed together in the same classroom, leading to a situation where heritage learners easily get bored and non-heritage learners are intimidated by their heritage counterparts' fluent oral proficiency and large

vocabulary. Such situations arise in part because of a lack of teaching materials and curriculums specifically targeted for heritage learners. Most KFL textbooks are exclusively developed with non-heritage learners in mind and there is relatively little in the way of accompanying teaching methods which can adequately deal with different learner populations in the same class (S. Sohn, 1995). In 1995, to address this problem, the Korean language program of the Department of East Asian Languages and Cultures at the University of California, Los Angeles (UCLA) implemented a dual-track Korean language teaching system, where, for example, Elementary Korean consists of two separate sections: regular classes, which take non-heritage learners three quarters to complete Elementary Korean, and accelerated classes for heritage learners, which cover the same content in two quarters. A drastic change in curriculum, materials, teaching methods, and teacher training were needed to satisfy the diverse needs of the two distinct Korean language learner groups. This effort is reported to be a great success, resulting in (a) a high level of satisfaction from both groups, (b) increased numbers of continued registrations among non-heritage learners, (c) improvement in Korean language proficiency for both groups, (d) increased enrollments, and (e) reduced workload for instructors (because of better placement of the students) (S. Sohn, 1997, pp. 149-151).

According to H. Sohn (1997, p. 67), the following educational institutions are primarily responsible for Korean language teaching in the United States: (a) Korean community schools; (b) colleges and universities; (c) governmental agencies; and (d) junior and senior high schools. According to the Overseas Koreans Foundation (http://www.okf.org), as of 1998, as many as 863 *Hangul Hakkyo* (literally, "Korean language school" in English) existed in the United States. Most Korean language schools are run by Korean churches on Saturdays or Sundays, and most of the students are in grades K-6. Such schools typically teach Korean language but also Korean history, culture, dance, and martial arts (that is, *Tae Kwon Do*).

The National Association for Korean Schools (NAKS) was established in late 1980 to promote better communication among such Koran language schools, and since then, this organization has hosted an annual national conference and workshop for administrators and teachers at Korean schools in the United States (H. Sohn, 1997, p. 68). Heritage Korean language learners at college level generally have gone through some Korean community school programs before they enter college or university and place into Korean language classes.

Also, in response to a need for an arena where college-level Korean language instructors can

exchange information and participate in teacher training, the American Association of Teachers of Korean (AATK) was established in 1994. Since then AATK has hosted an annual conference and pre-conference teacher-training workshop, where various issues concerning the teaching and learning of Korean in the United States are addressed and innovative teaching methodology is introduced to college-level pre-and in-service Korean language instructors.

According to H. Sohn's (1997) review, as of 1996, as many as 100 colleges and universities in the United States were offering courses on Korean. Most of the large Korean language programs (for example, those at UHM and UCLA) are concentrated in areas where there are strong Korean communities (as in Honolulu and Los Angeles). H. Sohn estimates that about 5,000 to 6,000 students are taking Korean language courses per semester at around 100 colleges and universities in the United States. He also observes that more than 80% of the students taking Korean in United States colleges and universities are ethnic Koreans with the exception of a Korean language program at Brigham Young University where people with no Korean background learn Korean for the purposes of missionary work.

In terms of Korean for specific purposes, United States federal government agencies have great interest in teaching Korean for diplomatic, economic, and military reasons. The Defense Language Institute, the Foreign Service Institute, the National Security Agency, and the Central Intelligence Agency run their own Korean language programs to train their personnel so they can pursue the Korea-focused interests of these agencies. The largest such program is the one at the Defense Language Institute (DLI) in Monterey, California, which chiefly exists due to the strong United States military presence in Korea. At the DLI, military personnel, often called *military linguists*, receive intensive Korean language instruction.

Korean is also taught in about 20 junior and senior high schools (H. Sohn, 1997, p. 72). The increasing number of schools offering Korean language courses and the increasing number of students registering for those courses are partly due to the introduction by the College Board (which is responsible for administration of the Scholastic Aptitude Test, or SAT, program) of the SAT II: Korean Test with Listening, which was first administered nationally in the United States in November, 1997. The SAT II: Korean is one of the SAT subject achievement tests such as those for writing, biology, Latin, physics, etc. SAT II: Korean was developed in response to "the growth of Korean language study among America's high school students." The test is one of the SAT II: Language Subject Tests with Listening, which also include Chinese, French, German,

Japanese, Korean, Spanish, and English Language Proficiency. It is targeted "for students who have taken two to four years of Korean in secondary school or students who have had an equivalent amount of training in other settings," and it "measures listening and reading proficiency and familiarity with Korean grammar, structure, spelling and vocabulary, and is not tied to any particular textbook or method of instruction" (for more on the SAT II, see the following rather imposing URL

http://www.collegeboard.org/verity/bin/page.cgi?dbname=%2fnetscape%2fdata%2fdocroot%2fv erity%2fcollect%2fmain&firstDoc=0&lookingFor=%20korean&maxdocs=10000&qparser=simp le&query=%20korean&searchID=2484384&searchpage=&sessionID=xdb724708%2d26375&th isDoc=2&totalDoc=248).

The SAT II: Korean test scores can be used by college admission directors to select applicants to their schools in addition to those from other SAT II: Subject Tests and the SAT I: Reasoning Test with verbal and math sections, and other admissions criteria such as high school grades. The SAT II: Korean test is also responsible for a growing number of private cram schools for the test. Given its impact on the Korean language teaching community in the United States, a critical examination of washback or "reverse washback" (for a definition, see Lynch & Davidson, 1994, p. 737) effects of the SAT II: Korean on K-12 Korean language teaching and beyond is called for.

In terms of college-level Korean language teaching in the United States, an on-going materials development project for the *Integrated Korean* textbook series has been of great significance. Most of the textbooks used in United States for college and university Korean language programs were developed by KSL teachers in Korea and not specifically written with English-speaking learners of Korean in mind. The inappropriateness of these KSL-based teaching materials for United States college students has been pointed out in a series of critical reviews of Korean language teaching materials used in Korea and abroad (Lee, 1995; H. Sohn, 1995). The dissatisfaction of KFL teachers at that time (and probably now) with those textbooks originally developed in Korea and then imported to English-speaking countries (for example, the United States, Canada, the United Kingdom, and Australia) is succinctly expressed in H. Sohn (1994). In H. Sohn's words:

> Although elementary and second-level Korean textbooks are abundant, each with its own characteristic strengths, most of them are either unsatisfactory or inadequate for classroom

use in the English-speaking world. These textbooks contain an abundance of significant errors, insufficient or inadequate explanations of grammar points and aspects of cognitive culture from the comparative perspective, paucity of adequate exercises, drills and tests, lack of methodological sophistication, and a lack of proficiency goals, criteria or principles. There are very few useful drill and testing books, teacher's manuals, and visual teaching or learning aids. There are fewer choices for advanced levels; the few available texts are generally poor in sequencing vis-a-vis proficiency levels, grammatical and cultural annotation, and skill-integration exercises. Moreover, there are hardly any manuals dealing with systematic Chinese character learning or integrating the Korean language and culture. There is no dictionary of a Korean reference grammar, or usage dictionary, for English-speaking students of KFL. Nor are there any useful manuals or monographs on KFL composition and translation, language or literature reading, or newspaper reading. (pp. 197-198)

Such dissatisfaction in part caused Korean language teaching professionals based in English-speaking countries to realize that there is a desperate need to develop a set of textbooks tailored for the specific needs of their learners (Sohn & Lee, 1994). This observed need within KFL teaching circles, with the initiative of Professor Ho-min Sohn at UHM, culminated in a planning conference for developing a KFL textbook for English speakers, jointly hosted by the Korea Foundation and the Center for Korean Studies at UHM and held in Seoul, Korea in January, 1994.

The Korea Foundation has played a critical role in the *Integrated Korean* textbook development project, given that one of its major missions has been, since its establishment in 1992, to promote and financially support overseas Korean studies, where a proficient command of the Korean language is an integral component of, or even an essential precondition to, successful Korean studies. In 1994, with funding support from the Korea Foundation, the Korean Language Education and Research Center (KLEAR) was established at the University of Hawai'i at Mānoa. KLEAR has since coordinated the six-year *Integrated Korean* textbook development project (H. Sohn, 1997, p. 81). The rationale for this project is well delineated in H. Sohn (1995), which is also a summary of the proposal submitted to the Korean Foundation by the executive board of the KFL textbook development project (see Appendix II on pp. 261-298 in Sohn & Lee, 1995 for more details).

The target audience of the *Integrated Korean* textbook series is college-level English-

speaking learners of Korean with such a diversity of needs as follows:

...satisfying the language requirement; communicating with Koreans in the business or tourism field; providing a level of Korean to enhance their employment opportunities; for ethnic Koreans, reading and speaking their ethnic language and communicating with their parents and fellow Koreans; developing full proficiency in Korean for teaching, missionary, diplomatic, military or other professional purposes; and finally, for scholars, providing the basic language ability for conducting research and writing in their specific sub-areas of Korean studies. (H. Sohn, 1995, p. 197)

The *Integrated Korean* textbook development project plans to produce two textbooks each for Korean I, II, III, and IV, accompanying teacher's manuals for each level, a dictionary of basic Korean grammar and usage, books on Korean composition and Chinese characters, two advanced readers in Korean, a reader in modern Korean literature, and a monograph on the language and culture of Korea.

For the current project, we analyzed a set of pedagogic tasks featured in each lesson from the *Integrated Korean* textbooks for Beginning and Intermediate Korean, which are now available after many years of field testing in various college-level KFL programs in the United States. The reason we selected this textbook series is that (a) it is currently, and will continue to be, the most widely used standard textbook series in college Korean language programs in the United States including UHM and (b) many Korean language programs are, and will be, built around this textbook series, reflecting its current and future centrality to KFL teaching in the United States.

A description of a sample lesson's general format is provided to give readers an idea of the content and organization of the *Integrated Korean* textbook series. For example, Lesson 3: Travel in *Integrated Korean: Intermediate I* starts with *objectives* where a set of tasks/functions, grammar points, and culture notes to be taught in this lesson is presented. Next, *conversation* in the form of face-to-face dialogues between two people and *narration* in the form of a short reading passage (In addition, an English translation of only *conversation* is provided at the end of the lesson) are followed by comprehension questions. Then, *new words and expressions* presents an English glossary of new Korean words and expressions in the lesson according to the parts of speech and themes, with additional information provided in *notes on new words and expressions*. Next, the culture notes specific

to the lesson are explained in English to help students better understand the lesson. Then, each grammar point (in this lesson, there are a total of five) is explained in English through examples and notes, and exercises are provided. *Task/function* presents functions and tasks (for instance, "Calling a travel agency and buying an airline ticket") introduced in the lesson in the form of further practice using, for example, role-playing.

Testing Korean as a Second/Foreign Language (KSL/KFL): Another Brief Sketch

The past few years have seen a growing interest in KSL assessment research as evidenced by specialized thematic conferences and workshops on KSL testing (for example, a workshop theme of "Korean Language Proficiency Assessment" at the International Association for Korean Language Education Teacher Training Workshop in May, 1998 and a conference theme of "Issues in Testing Korean as a Foreign Language" at the Korean Society of Bilingualism Conference in November, 1998), and by the introduction of the *SAT II Korean* in 1997 in the United States and the *Korean Proficiency Test* (KPT) in 1996 in Korea and abroad (Seo & Kim, 1997). This interest is also reflected in a recent surge in publications and conference presentations specifically dealing with testing Korean as an L2/FL (for instance, Y.-A. Kim, 1996; Y.-J. Kim, 1999; Y.-J. Kim, Bang, Lee, Cho, & Choi, 1998; Y. Lee, 2000b; G. Park, 1998).

According to the Center for Applied Linguistics Foreign Language Testing Database—Korean (available from http://www.cal.org/db/flt/Korean.htm)[1], which needs updating, the following Korean language tests are reported to be available:

1. *Korean Achievement Test* (Brigham Young University)

    "The Korean Achievement Test is designed to test all four language skills, using multiple-choice items, essays, and semi-direct oral testing procedures. It is intended to provide credit by examination to beginning and intermediate college level students and can be administered to both groups and individuals. Test components include a reading and grammar booklet, a listening tape and an oral test tape and booklet. The Korean Achievement Test is currently used by various universities and colleges."

---

[1] While we report websites that are current at the time of this writing, we realize that some of the sites mentioned in this manuscript may fail to maintain support. We regret any inconveniences this may cause.

2. *Proficiency Test in Korean* (University of Michigan)

   "The maximum score on the test is 200 points. Students should get at least 175 to be considered for a passing grade. Breakdown of sections with points allocated is as follows: 1) Translation (40 points); 2) Translation into Korean (40 points); 3) Fill in the blank (20 points); 4) Chinese characters (20 points); 5) Vocabulary (20 points); 6) Essay (10 points); 7) Listening comprehension (30 points); and 8) Culture questions (20 points)."

3. *Korean Second Language Graduation Proficiency Test* (University of Minnesota)

   "The Graduation Proficiency Test for Korean consists of a battery of four tests, one for each language modality: reading, listening, writing and speaking. The form of each test is analogous to the ACTFL Oral Interview Procedure. Each language has a designated ACTFL level requirement in each modality; for Korean these levels have not yet been determined. 20% of the items are below the designated proficiency level and are used as a warm-up. 40% are at the designated level and are a level-check. 20% are above the designated level and are designed as a probe. The final 20% of the items are at the designated level and serve as a wind-down. The principle underlying the Graduation Proficiency Tests is that of sustainability at a specific designated ACTFL proficiency level. Speaking is tested by a limited (10 minute) OPI. The writing test is a series of holistically graded writing tasks. Listening and reading tests are holistically scored English recall-protocols. This test is designed as a proficiency test to fulfill graduation requirements for students at the University of Minnesota College of Liberal Arts. It can be administered to both groups and individuals."

In addition to these tests, several other tests of Korean exist. These include:

4. The *Korean Proficiency Test* (originally developed by the Korea Research Foundation, but now administered by the Korean Institute of Curriculum and Evaluation (http://www3.kice.re.kr/menu44.htm).

5. The *Korean Language Placement Test* (KLPT) (Y. Lee, 1999).

6. The *Korean-English Two-Way Bilingual Immersion Program Achievement Test* (Bae, 1995; Thompson, 1997).

7. The *Korean Assessment of Basic Education* (Thompson, 1997).

8. The *SAT II Korean.*

9. Korean placement tests are also administered in-house in various Korean language programs (for example, the *Korean Placement Test* at the University of California, Irvine; http://www.testingoffice.uci.edu/plt/plt-kor.html).

According to a brief description (http://www.cal.org/db/flt/Korean.htm; Thompson, 1997) of the available Korean language tests, most of the tests are in traditional paper-and-pencil format including selected-response and constructed-response item types, assessing each skill separately or a combination of the four language skills (that is, listening, speaking, reading, and writing), and used for proficiency, placement, and achievement testing purposes. With the exception of the *KLPT* and the *SAT II Korean*, reliability indexes are not reported for other Korean language tests. In fact, in general, there is a lack of adequate information available regarding these tests, which makes fair evaluation of each test difficult if not impossible.

Most of the articles written generally on Korean language teaching (for example, Kang, 1997; J. Kim, 1998a, 1998b; Kwon, 1994; H. Sohn, 1993, 1995) and specifically on Korean language testing so far (for example, H. Sohn, 1991; Yuen, 1993) have been on oral proficiency interview (OPI) testing of Korean based on the American Council on the Teaching of Foreign Languages (ACTFL) Korean Proficiency Guidelines (for example, H. Sohn, 1991, 1993; Second Language Teaching & Curriculum Center, 1994). These guidelines have heavily influenced Korean language teaching and testing in the United States since their introduction to the Korean language teaching community in 1992. For example, one of the organizing principles in developing the *Integrated Korean* textbook series is described as proficiency or performance-based (H. Sohn, 1995, p. 199). However, no signs of interest in the possibilities of alternative assessments have yet surfaced for Korean language testing purposes. Thus our project is a first attempt to develop and introduce one type of alternative assessment (that is, task-based performance assessment) to the Korean language teaching community.

The Korean Language Program at UHM

Currently the Korean section of the Department of East Asian Languages and Literatures (EALL) at UHM offers one of the largest college-level Korean language programs in the United States. Eight language skills courses are offered (in addition to content courses) in either Spring or Fall semesters:

Elementary Korean (KOR 101 and 102)

Intermediate Korean (KOR 201 and 202)

Third-Level Korean (KOR 301 and 302)

Fourth-Level Korean (KOR 401 and 402)

The 100- and 200-level courses meet five days per week (that is, Monday through Friday every week), and the 300- and 400-level courses meet either two or three times per week (that is, Tuesdays and Thursdays, or Mondays, Wednesdays and Fridays, respectively). Only a brief description of each course is available from the University of Hawai'i at Mānoa 1999-2000 General and Graduate Information Catalog (or http://www2.hawaii.edu/eall/kor_courses.html) as can be seen below:

KOR 101 Elementary Korean (4) Listening, speaking, reading, writing, grammar;

KOR 102 Elementary Korean (4) Continuation of 101;

KOR 201 Intermediate Korean (4) Continuation of 101 and 102;

KOR 202 Intermediate Korean (4) Continuation of 201;

KOR 301 Third-Level Korean (3) Continuation of 201 and 202. Major emphasis on comprehension of modern written Korean. Chinese characters;

KOR 302 Third-Level Korean (3) Continuation of 301;

KOR 401 Fourth-Level Korean (3) Continuation of 301 and 302; and

KOR 402 Fourth-Level Korean (3) Continuation of 401.

In Fall semester 1999, there were three faculty members, one visiting scholar, four lecturers and two teaching assistants with 96 students enrolled in KOR 101, 102, 201, 202, 301 and 401. Although a small-scale needs analysis was conducted (for example, Lee & Kim, 2000), more needs analyses are required to elicit information regarding who the students taking Korean language classes are in terms of such variables as their academic standing, fields of study, and ethnic background (see for instance, Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999 for a thorough needs analysis of Japanese language learners at UHM, which is also available from the

Internet: http://www.lll.hawaii.edu/nflrc/NetWorks/NW13).

Regarding textbooks used in the Korean language program, except for KOR 401, all Korean language courses are using the already published or latest revised versions from the *Integrated Korean* textbook series.

The Need to Develop Task-Based Tests of Korean

In the conclusion of her paper reporting the successful implementation of a curricular change (that is, an introduction of a two-track Korean language teaching system at UCLA), S. Sohn (1995, p. 31) observes that Korean language assessment is one of the most important issues in delivering Korean language instruction to heritage learners in the United States:

> The design, administration, and analysis (interpretation) of placement/proficiency tests in Korean that would evaluate students' skills are also imminent requirements for strengthening Korean language education. The issues of which skills should be tested, how to design questions to test those skills, how to arrange those questions to make an exam which will provide adequate data for placement, and how to interpret the result require further research.

The difficulty of placing new heritage Korean learners accurately into the program and making decisions for passing continuing students into higher level classes was also pointed out (S. Sohn, 1995).

The present project addresses this pressing issue of significant importance to the Korean language teaching community by designing Korean language assessments to be implemented by Korean language programs, which use the *Integrated Korean* textbook series, for placement or achievement purposes. Our Korean language assessments will have two critical characteristics; they will be both task- and performance-based, tapping into how successfully Korean language learners can perform real-life tasks in either KSL or KFL situations that require use of Korean for task completion.

Brown, Hudson, & Kim

CHAPTER THREE

TASK-BASED PERFORMANCE ASSESSMENTS

This chapter addresses the theoretical underpinnings of task-based performance assessments and demonstrates the steps involved in designing task-based performance assessments by answering four questions:

1. What are tasks?
2. What are task-based performance assessments?
3. How can task-based performance assessments be designed?
4. And, what steps were taken in designing the Korean language performance assessments at UHM?

WHAT ARE TASKS?

In this section, we will discuss the different uses to which tasks have been put in second and foreign language research, and various definitions that have been supplied in the literature for the notion of *task*.

Different Uses of Tasks

Tasks have at least three organically interrelated uses in second and foreign language research-pedagogy, research, and assessment. First, in *pedagogy*, tasks are used as units of analysis for constructing task-based syllabuses, whereas structural, lexical, or functional syllabuses are built on the basis of structures, lexical items, or functions, respectively. Tasks are also used as building blocks for materials, and some coursebooks claim to have been built around tasks (for example, David Nunan's ATLAS series). Second, in *research*, tasks are used as data elicitation tools in second language research (Larsen-Freeman & Long, 1991). Third, in *assessment*, tasks are the testing method and therefore play a fundamental role in developing task-based assessment instruments (for instance, Ahmed, 1991; Brindley, 1994; Robinson, 1996; Robinson & Ross, 1996; Samuda & Madden, 1985; Skehan, 1998d). Seemingly independent uses of tasks, however, are often closely related to each other. For example, the same set of tasks originally designed as data elicitation instruments or assessment tools can also be employed as

pedagogic tasks for classroom use and later be used to test those same students.

Definitions of Task

Due to a growing popularity of task-based language teaching (TBLT) in the second and foreign language teaching community, many commercial second and foreign language publishers have quickly jumped on the bandwagon to promote it. So nowadays, most language teachers are familiar with phrases like *authentic tasks, real-life tasks, task-based,* or *task-centered* because they have increasingly appeared on the covers of the many second and foreign language course books recently entering the market. Korean is no exception to this fad as can be shown by the recent publication of Cho, Kim, Park, and Shin (1997), as well as Oh, Lee, Lee, Ahn, and Won (1998). This increasing popularity of TBLT in Korean is also reflected in the recent appearance of articles in one of the major journals of KSL/KFL, which introduce TBLT to the KSL/KFL community and attempt to show how TBLT can be successfully applied to KSL/KFL (for example, Choe, 1996; J. Kim, 1998a; Kwack, 1994; Y. Lee, 2000a; M. Park, 1994).

The frequency with which the term *task* and its related terms *task-based* or *task-centered* are used in KSL/KFL, however, seems to be rather inversely related to the degree of understanding, not familiarity with, of its concept. Although different second and foreign language researchers and practitioners use a variety of definitions of tasks (for example, Candlin, 1987; Crookes 1986; Long, 1985; Nunan, 1989; Skehan, 1998a; Willis, 1996), we judge Long's definition of a task to be sufficient for second and foreign language performance assessment purposes because of its emphasis on language learners performing everyday tasks in real-life situations:

> … a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. (p. 89)

Long's definition addresses one of the dual roles of students in our classes: their role as language users (Samuda & Madden, 1985, p. 84). But in our criterion-referenced task-based

classroom assessment situations, we also need to consider the role of our students: their role as language learners. While we agree with Long's definition, we see a need to put it into a pedagogical perspective for it to be valuable in task-based performance assessment. Specifically, we recognize that "work undertaken for oneself or others, freely or for some reward" does identify tasks, but we also argue that not just any old task is useable in language assessment or pedagogy. Consideration of the dual roles of the students in designing tasks for performance assessment can result in incorporating "a built-in language focus, in which aspects of the linguistic code (i.e., functions, notions, discourse features, structure, lexis and so on) related to the task can be dealt with as necessary" (Samuda & Madden, 1985, p. 85).

Specific to language testing, an *assessment task* can also be defined as "a type of **test item** involving complex **performance** in a test of **productive skills**... The requirements of the task are normally clearly specified to the test taker in the instructions, and include information about what is expected of them ([e.g.,] purpose of the task, audience for the language produced, time allotted, length of text required) as well as an indication of the **criteria** on which it will be judged" (emphasis in the original) (Davies, Brown, Elder, Hill, Lumley, & McNamara, 1999, p. 196).

In addition, task-based (language) learning can be conceptualized as follows (Samuda & Madden, 1985):

[Task-based language learning] is based on the belief that language can be learned by doing, when attention is focused on meaning. [Task-based language learning] therefore organizes the learning process by tasks to be performed in the target language, not by functions, notions, topics, and structures. Because emphasis is placed on the accomplishment of tasks, language is seen as a means to an end, not as an end in itself and success or failure is judged on the degree to which tasks are successfully performed or not (p. 84)

This last notion of task success or failure is always a tricky part of the construction of task-based assessments in that, when particular tasks are identified in a needs analysis (discussed in much more detail below) as being important, the tasks and levels of performance must be placed in an assessment context. That means in turn that, by virtue of being on a test, the task has lost some of its *authenticity* to the test takers. The test takers may view the task in a much different light than if it were occurring in a natural target language use context. They will know that: (a) a certain level of knowledge display will be expected by the examiner and (b) judgments will be

made about their language abilities. Further, in most instances in second or foreign language learning contexts, in judging success, importance will be placed both on the task-specific requirements and on the acceptability of the language sample. In a classroom setting, just succeeding at the task will likely not be enough. For example, if the task were to get milk from a store, there are many non-linguistic ways to accomplish this task (by begging, stealing, paying with a large denomination bill). Hence, while maintaining fidelity to the requirements of the task, language itself remains of considerable importance in the language instructional and assessment contexts.

WHAT ARE TASK-BASED PERFORMANCE ASSESSMENTS?

In this section, we will examine the definition of performance assessment and review the genesis of a framework for task-based performance assessments (derived from Skehan's work), which was first proposed in Norris, et al. (1998).

Definition of Performance Assessment

As the chapter title indicates, our focus here will be on introducing task-based performance assessments. In the previous section, we explored the general concept of *tasks*; here, we will clarify what we mean by *performance assessments*.

Davies, et al. (1999) define performance as:

1. [t]he application of one's **competence** or **knowledge** of the rules of language to actual communication. The requirement of '**real life**' or '**authentic**' performance in a test reflects the prevailing view that knowing a language includes not only **knowledge** of the formal features of the language but also knowledge of how to use language appropriately for communicating in particular contexts; and

2. [t]he behaviour exhibited by a test [taker] in completing a particular task, a ratable **sample** of language (emphasis in the original) (p. 143).

Thus a performance test can be defined as "[a] test which requires [test takers] to perform **tasks** which replicate the sorts of things they are or will be required to do in particular contexts" (emphasis in the original) (Davies et al., 1999, p. 143). In our task-based performance

assessment development project, "the sorts of things they [test-takers] are or will be required to do in particular contexts" are a range of real-life tasks related to the areas where KSL/KFL learners are expected to perform in real-life contexts involving the following topics: school; work; food and drink; travel and vacations; transportation; illness, injury, and medicine; and domesticity.

We recognize that there is no single characteristic that indicates that a test is a performance test or not. Performance assessment has a long history in language assessment. We see performance assessment techniques as being on a continuum that ranges from maximally direct and reflective of real-world demands to least representative of real-world expectations and very indirectly measuring language use. Thus, language teachers who have required their students to write summaries or syntheses that are similar to those that the students will encounter in their content courses have been using performance assessments closer to the direct real-world end of the continuum. In addition, teachers who have required their students to do tasks (e.g., "Write about your summer vacations") have been using performance assessments, but this performance assessment technique would be closer to the indirect end of the continuum because it is not as clearly related to real-world language demands.

From our perspective, then, one of the key features of good performance assessments is that the required performances be consciously related to real-world performances that exist outside the language classroom. Such performance assessments will require the test takers to go beyond knowledge of the formal language features and demonstrate how they can use the language. As such, the assessment, if done right, will require the test takers to use language in much the same way they would if they were confronting the language task outside the assessment setting.

A Framework for Task-Based Performance Assessments

In our project, Skehan's (1992, 1996, 1998a) model of underlying components of task difficulty was adopted. Skehan's conceptualization of task difficulty is based on Candlin's (1987) categorization of task difficulty into *"cognitive load* (i.e., the complexity of task content); *communicative stress* (i.e., pressure from the nature of the communicative encounter itself); *particularity and generalizability* (i.e., the clarity and interpretation of the task goal); *code complexity* (i.e., the difficulty of the linguistic code itself); and *process continuity* (i.e.,

familiarity of the task type)" (italics in the original) (Skehan, 1998b, p. 270). Skehan (1992) presented a modified model, which consisted of the following components (p. 198):

Code Complexity: "the difficulty of the formal language elements that are involved in a task" (p. 199)

- Linguistic complexity and variety
- Vocabulary load and variety
- Redundancy
- Density

Communicative Stress: "how real-time pressures influence communication, and the extent to which learners are drawn into using language at a speed beyond the one at which they are comfortable" (p. 199)

- Time limits and time pressure
- Speed of presentation
- Number of participants
- Length of texts used
- Type of response
- Opportunities to control interaction

Cognitive Complexity: "how much mental activity is involved in the construction of the underlying meanings that need to be expressed, with the basic idea that the more attention that is required in this domain, the less attention can be devoted to the formal elements of the message" (p. 199), which is divided into two subcomponents (cognitive processing and cognitive familiarity) as described next.

Cognitive Processing: **"the extent to which active thinking about new material is involved in doing a task" (p. 199)**

- Information organization
- Amount of computation
- Clarity of informative given
- Sufficiency of informative given

Brown, Hudson, & Kim

- Information type

Cognitive Familiarity: **"how easily a task can be completed by drawing on no more than existing schematic knowledge" (p. 200)**
- Familiarity of topic and its predictability
- Familiarity of discourse genre
- Ease of relationship to background knowledge
- Familiarity of task

Based on the above Skehan model, Norris, et al. (1998) proposed their own conception of what the components of task difficulty might be, and the latest update on their model is as follows (Brown, et al., 2000, p. 115):

1. *Code Command:* For this component, consider the performance of the student in terms of the linguistic code relevant to the tasks found on the ALP [Assessment of Language Performance]. You should bear in mind not only the manifestations of linguistic code apparent in student productive responses, but you should also consider the qualities of linguistic code found in the input on various tasks (which must be received and processed by the student). Under the concept of code should be understood the structure of the language relevant to the tasks, including: vocabulary, morphology, and syntax, as well as pragmatics, non-verbal communication, etc. To what extent is the student in command of the code necessary for accomplishing tasks like those found on the ALP?

2. *Cognitive Operations:* For this component, consider the performance of the student in terms of the mental operations required by tasks found on the ALP. Once again, you should bear in mind receptive as well as productive reflections of such operations. Cognitive operation should be understood to involve the manipulation of task elements towards the accomplishment of the task, and includes: accessing appropriate information, organizing or re-organizing information, handling multiple stages within tasks, completion of necessary aspects of tasks, etc. To what extent is the student capable of executing the cognitive operations necessary for accomplishing tasks like those found on the ALP?

3. *Communicative Adaptation:* For this component, consider the performance of the

student in response to the range of communicative demands made by tasks found on the ALP. Obviously, such demands occur in both receptive and productive directions when utilizing the language. Communicative adaptation should be understood to involve a student's capacity to marshal and utilize linguistic and cognitive resources in appropriate ways across a range of communicative demands found in tasks, including: time constraints, multi-skill requirements (that is, production as well as reception of varying sorts), task-imposed stress, etc. To what extent is the student capable of adapting to the range of communicative movements necessary for accomplishing tasks like those found on the ALP?

On the basis of the Norris, et al. (1998) framework, we designed a set of assessment tasks for our Korean language task-based performance assessment instrument. For example, in designing a task, we considered all three aspects of task difficulty and, using a task difficulty matrix shown in Table 3.1 and manipulating plus (that is, +) and minus (that is, -) signs of salient variables in each component (for example, + *Range* and - *Number of Different Input Sources* for *Code Command*), we attempted to control how difficult or easy a given task completion requirement might be for a specified task (for instance, Calling your academic supervisor regarding course selection).

Table 3.1

Assessment of Language Performance Task Difficulty Matrix*

	Easy ⇒ Difficult	Easy ⇒ Difficult
	Range	*Number of Different Input Sources*
Code Command	− +	− +
	Organization of Inpu/Output	*Availability of Input*
Cognitive Operations	− +	− +
	Mode	*Response Level*
Communicative Adaptation	− +	− +

* Note: In the above task difficulty matrix, a *minus* sign always indicates less difficulty with respect to the component and characteristic relative to the given task, whereas a *plus* sign always indicates greater relative difficulty. (Adapted from Norris, et al., 1998, p. 77)

A set of variables identified as primarily contributing to the estimation of task difficulty components include: (a) *range*, (b) *number of different input sources*, (c) *organization of input/output*, (d) *availability of input*, (e) *mode*, and (f) *response level*, resulting in two salient variables for each task difficulty component (Norris, et al., 1998, pp. 78-82).

1. ***Range:*** A task can be made more difficult (that is, receiving a plus in Table 3.1 above) by

employing a broad range of the code characteristics of the language involved in successful completion of a given task, such as low-frequency vocabulary items (for example, Sino-Korean words), difficult grammatical structures (for instance, complex sentences), and highly sensitive sociolinguistic and pragmatic features (for example, honorifics).

2. *Number of different input sources:* A task can be made more difficult by requiring examinees to process at lease two independent input sources, where use of each input source is considered essential for successful task performance and each input source triggers different types of information processing.

3. *Organization of input/output:* Difficulty of a given task can be manipulated by requiring test takers to significantly restructure, slightly re-arrange, or simply use the information contained in input sources. A more difficult task with respect to this variable also requires test takers to extensively organize the information in their performance output. In both input and output stages, the extent to which this variable influences cognitive complexity depends on how much mental processing of information is required of the test takers performing the tasks.

4. *Availability of input:* A task with a plus difficult rating with respect to this variable might require test takers to extensively search information that is both relevant and essential to task completion from a single or multiple input sources. The information may not be readily available, thus requiring test takers to actively engage in information searching processes. Sometimes test takers may have to create task-essential information from the input sources available and use it in their output performance.

5. *Mode:* If a task requires test takers to produce performance output in the form of speaking, writing, or a combination of both, it is considered more difficult. This does not mean that any tasks requiring oral or written production on the part of the test takers are automatically considered difficult and receive a plus difficult rating. Instead, only those tasks which depend heavily on extensive communicative production for successful task performance are considered difficult with respect to this variable.

6. *Response level:* This variable is concerned with how immediately the test takers must respond to the input for successful task performance. Thus, tasks which call for on-line or real-time processing of the information in the input on the part of the test takers are

considered difficult, whereas tasks which allow test takers an increasing amount of pre-task performance planning time are considered progressively less complex. In this respect, tasks involving listening comprehension are often given a plus difficult rating.

Consider a task, such as getting an application to a Korean university. Such a task could be made more or less difficult in terms of *code command* by increasing the formality of the language or increasing the number of text types that the applicant would encounter. *Cognitive operations* could be increased by making the type of text an unfamiliar genre or presenting the test taker with a number of different texts, which must be searched to determine which one is relevant. *Communicative adaptation* could be manipulated by making the task a face-to-face interaction involving on-line production of speech. Thus, a task can be made to be relatively easy or difficult while still reflecting the tasks identified in the needs analysis process as being relevant.

HOW CAN TASK-BASED PERFORMANCE ASSESSMENTS BE DESIGNED?

According to Liu (1998), the following elements are essential for designing a task:

Context: the real-world scenario in which the performance task is set;

Product: what knowledge and skill(s) will this performance measure?;

Prompt: the instructions that guide students in how to respond and produce the required performance;

Criteria: the instructions for how students' products are to be judged; and

Scoring Guide: the description of why the product is to be scored the way it is, including the descriptors for each score point.

All of these elements must be considered when applying the task difficulty framework to the designing of a task. Our task-based performance assessment instrument is reflective of these essential elements in performance task design in that each assessment task provides a detailed description of who is performing the task, where the task is to be performed, what is required of test takers to accomplish the task, and how their task performance is to be evaluated.

Brown, Hudson, Kim, and Norris (1998) suggested the steps involved in designing a task-based performance assessment instrument: Analyzing needs → identifying tasks → writing test

and item specifications → developing rating scales → piloting test items and rating scales → analyzing pilot results → revising → validating.

1. *Analyzing needs*: Figuring out what test takers will be required to do in real life with their second or foreign language is a good starting point for needs analysis. A variety of instruments and procedures can be used to obtain information regarding the learners' needs (for a comprehensive list and description of such procedures, see Brown, 1995, pp. 45-55). For example, a set of closed and open-ended items on a questionnaire might be administered to a group of learners, some of whom are also interviewed to further elicit information or clarify their responses. In some cases, a needs analyst might also take an ethnographic approach, and observe or even participate in learners' task performance in real-life situations. In essence, a variety of different types of procedures (for example, observations, interviews, and questionnaires) should be used to gather information, and/or different sources of information (for instance, students, teachers, and administrators) should be used to get a more dependable picture of what the language needs of students might be. This general strategy is sometimes referred to as *triangulation*, a strategy which should typically be linked with *member checks* (checking conclusions drawn by the researchers with the original sources), *peer audits* (checking conclusions with peers of the researchers to make sure their interpretations are justified), and other common qualitative research practices in order to strengthen the *credibility, confirmability, dependability*, and *transferability* of the needs analysis (for more comprehensive explanations of *triangulation, member checks*, and *peer audits*, and other qualitative research strategies used to strengthen *credibility, confirmability, dependability*, and *transferability*, see Brown, 2001).

2. *Identifying tasks*: This step of identifying tasks is closely related to Step 1 in that it is only based on the results of needs analysis that test developers can proceed with the listing of target tasks that learners will be required to perform in real life (that is, *target task identification*). In this phase, specific instances of the target tasks, once identified, can be analyzed, classified, and combined into higher-order and lower-order target task types (that is, *target task-type identification*). For example, lower-order task types like ordering a meal at a restaurant and ordering a book from an on-line bookstore can be combined into the higher-order task type of ordering things. As the picture of students' needs becomes clear, a representative sample of tasks for assessment purposes can be identified (that is, *assessment-task identification*).

Similar to strategies used for identifying pedagogic tasks to be used as a basic unit of analysis for task-based syllabus design (for example, Long, 1998), our interest is in identifying and selecting assessment tasks to be used for task-based performance assessment instrument design.

3. *Writing test and item specifications*: Test and item specifications serve as a blueprint for a whole test or a subset of items in that test. Test and item specifications enable test/item writers to minimize misinterpretation of the format and content of the test and items they are developing and thus contribute to the consistent production of quality-controlled tests and items. However, they do so only insofar as the test and items can be made to match the pre-determined specifications. Since our assessment instrument is designed to evaluate second or foreign language learners' performances on real-life tasks in their second or foreign language, use of multiple-choice items would make no sense at all. Hence, only constructed-response items will be employed (see Chapter 4 for more details).

4. *Developing rating scales*: Rating scale development is another essential element of performance assessment task design. It should be designed to provide raters with a common yardstick against which they can evaluate the second or foreign language performances on the assessment tasks. A rating scale often consists of a set of descriptors, that is, a description of what each test taker can perform in a specified level on a proficiency scale. For example, in an intermediate level on an imaginary KFL proficiency scale, a test taker might be expected to be able to read a passage with a certain number of words in a specified time limit and provide a written summary. Both task-dependent and task-independent performance rating criteria may be employed. *Task-dependent performance rating criteria* would involve specific descriptors developed for rating each particular task, while *task-independent performance rating criteria* would employ more general descriptors designed to rate the performances on virtually any tasks (see Brown, et al., 2000, for more on task-dependent and task-independent criteria).

5. *Piloting test items and rating scales*: In this phase, test items are administered to a representative sample of the population for which the test is ultimately being developed. These test takers' responses are then scored with whatever set of rating scales has been developed.

6. *Analyzing pilot results*: The results from the pilot administration of both test items and rating scales are analyzed both quantitatively and qualitatively with the purpose of improving the quality of the test and rating criteria.

7. *Revising*: Piloting the assessment tasks and their accompanying rating scales can yield useful information regarding the suitability and quality of the test items and rating scales and help in making decisions about any revisions that may be necessary.

8. *Validating*: This process investigates the reliability (that is, the consistency with which the test measures) and validity (that is, the extent to which a test measures what it purports to measure) of the test developed in the previous seven steps. This process usually involves advanced statistical procedures and may include the production of a technical manual about the test.

WHAT STEPS WERE TAKEN IN DESIGNING THE KOREAN LANGUAGE PERFORMANCE ASSESSMENTS AT UHM?

In this section, we show the steps we have taken in developing task-based Korean language performance assessments. This book reflects development through Step 3 of the 8-step task-based performance assessment instrument design model introduced above.

Steps 1 & 2: Task Identification Via Pseudo Needs Analysis

Here we will describe how we identified a set of tasks to be used in the Korean language performance assessments. We did so in consultation with the Korean language instructors, KFL learners, and native speakers of Korean at UHM.

One of the first steps involved in identifying a range of tasks to be employed in any second or foreign language task-based performance assessment project is a thorough analysis of the learners' language learning needs. Only with a clear understanding of the learners' perceived needs for carrying out everyday tasks in target language use situations will it be possible to design an assessment instrument that is reasonably authentic and at the same time enjoys a relatively high degree of face validity. One approach to needs analysis can start with asking the learners what they think they are expected to perform in the second or foreign language. Then, the information elicited from the students can be incorporated into designing materials and a syllabus, including pedagogic tasks for classroom use. Ultimately, such a needs analysis could result in the development of an entire curriculum that is learner-needs based.

Another approach to needs analysis, this time targeted toward a specific second or foreign language program, can start, in the reverse order, from its curriculum, taking into consideration, among other things, textbooks and other supplementary materials used, and the tests administered. The result of such a needs analysis might be the identification of what the stakeholders in the program think the learners in their program can reasonably be expected to achieve by the end of the program. This approach sometimes tacitly assumes that the current curriculum reflects the learners', teachers' and administrators' needs, and that a through analysis of the curriculum, especially the textbooks used, can lead to indirect identification of learners' needs.

In our project, both of the above approaches were used. Initially, the textbooks currently being used in the Korean language program at UHM were analyzed in terms of the pedagogic tasks introduced in each lesson. These pedagogic tasks were taken to reflect the textbook authors' perceptions of KFL learners' needs. The *Integrated Korean* textbooks analyzed in this case had been developed on the basis of needs analysis of English-speaking learners (mostly North America learners) of KFL at the tertiary level (H. Sohn, personal communication, 1998).

At the same time, the classification system for tasks developed in Norris, et al. (1998) was frequently consulted in order to maintain as much compatibility as possible between the classification systems used in the present project and that previous one. However, because tasks are often culture-specific, some of the tasks in Norris, et al. (1998) had to be adapted.

A tentative list of tasks thus identified from the analysis of the *Integrated Korean* textbooks and Norris, et al. (1998) was drawn up and first piloted in the form of a questionnaire to one female native speaker of Korean without any prior teaching experience of KFL in Korea and the United States. Then a revised version (see Appendix 1 for the questionnaire used) was presented to one male Korean-American who had worked as an English lecturer and at the same time studied Korean in Korea. Both of the informants were graduate students in English as a Second Language at UHM. Both were given the questionnaires and after they returned them, they were informally interviewed. The native speaker of Korean was asked in a Korean-version questionnaire whether a list of tasks presented to her was indeed a set of tasks people do in real life in Korean. She was also asked to suggest other possible target tasks that were not included in the questionnaire. The Korean-American informant was asked the same questions but in an English language version of the questionnaire. He was further asked to estimate, based on his

past experience of performing real-life tasks in Korean during his stay in Korea, the difficulty of performing each task in Korean on a scale of "Easy," "OK," and "Difficult." Both informants provided valuable insights into the quality of the questionnaire instrument itself, initial task identification, and task difficulty estimation. Their feedback was incorporated into a final revision of the questionnaire.

Then four Korean language instructors in the Korean language program at UHM were asked the same questions with a revised Korean language version questionnaire (see Appendix 2 for this questionnaire), but this time, they were to rate each task on the basis of their internalized performance criteria for the students in their Korean classes (that is, Korean 101, 102, 201, 202, 300, and 400). In other words, they were asked to estimate whether a particular task could be successfully performed by students at each particular Korean proficiency level (for example, whether students in Korean 101 could perform this task successfully, or students in 102, etc.).

Two of the instructors had taught Korean extensively both in Korea and the United States; one instructor had taught Korean for at least 30 years at UHM; and the other instructor, who was a Korean-American, was in the unique position of both having learned Korean in Korea and now teaching Korean in the United States. Their reactions to the questionnaire regarding the suitability of each task for the students in their classes was illuminating in that it enabled us to make a comparison of their perceptions of task difficulty for their students and the relative difficulty of the tasks in the *Integrated Korean* textbook series, which were presumably sequenced in the order of difficulty. These judges pointed out that given the two different populations in their classes (that is, heritage vs. non-heritage learners), the difficulty of the same set of tasks could be perceived to be quite different for different students in these heterogeneous groups.

Next, two types of questionnaires, one in English for KSL learners and the other in Korean for KSL instructors (see Appendices 3 and 4 for these questionnaires, respectively), were prepared and sent to a KSL program in Korea to investigate whether there would be any differences between KSL teachers' task difficulty estimations for their KSL learners and KSL students' perceptions of the difficulty of real-life tasks performed in Korean. The results of the KSL situation (that is, learning Korean in Korea) were then compared to those from the KFL situation (that is, learning Korean in the United States).

Thus far the same initial set of tasks first identified from the *Integrated Korean* textbooks

was presented to different stakeholders involved in Korean language teaching and learning in both KSL and KFL situations with two aims: First, a list of realistic and feasible tasks in both situations was developed and informants' feedback was elicited as to any tasks that should be added or deleted from the list. Second, task difficulty estimation was also carried out, that is, the difficulty of each selected task was estimated in consultation with both the instructors and the learners of KFL and KSL.

Step 3: Test and Item Specification Writing

Based on the results from Steps 1 and 2, a blueprint for the test and a set of items in the test was prepared. These test and item specifications are designed to serve as models for test construction. They represent the limits that item writers have in developing items testing the performance construct. The development of these test and item specifications is the focus of the next chapter.

CHAPTER FOUR

TEST AND ITEM SPECIFICATIONS

In this chapter, test and item specifications employed to create criterion-referenced Korean language performance assessments are described. There are already good sources of information as to how to write a test and a set of items for it on the basis of test and item specifications (for example, Brown, 1996; Brown & Hudson, in preparation; Gronlund, 1998; Lynch & Davidson, 1994; Popham, 1990). See also the Language Testing Virtual Specbank on the Internet (http://ux6.cso.uiuc.edu/~fgd/ltvshome.htm) for concrete examples of test and item specifications.

Before we explain how we developed our own test and item specifications to construct a set of Korean language performance assessment tasks, we believe that familiarity with what test and item specifications are, what they look like, and what their functions are, will be helpful in preparing readers to write their own Korean language performance assessment tasks based on our test and item specifications.

Definitions of Test and Item Specifications

Before we define test and item specifications, it is also helpful to understand what a language test item is. Brown and Hudson (in preparation) based on Osterlind (1989) define it succinctly as:

> A unit of measurement with a prompt and a prescription form for responding, which is intended to yield a response from an examinee from which performance in some language construct may be inferred in order to make some decision (p. 97)

According to Popham (1990), a distinction is normally drawn between test specifications and item specifications. There is also a difference in what test and item specifications look like between norm-referenced testing (NRT) and criterion-referenced testing (CRT), where CRT by definition requires more detailed and specific specifications reflecting the instructional goals and objectives of a given program. As their names indicate, test specifications are "a set of guidelines as to what the test is designed to measure and what language content or skill will be covered in the test" (Brown & Hudson, in preparation, p. 126), whereas item specifications refer to a set of guidelines used to create test items.

Components of Test and Item Specifications

Test specifications consist of an overall test descriptor and specific test descriptors. The overall test descriptor is "an abstract of what the test looks like" whereas the specific test descriptors detail "the particular areas to be included and the levels of achievement or proficiency" (Brown & Hudson, in preparation, p. 126). So in the overall test descriptor, the purpose of the test (that is, What does a test try to measure?) and content or skill components of the test (that is, What contents or skills are assessed on the test?) are delineated. Once the overall purpose of the test is determined, detailed descriptions of the specific contents or skills to be tested are provided in the specific test descriptors. For example, if a placement test is being developed for a Korean language program at a four-year liberal arts college in the United States, test developers first have to consider a specific context of Korean language placement testing and decide on an overall test descriptor (for example, "This test is designed to assess the Korean language proficiency of new students to be placed into a course in a Korean language program appropriate for their proficiency level. The test consists of listening, speaking, reading and writing."). Then in specific test descriptors, each of the four skill areas is described in detail and a proficiency level for each skill required for each test taker to be placed into a certain course level is specified (for instance, regarding a listening proficiency level required for placement into Korean 102, it can be said that "test takers are required to demonstrate a successful understanding of basic daily oral transactions in Korean spoken in slow speech").

Popham (1990) identifies five components of item specifications: general description, sample item, stimulus attributes, response attributes, and specification supplement (pp. 210-211) (see Table 4.2 below for definitions). Now the focus of our description has moved from the test as a whole to each item on the test. Given that Popham's item specification format has been widely adopted by second language testing specialists (for example, Brown, 1996; Brown & Hudson, in preparation; Hudson, Detmer, & Brown, 1995; Lynch & Davidson, 1994) to function as a blueprint for developing criterion-referenced language tests (CRLTs), we also followed his format in developing our performance assessment instruments.[2]

---

[2] Popham (1994) has more recently provided a less constrained approach to item specifications. However, the latter approach proposes a more involved post item production panel review process. Such a process may not be feasible in a small language program. Thus, we recommend the more detailed specification format presented here.

Uses of Test and Item Specifications

Brown & Hudson (in preparation) describe the main use for test and item specifications as minimization of ambiguity for test takers as well as test and item writers. That is, given well-prepared and detailed test and item specifications, test and item writers can "generate" test items consistently to the specifications. Particularly in CRT, the existence and availability of test and item specifications help items writers better match what will be tested on the test they are developing with what has been taught in class their test takers have gone through. In this respect, test and item specifications can also be extensively used for item content analysis, which is a part of item quality analysis, in CRT (Brown, 1996). In addition, Alderson, Clapham, & Wall (1995) observe that test and item specifications are useful for test writers, test validators and test users, thus alternatively calling test specifications *user specifications* (p. 20).

Another important function of item specifications is that in the process of developing clear item specifications teachers and program administrators can clarify various potentially problematic aspects of the curriculum. There may be a tacit understanding among the participants about what a particular part of the curriculum means, but in the process of operationalizing that area through item specification writing it may become clear that they actually have differences about how a particular part of the syllabus is to be conceptualized and taught. The generation of the item specifications can bring these underlying mismatches to light and allow them to be discussed. This process of specifying in detail how curricular components are to be assessed can help in the process of articulating and refining the curriculum itself.

Typical Format of Test and Item Specifications

A test specification format with a general test descriptor and specific test descriptors prepared for our performance assessment tasks are provided in Table 4.1.

Table 4.1

Test specification with general and specific test descriptors

TEST SPECIFICATION FOR KOREAN LANGUAGE PERFORMANCE ASSESSMENTS

General Test Descriptor

This test battery is designed to assess adult English-speaking Korean language learners' performance on tasks in the Korean as a second or foreign language (KSL/KFL) context. A set of assessment tasks employed in this instrument is sampled from real-life tasks required in a variety of Korean language use situations identified by an analysis of the language needs of Korean language learners and teachers. Test takers are provided both a description of a situation that calls for performance of tasks in Korean and a prompt, which they are asked to respond to, in the form of written or spoken text (i.e., reading a passage or listening to an announcement) or a combination of both. Then they are asked to complete task requirements within a pre-specified time limit via written or spoken output (i.e., writing a memo or interacting orally with a shop attendant) or a combination of both.

Specific Test Descriptors

This test battery assesses test takers' comprehension of either written or spoken input or a combination of both and production of either written or spoken output or a combination of both required by task completion requirements.

Input Comprehension
Reading
- Understanding explicitly stated factual information from written text
- Inferring implicitly stated factual information from written text
- Identifying main points or important information from written text
- Distinguishing main points from supporting details
- Extracting salient/relevant points to summarize written text
- Extracting relevant points selectively from written text
- Skimming written text to find the gist from it
- Scanning written text to locate specific information from it
- Basic reference skills

Listening
- Understanding explicitly stated factual information from spoken text
- Inferring implicitly stated factual information from spoken text
- Identifying main points or important information from spoken text
- Distinguishing main points from supporting details
- Extracting salient/relevant points to summarize spoken text
- Extracting relevant points selectively from spoken text

Reading and Listening Combined
- Integrating information from multiple input sources

Output Production
Speaking
- Planning oral task production in advance
- Performing tasks orally without preparation
- Asking and answering questions
- Engaging in one-way communication (e.g., giving an oral presentation)
- Engaging in one-way communication (e.g., recording a message in an answering machine)
- Engaging in two-way communication (e.g., conversing face-to-face)
- Engaging in two-way communication (e.g., conversing over the telephone)

Writing
- Planning written task production in advance
- Summarizing what is presented via either written or spoken input
- Describing
- Defining
- Exemplifying
- Classifying
- Comparing/contrasting
- Analyzing/synthesizing

Brown, Hudson, & Kim

- Providing required information in a form
- Writing notes, memos or letters
- Responding to feedback

Speaking and Writing Combined
- Producing task performance outcome in both spoken and written form

For a model CRLT item specification, slightly modified for CRLT development purposes from Popham's original item specification format (1978), the following table is presented as a generic guideline (see Table 4.2). As in Hudson et al. (1995), Lynch & Davidson (1994) substitute *prompt attributes* for Popham's original *stimulus attributes*. This can help users of item specifications avoid any unintended confusion with stimulus-response behavioral learning theory (Brown & Hudson, in preparation, p. 128).

Table 4.2

Components of a CRLT Item Specification

Specification Number: an index number
Title of Specification: a short title that generally characterizes each specification.
    The title is a good way to outline skills across several specifications.
Related Specification(s): the number and/or titles of specifications related to this one, if any.
    For example, in a reading test separate detailed specifications would be given for the passage and for each item.
General Description (GD): a brief general statement of the behavior to be tested.
    The GD is very similar to the core of a learning objective. The purpose of testing this skill may also be stated in the GD. The wording of this does not need to follow strict instructional objective guidelines.
Sample Item (SI): an illustrative item or task that reflects the specification, that is, the sort of item or task the specification should generate.
Prompt Attributes (PA): a complete and detailed description of what the student will encounter.
    This provides the item writer with a clear picture of what the test taker will encounter in the test item that prompts the test taker response. It provides the test taker with enough information that the response will be of sufficient detail but not overly so.
Response Attributes (RA): a complete and detailed description of the way the student will provide the answer, that is, a complete and detailed description of what the student will do in response to the prompt and what will constitute a failure or success.
    There are two types of RAs:
    a. Selected response: a clear and detailed description of each choice in a multiple-choice format
    b. Constructed response: a clear and detailed description of the type of response the student will generate, including the criteria for evaluating or rating the response.
Specification Supplement (SS): (optional) a detailed explanation of any additional information needed to construct items for a given specification.
    In grammar tests, for example, it is often necessary to specify the precise grammar forms tested. In a vocabulary specification, a list of testable words might be given. A reading specification might list in its supplement the textbooks from which reading test passages may be drawn.

(Adapted from Lynch & Davidson, 1994, p. 731)

Our Item Specifications

Our item specifications have been developed based on the above item specification definitions. In what follows, nine different types of item specifications for our performance assessment tasks are presented. This nine-permutation system derives from classification of both input and output requirements into written, spoken, and multiple modes of input and output. Therefore, three different types of possible inputs (that is, reading, listening, and reading + listening) can yield the same number of different types of outputs (that is, written, spoken, and written + spoken). This approach can help systematically classify tasks in terms of what is presented to, and what is required of, test takers in completing each task. Table 4.3 presents the nine classifications for a collection of potential tasks.

Table 4.3

Nine classifications for a collection of test tasks

		Output Products (O)		
		Written (W)	Spoken (S)	Written + Spoken (WS)
Input Sources (I)	Reading (R)	Type A (RI ⇒ WO)	Type B (RI ⇒ SO)	Type C (RI ⇒ WSO)
	Listening (L)	Type D (LI ⇒ WO)	Type E (LI ⇒ SO)	Type F (LI ⇒ WSO)
	Reading+ Listening (RL)	Type G (RLI ⇒ WO)	Type H (RLI ⇒ SO)	Type I (RLI ⇒ WSO)

Based on an item specification model in Table 4.2 and a test task classification in Table 4.3, nine different types of item specifications were prepared. Given the following nine different, but closely related, item specifications (Types A through I), KSL/KFL teachers should be able to come up with a set of tasks they can use to assess their learners' performance in Korean.

Brown, Hudson, & Kim

Type A: Reading Input ⇒ Written Output (RI ⇒ WO)

Specification Number: Area/Theme/Task Type

Title of Specification: Assessing performance in written Korean (Reading and Writing)

Related Specification(s):

Sample Item (SI):
See Task A.3.1 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given written text to read and asked to produce written output.

Prompt Attributes (PA): Single or multiple written input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. **Situations**: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. **Task**: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. **Time**: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of written output.

A. **Product**: This section is a clear description of what is required of test takers for each task.

B. **Rating Criteria**: Two different types of performance rating criteria are used to assess test takers' task performance.
B-1. **Task-Dependent Performance Rating Criteria**: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
B-2. **Task-Independent Performance Rating Criteria**: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type B: Reading Input ⇒ Spoken Output (RI ⇒ SO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in spoken Korean (Reading and Speaking)

Related Specification(s):

Sample Item (SI):
See Task E.4.1 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given written text to read and asked to produce spoken output.

Prompt Attributes (PA): Single or multiple written input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. Situations: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. Task: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. Time: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of spoken output.

A. Product: This section is a clear description of what is required of test takers for each task.

B. Rating Criteria: Two different types of performance rating criteria are used to assess test takers' task performance.
B-1. Task-Dependent Performance Rating Criteria: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
B-2. Task-Independent Performance Rating Criteria: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type C: Reading Input ⇒ Written + Spoken Output (RI ⇒ WSO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in both written and spoken Korean (Reading and Writing + Speaking)

Related Specification(s):

Sample Item (SI):
See Task E.3.2 in Appendix 5 and Appendix 6

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given written text to read and asked to produce both written and spoken output.

Prompt Attributes (PA): Single or multiple written input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

    A. Situations: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

    B. Task: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

    C. Time: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of written and spoken output.

    A. Product: This section is a clear description of what is required of test takers for each task.

    B. Rating Criteria: Two different types of performance rating criteria are used to assess test takers' task performance.
    B-1. Task-Dependent Performance Rating Criteria: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
    B-2. Task-Independent Performance Rating Criteria: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type D: Listening Input ⇒ Written Output (LI ⇒ WO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in written Korean (Listening and Writing)

Related Specification(s):

Sample Item (SI):
See Task A.1.2 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given spoken text to listen to and asked to produce written output.

Prompt Attributes (PA): Single or multiple spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. Situations: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. Task: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. Time: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of written output.

A. Product: This section is a clear description of what is required of test takers for each task.

B. Rating Criteria: Two different types of performance rating criteria are used to assess test takers' task performance.
B-1. Task-Dependent Performance Rating Criteria: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
B-2. Task-Independent Performance Rating Criteria: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type E: Listening Input ⇒ Spoken Output (LI ⇒ SO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in spoken Korean (Listening and Speaking)

Related Specification(s):

Sample Item (SI):
See Task A.3.4 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given spoken text to listen to and asked to produce spoken output.

Prompt Attributes (PA): Single or multiple spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. **Situations**: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. **Task**: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. **Time**: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of spoken output.

A. **Product**: This section is a clear description of what is required of test takers for each task.

B. **Rating Criteria**: Two different types of performance rating criteria are used to assess test takers' task performance

B-1. **Task-Dependent Performance Rating Criteria**: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.

B-2. **Task-Independent Performance Rating Criteria**: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type F: Listening Input ⇒ Written + Spoken Output (LI ⇒ WSO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in both written and spoken Korean (Listening and Writing + Speaking)

Related Specification(s):

Sample Item (SI):
See Task A.1.1 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given spoken text to listen to and asked to produce both written and spoken output.

Prompt Attributes (PA): Single or multiple spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. **Situations**: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. **Task**: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. **Time**: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of written and spoken output.

A. **Product**: This section is a clear description of what is required of test takers for each task.

B. **Rating Criteria**: Two different types of performance rating criteria are used to assess test takers' task performance.
B-1. **Task-Dependent Performance Rating Criteria**: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
B-2. **Task-Independent Performance Rating Criteria**: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type G: Reading + Listening Input ⇒ Written Output (RLI ⇒ WO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in written Korean (Reading + Listening and Writing)

Related Specification(s):

Sample Item (SI):
See Task A.2.1 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given both written and spoken text to respond to and asked to produce written output.

Prompt Attributes (PA): Both written and spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

    A. **Situations**: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

    B. **Task**: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

    C. **Time**: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
    Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of written output.

    A. **Product**: This section is a clear description of what is required of test takers for each task.

    B. **Rating Criteria**: Two different types of performance rating criteria are used to assess test takers' task performance
    B-1. **Task-Dependent Performance Rating Criteria**: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
    B-2. **Task-Independent Performance Rating Criteria**: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type H: Reading + Listening Input ⇒ Spoken Output (RLI ⇒ SO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in spoken Korean (Reading + Listening and Speaking)

Related Specification(s):

Sample Item (SI):
See Task A.4.2 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given both written and spoken text to respond to and asked to produce spoken output.

Prompt Attributes (PA): Both written and spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

A. **Situations**: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

B. **Task**: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

C. **Time**: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of spoken output.

A. **Product**: This section is a clear description of what is required of test takers for each task.

B. **Rating Criteria**: Two different types of performance rating criteria are used to assess test takers' task performance.

B-1. **Task-Dependent Performance Rating Criteria**: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.

B-2. **Task-Independent Performance Rating Criteria**: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Type I: Reading + Listening Input ⇒ Written + Spoken Output (RLI ⇒ WSO)

Specification Number: Area/Theme/Task Classification

Title of Specification: Assessing performance in both written and spoken Korean (Reading + Listening and Writing + Speaking)

Related Specification(s):

Sample Item (SI):
See Task D.1.2 in Appendix 5 and Appendix 6.

General Description (GD):
This test is designed to assess the ability of KSL/KFL learners to perform real-life tasks in Korean where they are given both written and spoken text to respond to and asked to produce both written and spoken output.

Prompt Attributes (PA): Both written and spoken input sources are provided to test takers. Test takers are given written instructions that explain the tasks. The task instructions consist of three sections:

  A. Situations: This section is a detailed description of Korean language use situations in real life where test takers are asked to perform a task or a set of tasks.

  B. Task: This section is a detailed explanation of a task or a set of tasks test takers are actually asked to perform. The instructions are described in a step-by-step fashion. Task completion can be done in sequence. Thus this section may be divided into several parts, which means that test takers have to perform a task or a set of tasks in sequence specified.

  C. Time: This section is a description of how much time test takers are allowed to complete each task.

Response Attributes (RA):
Following the task completion instructions, test takers will perform a task or a set of tasks as described in **Product** below. Test takers are asked to produce a ratable sample of both written and spoken output.

  A. Product: This section is a clear description of what is required of test takers for each task.

  B. Rating Criteria: Two different types of performance rating criteria are used to assess test takers' task performance.
  B-1. Task-Dependent Performance Rating Criteria: Each test taker's task performance is rated based on task-specific real-world task accomplishment criteria. These rating criteria vary from task to task.
  B-2. Task-Independent Performance Rating Criteria: Each test taker's task performance is rated based on the six task difficulty component variables (see Table 3.1): range, number of different input sources, organization of input/output, availability of input, mode, and response level. These rating criteria are common and thus can be applied across all the assessment tasks.

Specification Supplement (SS): (optional)

Brown, Hudson, & Kim

CHAPTER FIVE

FUTURE DIRECTIONS

In this chapter, future directions for our Korean task-based performance assessment project will be proposed. We will suggest a study for pilot testing prototype performance assessments based on this book in both Korean as a second (KSL) and Korean as a foreign language (KFL) contexts. The purpose of the pilot testing will be to select, revise, and validate the items that are working best, and then put them on a website for further dissemination and feedback. We will consider each of these steps in more detail.

Pilot Testing: Selection, Revision, and Validation

As noted elsewhere in this book, the current project was developed as a Korean language follow-up to a previous task-based performance assessment project that resulted in a performance test called the *Assessment of Language Performance* (or simply the ALP) (Brown, et al., 2000; Norris, et al., 1998). The ALP was designed to assess the performances of English as a second language and English as a foreign language students in Hawai'i and Japan, respectively. The current project focuses on developing a Korean language version, which will be called the *Korean Assessment of Language Performance* (or KALP).

The KALP will be constructed along the same general lines as the ALP, building on what we learned in that previous project, but the KALP will also be a unique and different test designed for purposes of operational testing in the Korean language courses at UHM and elsewhere. Thus the KALP will be parallel to the ALP in some ways and different in others. Some of the similarities between the KALP and ALP are that (a) we are using a pool of potential tasks and task types in developing the KALP similar to those developed for the ALP (as reported in this book), and (b) we are planning for the KALP scoring methods to be similar to those developed for the ALP. Some of the differences between the KALP and ALP are that (a) we will be selecting tasks for the KALP that are quite different from those in the ALP because the purposes for using the KALP (at UHM, and at similar institutions elsewhere in the United States and Korea) are more specific and quite different from the purposes of the ALP, and (b) we are planning to design the KALP tasks to be relatively quick and easy to administer.

The similarities and differences between the KALP and ALP result primarily from the fact that the funding and purposes of the two projects are different. The development of the ALP items was generously funded by a grant from the National Foreign Languages Resource Center for research purposes. Since one of our research goals was to understand how tasks function, that is, what makes them easy or difficult, we designed them to be unfettered performance tasks written without regard to the amount of time or money involved in a proctor administering each item individually to each student. As such, the resulting task-based performance assessment procedures were theoretically interesting and rich in terms of what we could learn from them, but they were impractical from any real-life language testing perspective because the ALP tasks were:

1. general in scope (that is, they were not related to any particular curriculum);
2. labor intensive to administer;
3. time-consuming for both the proctor and students; and
4. therefore, necessarily small scale in nature (that is, we had to push ourselves considerably to get a sample size of only 90).

In developing the KALP items, our purpose is to assess Korean language ability operationally for actual decision-making in the Korean language program at UHM and similar programs in the United States and Korea. Also, at the moment, we have failed to find any funding for the project. For both reasons, we are exploring ways to administer tasks to relatively large groups of students and to streamline the process of administering our task-based performance assessments as much as possible. In order to do so, we will do our best to create task-based items that are (a) specific to a particular curriculum, (b) relatively easy to administer, (c) relatively quick, and (d) therefore amenable to administration to relatively large numbers of students. One consequence of these goals is we may need to explore ways to administer the KALP on desktop computers or in traditional language laboratories. We are certainly not excluding any such possibilities. A second consequence of our goals is that the KALP tasks may necessarily be somewhat less direct than in the tasks in the ALP project, that is, they may tend to function more as indirect measures of language performance.

At the present time, our plan is to pilot test whatever KALP items we develop with reasonably large numbers of students in both KSL and KFL contexts. Such piloting will enable us to study the effectiveness of our pilot tests as well as analyze any differences in task

Brown, Hudson, & Kim

performance between the two different Korean language-learning contexts (KSL and KFL). We also intend to identify which students are heritage students of Korean and which are not, at least within the KFL learners in the United States.

The results for the KSL students and the KFL students in sub-groups for heritage and non-heritage students will be examined and compared for each sub-group and for the sub-groups combined. The statistical procedures will include at least analysis of task difficulty, task discrimination, reliability, intercorrelations, and validity (from several perspectives). Based on the results of the pilot version, the KALP will be revised by selecting the most effective tasks and modifying them in any way that will improve them. Hopefully, the resulting final version of the KALP will be made up of an effective and efficient set of assessment procedures that can be used in the Korean section of the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa, and possibly in other Korean language programs in both Korea and the United States. In order for the assessments to be more generally applicable, we may need to create two different forms of the test, one for the Korean language programs in Korea and one for those in the United States.

Some of the research questions that we would like to answer in the process of doing our pilot study are as follows:

1. What are the similarities and differences in distributions of scores for individual items and total scores in the KFL (heritage and non-heritage) and KSL contexts?

2. To what degree is the pilot test reliable (estimated using intraclass correlation, interrater reliability, alpha, etc.) in the KFL (heritage and non-heritage) and KSL contexts?

3. Investigating validity, what is the relationship between the scores in KFL (heritage and non-heritage) and KSL contexts, and the a priori task difficulty estimations (after Norris, et al., 1998)? And how do they differ?

4. Further examining validity, to what degree do the items form implicational scales (using Guttman scaling) in the KFL (heritage and non-heritage) and KSL contexts?

5. What are the effects on reliability and validity of revising the task-based tests by removing particular tasks? Are the same items effective in the KFL (heritage and non-heritage) and KSL contexts?

6. How do the resulting KALP Korean language task-based performance assessments differ from the ALP English language assessment procedures?

Dissemination on the Internet

Once the KALP has gone through at least one cycle of pilot testing and revision, we would like to put the resulting assessment tasks in a website on the Internet for further feedback and dissemination. In putting our task-based performance assessments on the Internet, we will need to include detailed information (that is, information about the assessment procedures, the item specifications upon which they are based, technical/statistical information from our validation research, etc.) in the proposed website (which, incidentally, would make our website similar to the Language Testing Virtual Specbank described in Chapter 4). We would also like to include some sort of mechanism for getting feedback on our test from people around the world who access and use it. Such a strategy will help us to further refine our Korean language task-based performance instrument. Naturally, we hope that our website will contribute to the new and burgeoning specialization within KSL and KFL of Korean language assessment research.

Further Research Beyond the Goals of the Current Project

The main thrust of the above goals and research questions is clearly to create an effective set of Korean language task-based performance assessment procedures called the KALP. In addition, we want to assess the reliability and validity of the KALP for assessment in KFL (heritage and non-heritage) and KSL contexts. However, even if we attain our goals and adequately answer our research questions, a number of other questions will still remain, questions that will need to be addressed in the future (either by us or by other researchers):

1. Is the final version of the KALP as reliable, valid, and practical as the pilot version for making real-life decisions in the Korean language program at UHM?

2. Will the KALP developed in this study function as well at other institutions in the United States and Korea (ones with Korean language programs similar to the one at UHM)?

3. Will similar performance assessment procedures developed for other languages and at other institutions function as well as the KALP in terms of distributions, reliability, validity, and practicality?

4. If all available technology is used (without regard to practical considerations like expense, testing time, etc.), to what degree can full-fledged proctor-administered performance tasks like those shown in this book be implemented on computers, in language

Brown, Hudson, & Kim

laboratories, or on the Internet? In other words, how well can individually administered task-based assessments be adapted for delivery on these media?

5. Given today's commonly available technology, what features of the full-fledged tasks described in the previous question must be sacrificed in order to make them easier to administer and to adapt them for computer, language laboratory, or website delivery?

6. To what degree are task-based assessments developed for computers, language laboratories, and the Internet measuring the same construct(s) as their full-fledged proctor-administered predecessors?

7. To what degree are task-based performance assessments developed for those media biased against students who have no previous experience with those media?

Brown, Hudson, & Kim

REFERENCES

Ahmed, M. K. (1991). Towards criterion-referenced tests in task-based language instruction: A case discussion. *The Language Program of the International University of Japan Working Papers, 2,* 1-17.

Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language test construction and evaluation.* Cambridge: Cambridge University Press.

Bachman, L. F., & Cohen, A. D. (1999). *Interfaces between second language acquisition and language testing research.* Cambridge: Cambridge University Press.

Bae, J. (1995). Preliminary results of the Korean literacy development students in the Korean/English Two-Way Immersion Program (KETWIP). *Korean Language in America, 1,* 181-195.

Brindley, G. (1994). Task-centered assessment in language learning: The promise and the challenge. In N. Bird (Ed.), *Language and learning: Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993)* (pp. 73-94). Hong Kong: Hong Kong Education Department, Institute of Languages in Education. (ERIC Document Reproduction Service No. ED 386 045).

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development.* New York: Heinle & Heinle.

Brown, J. D. (1996). *Testing in language programs.* Upper Saddle River, NJ: Prentice Hall.

Brown, J. D. (2001). *Using surveys in language programs.* Cambridge: Cambridge University Press.

Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly, 32*(4), 653-675.

Brown, J. D., & Hudson, T. (in preparation). *A guide to criterion-referenced language testing.* Unpublished manuscript, Department of Second Language Studies, University of Hawai'i at Mānoa, Honolulu, Hawai'i.

Brown, J. D., Hudson, T., Kim, Y., & Norris, J. M. (1998, November). *Performance assessment for the FL classroom.* Paper presented at the SLTCC Professional Development Series, University of Hawai'i at Mānoa.

Brown, J. D., Hudson, T., Norris, J. M., & Bonk, W. (2000). Performance assessment of ESL and EFL students. *University of Hawai'i Working Papers in ESL, 18*(2), 99-139.

Brown, J. D., Hudson, T., Norris, J. M., & Bonk, W. (forthcoming). *An investigation of second language task-based performance assessments* (Technical Report #24). Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.

Candlin, C. N. (1987). Towards task-based language learning. In C. N. Candlin & D. Murphy (Eds.), *Language learning tasks* (pp. 5–22). Englewood Cliffs, NJ: Prentice Hall.

Cho, Y.-A., Kim, M.-J., Park, D.-S., & Shin, K.-S. (1997). *Korean language interactive book for the advanced learners.* Melbourne: Monash University.

Cho, Y.-m., Lee. H. S., Schulz, C., Sohn, H.-m., & Sohn, S.-O. (2000a). *Integrated Korean: Beginning 1* (KLEAR Textbooks in Korean Language). Honolulu, HI: University of Hawai'i Press.

Cho, Y.-m., Lee. H. S., Schulz, C., Sohn, H.-m., & Sohn, S.-O. (2000b). *Integrated Korean: Beginning 2* (KLEAR Textbooks in Korean Language). Honolulu, HI: University of Hawai'i Press.

Cho, Y.-m., Lee. H. S., Schulz, C., Sohn, H.-m., & Sohn, S.-O. (2001a). *Integrated Korean: Intermediate 1* (KLEAR Textbooks in Korean Language). Honolulu, HI: University of Hawai'i Press.

Cho, Y.-m., Lee. H. S., Schulz, C., Sohn, H.-m., & Sohn, S.-O. (2001b). *Integrated Korean: Intermediate 2* (KLEAR Textbooks in Korean Language). Honolulu, HI: University of Hawai'i Press.

Choe, J.-S. (1996). Kyocay kwusengey issese kwacey (Task) kaynyemuy cekyongey kwanhaye [On application of the notion of task to materials organization]. *Korean Language Education, 7*, 311-329.

Crookes, G. V. (1986). *Task classification: A cross-disciplinary review* (Tech. Rep. No. 4). Honolulu, HI: University of Hawai'i at Mānoa, Social Science Research Institute, Center for Second Language Research.

Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *A dictionary of language testing*. Cambridge: University of Cambridge Local Examinations Syndicate.

Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.

Gronlund, N. E. (1998). *Assessment of student achievement* (6th ed.). Boston: Allyn and Bacon.

Hudson, T., Detmer, E., & Brown, J. D. (1995). *A framework for testing cross-cultural pragmatics* (Technical Report #2). Honolulu, HI: University of Hawai'i at Mānoa, Second Language Teaching & Curriculum Center.

Iwai, T., Kondo, K., Lim, D. S. J., Ray, G. E., Shimizu, H., & Brown, J. D. (1999). *Japanese language needs assessment 1998-1999* (NFLRC NetWork #13) [HTML document]. Honolulu, HI: University of Hawai'i at Mānoa, Second Language Teaching & Curriculum Center. Retrieved October 26, 1999 from the World Wide Web: http://www.lll.hawaii.edu/nflrc/NetWorks/NW13/.

Kang, S. (1997). Teaching for proficiency: Designing four-skill integration for interactive grammar activities. *Korean Language in America, 2,* 15-25.

Kim, J.-S. (1998a). Kwacey swuhayngul cwungsimulohan hankwue kyoyuk pangpeplon [Task-based Korean language teaching methodology]. *Korean Language Education, 9,* 95-112.

Kim, J.-S. (1998b, November). *Swuktalto payyangul wihan hankwue kyoyuk wenli mich mohyeng* [*Principles and models of Korean language education for proficiency development*]. Paper presented at the Korean Society of Bilingualism Conference, Seoul National University, Seoul, Korea.

Kim, Y.-A. (1996). Oykwueloseuy hankwue phyengka [Assessment of Korean as a foreign language]. *Icwungenehakhoyci [Bilingualism], 13,* 63-105.

Kim, Y.-J. (1999). *Hankwue nunglyek phyengka yenkwu-Swuktalto phyengka(Korean Proficiency Test)lul cwungsimuylo [A study of Korean ability evaluation: Focusing on Korean Proficiency Test]*. Unpublished doctoral dissertation, Korea University, Seoul, Korea.

Kim, Y.-J., Bang, S.-W., Lee, M.-H., Cho, H.-S., & Choi, E.-G. (1998). *Hankwue nunglyek phyengka pangan yenkwu-Sengchwito phyengkalul cwungsimuylo* [A study of Korean language ability assessment methods: Focusing on achievement assessment]. *Korean Language Education, 9*(1), 37-94.

Kwak, S.-H. (1994). TASK kaynyemul kicholo han tutki malhaki swuep yenkyey pangan [A task-based approach to integrating listening and speaking classes]. *Korean Language Education, 5*, 199-214.

Kwon, M.-J. (1994). Ene swuktalto(Language Proficiency)lul wihan tutki kyoyuk [Teaching listening for language proficiency]. *Korean Language Education, 5*, 175-197.

Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. Essex, England: Longman.

Lee, D. J. (1995). The state of the art in and desiderata for Korean language textbook compilation. *Korean Language Education, 6*, 121-158.

Lee, Y.-G. (2000a). Task-based approach to syllabus design for Korean as a foreign language. *Korean Language Education, 11*, 111-130.

Lee, Y.-G. (2000b). Designing a Korean language placement test. *Korean Language in America, 4*, 181-210.

Lee., Y.-G., & Kim, Y. (2000). Needs assessment, goals and objectives setting, and materials development for third- and fourth-level Korean courses at the University of Hawai'i at Mānoa: A systematic approach to program development. *Korean Language in America, 4*, 13-49.

Liu, C.-T. (1998). *Performance assessment task development* [HTML document]. Retrieved February 8, 1999 from the World Wide Web: http://oisa.smsu.edu/performance/sld001.htm.

Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp. 77-99). Clevedon, Avon: Multilingual Matters.

Long, M. H. (1998). Focus on form in task-based language teaching. *University of Hawai'i Working Papers in ESL, 16*(2), 35-49.

Long, M. H. (to appear). *Task-based language teching.* Oxford: Blackwell.

Lynch, B. K., & Davidson, F. (1994). Criterion-referenced language test development: Linking curricula, teachers, and tests. *TESOL Quarterly, 28*(4), 727-743.

Norris, J., Brown, J. D., Hudson, T., & Yoshioka, J. (1998). *Designing second language performance assessments* (Technical Report #18). Honolulu, HI: University of Hawai'i at Mānoa, Second Language Teaching & Curriculum Center.

Nunan, D. (1989). *Designing tasks for the communicative classroom.* Cambridge: Cambridge University.

Oh, M., Lee, K., Lee, H., Ahn, S., & Won, E. (1998). *A practical listening guide: Exciting Korean.* Seoul: Ewha Womans University Press.

Osterlind, S. J. (1989). *Constructing test items.* Boston: Kluwer.

Park, G.-S. (1998, November). Oykwueloseuy hankwue kyoyuk phyengka [*Evaluation of Korean as a foreign language education*]. Paper presented at the Korean Society of Bilingualism Conference, Seoul National University, Seoul, Korea.

Park, M.-K. (1994). Hankwuke tutki swuepey issese kwacey haykyelcek (Task-based) cepkun [A task-based approach to Korean listening classes]. *Korean Language Education, 5,* 215-231

Park, N.-S. (1998). Teaching Korean to speakers of other languages: A quest for new directions. *Language Research, 34*(3), 467-5-7.

Popham, W. J. (1978). *Criterion-referenced measurement.* Englewood Cliffs, NJ: Prentice Hall.

Popham, W. J. (1990). *Modern educational measurement: A practitioner's perspective* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Popham, W. J. (1994). The instructional consequences of criterion-referenced clarity. *Educational Measurement: Issues and Practice, 13* (4), 15-18, 30.

Robinson, P. (1996). Task-based testing, performance-referencing and program development. *University of Queensland Working Papers in Language and Linguistics, 1*(1), 95-117.

Robinson, P., & Ross, S. (1996). The development of task-based assessment in English for academic purposes programs. *Applied Linguistics, 17*(4), 455-476.

Samuda, V., & Madden, C. (1985). Task-based test design: Testing as a reflection of classroom methodology. *Michigan State University Papers in Applied Linguistics, 1*(1), 84-94.

Second Language Teaching & Curriculum Center. (1994). *Korean proficiency guidelines* (NFLRC Research Note #5). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.

Seo, S.-K., & Kim, H.-S. (1997). Hankwue nunglyek phyengka sihemuy kipon mohyeng swulipul wihan kichocek yenkwu [On establishing a model for Korean Proficiency Test]. *Gyoyug Han-Geul, 10*, 279-316.

Skehan, P. (1992). Second language acquisition strategies and task-based learning. *Thames Valley University Working Papers in English Language Teaching, 1,* 178-208.

Skehan, P. (1996). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 17-30). Oxford: Heinemann.

Skehan, P. (1998a). *A cognitive approach to language learning.* Oxford: Oxford University Press.

Skehan, P. (1998b). Task-based instruction. *Annual Review of Applied Linguistics, 18,* 268-286.

Skehan, P. (1998c). Processing perspectives to second language development, instruction, performance, and assessment. *Thames Valley University Working Papers in Applied Linguistics, 4,* 70-88.

Skehan, P. (1998d). Task-based approaches to language testing. In E. S. L. Li & G. James (Eds.), *Testing and evaluation in second language education* (pp. 34-49). Hong Kong: Language Centre, Hong Kong University of Science and Technology.

Sohn, H.-m. (1991). Patterned weaknesses of OPI interviewees in Korean. *Korean Language Education, 3,* 197-220.

Sohn, H.-m. (1993). Korean Proficiency Guidelines: Needs, procedures, principles and implications. *Korean Language Education, 4,* 191-230.

Sohn, H.-m. (1994). Issues in KFL textbook development. In H.-m. Sohn & D. J. Lee (Eds.), *A new frontier in Korean as a foreign language* (pp. 197-205). Honolulu, HI: Korean Language Education and Research Center.

Sohn, H.-m. (1995). Performance-based principles and proficiency criteria for KFL textbook development. *Korean Language Education, 6,* 67-98.

Sohn, H.-m. (1997). Mikwukeyseuy hankwuke yenkwuwa hankwuke kyoyuk-Hyenhwang, hyenan mich kwacey [*Studies and teaching of the Korean language in USA: The present situation and pending problems*]. *Gyoyug Han-Geul, 10,* 55-90.

Sohn, H.-m., & Lee, D. J. (Eds.). (1994). *A new frontier in Korean as a foreign language.* Honolulu, HI: Korean Language Education and Research Center.

Sohn, S.-O. (1995). The design of curriculum for teaching Korean as a heritage language. *Korean Language in America, 1,* 19-35.

Sohn, S.-O. (1997). Issues and concerns in teaching multi-level classes: Syllabus design for heritage and non-heritage learners. *Korean Language in America, 2,* 139-158.

Thompson, L. (1997). *Foreign language assessment in grades K-8: An annotated bibliography of assessment instruments.* Washington, DC: Center for Applied Linguistics and Delta Systems.

Willis, J. (1996). *A framework for task-based learning.* Essex, England: Addison Wesley Longman.

Yuen, S.-a. K. (1993). Proficiency oriented instruction for the correction of patterned weaknesses in Korean language teaching. *Korean Language Education, 4,* 231-248.

Brown, Hudson, & Kim

APPENDIX 1: QUESTIONNAIRE FOR KFL LEARNERS

Korean Assessment of Language Performance Project

J. D. Brown, Thom Hudson and Youngkyu Kim
National Foreign Language Resource Center
University of Hawai'i at Mānoa

This project is to develop new types of language tests for university-level learners of Korean as a second and foreign language. The goal of the project is to improve Korean language testing.

The following is a list of everyday tasks Korean language learners will carry out in real-life situations, classified and grouped according to areas, themes, and tasks. Based on your experience living in Korea and with functional proficiency in Korean, you are kindly asked to examine this list and provide your feedback in terms of the following criteria:

1. Please rate each task below by checking the appropriate column.
2. Are there any areas, themes, or tasks, which you think need to be included in addition to those listed below?

Developing Korean Language Performance Assessments

Areas/Themes/Tasks Classification

Area: At school

Theme: One-year study abroad in Korea

Task:

Task			
Writing a letter to the Office of International Students at Korean universities	Easy	OK	Difficult
Deciding on courses to take	Easy	OK	Difficult
Gathering information on Korean language programs	Easy	OK	Difficult

Theme: In-class presentation

Task:

Task			
Planning your presentation	Easy	OK	Difficult
Creating a handout	Easy	OK	Difficult
Practicing your presentation	Easy	OK	Difficult
Delivering your presentation	Easy	OK	Difficult

Theme: Responding to a lecture and readings

Task:

Task			
Summarizing the lecture	Easy	OK	Difficult
Finding relevant literature	Easy	OK	Difficult

Theme: Academic advising/Registration

Task:

Task			
Contacting your supervisor	Easy	OK	Difficult
Discussing with him/her about courses you will take next semester	Easy	OK	Difficult
Finding courses to take in the Schedule of Classes booklet	Easy	OK	Difficult
Registering for courses via computers	Easy	OK	Difficult
Paying your tuition and fees at an on-campus bank	Easy	OK	Difficult

Theme: Scholarship application

Task:

Task			
Reading information on scholarships in the student newspaper	Easy	OK	Difficult
Contacting the Office of Financial Support	Easy	OK	Difficult
Filling in a scholarship application form	Easy	OK	Difficult
Writing your curriculum vitae	Easy	OK	Difficult
Asking your academic supervisor for a letter of recommendation	Easy	OK	Difficult

Brown, Hudson, & Kim

Theme: Library
Task:

Task			
Searching for books via on-line terminals/index cards	Easy	OK	Difficult
Filling in a book check-out request form at a closed-stack library	Easy	OK	Difficult
Renewing the books you have borrowed	Easy	OK	Difficult
Writing a book purchase request form	Easy	OK	Difficult

Theme: Campus bookstore
Task:

Task			
Contacting the campus bookstore to see if they have the book you are looking for	Easy	OK	Difficult
Filling in a special book order form	Easy	OK	Difficult
Contacting the campus bookstore to see if the book has arrived	Easy	OK	Difficult

Area: At work

Theme: Filling the empty position
Task:

Task			
Writing a job advertisement	Easy	OK	Difficult
Sorting out possible job candidates	Easy	OK	Difficult
Writing a form letter of rejection	Easy	OK	Difficult
Interviewing runner-up candidates	Easy	OK	Difficult

Theme: Applying for a position
Task:

Task			
Filling in the application form	Easy	OK	Difficult
Writing a letter explaining why you are applying	Easy	OK	Difficult
Writing a self-introduction letter	Easy	OK	Difficult
Answering questions in a phone interview	Easy	OK	Difficult

Theme: Those mundane chores
Task:

Task			
Creating a Rolodex	Easy	OK	Difficult
Taking messages	Easy	OK	Difficult
Transcribing a business letter	Easy	OK	Difficult
Sending a fax	Easy	OK	Difficult
Editing your boss's letter	Easy	OK	Difficult
Looking for a restaurant for a division dinner gathering	Easy	OK	Difficult

Area: Food and drink

Theme: At the fancy Korean restaurant
Task:
Making a reservation   Easy   OK   Difficult
Ordering drinks   Easy   OK   Difficult
Asking questions about the food   Easy   OK   Difficult
Ordering the main course   Easy   OK   Difficult
Sending back the soup with hair in it   Easy   OK   Difficult
Asking for more side dishes   Easy   OK   Difficult
Ordering dessert   Easy   OK   Difficult
Paying the bill   Easy   OK   Difficult

Theme: Ordering a pizza to be delivered
Task:
Getting everyone's orders   Easy   OK   Difficult
Deciding on ingredients and how many pizzas to order   Easy   OK   Difficult
Ordering pizzas for delivery   Easy   OK   Difficult
Sketching a map showing the way to your house   Easy   OK   Difficult

Area: Transport, travel and vacations

Theme: Planning a vacation
Task:
Gathering information on your destination   Easy   OK   Difficult
Booking a flight   Easy   OK   Difficult
Choosing a hotel   Easy   OK   Difficult
Booking a room   Easy   OK   Difficult

Theme: At the airport
Task:
Finding your flight   Easy   OK   Difficult
Checking in   Easy   OK   Difficult
Solving excess baggage charge problems   Easy   OK   Difficult
Boarding   Easy   OK   Difficult
Trying to find your lost bag   Easy   OK   Difficult

Theme / Task			
Theme: At the hotel			
Task: Checking in	Easy	OK	Difficult
Double-checking with your travel agency when your room is not reserved	Easy	OK	Difficult
Theme: Driving			
Task: Making a reservation for your driving test	Easy	OK	Difficult
Converting your international/American driver's license to a Korean one	Easy	OK	Difficult
Renewing your driver's license	Easy	OK	Difficult
Getting to your destination with a map in Korean	Easy	OK	Difficult
Understanding traffic signs in Korean	Easy	OK	Difficult
Theme: Car insurance			
Task: Asking for information brochures on car insurance plans	Easy	OK	Difficult
Comparing the brochures and deciding on which insurance company to choose	Easy	OK	Difficult
Theme: Traffic accident			
Task: Calling 119	Easy	OK	Difficult
Reporting to the police orally	Easy	OK	Difficult
Writing a report at the police station	Easy	OK	Difficult
Theme: Taxi			
Task: Telling your destination to the taxi driver	Easy	OK	Difficult
Permitting riding together with another passenger	Easy	OK	Difficult
Paying the fare and receiving the change	Easy	OK	Difficult
Theme: Train			
Task: Calling a travel agency to make a ticket reservation	Easy	OK	Difficult
Theme: Bus			
Task: Asking the bus driver where you have to get off	Easy	OK	Difficult
Deciding on where to get off while looking at the bus line map	Easy	OK	Difficult
Deciding on when to get off while listening to the announcement	Easy	OK	Difficult

Theme: Subway
Task:

Task	Easy	OK	Difficult
Calculating the subway fare to your destination	Easy	OK	Difficult
Deciding on where (i.e., right or left) to get off while listening to the announcement	Easy	OK	Difficult
Transferring between subways	Easy	OK	Difficult
Purchasing a subway pass for students	Easy	OK	Difficult

Area: Illness, injury, and medicine

Theme: At the Korean pharmacy
Task:

Task	Easy	OK	Difficult
Describing your symptoms	Easy	OK	Difficult
Telling in advance the allergies you have	Easy	OK	Difficult
Asking questions as to taking the medicine	Easy	OK	Difficult

Theme: At the Korean hospital
Task:

Task	Easy	OK	Difficult
Calling and making an appointment with a doctor	Easy	OK	Difficult
Asking for a special appointment	Easy	OK	Difficult
Describing your symptoms	Easy	OK	Difficult

Area: Domesticity

Theme: Housing
Task:

Task	Easy	OK	Difficult
Looking for a place in the housing advertisements	Easy	OK	Difficult
Using information from a rental agency	Easy	OK	Difficult
Filling in the rental application	Easy	OK	Difficult
Filling out a change of address form	Easy	OK	Difficult
Installing a phone	Easy	OK	Difficult
Installing cable TV	Easy	OK	Difficult
Subscribing/unsubscribing to a newspaper or a magazine	Easy	OK	Difficult
Using a catalogue to mail order things for your new apartment	Easy	OK	Difficult
Writing an invitation card for your house-warming party	Easy	OK	Difficult

Theme: Monthly bill paying
Task:

Task			
Calculating and paying your monthly bills	Easy	OK	Difficult
Applying for an automatic money transfer at the bank	Easy	OK	Difficult
Depositing money to be debited into the bank account by bank phone service	Easy	OK	Difficult

Theme: Credit
Task:

Task			
Comparing credit card offers and arguing for the best choice	Easy	OK	Difficult
Applying for an emergency student loan	Easy	OK	Difficult

Theme: Bank
Task:

Task			
Opening bank accounts	Easy	OK	Difficult
Exchanging money	Easy	OK	Difficult
Wiring money to the States	Easy	OK	Difficult
Withdrawing money form the ATM	Easy	OK	Difficult
Cashing checks	Easy	OK	Difficult

Theme: Video rental
Task:

Task			
Asking for the latest video releases of movies	Easy	OK	Difficult

Theme: Camera shop
Task:

Task			
Asking for printing of the film	Easy	OK	Difficult
Asking for enlargements	Easy	OK	Difficult

Theme: Coin-operated communal laundry
Task:

Task			
Changing bills to coins	Easy	OK	Difficult
Reading instructions for the detergent	Easy	OK	Difficult
Figuring out how to use the washing machine and dryer	Easy	OK	Difficult

Theme: Hairstyling
Task:

Task			
Telling how you want your hair cut	Easy	OK	Difficult

Area: Other situations

Theme: At the post office

Task:			
Purchasing stamps	Easy	OK	Difficult
Finding postal codes in a postal code booklet	Easy	OK	Difficult
Sending a letter or a parcel by registered mail	Easy	OK	Difficult

Theme: Purchasing your friend's birthday present at the department store

Task:			
Explaining the size of your friend	Easy	OK	Difficult
Deciding on which to buy considering your friend's preference, design, color & price	Easy	OK	Difficult

Theme: Weather forecast

Task:			
Making appointments with your friends to go on a picnic on Saturday	Easy	OK	Difficult
Listening to the weather report on the radio	Easy	OK	Difficult

Theme: Going to the movies

Task:			
Reading newspaper ads for movies and deciding on which movie to see	Easy	OK	Difficult
Calling the theater to get detailed information	Easy	OK	Difficult
Reserving movie tickets by phone	Easy	OK	Difficult

Theme: Washing clothes

Task:			
Reading instructions for washing recently purchased clothes	Easy	OK	Difficult

APPENDIX 2: QUESTIONNAIRE FOR KFL TEACHERS

Korean Assessment of Language Performance Project

J. D. Brown, Thom Hudson & Youngkyu Kim
National Foreign Language Resource Center
University of Hawai'i at Mānoa

분야/주제/과제 분류

본 프로젝트의 목적은 미국내에서 한국어를 외국어로 학습하는 대학수준의 한국어 학습자들이 일반적으로 한국어 학습에서 사용하는 주제들이 한국어하에서의 한국어를 "수업 발표"라는 주제하에서 한국어를 사용하는 분야(예를 들면, "학교", "직장", 등), 주제(예를 들면, "학교"의 경우에는 "수업 발표") 및 과제(예를 들면, 주제 들면, "수업 발표"라는 주제하에서 한국어를 "발표 유인물 준비", "발표 예행 연습" 및 "발표" 등의 과제)를 파악하고 이를 토대로 분야, 주제 및 과제를 분류하고자 합니다. 다음의 내용을 보시고 한국어를 가르치신 경험에 의거하여 다음의 사항을 검토해 주시기를 부탁드리겠습니다.

1. 아래 열거되어 있는 분야, 주제 및 과제 중 가장할 내용이 있는지 검토해 주시오.

2. 학습자의 학습 목적 또는 한국어를 배우는 이유(예를 들면, 한국 지사에 파견될 직장인, 한국의 대학에서 1년 정도 교환학생으로 파견될 학생, 현재 한국에 거주하고 있는 외국인 등)에 따라 아래의 내용중 부적절한 내용이 있을 수 있습니다. 어떤 경우가 부적절한 경우이겠습니까?

3. 각 주제 및 과제가 현재 하와이대학교 한국어프로그램의 등급을 기준으로 볼 때 어느 수준의 학생들이 성취할 수 있는 주제 및 과제인지 주어진 각 등급(101, 102, 201, 202, 300 및 400)의 칸에 V표시를 해 주시기 바랍니다.

예:

주제: 식당에서

과제: 메뉴를 가져다 달라고 부탁하기

이 경우 101수준의 학생들이 할 수 있는 과제이므로 101보다 높은 단계의 학생들은 당연히 이 과제를 할 수 있는 것으로 판단됩니다.

그럼 다음의 목록을 보시고 해당 등급 칸에 V표시를 해 주십시오.

	101	102	201	202	300	400
	✓					

Developing Korean Language Performance Assessments

분야: 학교에서

주제: 한국대학 교환학생
과제:

	101	102	201	202	300	400
한국대학의 교환학생 담당부서에 편지하기	101	102	201	202	300	400
장학금, 학비 및 기숙사에 관해 결정하기	101	102	201	202	300	400
수강과목 결정하기	101	102	201	202	300	400
한국어프로그램에 관한 정보를 얻어 미국에 있는 친구에게 보내주기	101	102	201	202	300	400

주제: 수업중 발표하기
과제:

	101	102	201	202	300	400
수업발표를 계획하기	101	102	201	202	300	400
수업발표 유인물을 작성하기	101	102	201	202	300	400
수업발표 예행연습을 하기	101	102	201	202	300	400
수업중 실제로 발표하기	101	102	201	202	300	400

주제: 강의를 듣거나 읽기 자료를 읽고 이에 대해 반응하기
과제:

	101	102	201	202	300	400
강의 내용을 요약하기	101	102	201	202	300	400
읽기자료에 관련된 추가 자료를 찾기	101	102	201	202	300	400

주제: 수강신청/등록하기
과제:

	101	102	201	202	300	400
지도 교수님께 전자우편을 보내 약속시간 정하기	101	102	201	202	300	400
지도 교수님과 다음 학기에 수강할 과목을 상의하기	101	102	201	202	300	400
수강 신청서를 보고 다음 학기에 수강할 과목을 찾기	101	102	201	202	300	400
컴퓨터를 사용해서 등록하기	101	102	201	202	300	400
구내 은행에 가서 등록금 납입하기	101	102	201	202	300	400

주제: 장학금 신청하기
과제:

	101	102	201	202	300	400
장학금 신청에 관한 교내 신문 공지사항/게시판을 읽기	101	102	201	202	300	400
장학금 담당부서에 자세한 내용을 전화로 문의하기	101	102	201	202	300	400
장학금 신청서를 작성하기	101	102	201	202	300	400
이력서를 작성하기	101	102	201	202	300	400
지도 교수님을 만나 추천서 부탁하기	101	102	201	202	300	400

80

분야: 직장에서

주제: 도서관에서 책 빌리기

과제:	101	102	201	202	300	400
컴퓨터 터미널/도서 색인카드로 책 찾기	101	102	201	202	300	400
메가식 도서 대출 신청서 작성하기	101	102	201	202	300	400
대출한 도서의 기간을 연장하기	101	102	201	202	300	400
도서관에 없는 책을 주문하기	101	102	201	202	300	400

주제: 구내서점에서 책 주문하기

과제:	101	102	201	202	300	400
전화로 구내서점에 구입하고자 하는 책이 있는지 확인하기	101	102	201	202	300	400
서점에 가서 특별 주문 신청서 작성하기	101	102	201	202	300	400
서점에 주문한 책이 왔는지 문의하기	101	102	201	202	300	400

주제: 신입사원 뽑기

과제:	101	102	201	202	300	400
구인광고 작성하기	101	102	201	202	300	400
지원자를 선별하기	101	102	201	202	300	400
탈락된 지원자들에게 보내는 편지 작성하기	101	102	201	202	300	400
최종 선발된 지원자들을 면접하기	101	102	201	202	300	400

주제: 직장에 지원하기

과제:	101	102	201	202	300	400
입사지원서를 작성하기	101	102	201	202	300	400
입사지원동기서를 작성하기	101	102	201	202	300	400
자기소개서를 작성하기	101	102	201	202	300	400
전화면접시 면접관의 질문에 답변하기	101	102	201	202	300	400

주제: 직장 근무시 발생하는 여러가지 일들

과제:	101	102	201	202	300	400
명함관리하기	101	102	201	202	300	400
전화 메모받기	101	102	201	202	300	400
상사가 구술하는 편지 받아쓰기	101	102	201	202	300	400
팩스 보내기	101	102	201	202	300	400
부서 회식 장소를 물색하기	101	102	201	202	300	400

Developing Korean Language Performance Assessments

분야: 음식

주제: 고급 한식 집에서
과제:

과제						
전화로 예약하기	101	102	201	202	300	400
음료수 주문하기	101	102	201	202	300	400
음식에 대해 문의하기	101	102	201	202	300	400
식사 주문하기	101	102	201	202	300	400
머리카락이 빠져있는 국을 돌려 보내기	101	102	201	202	300	400
반찬을 더 달라고 부탁하기	101	102	201	202	300	400
디저트를 주문하기	101	102	201	202	300	400
값을 치르기	101	102	201	202	300	400

주제: 피자 배달시키기
과제:

과제						
피자를 먹을 사람들의 주문을 받기	101	102	201	202	300	400
피자 토핑과 피자 및 판을 시킬지 결정하기	101	102	201	202	300	400
전화로 피자 배달시키기	101	102	201	202	300	400
전화로 약도 설명해 주기	101	102	201	202	300	400

분야: 교통, 여행 및 추가

주제: 추가 계획을 세우기
과제:

과제						
여행지에 관한 정보를 입수하기	101	102	201	202	300	400
비행기를 예약하기	101	102	201	202	300	400
호텔을 선택하기	101	102	201	202	300	400
객실을 예약하기	101	102	201	202	300	400

주제: 공항에서
과제:

과제						
타고 갈 항공기 회사의 카운터를 찾기	101	102	201	202	300	400
체크인하기	101	102	201	202	300	400
초과 수화물 문제를 처리하기	101	102	201	202	300	400
비행기에 탑승하기	101	102	201	202	300	400
분실된 가방을 찾기	101	102	201	202	300	400

Brown, Hudson, & Kim

주제 / 과제	101	102	201	202	300	400
주제: 호텔예약						
과제: 체크인하기	101	102	201	202	300	400
예약이 되지 않아 전화로 여행사에 예약을 재확인 해보기	101	102	201	202	300	400
주제: 운전						
과제: 운전면허 시험 예약하기	101	102	201	202	300	400
국제운전면허신청하기	101	102	201	202	300	400
운전면허갱신하기	101	102	201	202	300	400
한국어로 된 지도를 보고 목적지에 찾아가기	101	102	201	202	300	400
한국어로 된 교통 표지판 이해하기	101	102	201	202	300	400
주제: 자동차 보험						
과제: 자동차 보험회사에 전화를 해서 안내 책자를 보내달라고 부탁하기	101	102	201	202	300	400
안내 책자를 비교해서 가장 저렴한 자동차 보험회사 결정하기	101	102	201	202	300	400
주제: 교통사고						
과제: 119에 전화하기	101	102	201	202	300	400
경찰에게 사고를 구두로 설명하기	101	102	201	202	300	400
사고 경위서를 작성하기	101	102	201	202	300	400
주제: 택시						
과제: 택시 기사에게 목적지를 설명하기	101	102	201	202	300	400
택시 합승을 허락하기	101	102	201	202	300	400
택시 요금을 지불하고 거스름돈을 받기	101	102	201	202	300	400
주제: 기차						
과제: 여행사에 기차표 예약을 전화로 부탁하기	101	102	201	202	300	400
주제: 버스						
과제: 버스 기사에게 어디서 하차해야 할 지 물어보기	101	102	201	202	300	400
버스 노선 안내도를 보고 어디서 내릴 지를 결정하기	101	102	201	202	300	400
안내 방송을 듣고 언제 내려야 할 지를 결정하기	101	102	201	202	300	400

Developing Korean Language Performance Assessments

분야: 질병 및 약

주제: 지하철
과제:

과제	101	102	201	202	300	400
목적지까지의 요금을 계산하기	101	102	201	202	300	400
지하철 노선 안내도를 보고 어느 정류장에서 내려야 할 지를 결정하기	101	102	201	202	300	400
안내방송을 듣고 어느 인제/어느 쪽으로(왼쪽/오른쪽) 내려야 할 지를 결정하기	101	102	201	202	300	400
지하철 갈아타기	101	102	201	202	300	400
학생 할인 정기권을 구입하기	101	102	201	202	300	400

주제: 약국에서
과제:

과제	101	102	201	202	300	400
아픈 증상을 설명하기	101	102	201	202	300	400
약사에게 알레르기를 미리 말하기	101	102	201	202	300	400
약 복용에 관해 질문하기	101	102	201	202	300	400

주제: 병원에서
과제:

과제	101	102	201	202	300	400
전화로 의사와의 진료시간을 예약하기	101	102	201	202	300	400
특진을 부탁하기	101	102	201	202	300	400
의사/간호사에게 아픈 증상을 설명하기	101	102	201	202	300	400

분야: 집에 관련된 일들

주제: 집구하기
과제:

과제	101	102	201	202	300	400
지역신문에서 집 광고 찾기	101	102	201	202	300	400
부동산 중개소/복덕방에서 제공한 정보 활용하기	101	102	201	202	300	400
계약서 작성하기	101	102	201	202	300	400
우체국에 주소변경 신청하기	101	102	201	202	300	400
전화 설치하기	101	102	201	202	300	400
케이블 TV 설치하기	101	102	201	202	300	400
전화로 신문 구독 신청 또는 해지 신청하기	101	102	201	202	300	400
"황소의 눈"을 통해 전화로 집에서 신청하기	101	102	201	202	300	400
집들이 초대 카드 작성						
필요한 물건을 주문하기	101	102	201	202	300	400

주제 / 과제	101	102	201	202	300	400
주제: 매달 고지서 지불하기						
과제: 매달 오는 고지서 요금을 계산하고 지불하기	101	102	201	202	300	400
은행에 자동이체 신청을 하기	101	102	201	202	300	400
은행구좌에 이체될 돈을 미리 입금하기	101	102	201	202	300	400
주제: 신용						
과제: 신용카드 신청서를 비교해서 가장 유리한 신용카드회사를 결정하기	101	102	201	202	300	400
진급 학자금 융자를 신청하기	101	102	201	202	300	400
주제: 은행						
과제: 은행 계좌 열기	101	102	201	202	300	400
텔레뱅킹으로 입금하기	101	102	201	202	300	400
환전하기	101	102	201	202	300	400
미국에 송금하기	101	102	201	202	300	400
현금자동인출기/자동예금출납기에서 돈 찾기	101	102	201	202	300	400
수표로 예금되어있는 돈을 찾기	101	102	201	202	300	400
주제: 비디오 빌리기						
과제: 종업원에게 최근에 출시된 비디오에 대해 문의하기	101	102	201	202	300	400
주제: 사진관에서						
과제: 사진현상을 부탁하기	101	102	201	202	300	400
현상한 사진중 일부를 확대/추가 현상해 달라고 부탁하기	101	102	201	202	300	400
주제: 빨래 방						
과제: 지폐를 동전으로 바꾸기	101	102	201	202	300	400
세제 사용법을 읽기	101	102	201	202	300	400
세탁기 사용법을 읽기	101	102	201	202	300	400
주제: 미장원에서						
과제: 원하는 머리 스타일을 말하기	101	102	201	202	300	400

분야: 기타

주제: 우체국에서

과제:

과제	101	102	201	202	300	400
우편번호를 우편번호 책자에서 찾기	101	102	201	202	300	400
원하는 우표를 사기	101	102	201	202	300	400
소포를 등기로 부치기	101	102	201	202	300	400
결혼하는 친구에게 축전 보내기	101	102	201	202	300	400

주제: 물건구입하기

과제:

과제	101	102	201	202	300	400
친구 생일 선물을 사러 백화점에 가기	101	102	201	202	300	400
친구에게 사 줄 티셔츠의 치수를 설명하기	101	102	201	202	300	400
친구의 취향, 색상, 디자인, 가격 등을 고려하여 결정하기	101	102	201	202	300	400

주제: 일기예보

과제:

과제	101	102	201	202	300	400
주말에 산에 놀러 가기로 친구들과 전화로 약속하기 (자동응답기/폐폐에 메세지를 남김)	101	102	201	202	300	400
라디오 일기예보를 듣기	101	102	201	202	300	400

주제: 영화관람

과제:

과제	101	102	201	202	300	400
신문 영화광고란을 읽고 무슨 영화를 어느 극장에서 볼 지를 결정하기	101	102	201	202	300	400
극장에 전화를 해서 영화에 관한 자세한 정보를 얻기	101	102	201	202	300	400
전화로 극장표를 예약하기	101	102	201	202	300	400

주제: 의복 세탁 및 취급시 주의사항

과제:

과제	101	102	201	202	300	400
최근에 구입한 의복을 세탁시 옷에 부착된 세탁 및 취급시 주의사항을 읽기	101	102	201	202	300	400

APPENDIX 3: QUESTIONNAIRE FOR KSL LEARNERS

Korean Assessment of Language Performance Project

J. D. Brown, Thom Hudson and Youngkyu Kim
National Foreign Language Resource Center
University of Hawai'i at Mānoa

This project is to develop new types of language tests for university-level learners of Korean as a second and foreign language. The goal of the project is to improve Korean language testing.

The following is a list of everyday tasks Korean language learners will carry out in real-life situations, classified and grouped according to areas, themes, and tasks. Based on your experience living in Korea and with functional proficiency in Korean, you are kindly asked to examine this list and provide your feedback in terms of the following criteria:

1. Please rate each task below by checking the appropriate column.
2. Are there any areas, themes, or tasks, which you think need to be included in addition to those listed below?

Areas/Themes/Tasks Classification

Area: At school

Theme: One-year study abroad in Korea

Task:			
Writing a letter to the Office of International Students at Korean universities	Easy	OK	Difficult
Deciding on courses to take	Easy	OK	Difficult
Gathering information on Korean language programs	Easy	OK	Difficult

Theme: In-class presentation

Task:			
Planning your presentation	Easy	OK	Difficult
Creating a handout	Easy	OK	Difficult
Practicing your presentation	Easy	OK	Difficult
Delivering your presentation	Easy	OK	Difficult

Theme: Responding to a lecture and readings

Task:			
Summarizing the lecture	Easy	OK	Difficult
Finding relevant literature	Easy	OK	Difficult

Theme: Academic advising/Registration

Task:			
Contacting your supervisor			
Discussing with him/her about courses you will take next semester	Easy	OK	Difficult
Finding courses to take in the Schedule of Classes booklet	Easy	OK	Difficult
Registering for courses via computers	Easy	OK	Difficult
Paying your tuition and fees at an on-campus bank	Easy	OK	Difficult
	Easy	OK	Difficult

Theme: Scholarship application

Task:			
Reading information on scholarships in the student newspaper	Easy	OK	Difficult
Contacting the Office of Financial Support	Easy	OK	Difficult
Filling in a scholarship application form	Easy	OK	Difficult
Writing your curriculum vitae	Easy	OK	Difficult
Asking your academic supervisor for a letter of recommendation	Easy	OK	Difficult

Theme: Library

Task:	Easy	OK	Difficult
Searching for books via on-line terminals/index cards	Easy	OK	Difficult
Filling in a book check-out request form at a closed-stack library	Easy	OK	Difficult
Renewing the books you have borrowed	Easy	OK	Difficult
Writing a book purchase request form	Easy	OK	Difficult

Theme: Campus bookstore

Task:	Easy	OK	Difficult
Contacting the campus bookstore to see if they have the book you are looking for	Easy	OK	Difficult
Filling in a special book order form	Easy	OK	Difficult
Contacting the campus bookstore to see if the book has arrived	Easy	OK	Difficult

Area: At work

Theme: Filling the empty position

Task:	Easy	OK	Difficult
Writing a job advertisement	Easy	OK	Difficult
Sorting out possible job candidates	Easy	OK	Difficult
Writing a form letter of rejection	Easy	OK	Difficult
Interviewing runner-up candidates	Easy	OK	Difficult

Theme: Applying for a position

Task:	Easy	OK	Difficult
Filling in the application form	Easy	OK	Difficult
Writing a letter explaining why you are applying	Easy	OK	Difficult
Writing a self-introduction letter	Easy	OK	Difficult
Answering questions in a phone interview	Easy	OK	Difficult

Theme: Those mundane chores

Task:	Easy	OK	Difficult
Creating a Rolodex	Easy	OK	Difficult
Taking messages	Easy	OK	Difficult
Transcribing a business letter	Easy	OK	Difficult
Sending a fax	Easy	OK	Difficult
Editing your boss's letter	Easy	OK	Difficult
Looking for a restaurant for a division dinner gathering	Easy	OK	Difficult

Area: Food and drink

Theme: At the fancy Korean restaurant
Task:
- Making a reservation — Easy OK Difficult
- Ordering drinks — Easy OK Difficult
- Asking questions about the food — Easy OK Difficult
- Ordering the main course — Easy OK Difficult
- Sending back the soup with hair in it — Easy OK Difficult
- Asking for more side dishes — Easy OK Difficult
- Ordering dessert — Easy OK Difficult
- Paying the bill — Easy OK Difficult

Theme: Ordering a pizza to be delivered
Task:
- Getting everyone's orders — Easy OK Difficult
- Deciding on ingredients and how many pizzas to order — Easy OK Difficult
- Ordering pizzas for delivery — Easy OK Difficult
- Sketching a map showing the way to your house — Easy OK Difficult

Area: Transport, travel and vacations

Theme: Planning a vacation
Task:
- Gathering information on your destination — Easy OK Difficult
- Booking a flight — Easy OK Difficult
- Choosing a hotel — Easy OK Difficult
- Booking a room — Easy OK Difficult

Theme: At the airport
Task:
- Finding your flight — Easy OK Difficult
- Checking in — Easy OK Difficult
- Solving excess baggage charge problems — Easy OK Difficult
- Boarding — Easy OK Difficult
- Trying to find your lost bag — Easy OK Difficult

Brown, Hudson, & Kim

Theme / Task			
Theme: At the hotel			
Task: Checking in	Easy	OK	Difficult
Double-checking with your travel agency when your room is not reserved	Easy	OK	Difficult
Theme: Driving			
Task: Making a reservation for your driving test	Easy	OK	Difficult
Converting your international/American driver's license to a Korean one	Easy	OK	Difficult
Renewing your driver's license	Easy	OK	Difficult
Getting to your destination with a map in Korean	Easy	OK	Difficult
Understanding traffic signs in Korean	Easy	OK	Difficult
Theme: Car insurance			
Task: Asking for information brochures on car insurance plans	Easy	OK	Difficult
Comparing the brochures and deciding on which insurance company to choose	Easy	OK	Difficult
Theme: Traffic accident			
Task: Calling 119	Easy	OK	Difficult
Reporting to the police orally	Easy	OK	Difficult
Writing a report at the police station	Easy	OK	Difficult
Theme: Taxi			
Task: Telling your destination to the taxi driver	Easy	OK	Difficult
Permitting riding together with another passenger	Easy	OK	Difficult
Paying the fare and receiving the change	Easy	OK	Difficult
Theme: Train			
Task: Calling a travel agency to make a ticket reservation	Easy	OK	Difficult
Theme: Bus			
Task: Asking the bus driver where you have to get off	Easy	OK	Difficult
Deciding on where to get off while looking at the bus line map	Easy	OK	Difficult
Deciding on when to get off while listening to the announcement	Easy	OK	Difficult

Theme: Subway

Task:

	Easy	OK	Difficult
Calculating the subway fare to your destination	Easy	OK	Difficult
Deciding on where (i.e., right or left) to get off while listening to the announcement	Easy	OK	Difficult
Transferring between subways	Easy	OK	Difficult
Purchasing a subway pass for students	Easy	OK	Difficult

Area: Illness, injury, and medicine

Theme: At the Korean pharmacy

Task:

	Easy	OK	Difficult
Describing your symptoms	Easy	OK	Difficult
Telling in advance the allergies you have	Easy	OK	Difficult
Asking questions as to taking the medicine	Easy	OK	Difficult

Theme: At the Korean hospital

Task:

	Easy	OK	Difficult
Calling and making an appointment with a doctor	Easy	OK	Difficult
Asking for a special appointment	Easy	OK	Difficult
Describing your symptoms	Easy	OK	Difficult

Area: Domesticity

Theme: Housing

Task:

	Easy	OK	Difficult
Looking for a place in the housing advertisements	Easy	OK	Difficult
Using information from a rental agency	Easy	OK	Difficult
Filling in the rental application	Easy	OK	Difficult
Filling out a change of address form	Easy	OK	Difficult
Installing a phone	Easy	OK	Difficult
Installing cable TV	Easy	OK	Difficult
Subscribing/unsubscribing to a newspaper or a magazine	Easy	OK	Difficult
Using a catalogue to mail order things for your new apartment	Easy	OK	Difficult
Writing an invitation card for your house-warming party	Easy	OK	Difficult

Theme / Task			
Theme: Monthly bill paying			
Task: Calculating and paying your monthly bills	Easy	OK	**Difficult**
Applying for an automatic money transfer at the bank	Easy	OK	**Difficult**
Depositing money to be debited into the bank account by bank phone service	Easy	OK	**Difficult**
Theme: Credit			
Task: Comparing credit card offers and arguing for the best choice	Easy	OK	**Difficult**
Applying for an emergency student loan	Easy	OK	**Difficult**
Theme: Bank			
Task: Opening bank accounts	Easy	OK	**Difficult**
Exchanging money	Easy	OK	**Difficult**
Wiring money to the States	Easy	OK	**Difficult**
Withdrawing money form the ATM	Easy	OK	**Difficult**
Cashing checks	Easy	OK	**Difficult**
Theme: Video rental			
Task: Asking for the latest video releases of movies	Easy	OK	**Difficult**
Theme: Camera shop			
Task: Asking for printing of the film	Easy	OK	**Difficult**
Asking for enlargements	Easy	OK	**Difficult**
Theme: Coin-operated communal laundry			
Task: Changing bills to coins	Easy	OK	**Difficult**
Reading instructions for the detergent	Easy	OK	**Difficult**
Figuring out how to use the washing machine and dryer	Easy	OK	**Difficult**
Theme: Hairstyling			
Task: Telling how you want your hair cut	Easy	OK	**Difficult**

Theme: At the post office

Task:			
Purchasing stamps	Easy	OK	Difficult
Finding postal codes in a postal code booklet	Easy	OK	Difficult
Sending a letter or a parcel by registered mail	Easy	OK	Difficult

Area: Other situations

Theme: Purchasing your friend's birthday present at the department store

Task:			
Explaining the size of your friend	Easy	OK	Difficult
Deciding on which to buy considering your friend's preference, design, color & price	Easy	OK	Difficult

Theme: Weather forecast

Task:			
Making appointments with your friends to go on a picnic on Saturday	Easy	OK	Difficult
Listening to the weather report on the radio	Easy	OK	Difficult

Theme: Going to the movies

Task:			
Reading newspaper ads for movies and deciding on which movie to see	Easy	OK	Difficult
Calling the theater to get detailed information	Easy	OK	Difficult
Reserving movie tickets by phone	Easy	OK	Difficult

Theme: Washing clothes

Task:			
Reading instructions for washing recently purchased clothes	Easy	OK	Difficult

APPENDIX 4: QUESTIONNAIRE FOR KSL TEACHERS

Korean Assessment of Language Performance Project

J. D. Brown, Thom Hudson & Youngkyu Kim
National Foreign Language Resource Center
University of Hawai'i at Mānoa

분야/주제/과제 분류

본 프로젝트의 목적은 미국내에서 한국어를 외국어로 학습하는 대학수준 학습자들의 한국어 수행능력을 평가하는 것입니다. 본 프로젝트의 일환으로 한국어 학습자들이 한국어를 사용하는 분야(예를 들면, "학교", "직장", "등), 주제(예를 들면, "학교"의 경우에는 "수업 발표") 및 과제(예를 들면, "수업 발표"라는 주제하에서 "발표 준비", "발표 유인물 준비", "발표 예행 연습" 및 "발표" 등의 과제들)을 파악하고 주제들 도표로 분류, 주제 및 과제를 분류하고자 합니다. 다음의 내용을 보시고 한국어열 다음의 사항을 검토해 주시기를 부탁드리겠습니다.

1. 아래 열거되어있는 분야, 주제 및 과제 중 가감할 내용이 있는지 검토해 주십시오.
2. 학습자의 학습 목적 또는 한국어를 배우는 이유(예를 들면, 관광 목적, 친정 목적, 한국 지사에 파견될 직장인, 한국의 대학에서 1년 정도 교환학생으로 파견될 학생, 현재 한국에 거주하고 있는 외국인 등)에 따라 아래의 내용중 부적절한 내용이 있을 수 있습니다. 어떤 경우가 부적절한 경우이겠습니까?
3. 각 주제 및 과제가 현재 이미 언어교육의 정규반 한국어프로그램의 등급을 기준으로 했을 경우 어느 수준의 학생들이 성취할 수 있는 주제 및 과제인지 주어진 각 등급(1단계, 2단계, 3단계, 4단계, 5단계, 6단계, 7단계 및 8단계)의 칸에 V표시를 해 주시기 바랍니다.

예:
주제: 식당에서
과제: 메뉴를 가져다 달라고 부탁하기

			I	II	III	IV	V	VI	VII	VIII
		√								

이 경우 1단계수준의 학생들이 할 수 있는 과제이므로 1단계보다 높은 단계의 학생들은 당연히 이 과제를 할 수 있는 것으로 판단됩니다.

그럼 다음의 목록을 보시고 해당 등급 칸에 V표시를 해 주십시오.

Developing Korean Language Performance Assessments   95

Brown, Hudson, & Kim

분야: 학교에서

주제: 한국대학과 교환학생
과제:
	I	II	III	IV	V	VI	VII	VIII
한국대학의 교환학생 담당부서에 편지하기	I	II	III	IV	V	VI	VII	VIII
장학금, 학비 및 기숙사에 관해 문의하기	I	II	III	IV	V	VI	VII	VIII
수강과목 결정하기	I	II	III	IV	V	VI	VII	VIII
한국어프로그램에 관한 정보를 얻어 미국에 있는 친구에게 보내주기	I	II	III	IV	V	VI	VII	VIII

주제: 수업중 발표하기
과제:
	I	II	III	IV	V	VI	VII	VIII
수업발표를 계획하기	I	II	III	IV	V	VI	VII	VIII
수업발표 유인물을 작성하기	I	II	III	IV	V	VI	VII	VIII
수업발표 예행연습을 하기	I	II	III	IV	V	VI	VII	VIII
수업중 실제로 발표하기	I	II	III	IV	V	VI	VII	VIII

주제: 강의를 듣거나 읽기 자료를 읽고 이에 대해 반응하기
과제:
	I	II	III	IV	V	VI	VII	VIII
강의 내용을 요약하기	I	II	III	IV	V	VI	VII	VIII
읽기자료에 관련된 추가 자료를 찾기	I	II	III	IV	V	VI	VII	VIII

주제: 수강신청/등록하기
과제:
	I	II	III	IV	V	VI	VII	VIII
지도 교수님께 전자우편을 보내 약속시간 정하기	I	II	III	IV	V	VI	VII	VIII
지도 교수님과 다음 학기에 수강할 과목을 상의하기	I	II	III	IV	V	VI	VII	VIII
수강 신청서를 보고 다음 학기에 수강할 과목을 찾기	I	II	III	IV	V	VI	VII	VIII
컴퓨터를 사용해서 등록하기	I	II	III	IV	V	VI	VII	VIII
구내 은행에 가서 등록금 납입하기	I	II	III	IV	V	VI	VII	VIII

주제: 장학금 신청하기
과제:
	I	II	III	IV	V	VI	VII	VIII
장학금 신청에 관해 교내 신문 공지사항/게시판을 읽기	I	II	III	IV	V	VI	VII	VIII
장학금 담당부서에 자세한 내용을 전화로 문의하기	I	II	III	IV	V	VI	VII	VIII
장학금 신청서를 작성하기	I	II	III	IV	V	VI	VII	VIII
이력서를 작성하기	I	II	III	IV	V	VI	VII	VIII
지도 교수님을 만나 추천서 부탁하기	I	II	III	IV	V	VI	VII	VIII

주제: 도서관에서 책 빌리기

과제	I	II	III	IV	V	VI	VII	VIII
컴퓨터 터미널/도서 색인카드로 책 찾기	I	II	III	IV	V	VI	VII	VIII
폐가식 도서 대출 신청서 작성하기	I	II	III	IV	V	VI	VII	VIII
대출한 도서의 기간을 연장하기	I	II	III	IV	V	VI	VII	VIII
도서관에 없는 책을 주문하기	I	II	III	IV	V	VI	VII	VIII

주제: 구내서점에서 책 주문하기

과제	I	II	III	IV	V	VI	VII	VIII
전화로 구내서점에 구입하고자 하는 책이 있는지 확인하기	I	II	III	IV	V	VI	VII	VIII
서점에 가서 특별 주문 신청서 작성하기	I	II	III	IV	V	VI	VII	VIII
서점에 주문한 책의 여부를 문의하기	I	II	III	IV	V	VI	VII	VIII

주제: 신입사원 뽑기

과제	I	II	III	IV	V	VI	VII	VIII
구인광고 작성하기	I	II	III	IV	V	VI	VII	VIII
지원자를 선별하기	I	II	III	IV	V	VI	VII	VIII
탈락된 지원자들에게 보내는 편지 작성하기	I	II	III	IV	V	VI	VII	VIII
최종 선발된 지원자들을 면접하기	I	II	III	IV	V	VI	VII	VIII

주제: 직장에 지원하기

과제	I	II	III	IV	V	VI	VII	VIII
입사지원서를 작성하기	I	II	III	IV	V	VI	VII	VIII
입사지원동기서를 작성하기	I	II	III	IV	V	VI	VII	VIII
자기소개서를 작성하기	I	II	III	IV	V	VI	VII	VIII
전화면접시 면접관의 질문에 답변하기	I	II	III	IV	V	VI	VII	VIII

주제: 직장 근무시 발생하는 여러가지 일들

과제	I	II	III	IV	V	VI	VII	VIII
명함관리하기	I	II	III	IV	V	VI	VII	VIII
전화 메모받기	I	II	III	IV	V	VI	VII	VIII
상사가 구술하는 편지 받아쓰기	I	II	III	IV	V	VI	VII	VIII
팩스 보내기	I	II	III	IV	V	VI	VII	VIII
부서 회식 장소를 물색하기	I	II	III	IV	V	VI	VII	VIII

분야: 음식

주제: 고급 한식집에서

과제:

	I	II	III	IV	V	VI	VII	VIII
전화로 예약하기	I	II	III	IV	V	VI	VII	VIII
음료수 주문하기	I	II	III	IV	V	VI	VII	VIII
음식에 대해 물어보기	I	II	III	IV	V	VI	VII	VIII
식사 주문하기	I	II	III	IV	V	VI	VII	VIII
웨이터에게 빠져있는 음료를 돌려 보내기	I	II	III	IV	V	VI	VII	VIII
반찬을 더 달라고 부탁하기	I	II	III	IV	V	VI	VII	VIII
디저트를 주문하기	I	II	III	IV	V	VI	VII	VIII
값을 치루기	I	II	III	IV	V	VI	VII	VIII

주제: 피자 배달시키기

과제:

	I	II	III	IV	V	VI	VII	VIII
피자를 먹을 사람들의 주문을 받기	I	II	III	IV	V	VI	VII	VIII
피자 토핑과 피자 및 빵 반을 시킬지 결정하기	I	II	III	IV	V	VI	VII	VIII
전화로 피자 배달시키기	I	II	III	IV	V	VI	VII	VIII
전화로 약도 설명해 주기	I	II	III	IV	V	VI	VII	VIII

분야: 교통, 여행 및 휴가

주제: 휴가 계획을 세우기

과제:

	I	II	III	IV	V	VI	VII	VIII
여행지의 관한 정보를 입수하기	I	II	III	IV	V	VI	VII	VIII
비행기를 예약하기	I	II	III	IV	V	VI	VII	VIII
호텔을 선택하기	I	II	III	IV	V	VI	VII	VIII
객실을 예약하기	I	II	III	IV	V	VI	VII	VIII

주제: 공항에서

과제:

	I	II	III	IV	V	VI	VII	VIII
타고 갈 항공기 회사의 카운터를 찾기	I	II	III	IV	V	VI	VII	VIII
체크인하기	I	II	III	IV	V	VI	VII	VIII
초과 수화물 문제를 처리하기	I	II	III	IV	V	VI	VII	VIII
비행기에 탑승하기	I	II	III	IV	V	VI	VII	VIII
분실된 가방을 찾기	I	II	III	IV	V	VI	VII	VIII

주제 / 과제	I	II	III	IV	V	VI	VII	VIII
주제: 호텔에서								
과제: 체크인하기	X	X	X	X	X	X	X	X
과제: 예약이 되지 않아 전화로 여행사에 예약을 재확인 해 보기	X	X	X	X	X	X	X	X
주제: 운전								
과제: 운전면허 시험 예약하기	X	X	X	X	X	X	X	X
국제운전면허신청하기	X	X	X	X	X	X	X	X
운전면허갱신하기	X	X	X	X	X	X	X	X
한국어로 된 지도를 보고 목적지에 찾아가기	X	X	X	X	X	X	X	X
한국어로 된 교통 표지판 이해하기	X		X	X		X	X	X
주제: 자동차 보험								
과제: 자동차 보험회사에 전화를 해서 안내 책자를 보내달라고 부탁하기	X	X	X	X	X	X	X	X
안내 책자를 비교해서 가장 저렴한 자동차 보험회사 결정하기	X	X	X	X	X	X	X	X
주제: 교통사고								
과제: 119에 전화하기	X	X	X	X	X	X	X	X
경찰에게 사고를 구두로 설명하기	X	X	X	X	X	X	X	X
사고 경위서를 작성하기	X	X	X	X	X	X	X	X
주제: 택시								
과제: 택시 기사에게 목적지를 설명하기	X	X	X	X	X	X	X	X
택시 합승을 하락하기	X	X	X	X	X	X	X	X
택시 요금을 지불하고 거스름돈을 받기	X	X	X	X	X	X	X	X
주제: 기차								
과제: 여행사에 기차표 예약을 전화로 부탁하기	X		X	X	X	X	X	X
주제: 버스								
과제: 버스 기사에게 어디서 하차해야 할 지 물어보기	X	X	X	X	X	X	X	X
버스 노선 안내도를 보고 어디서 내릴 지를 결정하기	X	X	X	X	X	X	X	X
안내 방송을 듣고 언제 내려야 할 지를 결정하기	X	X	X	X	X	X	X	X

분야: 질병 및 약

주제: 지하철

과제:

과제							
목적지까지의 요금을 계산하기	I	III	IV	V	VI	VII	VIII
지하철 노선 안내도를 보고 어느 정류장에서 내려야 할 지를 결정하기	I	II	III	IV	V	VI	VII	VIII
안내 방송을 듣고 어느 역에/어느 쪽으로(왼쪽 또는 오른쪽) 내려야 할 지를 결정하기	I	II	III	IV	V	VI	VII	VIII
지하철 갈아타기	I	II	III	IV	V	VI	VII	VIII
학생 할인 정기권을 구입하기	I	II	III	IV	V	VI	VII	VIII

주제: 약국에서

과제:

과제							
아픈 증상을 설명하기	I	II	III	IV	V	VI	VII	VIII
약사에게 알레르기를 미리 말하기	I	II	III	IV	V	VI	VII	VIII
약 복용에 관해 질문하기	I	II	III	IV	V	VI	VII	VIII

주제: 병원에서

과제:

과제							
전화로 의사와의 진료시간을 예약하기	I	II	III	IV	V	VI	VII	VIII
특진을 부탁하기	I	II	III	IV	V	VI	VII	VIII
의사/간호사에게 아픈 증상을 설명하기	I	II	III	IV	V	VI	VII	VIII

분야: 집에 관련된 일들

주제: 집구하기

과제:

과제							
지역신문에서 집 광고 찾기	I	II	III	IV	V	VI	VII	VIII
부동산 중개소/복덕방에서 제공한 정보 활용하기	I	II	III	IV	V	VI	VII	VIII
계약서 작성하기	I	II	III	IV	V	VI	VII	VIII
우체국에 주소변경 신청하기	I	II	III	IV	V	VI	VII	VIII
전화 설치하기	I	II	III	IV	V	VI	VII	VIII
케이블 TV 설치하기	I	II	III	IV	V	VI	VII	VIII
전화로 신문 구독 신청 또는 해지 신청하기	I	II	III	IV	V	VI	VII	VIII
"황소의 눈"을 통해 전화로 집에서 필요한 물건을 주문하기	I	II	III	IV	V	VI	VII	VIII
집들이 초대 카드 작성	I	II	III	IV	V	VI	VII	VIII

주제 / 과제	I	II	III	IV	V	VI	VII	VIII
주제: 매달 교지서 지불하기								
과제: 매달 오는 교지서 요금을 계산하고 지불하기	I	II	III	IV	V	VI	VII	VIII
은행에 자동이체 신청을 하기	I	II	III	IV	V	VI	VII	VIII
은행구좌에 이체될 이체될 돈을 텔레뱅킹으로 미리 입금하기	I	II	III	IV	V	VI	VII	VIII
주제: 신용								
과제: 신용카드 신청서를 비교해서 가장 유리한 신용카드회사를 결정하기	I	II	III	IV	V	VI	VII	VIII
긴급 학자금 융자를 신청하기	I	II	III	IV	V	VI	VII	VIII
주제: 은행								
과제: 은행 제좌 열기	I	II	III	IV	V	VI	VII	VIII
텔레뱅킹으로 입금하기	I	II	III	IV	V	VI	VII	VIII
환전하기	I	II	III	IV	V	VI	VII	VIII
미구에 송금하기	I	II	III	IV	V	VI	VII	VIII
현금자동인출기/자동예금출납기에서 돈 찾기	I	II	III	IV	V	VI	VII	VIII
수표로 예금되어있는 돈을 찾기	I							VIII
주제: 비디오 빌려기								
과제: 종업원에게 최근에 출시된 비디오에 대해 문의하기	I	II	III	IV	V	VI	VII	VIII
주제: 사진관에서								
과제: 사진현상을 부탁하기	I	II	III	IV	V	VI	VII	VIII
현상한 사진중 일부를 확대/추가 현상해 달라고 부탁하기	I	II	III	IV	V	VI	VII	VIII
주제: 빨래방								
과제: 지폐를 동전으로 바꾸기	I	II	III	IV	V	VI	VII	VIII
세제 사용법을 읽기	I	II	III	IV	V	VI	VII	VIII
세탁기 사용법을 읽기	I	II	III	IV	V	VI	VII	VIII
주제: 미장원에서								
과제: 원하는 머리 스타일을 말하기	I	II	III	IV	V	VI	VII	VIII

분야: 기타

주제: 우체국에서
과제:

과제	I	II	III	IV	V	VI	VII	VIII
우편번호를 우편번호 책자에서 찾기	I	II	III	IV	V	VI	VII	VIII
원하는 우표를 사기	I	II	III	IV	V	VI	VII	VIII
소포를 등기로 부치기	I	II	III	IV	V	VI	VII	VIII
결혼하는 친구에게 축전 보내기	I	II	III	IV	V	VI	VII	VIII

주제: 물건구입하기
과제:

과제	I	II	III	IV	V	VI	VII	VIII
친구 생일 선물을 사러 백화점에 가기	I	II	III	IV	V	VI	VII	VIII
친구에게 사 줄 티셔츠의 치수를 설명하기	I	II	III	IV	V	VI	VII	VIII
친구의 취향, 디자인, 색상, 가격 등을 고려하여 결정하기	I	II	III	IV	V	VI	VII	VIII

주제: 일기예보
과제:

과제	I	II	III	IV	V	VI	VII	VIII
주말에 산에 놀러 가기로 친구들과 전화로 약속하기 (자동응답기/폐에 메시지를 남김)	I		III	IV	V	VI	VII	VIII
라디오 일기예보를 듣기	I		III	IV	V	VI	VII	VIII

주제: 영화관람
과제:

과제	I	II	III	IV	V	VI	VII	VIII
신문 영화광고란을 읽고 무슨 영화를 하는 극장에서 볼 지를 결정하기	I	II	III	IV	V	VI	VII	VIII
극장에 전화를 해서 영화에 관한 자세한 정보를 얻기	I	II	III	IV	V	VI	VII	VIII
전화로 극장표를 예약하기	I	II	III	IV	V	VI	VII	VIII

주제: 의복 세탁 및 취급시 주의사항
과제:

과제	I	II	III	IV	V	VI	VII	VIII
최근에 구입한 의복을 세탁시 옷에 부착된 세탁 및 취급시 주의사항을 읽기	I		III	IV	V	VI	VII	VIII

Brown, Hudson, & Kim

APPENDIX 5: ITEM/TASK PROMPTS AND REALIA/MATERIALS DESCRIPTIONS FOR PROTOTYPE KOREAN ASSESSMENT OF LANGUAGE PERFORMANCE TASKS IN ENGLISH

Area A: At school
Theme A.1: Registration

Task A.1.1: Calling your academic supervisor regarding course selection
Type: F
Prompt: It is toward the end of the semester. You have to see your academic supervisor regarding course selection for next semester. When you call her at her office to make an appointment, her answering machine is on. While listening to her greeting message, you learn that she asks students who call her for course selection consultation to leave a course selection-related message and she will get back to them with her feedback on students' course selection. You call her and this time write down what she wants you to say in your message. When you call her again, you have to politely leave a message that is loud enough, clear, and to the point.
Realia/Materials: telephone with answering machine; your academic supervisor's greeting message prerecorded on tape, which asks you to tell her your name, the reason for calling, courses you want to take next semester and your phone number; list of courses you want to take next semester; your phone number

Task A.1.2: Selecting next semester's courses with the help of your academic supervisor's advice
Type: D
Prompt: When you get back home, you find your answering machine flickering several times, meaning several new messages have arrived. One of the messages may have come from your academic supervisor. Play the answering machine and find her message among other messages. Listen to her message and take notes of what she recommends regarding your course selection.
Realia/Materials: answering machine; several messages, including your academic supervisor's, prerecorded on tape

Task A.1.3: Filling out a registration form and a timetable
Type: A
Prompt: Based on your academic supervisor's advice, find the courses you will take next semester in a Schedule of Classes booklet. You need to know a course title, course registration number, professor's name, class meeting time, etc. to fill out a course registration form. Once this is completed, fill out your timetable for next semester.
Realia/Materials: Schedule of Classes booklet; course registration form; timetable

Task A.1.4: Paying your tuition and fees with checks at a bank designated by your university
Type: D
Prompt: Your university has designated certain banks and asks you to pay your tuition and fees in person at these banks only. You have finished your registration and have to pay by the

deadline, which is today. Now you are at a bank with a tuition bill you received in the mail a few days ago. You are going to pay most of your tuition bill with checks, which is convenient in that you don't have to carry cash, but the checks are drawn from another bank. This is your first time to pay with checks in Korea, so listen carefully to a bank teller's explanation about how to endorse checks and then endorse checks as required.

Realia/Materials: bank teller's explanation about how to endorse checks (e.g., you need to include your name, address, phone number and Korean identification number (or passport number or alien registration number) prerecorded on tape and cassette tape player; tuition bill; checks; ID card

Area A: At school
Theme A.2: Performing class-related tasks after listening to lectures and reading materials

Task A.2.1: Lecture note taking
Type: G
Prompt: Now you are in a liberal arts class. The class is so large that some of the students, including you, have to go to another lecture hall and watch the lecture via a Closed-Circuit Television system. The class mainly consists of the professor's lecture and notes written on the board. Today one of your classmates cannot make it because she is sick. So she has asked you to email her your notes of today's lecture. Listen carefully to, and take notes of, the professor's lecture and write down what is being written on the board and email your lecture notes to your friend.

Realia/Materials: TV and VCR; videotape of the professor's lecture and writing on the board, which contains some background noise; PC with email access

Task A.2.2: Listening selectively and summarizing a lecture
Type: D
Prompt: You are taking several courses this semester. The finals week is drawing near. In one course your professor asks the class to turn in a term report in lieu of taking a final exam. The topic of the term report is "Past and Present of Korean Culture". Your professor tells the class that a lecture on Korean culture is scheduled to be given at the International Culture Center on campus and says that it will provide a lot of helpful information to you in writing the term report. You have to listen selectively to the segment of the lecture that is directly relevant to your report and summarize it.

Realia/Materials: lecture segment prerecorded on tape and cassette tape player

Area A: At school
Theme A.3: In-class presentations

Task A.3.1: Preparing a presentation proposal
Type: A
Prompt: One of the requirements for the class you are taking this semester is to make in-class presentations. You are asked to make two presentations: one individual and one team presentation. You did your team presentation last time, so you have to make an individual presentation this time. Your professor has told the class that students planning to make their individual presentations should submit a presentation proposal to her two weeks before their

scheduled date. The presentation proposal should be prepared according to the guidelines in a course syllabus that your professor distributed during the first class meeting. You have to refer to the sample presentation proposals from the last year's class.

Realia/Materials: course syllabus; presentation proposal; several sample presentation proposals

Task A.3.2: Filling out an Interlibrary Loan Request Form to borrow materials for your presentation from other libraries

Type: A

Prompt: You have to do an in-class oral presentation in two weeks. While reading reference materials in preparation for your presentation, you learn that you need to read some additional materials. You are now at the library to search for these materials, but soon learn that several of the books you need are already loaned to other library users. You skim through a library user's guide and find out that you can borrow materials from other libraries via Interlibrary Loan Service. Referring to the instructions in the guide, you fill out an Interlibrary Loan Request Form and submit it to a librarian.

Realia/Materials: notes regarding list of books you want to check out; library user's guide; Interlibrary Loan Request Form

Task A.3.3: Preparing a presentation handout

Type: A

Prompt: You have to prepare a presentation handout based on a summary of the reference materials you have read. A list of things to pay attention to in preparing a handout is provided in the guidelines your professor has already distributed in class. You have to refer to the sample presentation handouts from the last year's class.

Realia/Materials: summary of reference materials; list of things to pay attention to in preparing handout (e.g., The handout should be one A4-size page in length, use 10-point font and include references.); several sample presentation handouts

Task A.3.4: Rehearsing your presentation

Type: E

Prompt: You are going to rehearse your presentation with a classmate who happens to be giving his presentation on the same day. During the rehearsal, you answer questions that you have prepared yourself regarding questions that you expect your professor and classmates may ask.

Realia/Materials: presentation handout; notes of list of expected questions from professor and classmates

Task A.3.5: Delivering your presentation in class

Type: F

Prompt: You are scheduled to deliver your presentation today. Before the presentation, your professor mentions things to pay attention to and to emphasize during the presentation. Listen carefully to what she says and take notes so as not to forget about it. Referring to what she mentions and your handout, deliver your presentation.

Realia/Materials: notes regarding list of things to pay attention to (e.g., You have to finish your presentation within the time limit and deliver it in a loud and clear voice); presentation handout

Area A: At school

Theme A.4: Scholarships

Task A.4.1: Reading notices on scholarships in the student newspaper and taking notes of information you need
Type: A
Prompt: You find some notices on scholarships in this week's student newspaper. You read several notices and select the scholarships that you are eligible for. In such notices, you further scan the information (e.g., where and when to call, who to talk to, amounts of the scholarships) and write it down in a notepad.
Realia/Materials: scholarship notices in student newspaper; notepad

Task A.4.2: Making phone inquires to a scholarship office for more details
Type: H
Prompt: You call the number of a scholarship office you find in the scholarship notices in the student newspaper, as the information provided is not enough. When you call the office, you hear the audio response system (ARS) announcement playing. As you want to talk to the scholarship officer, you have to listen carefully to the ARS announcement to find out which button to press for this option. While on the phone with the officer, you ask and answer questions based on a list of things you want to know about the scholarship.
Realia/Materials: ARS announcement prerecorded on tape and cassette tape player; telephone; notes of list of things to ask about the scholarship (e.g., application deadline, eligibility, amount of scholarship)

Task A.4.3: Filling out a scholarship application form
Type: A
Prompt: You visit the scholarship office to apply for a scholarship. You pick up and fill out a scholarship application form available in a box outside of the office. While filling it out, you realize that you need to ask for help. On your way to go into the office, you happen to find several sample application forms displayed right next to the box for application forms. Referring to the sample forms, fill out a scholarship application form.
Realia/Materials: scholarship application form; several sample scholarship application forms

Area A: At school
Theme A.5: Borrowing books from the library

Task A.5.1: Learning how to search for books using a computerized library database system
Type: D
Prompt: After the finals, you are going to borrow a novel again that you have read and liked very much. But you can remember only some part of its title. You use a key word search function to find its complete title.   Since you are not familiar with using a computerized library database system, you have some problems. But a library user who happens to be sitting right next to you is kind enough to help you with the search. Listen carefully to his explanation and take notes for future reference.
Realia/Materials: library user's explanation prerecorded on tape and cassette tape player

Task A.5.2: Filling out a book request form

Type: A

Prompt: You need to check out a novel published in the 1940s from your library to write a report. You find the information on the novel from the computerized library database and get a printout. You also learn that you need to fill out a special book request form to borrow a book from the rare books and closed stack collections. You fill out the form using the information on the printout and give it to the librarian.

Realia/Materials: printout of book information; special book request form

Task A.5.3: Finding the locations of the books you want to check out
Type: A

Prompt: You want to read books from diverse fields in addition to the ones in your specialization. You are not familiar with locating books not in your field at the library, so you read a library user's guide that contains a library map to find out where to locate them. Based on the printouts of the books you want to borrow, decide where you can find them at the library and mark the locations (e.g., floor) on the map.

Realia/Materials: printouts of books to borrow; library user's guide with library map

<center>

Area A: At school
Theme A.6: Making copies at the library

</center>

Task A.6.1: Using copying service
Type: A

Prompt: Your professor asks you to have some material copied for class use. Her notes explain how many copies she needs and how the copies should be prepared in detail. You go to an on-campus copier services center at the library and find that there is a long line before you. Hesitating about what to do as you do not have time to wait, you happen to find a flyer on the wall describing the types of services offered at the center, which tells that you can fill out a copying service request form now and pick up your copies later. Based on your professor's notes and the information on the flyer, fill out a form.

Realia/Materials: professor's notes (e.g., number of copies, by when copies should be ready, whether she prefers double-sided copy); flyer; copying service request form

<center>

Area A: At school
Theme A.7: Campus club activities

</center>

Task A.7.1: Looking for a club to join on the campus clubs' notices on a bulletin board
Type: A

Prompt: You want to meet many new people through campus club activities. You happen to see several notices for campus clubs recruiting new club members at the Campus Center. As you are interested in music, computers, and football, you find those clubs that fit with your interests first and take notes of club names, meeting times, days and locations.

Realia/Materials: member recruitment notices from several campus clubs; notepad

Task A.7.2: Deciding on which club to join and filling out an application form
Type: G

Prompt: In a way to better enjoy college life, you are thinking of joining a club in addition to

your studies. There are so many clubs that you cannot decide which club to join easily. You ask one of your senior students in your department for some advice. She advises you by comparing many clubs, including her own. Based on the information you receive from her, you read the notices from the campus clubs and decide which club to join. Then you go to a clubroom of your selection and fill out an application form to join.

Realia/Materials: senior student's explanation prerecorded on tape and cassette tape player; member recruitment notices from campus clubs; application form

Area A: At school
Theme A.8: Looking for part-time jobs

Task A.8.1: Preparing a job-seeking ad
Type: A
Prompt: The summer break will start in a few weeks. While making plans for the summer, you decide to work part-time to earn some extra money. First, you need to come up with a job-seeking ad. You refer to some job-seeking ads already on the bulletin board. You have to take into consideration the fact that you have other commitments this summer, so you refer to your schedule book so as to avoid any schedule conflicts.
Realia/Materials: various types of part-time job-seeking ads, which mentions type of service provided, working hours, any prior job experience or qualifications and contact information; schedule book with your summer plans marked on it

Task A.8.2: Posting your ad to an Internet job bulletin board
Type: A
Prompt: Your job-seeking ad does not seem to reach many people. Your friend has told you that you can post an ad to the job bulletin board in the Part-Time Job Ads section on your school's homepage free of charge. In order to do this, you have to follow the instructions. Read the instructions carefully and prepare your ad, which you can email to a job officer later, accordingly.
Realia/Materials: PC with email access; school's homepage with links to Part-Time Job Ads section and instructions for how to prepare job ads

Task A.8.3: Answering inquires of your job-seeking ad
Type: E
Prompt: You have received an inquiry regarding your job-seeking ad. The person you are talking to on the phone asks if you can change your working schedule and wants to negotiate your pay. Referring to your summer schedule, you have to answer this person's questions.
Realia/Materials: your job ad; your summer schedule; telephone

Area B: At work
Theme B.1: Applying for jobs

Task B.1.1: Looking for appropriate jobs in newspaper ads
Type: A
Prompt: Your closest senior student in the same department is graduating in a few months. He has asked you to keep an eye on the job ads in newspapers while he is temporarily out of country. He has given you a list of selection criteria for jobs and types of information you need to extract

and summarize from job ads. You read the job ads in several newspapers and select the jobs that meet your senior student's selection criteria well. You also have to come up with a summary of your findings.

Realia/Materials: notes regarding a list of selection criteria for jobs; job ads in several newspapers; notes regarding types of information to extract and summarize from job ads

Task B.1.2: Making detailed phone inquires to a company in the job ads
Type: H
Prompt: You are expecting to graduate soon and are looking for a job. You go to the Job Placement Office at the Campus Center with your friend. While skimming through job ads on the bulletin board, you find a job at a company that catches your attention. The ad, however, provides you with only a basic description of the company and the job they advertise and asks you to call the phone number of the contact person for more information. You bring a copy of this job ad home, call the company and ask detailed questions about the job.
Realia/Materials: job ad; telephone

Task B.1.3: Filling out a job application form
Type: D
Prompt: You have picked up an application form from the company you are applying to. Although you have listened to the instructions as to how to fill out the application form at an orientation meeting for applicants, it is not easy when it comes to filling it out yourself. You are going to call the personnel office and ask questions regarding filling out an application form, but when you call, you hear the audio response system (ARS) announcement playing. Listen carefully to the ARS menu options and press the button that will allow you to access the information you need. Based on the information you obtain, complete the application form.
Realia/Materials: application form; telephone; ARS announcement prerecorded on tape and cassette tape player

Task B.1.4: Preparing a self-introduction letter
Type: A
Prompt: You have to submit a self-introduction letter together with an application form. You find it very difficult to write this type of letter, as you have not done this before. You seek some help from one of your senior students from the same department who has recently gotten a job after graduation. He sends you a set of notes regarding what you should include and emphasize in your letter. Based on his notes, you have to write a self-introduction letter.
Realia/Materials: set of notes regarding writing a self-introduction letter; self-introduction letter form

Task B.1.5: Answering questions in a face-to-face job interview
Type: E
Prompt: Last week you took a written screening test and passed it. You have to go through a face-to-face job interview as part of the job application process today. The interviewer asks several questions and you have to answer them in an appropriate manner.
Realia/Materials: set of interviewer questions

Area C: Food and drink

Theme C.1: At a restaurant

Task C.1.1: Making a reservation by phone
Type: E
Prompt: You are going to dine out with a friend at a restaurant one evening this weekend. Expecting that the restaurant will be crowded with people, you have decided to make a reservation. You call the restaurant that you have been to before. The restaurant staff asks several questions and you have to answer them in an appropriate manner.
Realia/Materials: set of questions the restaurant staff will ask (e.g., how many people in your party, any preference for smoking or non-smoking tables, etc.); telephone

Task C.1.2: Ordering drinks
Type: E
Prompt: You and your friend are now at a restaurant. The waiter asks you if you would like to have some drinks. Listen carefully to his explanation of the drink menu and decide what to order.
Realia/Materials: drink menu

Task C.1.3: Ordering the main dish
Type: E
Prompt: You and your friend are going to order the main dish. When you order, you have to tell the waiter about your food preferences (e.g., You want your food to be less spicy; You are vegetarian)
Realia/Materials: food menu

Area C: Food and drink
Theme C.2: Ordering food to be delivered

Task C.2.1: Deciding on and ordering what to eat
Type: H
Prompt: Now you are in your office at school. You may have to stay very late tonight, as you have to finish an assignment by this weekend. It is time for dinner. You decide to have your dinner delivered to save time. Look at the flyers in your office from nearby restaurants that specialize in food delivery and decide on what to order. You had sandwiches for breakfast and lunch, so now you have a craving for rice, but you do not have enough cash on you. Once you decide, call the number on the flyer of the restaurant of your choice.
Realia/Materials: flyers with simple menus

Task C.2.2: Giving directions to your office by phone to have your dinner delivered
Type: H
Prompt: When you call the restaurant to have your dinner delivered, you find that the deliveryman, who has just started working there, does not seem to know where you are. Referring to a campus map, you give him the directions to your office. Answer any questions he may ask.
Realia/Materials: campus map with your location marked on it; telephone

Area D: Travel and Vacations

<h2 style="text-align:center">Theme D.1: Planning a vacation</h2>

Task D.1.1: Filling out an online questionnaire to gather travel information
Type: A
Prompt: You are planning to take a vacation and go on a trip this summer. According to one travel agency's homepage, which you happened to find during web searching, you can receive a free travel guide booklet with the travel information you need. There is, however, only one condition: you have to fill out an online questionnaire on their homepage. You read each item on the questionnaire carefully and fill it out online.
Realia/Materials: PC with Internet access; homepage of travel agency; online questionnaire

Task D.1.2: Making a travel reservation
Type: I
Prompt: As you are planning to travel with your friend this time, you have to take his opinion into consideration when it comes to deciding where to go. On returning home, you find his message left on your answering machine. As you listen to his message, you find out that there are some restrictions for deciding on a travel destination. You have also received a travel guide booklet from a travel agency today. You decide on a travel destination based on a list of selection criteria your friend suggested and a careful reading of this booklet. However, before making a reservation, you have to call the travel agency and talk with a travel agent in person to make some inquiries e.g., an exact total cost for the travel. This is because the booklet says that you have to contact the agency for more details, noting that a suggested travel cost is subject to change.
Realia/Materials: telephone with answering machine; your friend's message prerecorded on tape; travel guide booklet

<h2 style="text-align:center">Area D: Travel and Vacations
Theme D.2: At the airport</h2>

Task D.2.1: Checking in
Type: F
Prompt: On arriving at the airport, you find the location of the check-in counter for your flight on the information board and go there. You listen to the counter staff explaining the check-in procedure and answer her questions. You write your name and contact information on the baggage tag to avoid other passengers' taking your baggage by mistake.
Realia/Materials: set of questions asked by check-in counter staff; baggage tag

Task D.2.2: Finding lost baggage
Type: F
Prompt: You finally arrive at the airport of your travel destination. On listening to an announcement that the baggage from your flight is now available for pick-up, you go to the baggage claim area. However long you wait, your bags do not come out. Thinking that your bags are lost, you go to the Lost & Found Counter to ask for help. You listen carefully to and answer the airline staff's questions. You also listen to her explaining how to fill out a lost baggage report form. You have lost two bags and have to be able to describe their size and color and any other identifying features in the report in detail.

Realia/Materials: set of questions asked by airline staff; pictures of two bags that reveal their identifying features very well; lost baggage report form

Area D: Travel and Vacations
Theme D.3: At the hotel

Task D.3.1: Checking in
Type: F

Prompt: You arrive at your travel destination and move to the hotel your travel agent has reserved for you. On arriving at the hotel, you listen to the front desk receptionist's questions regarding the check-in and fill out a check-in card.
Realia/Materials: check-in card

Area E: Transportation
Theme E.1: Getting a driver's license

Task E.1.1: Gathering information on getting a driver's license
Type: I

Prompt: You are going to get a driver's license. You find a driver's license test center nearest to where you currently live and its phone number in an information booklet on getting a driver's license. Only a phone number for the automated audio response system (ARS) is available, but you would like to talk to the person at the information desk in person. So when calling this ARS number, you have to first listen to the menu options and then press the number that allows you to talk to the person. While talking to him, you ask questions e.g., the test date, test time and cost, and write down the necessary information.
Realia/Materials: booklet on getting a driver's license, including map with your place and nearest driver's license test center marked; telephone; ARS messages prerecorded on tape and cassette tape player

Task E.1.2: Renewing a driver's license
Type: A

Prompt: You visit a driver's license test center or police station nearest to where you currently live to have your driver's license renewed, and pick up and read an information brochure on the driver's license renewal procedure. Based on the information in this brochure, you fill out a driver's license renewal application form. You have to write your name, address, Korean identification number (or passport number), how long you have been driving etc.
Realia/Materials: information brochure on the driver's license renewal procedure; driver's license renewal application form

Area E: Transportation
Theme E.2: Finding a destination

Task E.2.1: Marking a route to a destination on a map while listening to your friend's driving directions
Type: D

Prompt: You are going to an amusement park that has recently opened near the city you live in

with your friends this Saturday. One of your friends, who has a car, will drive your company to the park. No one, however, has been to the place before. So the driver asks you to get driving directions to the destination. However, the map you have was published before the park was opened so that it is not marked on the map. You called one of your friends, who had said that she had recently been there and left a message on her answering machine asking for the driving directions as she was not at home. You find her return message left on your answering machine when you get home today. You listen carefully to her giving driving directions to the destination and mark its route on the map.

Realia/Materials: answering machine; your friend's message prerecorded on tape; map in Korean

Area E: Transportation
Theme E.3: Auto insurance

Task E.3.1: Requesting information brochures on auto insurance from an auto insurance company
Type: H
Prompt: You have recently purchased a car and are going to purchase auto insurance as well. You look up telephone numbers of auto insurance companies in a telephone directory to get detailed information on purchasing auto insurance. You talk to a sales representative of an insurance company thus found, who explains that there is a variety of insurance plans and each plan has its own brochure. You have to listen carefully to and answer the representative's questions to receive the brochures by mail on insurance plans that are applicable only to your car.
Realia/Materials: telephone directory; telephone; a memo regarding the information on your car

Task E.3.2: Comparing brochures and deciding which company offers the best deal on your car
Type: C
Prompt: Last week you called several auto insurance companies to request brochures on auto insurance plans applicable to your car. Now you have received all of them and are going to read the brochures carefully and choose a company that offers the best deal on your car. Based on the advice of your friend, who knows auto insurance very well, you refer to a chart that you have come up with that enables a comparison of several auto insurance plans easily; you have to choose one. After the selection, you call the sales representative of a company of your choice to make an appointment for consultation. It is late Saturday afternoon and only an answering machine answers your call.
Realia/Materials: auto insurance brochures; comparison chart; telephone and answering machine

Task E.3.3: Writing an auto insurance contract after consultation with a sales representative
Type: G
Prompt: A sales representative of an auto insurance company you have chosen visits you for a face-to-face consultation. You read several auto insurance plans that she shows carefully. You make a final selection of an auto insurance plan on the basis of the comparison chart you have come up with. After selecting the best fit to your car, you write an auto insurance contract. You have to listen to the representative's explanation carefully in order to write it.
Realia/Materials: auto insurance brochures; comparison chart; auto insurance contract; sales

representative's explanation prerecorded on tape and cassette tape player

Area E: Transportation
Theme E.4: Car accidents

Task E.4.1: Orally describing a car accident that occurred
Type: B
Prompt: Unfortunately, your car hit the car in front of you while driving. You have never been involved in a car accident before, so you take out an information booklet that your auto insurance company distributed on how and what to do when a car accident occurs. As suggested in the booklet, you have to call the insurance company and report to the representative. When you call, you hear a voice that tells you to stay on the line and wait for 20 minutes, as all of the customer representatives are busy. Instead, you leave your cell phone number and a message, briefly describing the accident, and ask them to call you back.
Realia/Materials: cell phone; brochure on how and what to do when a car accident occurs, which asks you to report the accident on the basis of the 5 W's and 1 H principle and any physical damage to passengers or vehicles

Task E.4.2: Writing a car accident report
Type: D
Prompt: You have to write a car accident report and submit it to the police. You listen to a policeman explaining how to fill out a car accident report form and fill it out.
Realia/Materials: car accident report form; policeman's explanation prerecorded on tape, which asks you to report when the accident occurred, the distance between your car and the one before you, etc. and cassette tape player

Area E: Transportation
Theme E.5: Subways

Task E.5.1: Finding out how to get to your destination by subway
Type: G
Prompt: You are thinking of going to a place by subway where you have an appointment to meet your friend. This is your first time to use the subway in Korea, so you asked him in advance which subway line you have to use and how many times you have to transfer. You find your friend's message left on your answering machine when you get back home. Listen carefully to his explanation and mark your route to your destination on a subway line map with a highlighter.
Realia/Materials: answering machine; your friend's message prerecorded on tape; subway line map with your destination marked; highlighter

Task E.5.2: Giving a passer-by directions to her destination by subway
Type: H
Prompt: You are going to a place by subway where you have an appointment to meet your friend. A passer-by at a subway station asks you how to get to her destination by subway. You take out a subway line map and give her directions. Your directions have to include how many times she has to transfer from one subway line to another, which subway station she has to transfer, etc.

Brown, Hudson, & Kim

Realia/Materials: subway line map with current subway station and destination marked

<p align="center">Area F: Illness, injury and medicine
Theme F.1: At the hospital</p>

Task F.1.1: Making an appointment by phone
Type: F
Prompt: You have become ill and want to go to a hospital. This is your first time to go to a hospital in Korea and you look up a telephone number in a telephone directory of a hospital nearest to your house to make an appointment. Answer a receptionist's questions and write down a memo about the appointment so as not to forget about it.
Realia/Materials: notepad; telephone

Task F.1.2: Describing your symptoms to a doctor
Type: F
Prompt: You have become ill and go to a hospital. You go to the reception desk and listen to the receptionist's instructions as to how to fill out a medical treatment application form. After completing this form and waiting for your turn, you finally see a doctor in her office. Describe your symptoms and answer any questions your doctor may have concerning your illness.
Realia/Materials: medical treatment application form

<p align="center">Area F: Illness, injury and medicine
Theme F.2: At the pharmacy</p>

Task F.2.1: Listening to and writing down a pharmacist's instructions
Type: D
Prompt: After you have been to a hospital for medical treatment of your illness, you bring a doctor's prescription to a pharmacy close to your house. Listen carefully to the pharmacist's instructions regarding taking the medicine and write them down.
Realia/Materials: prescription; pharmacist's instructions (e.g., how often you have to take this medicine, whether you can take it with your meal or 30 minutes after your meal) prerecorded on tape and cassette tape player; notepad

Task F.2.2: Describing your symptoms to find an appropriate over-the-counter medicine for your illness
Type: E
Prompt: You have come down with a mild illness. It is after office hours so that a university health center is closed and it is too far away to go to an off-campus general hospital now. Your dorm roommate tells you that you can purchase an over-the-counter medicine at a nearby pharmacy that is open late at night. You go to the pharmacy and describe your symptoms to the pharmacist in detail and answer any questions she may have concerning your mild illness to find an appropriate over-the-counter medicine for your illness.
Realia/Materials: over-the-counter medicine

<p align="center">Area G: Domesticity
Theme G.1: Looking for housing and moving in</p>

Task G.1.1: Looking in the classified ads section of a local tabloid newspaper for a room to rent in a boarding house.

Type: G

Prompt: You are looking for a room in a boarding house. One of your friends who has lived in Korea for many years has left a message on your answering machine regarding a list of things you should consider in choosing a boarding house. As she suggests, you get a local tabloid newspaper and read the classified ads section on rooms for rent carefully. You fill out a comparison table on the basis of your friend's advice and the information you find in the paper.

Realia/Materials: local tabloid newspaper; friend's message about list of things to consider in choosing a boarding house prerecorded on tape; comparison table

Task G.1.2: Looking for a room through a rental agency

Type: I

Prompt: You have been looking for a room for rent with your future housemate. You have searched for one in local tabloid papers several times but you have not been able to locate an appropriate one for both you and your future roommate. You have decided to get some help from a rental agency. Your future roommate has given you a telephone number of a rental agency close to campus and asked you to call the agency. Call and inquire about available rooms in detail referring to a list of things to consider in choosing a room provided by your future roommate. While on the phone, take notes to inform your future roommate of the search result.

Realia/Materials: telephone; notepad; list of things to consider in choosing a room provided by your future roommate (e.g., room size, possible move-in date, cost, amenities, etc.)

Task G.1.3: Gathering information on a phone installation

Type: G

Prompt: You have recently found a room close to campus and decided to move in. As the phone service is most essential in preparations for a move-in, you want to have a phone installed before your expected move-in date. You also want to use a "changed phone number announcement" service for one month so that people calling your old phone number will listen to an announcement telling that your phone number has changed and that by pressing a certain button it will automatically forward their call to your new phone number. You look up a phone number of a local telephone service branch in your neighborhood in a telephone directory and make a call. Press the number to get the information you need while listening to the audio response system menu options. Write down the necessary information.

Realia/Materials: telephone directory; telephone; audio response system menu options prerecorded on tape and cassette tape player

Task G.1.4: Subscribing/unsubscribing to a daily newspaper

Type: E

Prompt: You have recently found a room and moved in. A few days after you moved in, you received a bill from a newspaper company. While reading it, you find that it was sent by a newspaper company, whose paper a former tenant subscribed to. You find a phone number on the bill and call them to request that no more newspapers be delivered. You find a phone number of a newspaper company whose paper you subscribed to on the bill you last received before you moved out. Call to tell them about your new address and request that their newspaper be

delivered to your new place.
Realia/Materials: bills; telephone; new address

Task G.1.5: Ordering food ingredients for your house warming party by phone
Type: H
Prompt: You are going to invite your friends to a house warming party at your new place this weekend. On your invitation card, you asked your friends to let you know their food preferences by email. Read your friends' email and decide on which food to prepare. Look up the recipe in a cookbook and order the necessary ingredients from a nearby supermarket by phone. You have to tell them the names and amounts of the ingredients you need and your address.
Realia/Materials: printouts of your friends' email; cookbook; phone number of nearby supermarket; telephone

Area G: Domesticity
Theme G.2: At the bank

Task G.2.1: Opening a new bank account
Type: A
Prompt: You are going to open a new account with a bank. You go to the bank and read several brochures on different types of bank accounts and then decide on one that is the most suitable for you. Fill out an application form for the type of bank account you have selected.
Realia/Materials: brochures; application form

Task G.2.2: Applying for a credit card
Type: A
Prompt: You are going to apply for a credit card issued by a bank you have an account with. Read a brochure on the application procedure carefully and fill out an application form.
Realia/Materials: brochure; application form

Task G.2.3: Money exchanging
Type: F
Prompt: You are going to exchange US dollars you have brought with you to Korean won. You go to a bank you have an account with. Listen to a bank teller's instructions about money exchange carefully and fill out a money exchange request form.
Realia/Materials: US dollars; Korean wons; money exchange request form

Task G.2.4: Applying for an Automatic Funds Transfer service as a convenient method of paying your bills
Type: A
Prompt: One month after you moved in, you receive many utility bills (e.g., telephone, water, electricity, cable TV). You go to a bank to pay them. The bank teller tells you that the use of an Automatic Funds Transfer service will obviate your need to make a monthly trip to the bank as it allows you to have your monthly bill payments automatically debited from your bank account. You decide to use this service and want to apply for it. Read the brochure and fill out an application form.
Realia/Materials: brochure on Automatic Funds Transfer service; application form

Area G: Domesticity
Theme G.3: At the post office

Task G.3.1: Looking up postal codes in a postal codebook
Type: A
Prompt: You are going to send season's greetings cards to your Korean friends as the end of this year is drawing near. You know their addresses only, not their postal codes. So you have to look up each postal code in a postal codebook. Write their complete addresses including postal codes and your return address on the cards.
Realia/Materials: postal codebook; several cards

Task G.3.2: Sending a parcel by mail
Type: A
Prompt: You are going to send a birthday present to one of your closest friends by mail. You want to send it early enough so that it arrives before or on her birthday, but you have forgotten about it. Now you are a bit worried that it may not arrive in time and get lost due to an increasing amount of mailing during a busy season like Christmas. You go to the post office and read a brochure on mailing parcels overseas to find out how to send your present to her quickly and safely, but not paying too much. You have to fill out a necessary form. You also have to see if there is an additional form to fill out, as your present has to go through customs.
Realia/Materials: brochure on mailing parcels overseas; parcel; necessary form

Area H: Other miscellaneous tasks
Theme H.1: Going to the movies

Task H.1.1: Searching for a movie for you and your friend on the Internet
Type: G
Prompt: You are planning to go to the movies with your friend. You find that your friend left a message on your answering machine telling what type of movie he wants to see and when. You have to decide on a movie that both you and your friend will like and can see together while referring to your friend's message and your schedule book. Search the necessary information on the Internet movie sites. Email him the search result.
Realia/Materials: answering machine; your friend's message prerecorded on tape; scheduler with a monthly schedule marked on it; PC with Internet and email access; your friend's email address

Task H.1.2: Purchasing movie tickets by phone
Type: H
Prompt: You are planning to go to the movies with your friend. You do not have any time to purchase tickets in person at a movie theater, so you are going to purchase them by phone. Find a telephone number of the movie theater where the movie you have chosen to see is now playing in a telephone directory. When you call the theater, you hear the audio response system (ARS) announcement playing. Listen to the announcement carefully to find out if the tickets for the movie you are going to see are available for the time you want to see it. As you also want to talk to the person in charge of selling movie tickets in person, you have to continue to listen to the

ARS announcement carefully and press the number you need. Answer any questions he may have regarding movie ticket purchase.

Realia/Materials: telephone directory; telephone; ARS announcement prerecorded on tape and cassette tape player

Area H: Other miscellaneous tasks
Theme H.2: Buying books on the Internet

Task H.2.1: Searching for books for your friend on the Internet
Type: A
Prompt: You have received an email from a friend overseas. She is planning on traveling to Korea this summer and has asked you to purchase some books on traveling in Korea for her, for which she will pay later. She has also emailed you a list of things to consider when it comes to buying books. As you are busy with your work and do not have time to go to the bookstore, you take some time out during lunch break and search for books she wants at an Internet bookstore. You have found some books, but the lunch break is almost over, so you print out your search results. Back at home, you read and compare the information for each book and decide which books to buy. Before you place an order, you email your selection to your friend.

Realia/Materials: printout of your friend's email; printouts of your book search results; PC with email access

Brown, Hudson, & Kim

APPENDIX 6: ITEM/TASK PROMPTS AND REALIA/MATERIALS DESCRIPTIONS FOR PROTOTYPE KOREAN ASSESSMENT OF LANGUAGE PERFORMANCE TASKS IN KOREAN

영역 A: 학교에서

주제 A.1: 수강신청하고 등록하기

과제 A.1.1: 수강 신청에 관해 지도 교수님께 전화로 문의하기

분류: F

상황설명: 지금은 학기말이다. 다음 학기 수강 신청 건으로 지도 교수님을 만나야 한다. 교수님과 만날 약속을 하기 위해 교수님 연구실로 전화를 드렸더니 자동응답기가 작동한다. 교수님의 인사 메시지를 들어보니 수강 신청 때문에 전화를 하는 학생들이 자신의 자동응답기에 수강신청에 관련된 메시지를 남기면 교수님께서 생각해 보시고 답 전화를 주겠다고 하신다. 일단 교수님의 인사 메시지를 잘 들어보고 다음에 전화를 드릴 때 어떤 내용을 남겨야 하는지 받아 적는다. 이를 바탕으로 다시 전화를 드려 교수님께서 원하시는 내용을 크고 분명한 목소리로 요점만 간략하게 그리고 공손하게 자동 응답기에 남겨야 한다.

소품: 자동 응답기가 딸린 전화기; 미리 녹음된 지도 교수님의 인사 메시지(예를 들면, 당신의 이름, 교수님께 전화 드리는 이유, 다음 학기에 수강하고자 희망하는 과목명, 그리고 마지막으로 당신의 전화 번호); 다음 학기 수강 희망 과목 목록; 학생의 전화번호

과제 A.1.2: 지도 교수님의 조언에 따라 다음 학기에 수강할 과목 정하기

분류: D

상황설명: 당신이 잠시 외출한 후 집에 돌아와 보니, 자동응답기에 메시지 도착 신호가 들어와 있다. 녹음된 메시지 중에는 교수님께서 남기신 것도 있을 것이다. 자동응답기를 작동시켜서 메시지를 잘 들어보고 그 중 교수님께서 남기신 메시지를 찾아내야 한다. 교수님의 메시지를 들으면서 수강 과목 선정에 관련해 당신에게 권장하시는 내용을 받아 적어야 한다.

소품: 자동 응답기가 딸린 전화기; 지도 교수님의 것을 포함한 여러 개의 미리 녹음된 메시지

과제 A.1.3: 수강신청서 및 시간표 작성하기

분류: A

상황설명: 교수님의 조언에 따라 다음 학기 수강신청책자에서 수강할 과목을 찾아본다. 수강할 과목의 과목 코드명 및 과목명, 강사 이름, 강의실 위치, 강의 시간 등을 수강신청서에 기입한다. 그리고 수강할 과목들을 시간표에 기입한다.

소품: 수강신청책자; 수강신청서; 시간표

과제 A.1.4: 학교에서 지정한 은행에서 등록금을 수표로 납부하기

유형: D

상황설명: 당신이 다니는 학교에서는 일부 은행을 지정해서 그 은행에서만 등록금을 직접 납부하도록 하고 있다. 당신은 이미 수강신청을 끝냈고, 등록금 납부 마감일인 오늘까지 등록금을 내야 한다. 며칠 전에 우편으로 받은 등록금 납부 고지서를 가지고 지금 은행에 와 있다. 편의상 대부분의 등록금을 다른 은행에서 발행한 수표로 납부하려고 한다. 한국에 와서 수표를 처음으로 사용해보는 당신은 은행 직원이 설명해주는 수표 이서법을 잘 듣고 난 후에 설명대로 수표에 이서한다.

소품: 이서하는 법(예를 들면, 이서할 내용에 이름, 주소, 전화번호, 주민등록번호(또는 여권번호)를 포함시킬 것)을 말하는 은행 직원의 목소리가 녹음된 테이프와 카세트 플레이어; 등록금 납부 고지서; 수표; 신분증

<div align="center">

영역 A: 학교에서

주제 A.2: 강의를 듣거나 자료를 읽고 이를 바탕으로 수업관련 과제 수행하기

</div>

과제 A.2.1: 강의 내용 요약하기

유형: G

상황설명: 당신은 지금 일반교양 과목 수업에 와 있다. 수업이 대형 강의라 당신을 포함한 일부 수강생들은 다른 강의실로 가서 폐쇄회로 TV를 통해 수업을 듣는다. 강의는 주로 담당교수님의 구두 강의와 판서로 이루어진다. 오늘은 수업을 같이 듣는 친구가 아파서 수업에 올 수 없었다. 그래서 그 친구가 당신한테 오늘 강의를 필기한 내용을 나중에 이메일로 보내달라고 미리 부탁해 두었다. 당신은 강의와 칠판에 판서한 내용을 잘 받아 적어 이메일로 친구한테 보내준다.

소품: 텔레비전과 비디오; 교수님의 구두 강의와 강의를 판서한 내용이 함께 녹화된 비디오 테이프 (실제 상황처럼 약간의 소음도 함께 녹음되어 있음); 이메일이 가능한 컴퓨터

과제 A.2.2: 강의 내용을 보고서 작성을 위해 요약하기

유형: D

상황설명: 당신은 이번 학기 여러 과목을 수강하고 있다. 이제 기말고사 기간이 다가오고 있다. 한 과목은 담당교수님께서 기말고사를 대신하여 보고서를 제출하도록 하였다. 학기말 보고서의 주제는 '한국 문화의 어제와 오늘'이다. 교수님께서 마침 교내 국제문화관에서 한국 문화에 관한 교양 강의가 열릴 예정이고 이 강의가 보고서 작성에 많은 도움이 될 거라고 말씀하셨다. 당신은 이 강의 내용 중에서 당신의 학기말 보고서와 직접 관련된 부분을 선별해서 잘 듣고 요약해야 한다.

소품: 한국 문화를 설명하는 교양 강의 녹음 테이프와 카세트 플레이어

<div align="center">

영역 A: 학교에서

주제 A.3: 수업 시간에 발표하기

</div>

과제 A.3.1: 수업발표계획안 작성하기

유형: A

상황설명: 당신은 이번 학기에 듣고 있는 수업에서 발표를 하게 되어 있다. 발표는 개인 발표와 조 발표로 두 번 해야 한다. 당신은 지난번에 친구들과 함께 조 발표를 했기 때문에 이번에는 개인 발표를 해야 한다. 교수님께서 개인 발표를 할 학생들은 발표 2주전까지 발표계획안을 자신한테 제출하라고 하셨다. 발표계획안은 학기초에 교수님께서 나눠주신 수업계획안에 나와있는 교수님의 지침에 따라 작성해야 한다. 또한 작년에 교수님의 수업을 들은 학생들이 작성한 발표계획안도 참고해야 한다.

소품: 수업계획안; 발표계획안 양식; 여러 개의 발표계획안 견본

과제 A.3.2: 수업 발표에 관련된 자료를 타대학에서 빌려오기 위해 도서대여 양식 작성하기
유형: A

상황설명: 당신은 2주 후 수업 시간에 구두 발표를 해야 한다. 발표를 준비하려고 참고 자료를 읽는 도중 추가로 필요한 자료를 발견하게 된다. 이 자료를 찾기 위해서 지금 도서관에 와 있다. 도서관에서 참고 도서를 찾던 당신은 당황하게 된다. 그 이유는 당신이 찾고자 하는 책 여러 권이 이미 대여되어 빌릴 수 없기 때문이다. 당신은 도서관 이용 안내책자를 훑어보고 타학교에서 당신이 찾는 책을 빌려 볼 수 있다는 것을 알게 된다. 이 안내책자를 참고하여 당신은 도서대여 양식을 작성해서 제출해야 한다.

소품: 찾고자 하는 도서의 목록; 도서대여 양식 작성법에 관한 설명을 포함한 도서관 이용 안내책자; 도서대여 양식

과제 A.3.3: 수업발표 유인물 작성하기
유형: A

상황설명: 수업발표를 위해 찾은 자료들을 요약 정리해둔 것을 바탕으로 유인물을 작성해야 한다. 유인물 작성에 있어 유의해야 할 사항들은 교수님께서 수업에서 나눠주신 지침에 잘 나와있다. 또한 지난 학기 교수님의 수업을 들었던 학생들이 작성한 여러 장의 유인물 견본도 참고해야 한다.

소품: 자료들을 요약 정리해둔 것; 유인물 작성시 유의해야 할 사항(예를 들면, 분량은 A4용지 한 쪽, 글자 크기는 10, 참고문헌도 포함 등) 목록; 여러 개의 유인물 견본

과제 A.3.4: 수업발표 예행연습하기
유형: E

상황설명: 당신은 마침 같은 날 개인 발표를 하기로 되어있는 친구와 함께 수업발표 전에 미리 발표 예행연습을 하기로 했다. 수업 시간에 교수님 및 학생들이 질문을 할 경우를 대비해 미리 준비해 둔 몇 가지 예상 질문을 받고 답변을 한다.

소품: 수업발표 유인물; 예상 질문이 적힌 쪽지

과제 A.3.5: 수업 중 실제로 발표하기
유형: F

상황설명: 당신은 오늘 수업 발표를 하기로 되어 있다. 교수님께서는 발표할 때 유의해야 할 사항 및

발표할 때 강조해야 할 사항에 대하여 말씀해 주셨다. 당신은 유의 사항을 잘 듣고 잊어버리지 않기 위해서 빠짐없이 적어 놓는다. 유의 사항을 참고하여 미리 준비해 온 수업발표 유인물을 보며 발표를 한다.

소품: 발표할 때에 유의해야 할 사항(예를 들면, 몇 분 안에 발표를 마쳐라, 큰 소리로 정확히 말해라 등)을 녹음한 테이프와 카세트 플레이어; 수업발표 유인물

영역 A: 학교에서
주제 A.4: 장학금

과제 A.4.1: 학생신문에 난 장학금 신청 공고를 읽고 필요한 사항을 정리하기
유형: A
상황설명: 이번 주 학생신문에서 장학금 신청 공고를 보게 된다. 여러 개의 장학금 신청 공고를 읽고 이 중에서 당신이 신청할 수 있는 장학금을 일단 고른 후, 그 장학금에 관한 신청 공고에서 장학금 신청시 필요한 사항(예를 들면, 전화번호, 담당기관, 담당자, 상담 시간, 금액 등)을 정리해 따로 적어 둔다.
소품: 장학금 신청에 관한 학생신문 공고; 메모지

과제 A.4.2: 장학금 담당기관에 자세한 내용을 전화로 문의하기
유형: H
상황설명: 당신은 학생신문에서 장학금 신청 공고를 읽었지만 제공되어있는 정보가 불충분하기에 담당기관에 전화를 걸어 자세한 사항을 문의하려고 한다. 전화 문의는 자동음성응답서비스로 되어 있다. 당신은 담당직원과 직접 얘기를 나누고 싶다. 당신은 자동음성응답서비스 안내를 들으며 직접 통화를 원하는 경우에는 몇 번 버튼을 눌러야 하는 지 알아내야 한다. 직원과 연결된 당신은 장학금 신청에 대하여 문의할 사항을 적어둔 메모를 참고로 해서 문의한다.
소품: 신문에 난 장학금 신청 공고; 전화기; 자동음성응답서비스 안내가 미리 녹음된 테이프와 카세트 플레이어; 상담원에게 문의해야 할 사항(예를 들면, 신청기한과 신청자격, 장학금 액수 등)을 적어 둔 메모

과제 A.4.3: 장학금 신청서 작성하기
유형: A
상황설명: 당신은 장학금 신청을 하기 위하여 직접 담당기관을 방문한다. 당신은 담당 부서의 복도에 비치되어 있는 장학금 신청 양식을 한 부 구해서 작성한다. 작성을 하려고 하니까 모르는 부분이 많았다. 누군가의 도움이 필요했다. 담당 부서에 가서 문의를 하려던 당신은 신청 양식 비치함에 전시되어 있는 신청서 작성 견본을 보게 된다. 당신은 그 견본을 참고로 하여 신청서를 작성한다.
소품: 장학금 신청 양식; 신청서 작성 견본

영역 A: 학교에서

주제 A.5: 도서관 책 빌리기

과제 A.5.1: 전산화된 도서관 데이터베이스를 이용해 도서를 검색하는 방법 배우기
유형: D
상황설명: 당신은 기말고사가 끝난 뒤 예전에 감명 깊게 읽어보았던 소설 한 권을 빌리고자 한다. 그러나 갑자기 그 소설 제목의 일부분이 기억나지 않는다. 당신은 컴퓨터 터미널의 키워드 검색을 이용하여 소설의 제목을 알아내고자 한다. 컴퓨터 터미널에 익숙하지 않은 당신은 적지 않게 고생한다. 마침 옆에 있던 이용자가 당신에게 책 검색하는 방법을 친절하게 설명해준다. 당신은 그 사람의 설명을 잘 듣고 다음을 위해서 검색 방법을 잘 정리해둔다.
소품: 책 검색 방법 설명을 녹음한 테이프와 카세트 플레이어

과제 A.5.2: 도서대출 신청서 작성하기
유형: A
상황설명: 당신은 보고서 작성을 위해 1940년대에 출간된 소설을 도서관에서 빌리고자 한다. 컴퓨터를 이용하여 찾고자 하는 소설의 서지 사항을 알아내어 출력을 해 놓았다. 당신이 빌려 보고자 하는 책이 폐가식 서가에 있는 희귀도서이기 때문에 당신은 특별 도서대출 신청서에 이 소설의 서지 사항을 기입하여 대출계에 있는 사서에게 제출해야 한다.
소품: 도서대출 방법이 적혀 있는 안내책자; 소설의 서지 사항을 출력해 둔 것; 특별 도서대출 신청서

과제 A.5.3: 빌리고자 하는 책의 위치를 알아내기
유형: A
상황설명: 당신은 전공 서적 이외에 다양한 책을 읽고자 한다. 평소 전공 서적만 찾아보았던 당신은 다른 책을 찾는 일에 익숙하지 않다. 그래서 도서관에 비치되어 있는 도서관 이용 안내책자를 읽어본다. 빌리고자 하는 도서에 관한 정보를 출력한 것을 참고로, 도서관 내 어디서(예를 들면, 몇 층)책을 찾을 수 있는지 알아보고 그 위치를 도서관 안내도에 표시한다.
소품: 빌리고자 하는 책들에 관한 서지 사항을 출력해 둔 것; 도서관 안내도를 포함한 도서관 이용 안내책자

영역 A: 학교에서
주제 A.6: 복사하기

과제 A.6.1: 복사서비스 이용하기
유형: A
상황설명: 당신한테 교수님께서 수업용 자료를 복사해달라고 부탁하셨다. 교수님께서 써주신 매모에는 몇 부를 어떤 식으로 복사해야 하는지 자세히 설명되어있다. 도서관내에 위치한 복사실에 도착한 당신은 복사를 하기 위해 기다리는 사람이 많은 것을 보게 된다. 기다릴 시간이 없어 어떻게 할까 망

설이던 당신은 복사실 벽에 붙어 있는 복사실 사용 안내문을 보게 된다. 안내문에는 지금 복사 신청서를 작성하여 신청하면 나중에 복사물을 찾을 수 있다고 나와 있다. 당신은 교수님의 메모와 복사실 사용 안내문을 참고해서 복사신청서를 작성해야 한다.

소품: 교수님의 매모(예를 들면, 매수, 복사 완료가 되기를 원하는 날짜 및 시간, 양면 복사 선호 여부 등); 복사신청서; 복사실 사용 안내문

<div align="center">

영역 A: 학교에서

주제 A.7: 동아리 활동하기

</div>

과제 A.7.1: 교내 벽에 붙은 광고 읽고 마음에 드는 동아리 찾기
유형: A
상황설명: 당신은 학교 생활을 통하여 더 많은 친구를 사귀고자 한다. 우연히 학생회관 벽에 붙은 동아리 모집 광고를 보게 된다. 그 가운데 평소 관심이 있었던 음악 동아리, 컴퓨터 동아리, 축구 동아리의 광고를 유심 있게 본 후 이들 동아리의 이름, 모임을 갖는 날짜 및 시간, 동아리 위치 등에 대한 사항을 메모한다.
소품: 다양한 동아리 모집 광고 포스터; 메모지

과제 A.7.2: 가입할 동아리를 결정하고 가입신청서 작성하기
유형: G
상황설명: 당신은 전공 공부 이외에 동아리에 가입하여 대학 생활의 즐거움을 만끽하고자 한다. 교내에는 다양한 동아리가 있기 때문에 당신은 쉽게 선택하지 못 한다. 당신은 과선배에게 어떤 동아리가 좋은 지 물어본다. 과선배는 자신이 가입한 동아리를 비롯한 여러 동아리들을 비교해서 조언해 준다. 당신은 과선배로부터 얻은 정보를 바탕으로 다양한 동아리 모집 광고 포스터를 읽고 나서 가입하기로 마음먹은 동아리를 결정한다. 가입하기 위해 동아리방에 가서 가입신청서에 이름, 학과, 학년, 가입 동기 등을 적는다.
소품: 다양한 동아리 모집 광고 포스터; 동아리에 대하여 설명해주는 과선배의 목소리가 녹음된 테이프와 카세트 플레이어; 동아리 가입신청서

<div align="center">

영역 A: 학교에서

주제 A.8: 아르바이트 구하기

</div>

과제 A.8.1: 구직광고 만들기
유형: A
상황설명: 몇 주 후에 여름 방학을 맞게 된다. 방학 계획을 구상하던 중, 방학 동안에 용돈을 벌기 위해서 아르바이트를 하기로 하였다. 먼저 구직광고 문안을 작성하기로 하였다. 학교 게시판에 이미 붙어 있는 광고를 참고로 하여 만들기로 하였다. 광고를 만들 때, 여름 방학기간동안의 당신 시간표를 참고해서 다른 일정과 중복되지 않는 시간대에만 일할 수 있음을 고려해야 한다.

소품: 다양한 아르바이트 광고 문안(예를 들면, 할 수 있는 일의 종류, 근무가능 시간, 일에 대한 경력 및 자격, 연락처 등을 기본적으로 포함); 여름 방학기간동안 계획하는 일들이 표시되어 있는 시간표

과제 A.8.2: 학교 게시판에 광고 올리기
유형: A
상황설명: 당신은 아르바이트 광고를 냈지만 많은 사람들이 본 것 같지 않다. 당신 친구가 학교 홈페이지의 '아르바이트 광고란'이라는 곳에 아르바이트 광고를 무료로 낼 수 있다는 것을 알려 준다. '아르바이트 광고란'에 광고를 올리기 위해서는 몇 가지 유의사항을 따라야 한다. 당신은 이러한 유의사항을 잘 읽고 이에 따라 광고를 작성하여 나중에 담당자에게 이메일로 보내게 된다.
소품: 이메일이 가능한 컴퓨터; 광고 작성시 유의사항과 '아르바이트 광고란'에 대한 링크가 있는 학교 홈페이지

과제 A.8.3: 전화로 아르바이트에 관한 문의에 답변하기
유형: E
상황설명: 당신이 광고한 아르바이트에 대하여 전화가 왔다. 상대는 당신이 가능하다고 한 요일을 변경해 줄 수 있는 지 물어보며 보수도 조정하길 바란다. 당신은 여름 방학기간동안의 당신 시간표를 다시 살펴보면서 아르바이트 문의자의 질문에 대답한다.
소품: 전화기; 여름 방학기간동안의 당신 시간표; 당신이 낸 아르바이트 광고

<div align="center">

영역 B: 직장에서
주제 B.1: 직장에 지원하기

</div>

과제 B.1.1: 신문에 난 구인광고를 읽고 적합한 일자리 찾기
유형: A
상황설명: 당신과 매우 친한 같은 과선배가 몇 달 후면 졸업을 하게 된다. 그 선배는 당신에게 자기가 잠시 외국에 나가있는 동안 신문에 나오는 구인 광고를 대신 잘 살펴봐 달라고 부탁했다. 또한 자기가 취업하고자 하는 직업을 고르는 기준과 그런 회사를 찾았을 때 그 회사의 구인광고를 읽고 요약·정리할 항목에 대해 알려줬다. 당신은 신문의 구인광고를 읽어보며 그 선배의 선정기준에 잘 맞는 회사에 관한 광고를 찾는다. 당신은 그 신문 구인광고를 읽고 요약·정리하여 선배에게 주기로 한다.
소품: 선배가 준 직업 선정 기준 목록을 적은 메모; 여러 신문에 나온 구인광고; 구인광고를 읽고 요약·정리할 항목

과제 B.1.2: 광고에 나온 문의처에 전화해서 자세한 사항을 문의하기
유형: H
상황설명: 곧 졸업을 앞둔 당신은 일자리를 찾고있다. 친구와 함께 학생회관의 학생취업정보센타에

갔다. 당신은 그곳의 게시판에 붙어있는 회사설명서를 훑어보다가, 관심 있는 회사를 발견한다. 그런데 이 회사설명서에는 연락처와 간단한 회사 설명만 적혀 있고 일자리에 관한 자세한 사항은 직접 문의하라고 써있다. 이 회사설명서를 한 부 복사해서 집에 돌아 온 당신은 그곳으로 전화를 걸어서 자세한 사항을 물어본다.

소품: 회사설명서; 전화기

과제 B.1.3: 입사지원서 작성하기

유형: D

상황설명: 당신은 지원하고자 하는 회사에 가서 입사 지원서를 받아 온다. 입사 설명회에서 입사 지원서 작성에 대한 설명을 듣기는 했지만, 막상 작성하려고 하니까 쉽지가 않았다. 당신은 그 회사의 인사담당부서에 전화를 걸어서 입사지원서 작성에 대해 묻고자 한다. 그 회사의 인사담당부서는 자동 음성응답서비스를 사용하기에 당신은 안내 사항을 잘 듣고 당신이 원하는 정보를 얻을 수 있는 번호를 눌러야 한다. 이렇게 얻은 정보에 따라서 입사지원서를 작성한다.

소품: 입사지원서 양식; 전화기; 자동음성응답서비스 안내를 녹음한 테이프와 카세트 플레이어

과제 B.1.4: 자기소개서 작성하기

유형: A

상황설명: 당신은 입사지원서와 함께 자기소개서를 제출해야 한다. 그러나 자기소개서를 처음으로 작성해보는 당신에게는 무척 어려운 일이 아닐 수 없다. 당신은 졸업후 최근에 회사에 취직한 과선배에게 자기소개서를 잘 작성하는 방법에 대해 도움을 청한다. 선배는 자기소개서를 작성할 때 꼭 첨가해야 할 사항, 중요하게 부각해야 할 사항 등에 대해 메모를 해서 당신에게 보내준다. 당신은 그 메모를 읽고 이에 따라서 자기소개서를 작성한다.

소품: 자기소개서 작성시 유의사항을 적어 준 선배의 메모; 자기소개서 양식

과제 B.1.5: 면접시 면접관의 질문에 대답하기

유형: E

상황설명: 지난 주 당신은 필기시험을 봐서 통과했다. 오늘 당신은 입사지원의 일 부로 면접 시험을 봐야 한다. 면접관은 당신에게 몇 가지 질문을 한다. 당신은 면접관의 질문을 잘 듣고 적절하게 대답해야 한다.

소품: 면접관의 질문 목록

<div align="center">

영역 C: 음식

주제 C.1: 식당에서

</div>

과제 C.1.1: 전화로 저녁식사 예약하기

유형: E

상황설명: 당신은 주말 저녁에 친구와 함께 외식을 하기로 하였다. 주말에 식당이 붐빌 것이라고 생

각하여 예약을 하고자 한다. 당신은 지난번에 갔던 식당에 전화를 건다. 식당직원은 당신에게 몇 가지 질문을 한다. 당신은 식당 직원의 질문을 잘 듣고 적절하게 대답해야 한다.

소품: 식당 직원의 질문 목록(예를 들면, 함께 식사를 할 일행의 수, 금연석·흡연석 중 원하는 자리); 전화기

과제 C.1.2: 음료수 주문하기

유형: E

상황설명: 당신은 지금 친구와 함께 식당에 와 있다. 종업원이 음료수를 시키겠냐고 물어본다. 음료수 차림판을 설명해 주는 종업원의 말을 잘 듣고 어떤 음료수를 주문할 지 결정한다.

소품: 음료수 차림표

과제 C.1.3: 식사주문하기

유형: E

상황설명: 당신은 이제 식사를 주문하려고 한다. 주문할 때 당신은 식당 종업원에게 당신이 선호하는 음식에 대해 알려줘야 한다(예를 들면, 음식을 덜 맵게 해달라, 고기를 넣지 마라 등).

소품: 차림표

영역 C: 음식
주제 C.2: 배달해서 먹기

과제 C.2.1: 음식 종류 정한 후 주문하기

유형: H

상황설명: 당신은 지금 학교 연구실에 있다. 이번 주말까지 끝내야 할 과제 때문에 밤늦게까지 있어야 한다. 저녁 먹을 시간이 되었다. 시간을 절약하기 위해 음식을 배달해서 먹기로 하였다. 연구실에 있는 배달을 전문으로 하는 근처 식당들의 광고지를 보고 음식 종류를 정하기로 한다. 당신은 오늘 아침과 점심에 샌드위치만 먹었기 때문에 저녁으로는 밥을 무척 먹고 싶지만, 지금 가진 현찰이 많지는 않다. 음식 종류를 정한 후 전단에 나와있는 전화번호로 연락해서 배달시킨다.

소품: 간단한 음식 차림표가 나와 있는 식당 광고지

과제 C.2.2: 음식 배달을 위해 전화로 당신 사무실 위치를 설명해주기

유형: H

상황설명: 당신이 식당에 전화를 걸어 저녁을 배달시키려고 할 때, 그 식당에서 일하기 시작한지 얼마 되지 않은 배달원이 당신이 있는 연구실의 위치를 잘 모르는 것 같다. 당신은 지도를 보며 당신의 연구실로 오는 길을 배달원에게 설명해 준다. 배달원이 물어보는 질문에 대답해준다.

소품: 연구실 위치를 표시한 지도; 전화기

영역 D: 여행 및 휴가
주제 D.1: 휴가 계획 세우기

과제 D.1.1: 여행지에 관한 정보를 입수하기 위해 설문지를 작성해 주기

유형: A

상황설명: 당신은 이번 여름에 휴가를 내어 여행을 가려고 한다. 인터넷 검색을 통해 알게 된 한 여행사의 홈페이지를 보니 당신이 필요로 하는 여행 정보를 담고 있는 여행안내책자를 무료로 보내준다고 한다. 단, 여행안내책자를 무료로 받기 위해서는 그 여행사의 홈페이지에 게시된 고객 설문지를 작성해줘야 한다. 당신은 설문지의 각 문항을 자세히 읽고 온라인상에서 설문지를 작성한다.

소품: 인터넷이 가능한 컴퓨터; 여행사 홈페이지; 홈페이지에 게시된 설문지

과제 D.1.2: 여행 예약하기

유형: I

상황설명: 이번 여행을 친구 한 명과 같이 가기로 했기에 여행지 결정에 있어 그 친구의 의견도 반영해야 한다. 오늘 밖에 나갔다 집에 돌아와 보니 자동 응답기에 친구의 메시지가 남겨져 있다. 메시지를 들어보니 여행지를 결정하는 데 있어 여러 가지 제약이 있다. 오늘 또한 여행사가 우편으로 보내준 여행안내책자를 받았다. 친구가 말해 준 여행지 선택 기준을 참고로 하여 이 책자를 자세히 읽고 여행지를 결정한다. 그런데 받아본 여행안내책자에는 여행경비가 유동적이라고 적혀 있고 기타 자세한 사항은 직접 문의하라고 되어있기 때문에 여행사 담당자에게 전화를 걸어 정확한 여행경비 등을 물어보고 예약해야 한다.

소품: 전화기가 딸린 자동응답기; 친구의 메시지를 포함한 자동응답기에 미리 녹음된 메시지; 여행안내책자

<p style="text-align:center">

영역 D: 여행 및 휴가

주제 D.2: 공항에서

</p>

과제 D.2.1: 체크인 하기

유형: F

상황설명: 공항에 도착한 당신은 안내 표시판에서 당신이 타고 갈 비행기의 체크인 카운터의 위치를 확인한 후 그곳으로 간다. 체크인을 담당하는 항공사 직원의 설명을 듣고 그가 물어보는 질문에 답변한다. 그리고 수화물로 부칠 가방에는 분실방지를 위해 꼬리표에 이름 및 연락처를 기입한다.

소품: 좌석 배치 및 수화물 발송 등에 관하여 항공사 직원이 물어보는 질문 목록; 꼬리표

과제 D.2.2: 분실된 가방 찾기

유형: F

상황설명: 드디어 여행 목적지 공항에 도착했다. 당신이 탑승했던 비행기의 수화물이 나왔다는 안내방송을 듣고 수화물을 찾는 장소에 갔으나 아무리 기다려도 당신의 가방은 나오지 않는다. 당신은 일단 가방을 잃어버린 것으로 생각하고 분실물신고센터로 가서 직원에게 도움을 청한다. 담당 직원이 물어보는 말을 잘 듣고 답변을 한다. 또한 분실물 신고서 작성에 대한 그의 설명도 듣게 된다. 당신

이 분실한 가방은 2개이며 가방의 크기, 색깔 등 가방의 특징을 분실물 신고서에 자세히 설명할 수 있어야 한다.

소품: 분실물 신고 요령에 관하여 직원이 물어보는 질문 목록; 각 가방의 특징을 잘 설명해 주는 미리 찍어둔 사진 2장; 분실물신고서 양식

<p align="center">영역 D: 여행 및 휴가</p>
<p align="center">주제 D.3: 호텔에서</p>

과제 D.3.1: 호텔 체크인 하기
유형: F
상황설명: 당신은 여행지에 도착한 후 여행사 측에서 예약해 둔 호텔로 이동한다. 호텔에 도착해 프런트 데스크에서 근무하는 직원으로부터 호텔 체크인에 관한 질문에 답하고 숙박카드를 작성하는 등 숙박절차를 밟는다.
소품: 숙박카드

<p align="center">영역 E: 교통</p>
<p align="center">주제 E.1: 운전면허 취득하기</p>

과제 E.1.1: 운전 면허증 취득에 관한 정보 얻기
유형: I
상황설명: 당신은 운전 면허증을 취득하려고 한다. 당신은 운전 면허 시험 취득 안내 책자에서 현재 당신이 사는 곳으로부터 가장 가까운 곳에 위치한 운전면허시험장을 찾아보고 그곳의 전화번호를 알아낸다. 전화번호로는 자동음성응답서비스용 번호만 나와 있지만, 당신은 담당자와 직접 통화를 하고 싶다. 그래서 전화를 우선 걸어 제공되는 여러 서비스 중 직원과의 직접 통화를 할 수 있게 해 주는 해당번호를 찾아 눌러야 한다. 직원과 통화하면서 당신은 시험날짜, 시간, 비용 등에 대한 질문을 하고 필요한 정보를 메모한다.
소품: 현재 사는 곳과 면허 시험장의 위치 및 전화번호가 표시된 지도가 들어있는 면허 시험 취득 안내 책자; 전화기; 자동음성응답서비스 녹음 테이프와 카세트 플레이어

과제 E.1.2: 운전면허 갱신하기
유형: A
상황설명: 운전면허 갱신을 위해 현재 사는 곳에서 가장 가까운 면허시험장 또는 경찰서에 가서 운전면허 갱신 안내문을 받아 읽어본다. 비치되어 있는 운전면허 갱신신청서를 작성한다. 당신은 신청서에 이름, 주소, 주민등록번호(또는 여권번호), 운전 기간 등을 적어야 한다.
소품: 면허 갱신 안내문; 운전면허 갱신신청서

<p align="center">영역 E: 교통</p>
<p align="center">주제 E.2: 목적지 찾아가기</p>

과제 E.2.1: 친구의 설명을 듣고 목적지로 가는 길을 지도에 표시해 두기

유형: D

상황설명: 당신은 이번 주 토요일에 친구들과 함께 당신이 살고 있는 도시 근교에 최근에 개장한 놀이동산에 가려고 한다. 같이 가는 일행 중 차가 있는 친구가 있기에 그 친구 차로 갈 예정이다. 그렇지만 일행 중 그 놀이동산에 전에 가본 적이 있는 사람이 한 명도 없기에, 운전할 친구가 당신한테 차로 그곳까지 가는 길을 알아봐 달라고 부탁한다. 그렇지만 현재 당신이 가지고 있는 지도는 놀이동산이 개장하기 전에 제작되어서 지도에 표시되어 있지 않다. 당신은 최근에 그곳에 가 본 적이 있다는 친구한테 전화를 해서 차로 가는 길을 물어보려고 했지만 그 친구가 집에 없어서 자동응답기에 메시지만 남겨 놓았다. 오늘 밖에 나갔다 집에 돌아와 자동응답기를 확인해 보니 그 친구의 메시지가 남겨져 있다. 목적지로 가는 길을 설명하는 친구의 메시지를 잘 듣고 지도를 참고로 하여 그 길을 지도상에 표시한다.

소품: 자동응답기; 친구의 길 설명이 미리 녹음되어있는 테이프; 한국어로 된 지도

<div align="center">

영역 E: 교통

주제 E.3: 자동차 보험

</div>

과제 E.3.1: 자동차 보험회사에 전화해서 보험 안내 책자를 보내달라고 요청하기

유형: H

상황설명: 최근 차를 구입한 당신은 자동차보험에 가입하려고 한다. 자동차보험 가입에 관한 자세한 정보를 얻고 싶어 전화번호부에서 자동차 보험회사 전화번호를 찾아본다. 이렇게 찾은 한 보험회사에 전화해서 담당자와 통화한다. 전화를 받은 보험회사 직원이 자동차보험 상품이 다양하며 각 상품마다 별도의 안내책자가 있다고 설명한다. 당신 차에 해당하는 보험 상품 안내책자들을 우편으로 받아보기 위해서는 직원이 묻는 질문을 잘 듣고 대답해야 한다.

소품: 전화번호부; 전화기; 구입한 자동차에 관한 정보를 적은 메모

과제 E.3.2: 자동차보험 상품 안내책자를 비교하여 가장 적합한 회사 결정하기

유형: C

상황설명: 지난주에 당신은 여러 자동차 보험회사에 전화를 걸어 당신 차에 해당하는 자동차보험 상품 안내책자를 보내달라고 부탁했었다. 당신은 요청했던 안내책자들을 모두 받아 보았고, 이제 받아본 안내책자를 잘 읽고 나서 당신한테 가장 유리한 보험료를 제시하는 회사를 선정하려고 한다. 자동차 보험에 관해 잘 아는 친구의 조언을 듣고 작성한 자동차 보험 상품 비교표를 참고로 하여 한 회사를 선택해야 한다. 이렇게 보험회사를 선택한 후, 그 회사에서 보낸 책자에 적혀있는 담당자의 전화번호로 전화를 걸어 상담 약속을 정하려고 한다. 전화를 거는 시간이 늦은 토요일 오후라 자동응답기가 작동한다.

소품: 자동차보험 상품 안내책자; 보험회사 선정을 위한 비교표; 전화기; 자동응답기

과제 E.3.3: 자동차 보험회사 직원과 상담하여 보험계약서 작성하기

유형: G

상황설명: 당신이 선택한 보험회사의 직원이 당신과 직접 상담을 하기 위해 약속한 시간에 찾아온다. 그가 제시하는 그 회사의 여러 가지 보험 상품들을 자세히 읽어본다. 당신이 미리 작성해둔 보험상품 선정을 위한 비교표를 바탕으로 보험상품을 최종 선택한다. 가장 적합한 상품을 고른 후 계약서를 작성한다. 보험 계약서를 작성하기 위해서는 직원의 설명을 잘 들어야 한다.

소품: 보험상품 안내책자; 보험상품 선정을 위한 비교표; 보험 계약서; 보험회사 직원의 설명이 미리 녹음되어 있는 테이프와 카세트 플레이어

영역 E: 교통
주제 E.4: 교통사고

과제 E.4.1: 발생한 교통사고를 구두로 설명하기
유형: B

상황설명: 불행하게도 당신이 운전하는 차가 앞차와 부딪쳐 추돌 사고가 났다. 처음있는 일이라 당신은 보험회사에서 나눠준 사고현장에서의 사고대처 및 신고 요령을 설명해 놓은 안내책자를 읽어본다. 안내책자대로 보험회사에 전화를 걸어 담당 직원에게 교통사고에 관하여 구두설명을 해야 한다. 전화를 거니 현재 전화를 건 고객들이 너무 많아 20분 정도 기다려야 한다는 안내가 나온다. 당신은 그 대신 사건개요 및 당신의 휴대폰 전화번호를 남기고 연락해 달라고 부탁한다.

소품: 휴대폰; 사고처리 안내책자(이 책자에는 사고 발생경위를 육하원칙에 의해 설명하고; 신체피해 및 차량 파손 여부 등을 보고하라고 쓰여있음)

과제 E.4.2: 사고 경유서 작성하기
유형: D

상황설명: 교통사고를 당한 당신은 경찰에 사고 경유서를 작성해 신고해야 한다. 당신은 사고 경유서 작성에 관한 경찰관의 설명을 듣고 사고 경유서를 작성한다.

소품: 사고 경유서 양식; 사고 경유서 작성에 관한 경찰관의 설명(예를 들면; 사고가 일어난 시간; 당시 상황; 앞차와의 차간거리 둥을 언급할 것)을 미리 녹음한 테이프와 카세트 플레이어

영역 E: 교통
주제 E.5: 지하철 이용하기

과제 E.5.1: 목적지까지 지하철로 가는 길을 알아내기
유형: G

상황설명: 당신은 친구와의 약속장소로 지하철을 타고 가려 한다. 당신은 이번이 한국에 와서 지하철을 처음 이용하는 것이기 때문에 친구한테 지하철 몇 호선을 타고 가야 하는지 또한 몇 번 갈아타야 하는지를 미리 물어보았다. 밖에 나갔다 들어와 보니 친구가 당신의 자동응답기에 메시지를 남겼다. 친구의 설명을 잘 듣고 가지고 있는 노선도에 약속장소까지 지하철로 가는 길을 형광펜으로 표시해 둔다.

소품: 목적지가 표시된 지하철 노선도; 자동응답기; 친구의 메시지; 형광펜

과제 E.5.2: 지하철 노선 안내하기
유형: H
상황설명: 당신은 친구와의 약속장소로 지하철을 타고 가려 한다. 지하철역에서 어떤 사람이 당신에게 지하철을 타고 자신의 목적지까지 가는 길을 알려 달라고 한다. 당신은 가지고 있는 지하철 노선도를 꺼내 그 사람에게 목적지까지 가는 길을 알려준다. 당신은 그 사람에게 지하철을 몇 번 갈아타야 하는 지, 어느 역에서 갈아타야 하는 지 등을 설명해줘야 한다.
소품: 현재 위치와 목적지가 표시된 지하철 노선도

<div align="center">

영역 F: 질병
주제 F.1: 병원에서

</div>

과제 F.1.1: 전화로 진료시간 예약하기
유형: F
상황설명: 당신은 몸이 안 좋아 병원에 가보려고 한다. 한국에서는 처음으로 병원에 가는 일이라 먼저 전화번호부에서 집에서 가장 가까운 병원의 전화번호를 찾아내어 병원에 전화를 한다. 병원 리셉셔니스트가 묻는 질문에 대답하여 예약을 하고 까먹지 않기 위해 예약한 내용을 메모해 둔다.
소품: 메모지; 전화기; 메모지

과제 F.1.2: 의사에게 아픈 증상 설명하기
유형: F
상황설명: 당신은 몸이 안 좋아 병원을 찾아간다. 접수처에 가서 리셉셔니스트로부터 진료신청서 작성 요령에 관한 설명을 듣는다. 진료신청서 작성 후 기다리다가 차례가 되어 진찰실에 들어간다. 의사에게 아픈 증상을 설명하고 의사가 묻는 말에 대답한다.
소품: 진료신청서 양식

<div align="center">

영역 F: 질병
주제 F.2: 약국에서

</div>

과제 F.2.1: 조제약 복용에 관한 약사의 지침을 듣고 메모하기
유형: D
상황설명: 당신은 병원에서 진찰을 받은 후 조제서를 가지고 집 근처 약국에 찾아간다. 약사가 약을 건네주며 말해주는 약 복용에 관한 주의사항을 잘 듣고 메모한다.
소품: 조제서; 약 복용에 관한 약사의 주의사항(예를 들면, 얼마나 자주 복용해야 하는 지, 식사와 함께 복용할 수 있는 지 또는 식후 30분 후에 복용해야 하는 지 등에 관한 내용)을 녹음한 테이프와 카세트 플레이어; 메모지

과제 F.2.2: 아픈 증상을 말하고 조제서가 필요없는 약 구입

유형: E

상황설명: 당신은 가벼운 병에 걸렸다. 근무 시간이 지나 교내 학생보건소는 문을 닫았고 학교밖에 있는 종합병원을 지금 가기에는 거리가 너무 멀다. 마침 조제서가 필요없는 약은 학교 근처 밤늦게까지 영업하는 약국에서 구입할 수 있다는 기숙사 친구의 말을 듣는다. 근처 약국으로 가서 당신의 증상을 자세히 설명하고 약사가 물어보는 말에 대답해서 약을 구입한다.

소품: 조제서가 필요 없는 약

영역 G: 가사에 관련된 일

주제 G.1: 집 구해 이사 들어가기

과제 G.1.1: 생활정보지에서 방 광고란을 보고 하숙집 찾기

유형: G

상황설명: 당신은 하숙집을 찾고 있다. 한국 생활에 경험이 많은 친구가 하숙집을 선택할 때 고려할 사항을 당신의 자동응답기에 남겨주었다. 친구의 조언대로 생활정보지를 구해 방 광고란을 자세히 살핀다. 당신에게 알맞은 하숙집을 결정하기 위해서 광고를 읽어가며 친구의 조언을 바탕으로 준비해둔 하숙집 비교표를 작성해본다.

소품: 생활정보지; 하숙집 선택시 고려할 사항을 언급한 친구의 자동응답기 메시지를 녹음한 테이프; 하숙집 비교표

과제 G.1.2: 부동산 중개소를 이용해서 방 찾기

유형: I

상황설명: 당신은 룸메이트가 될 사람과 함께 방을 찾고 있다. 생활정보지에 나는 방 광고란을 여러 번 봤지만 적당한 방을 찾지 못했다. 그래서 이번에는 부동산 중개소를 이용하기로 했다. 룸메이트가 될 사람이 학교 부근 부동산 중개소의 전화번호를 알려주며 전화를 걸어보라고 부탁한다. 전화를 걸어 룸메이트가 될 사람이 마련한 방 선정시 고려할 사항 목록을 참고로 입주 가능한 방들에 대해 자세히 물어본다. 나중에 룸메이트가 될 사람에게 그 결과를 알려주기 위해 전화통화중 메모를 한다.

소품: 전화기; 메모지; 룸메이트가 될 사람이 마련한 방 선정시 고려할 사항 목록(예를 들면, 방 크기, 입주 가능한 날짜, 전세 가격, 편의 시설 등)

과제 G.1.3: 전화 설치를 위해 필요한 정보를 수집하기

유형: G

상황설명: 당신은 학교근처에 방을 찾아 이사하기로 했다. 입주 준비를 하면서 가장 필요한 것이 전화인 만큼 이사하기 전에 미리 전화를 설치하고자 한다. 또한 전에 사용하던 전화번호로 걸려오는 전화를 새 전화번호로 알려주는 변경 전화번호안내 서비스도 한 달간 이용하고자 한다. 전화번호부에서 해당 전화국의 전화번호를 찾아서 전화를 건다. 자동음성응답서비스 내용 중 당신에게 필요한 정보를 제공하는 해당 번호를 눌러 안내를 듣는다. 필요한 안내내용을 받아 적는다.

소품: 전화번호부; 전화기; 자동음성응답서비스 내용을 미리 녹음해 둔 테이프와 카세트 플레이어

과제 G.1.4: 전화로 일간 신문 구독 신청/해지하기

유형: E

상황설명: 당신은 방을 구해 최근에 이사를 했다. 이사한지 며칠 후에 한 신문사에서 보낸 고지서가 왔다. 읽어보니 전 입주자가 구독해오던 신문사에서 보낸 것이었다. 당신은 고지서에 적혀있는 전화번호로 전화를 걸어 구독 해지를 신청한다. 또한 이사하기 전 마지막으로 받은 고지서에 나와있는 전화번호로 전에 구독하던 신문사에 전화를 걸어 변경된 주소를 알려 주고 새 주소로 신문을 배달해 줄 것을 요청한다.

소품: 고지서; 전화기; 변경된 주소

과제 G.1.5: 전화로 집들이 음식 준비에 들어갈 재료 주문하기

유형: H

상황설명: 당신은 이번 주말에 친구들을 집으로 초대해서 집들이를 하려고 한다. 친구들한테 초대장을 보냈을 때 먹고싶은 음식이 무엇인지를 이메일로 알려 달라고 부탁했다. 친구들이 보낸 이메일을 읽어보고 어떤 음식을 준비해야 할지 결정한다. 준비하려는 음식의 조리법을 요리책에서 찾아본 후 필요한 재료들을 근처 슈퍼마켓에 전화해서 배달시킨다. 이 때 당신은 필요한 재료 이름과 필요량을 제시해야 하고 집 주소도 알려주어야 한다.

소품: 친구들의 이메일을 출력한 것; 요리책; 근처 슈퍼마켓 전화번호; 전화기

<div align="center">

영역 G: 가사에 관련된 일

주제 G.2: 은행 이용하기

</div>

과제 G.2.1: 은행 신규구좌 열기

유형: A

상황설명: 당신은 한 은행에서 신규구좌를 개설하려고 한다. 거래할 은행에 가서 비치되어 있는 금융상품 안내서를 읽어 본 후 당신에게 가장 알맞은 상품을 고른다. 선택한 금융 상품에 해당하는 구좌 개설에 필요한 양식을 작성한다.

소품: 금융상품 안내서; 구좌 개설 신청서

과제 G.2.2: 신용카드 신청하기

유형: A

상황설명: 당신은 거래하는 은행에서 발급하는 신용카드를 신청하려고 한다. 신청방법을 설명한 안내문을 잘 읽어본 후 가입신청서를 작성한다.

소품: 신청방법 안내서; 카드 발급 신청서

과제 G.2.3: 환전하기

유형: F

상황설명: 당신은 가지고 온 미화를 원화로 환전하고자 한다. 거래 은행에 가서 담당직원에게 환전 방법에 대한 안내를 듣고 환전 신청서를 기재한 후 필요한 금액만큼 환전을 한다.

소품: 미화; 원화; 환전 신청서

과제 G.2.4: 각종 고지서 지불을 위해 자동이체 신청서를 작성하기
유형: A
상황설명: 당신은 이사한지 한 달이 지난 후 전화비, 전기 및 수도사용료, 케이블 TV 시청료 등 공과금 고지서를 받는다. 은행에 와서 지불하려는데 은행 직원이 자동 이체를 하면 번거롭게 매월 은행에 올 필요가 없어서 편리하다고 한다. 당신은 다음 달부터 자동이체로 요금을 지불하기로 결정하고 자동이체를 신청하려고 한다. 자동이체에 관한 안내문을 읽고 자동이체 신청서를 작성한다.
소품: 자동이체에 관한 안내문; 자동이체 신청서

영역 G: 가사에 관련된 일
주제 G.3: 우체국에서

과제 G.3.1: 우편번호책자에서 우편번호 찾기
유형: A
상황설명: 당신은 연말을 맞이해서 알고 있는 한국인 친구들에게 연하장을 보내려고 한다. 당신은 친구들의 주소만 알고 우편번호는 모른다. 우편번호 책자를 통해 우편번호를 찾은 후 친구들의 주소 및 우편번호 그리고 당신의 주소를 연하장에 기입한다.
소품: 우편번호책자; 몇 장의 연하장

과제 G.3.2: 소포 보내기
유형: A
상황설명: 당신은 친한 친구 생일을 맞이해서 그 친구에게 생일선물을 보내고자 한다. 생일날 전까지 선물이 도착하도록 보내고 싶지만, 깜빡하고 늦게 선물을 보내게 되어 제 때 도착할 수 있을지 그리고 크리스마스처럼 우편량이 급증하는 분주한 시기에 잘 도착할 수 있을지 걱정이 된다. 우체국에 가서 해외 소포발송에 관한 안내문을 읽고 빠르고 안전하게 그리고 너무 비싸지 않게 소포를 보낼 수 있는 방법이 무엇인지 찾아본다. 이 방법에 따라 해당하는 양식을 작성해야 한다. 특히 해외로 발송해서 세관을 거치는 소포이기에 추가적으로 필요한 양식이 있는 지도 알아봐야 한다.
소품: 소포발송에 관한 안내문; 소포; 필요한 양식

영역 H: 기타 과제
주제 H.1: 영화보러가기

과제 H.1.1: 인터넷으로 친구와 함께 볼 영화를 검색하기
유형: G
상황설명: 당신은 친구와 영화를 함께 보기로 했다. 밖에 나갔다 들어와 보니 친구가 당신의 자동응답기에 보고 싶은 영화의 종류와 영화를 보러 갈 수 있는 시간을 메시지로 남겨 놓았다. 친구의 메시지를 바탕으로 당신의 스케줄북을 보며 둘이 같이 영화를 볼 수 있는 날과 시간을 정하고 또한 두

사람의 취향에 맞는 영화를 선택해야 한다. 영화관련 인터넷 사이트에서 영화를 검색해 본다. 검색 결과를 친구의 부탁대로 이메일로 알려줘야 한다.

소품: 자동응답기; 친구의 메시지; 일정이 표시되어 있는 스케줄북; 인터넷에 연결된 컴퓨터; 친구의 이메일 주소

과제 H.1.2: 전화로 영화표 예매하기
유형: H
상황설명: 당신은 친구와 함께 영화를 보려고 한다. 직접 극장에 가서 표를 예매할 시간이 없어 전화로 예매를 하려고 한다. 먼저 전화번호부에서 보려는 영화가 상영되는 극장의 전화번호를 찾아서 극장에 전화를 걸어야 한다. 전화를 거니 자동음성응답서비스를 통해 극장 안내가 나온다. 당신은 먼저 당신이 원하는 요일과 시간에 보고자 하는 영화표가 매진되었는지 알아본다. 당신은 예매 담당자와 직접 통화하기를 원하기 때문에 자동음성응답서비스 안내 방송을 계속해서 잘 듣고 해당하는 번호를 눌러야 한다. 예매에 관련해서 담당자가 물어보는 질문을 잘 듣고 대답한다.

소품: 전화번호부; 전화기; 자동음성응답서비스 안내 방송을 미리 녹음한 테이프와 카세트 플레이어

영역 H: 기타 과제
주제 H.2: 인터넷에서 책 구입하기

과제 H.2.1: 당신의 친구를 위해 인터넷에서 책찾기
유형: A
상황설명: 당신은 외국에 있는 친구로부터 이메일을 받았다. 올 여름에 한국 여행을 계획중인 친구는 한국여행에 관한 책자를 구입해달라고 부탁한다. 책값은 나중에 친구가 지불한다. 친구는 또한 책 구입시 참고할 기준을 알려주었다. 바쁜 직장생활때문에 서점에 갈 여유가 없는 당신은 점심시간에 시간을 내어 인터넷 서점에서 친구가 부탁하는 책을 찾아본다. 인터넷 검색을 통해 책을 몇 권 찾았는데 벌써 점심 시간이 다 지나가기에 일단 출력만 해 놓는다. 집에 돌아온 당신은 책에 관한 정보를 일일이 읽어 비교해 보고 친구가 원하는 조건을 충족시키는 책을 선택한다. 책을 주문하기 전에 친구한테 결과를 이메일로 보내준다.

소품: 친구의 이메일을 출력한 것; 인터넷 검색을 통해 찾은 책에 관한 정보를 출력한 것; 이메일을 작성할 수 있는 컴퓨터

ACKNOWLEDGEMENTS

We would like to gratefully acknowledge the cooperation of the instructors of the Korean Language Program at the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa and those at the Korean as a Foreign Language Program of the Institute of Language Education at Ewha Womans University.