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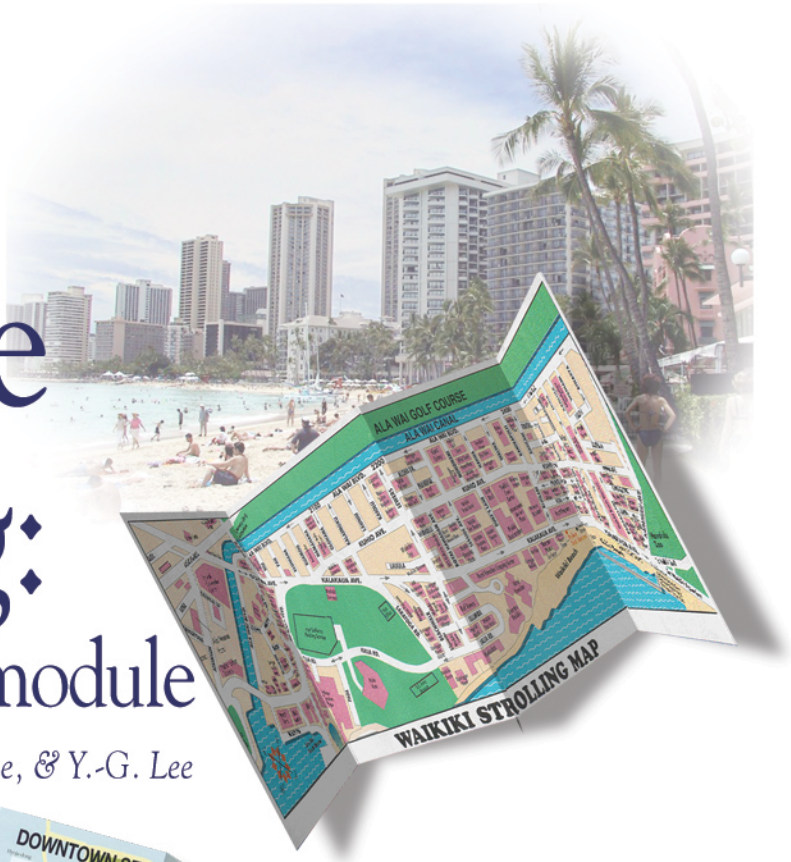
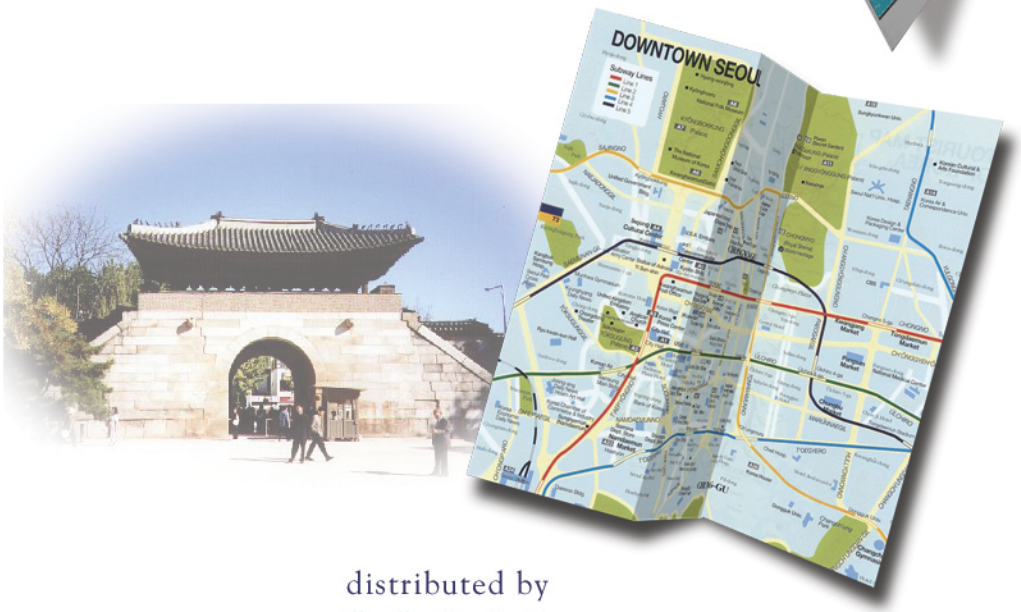
Task-Based Language Teaching:

A demonstration module

M. H. Long, C. Doughty, Y. Kim, J.-H. Lee, & Y.-G. Lee





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M. H. Long, C. Doughty, Y. Kim, J.-H. Lee, & Y.-G. Lee

Demonstration languages: English (template) & Korean (materials and video)

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CONTENTS

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INTRODUCTION

WHAT IS TASK-BASED LANGUAGE TEACHING?

Most approaches to language teaching use a *linguistic unit of analysis* (structure, word, notion, function, etc.) and a *synthetic syllabus and approach*, that is, parts of the language are taught a piece at a time, leaving the learner to synthesize the pieces for communication later. Task-Based Language Teaching (TBLT) (Long, 1985; Long & Crookes, 1992, 1993), conversely, uses a non-linguistic unit of analysis, the task, and an analytic approach. Target tasks are what a needs analysis shows a group of learners requires in order to be able to do to satisfy their present or future communicative needs. An analytic approach is one in which gestalt, task-based samples of target language use are presented to learners, who are then helped in inducing the rules of grammar, the meaning of lexical items, and so forth, in context. (For more detailed discussion of TBLT, readers may consult the sources listed in the references.)

THE DEMONSTRATION VIDEO AND TEACHER'S MANUAL

The TBLT Demonstration video that accompanies this publication provides some brief clips of students of Korean as a foreign language (KFL) doing a series of nine pedagogic tasks that prepare them to follow and give directions in Seoul, Korea. The materials were designed for use in the second semester of university-level Korean language study. The manner in which this *Following and Giving Directions* target task was identified, along with procedures for collecting and analyzing *Following and Giving Directions* target discourse – both carried out as part of an overall needs analysis (NA) for a population of Korean heritage and foreign language students – are described in detail by Chaudron, Doughty, Kim, Kong, J.-H. Lee, Y.-G. Lee, Long, Rivers, & Urano (in press). This publication concentrates mainly on (a) exemplifying how to select among potential target tasks, (b) describing the process of analyzing the target discourse data for the purpose of materials development, and (c) illustrating the development of a sequence of nine increasingly complex pedagogic tasks that gradually approximate the real-world target task (following and giving directions). The discussion is presented in as general a fashion as possible so that it may serve as a template for the TBLT materials development in any language. Examples are provided in English and Korean.

IDENTIFYING TARGET TASKS FOR MATERIALS DEVELOPMENT

Given that a large number of the students who participated in the needs analysis had visited and/or were going to visit Korea, and that the most prominent reasons for learning Korean reported by over 90% of registered students were better communication with family members, general cultural interest, and tourism/vacation, several "social survival" target tasks for the development of beginning and intermediate materials were identified and gradually narrowed to two. Initially, making automobile rental reservations was considered, along with following street

Long, M. H., Doughty, C., Kim, Y., Lee, J.-H., & Lee, Y.-G. (2003). *Task-based language teaching: A demonstration module* (NFLRC RN#37 [text, audio CD, and video]). Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.

directions, as they could impressionistically be expected to be of greater and lesser complexity, respectively, and so allow more options in materials design than two tasks of comparable complexity. Twenty English language conversations involving these two tasks were recorded in impromptu encounters in the Waikiki neighborhood of Honolulu by a native speaker (NS) and a non-native speaker (NNS) of English. Transcripts of the recordings were used as the basis for construction of prototypical discourse for the task-based materials. But after inquiries in Seoul revealed that automobile reservations there could often be conducted in English, and were, in any case, rare for visitors to Korea, the final target task selected for the demonstration materials was the relatively simple one of following street directions. Twenty more conversations from encounters involving street directions were then recorded in Seoul.

COLLECTING TARGET DISCOURSE SAMPLES AND IDENTIFYING PROTOTYPICAL DISCOURSE STRUCTURES

A framework for analyzing prototypical discourse structures was developed and first applied to the *Following and Giving Directions* data collected in English in order to provide a model for the process ultimately usable with any target language. The framework was then applied to the *Following and Giving Directions* data collected in Korean. Because understanding the nature of the target discourse is key to the development of sequenced pedagogic tasks, this analysis is described in some detail. (See also Chaudron, Doughty, Kim, Kong, J.-H. Lee, Y.-G Lee, Long, Rivers, & Urano, in press, and J.-H. Lee, 2002.)

From transcriptions of audio recordings elicited by a NS and a NNS of English who asked passers-by (always NSs) for directions to various locations in Waikiki (see Appendix 1 for examples), three typical direction-asking patterns were identified. Two situations were identified leading to three distinct types of interaction when both direction asker and direction giver were native speakers (a) *nearby* destinations, and, therefore, easy-to-deliver directions (such as in Appendix 1, Examples 1–3) led to all-at-once or detailed, segmented patterns; and (b) *distant* destinations, and, therefore, hard-to-deliver directions (such as in Appendix 1, Example 4) led to simple, segmented patterns. In interactions with the non-native direction asker, direction-giving patterns were often different from those with the native speaker, and, notably, were relatively similar within the NSs-to-NNS set, whether or not the destination was near or far. These three patterns will be discussed in more detail after some other less frequent, but still regular patterns are noted.

If the person asked did not know the way, either the interaction ended with an apology, or the person took the direction seeker to someone who did know or to a map, whereupon a quite different type of (visually supported) direction-giving ensued. If two people were asked, the interaction was different yet again, and seemingly more complex. In the case of distant destination, regardless of whether the directions-seeker was a NS or NNS, sometimes the person asked gave overly general directions that would never work, such as, "You just head down that way and keep going for quite a ways." Or he first commented about how far and how difficult it will be to reach the place in question, and then tried to give very specific directions. Although these discourse structures each occurred more than once (and thus would merit further study),

the three patterns described earlier were more prevalent, and only these were analyzed further for the development of prototype materials.

Close and easy directions

When the destination was close and easy, directions were delivered by NSs to NSs either all-at-once or in detailed segments, while NS–NNS directions were always delivered in simple segments (whether the destination was near or distant). The following schematic patterns describe the two NS–NS patterns (with inherent variations) in the close-and-easy situation:

NS to NS all at once (simple)

NS[1]: Asks for directions

P: Directions given in their entirety, but not particularly detailed.
   a. way to start off
   b. where to turn towards destination
   c. what to do or how far to go until standing right in front of it

NS: Rephrases to gain confirmation

Depending on whether NS is correct or incorrect in her understanding of the directions, either:]

P: Confirmation or

Another go, with corrections at the point of error in the directions

NS: Okay. Thanks.

P: Gives another direction detail, previously not included, unsolicited

NS: Okay. Thanks. [or goes through a round of confirmation]

NS to NSs bit by bit (detailed)

NS: Asks for directions

P: Very detailed and specific directions, part 1

NS: Back-channels (*uh huh*) to show understanding

P: Very detailed and specific directions, part 2

NS: Back-channels (*uh huh*) to show understanding

P: Very detailed and specific directions, part n

NS: Okay. Thanks.

When giving close-and-easy direction to NNSs, NSs either automatically broke up the directions into more easily digestible segments, or the NNS back-channeled, such that the directions were likewise broken up. This was akin to the second kind of NS–NS interaction just described above, in the sense that the directions were provided segment by segment, however an important difference was that compartmentalized, easy-and-close directions given to NNSs were always very simple, in contrast to the very detailed segments provided by NSs to NSs. Also, in the

[1] Key: NS = NS direction-asker; NNS = NNS direction-asker; P = NS pedestrian respondent
(…) optional element; […] variation point

sample set of recordings, the NS used only one back-channel (*uh huh*), and then only occasionally, whereas the NNS used several (*uh huh*; *ok*; *oh oh*; *oh*, *I see*), and used them a great deal, reflecting his L1 norm.

Far and hard directions

The far and hard situation seems to override the interlocutor factor in that, regardless of native or non-native interlocutor status, directions are delivered in simple segments, as shown here (using the NNS direction-asker case as the example):

Bit by bit (simple)

NNS: Asks for directions

(When the place is far and hard: Comment about this)

P: Directions, part 1

NNS: Back-channels (*uh huh*; *ok*; *oh oh*; *oh*, *I see*) to show understanding

P: Directions, part 2

NNS: Back-channels (*uh huh*; *ok*; *oh oh*; *oh*, *I see*) to show understanding

P: Very detailed and specific directions, part n

NNS: (Okay.) Thank you.

Moreover, it can be noted that the pattern for all NS–NNS interactions (both close and easy and far and hard), and for NS–NS, far and hard, is the same: the pedestrian gives very simple directions, segment by segment.

In summary, the English data analysis clearly revealed three typical patterns: all at once (simple only) and bit by bit (simple or detailed). When both interlocutors were native speakers, and the destination involved was nearby, the directions most often were given simply and all at once. Occasionally, very detailed directions were given by a NS, bit-by-bit, to another NS. Whenever the destination was far away or the interlocutor was a NNS, the directions were delivered bit by bit, in a simple fashion. These three prototypical dimensions of the English direction-giving discourse are shown in Table 1 and will shortly be compared with the counterpart Korean direction-giving data, shown in Table 2, to which we turn in the next section. As will be discussed further, the results of the target discourse analysis were applied to the development and sequencing of the nine pedagogic tasks of the *Following and Giving Directions* demonstration module.

Table 1: Prototypical English patterns
Waikiki directions, close and far destinations; NS and NNS direction askers

all at once		bit by bit	
simple	detailed	simple	detailed
NS–NS (some) *(close and easy)*	0	NNS–NS (some) *(close and easy)* NS–NS (some) *(far and hard)* NNS–NS (some) *(far and hard)*	NS–NS (some) *(close and easy)*

Table 2: Prototypical Korean patterns
Youngpoong directions, only one destination; NS and NNS direction askers

all at once		bit by bit	
simple	detailed	simple	detailed
NS–NS (a few)	NNS–NS (exclusively, some)	0	NS–NS (most) NNS–NS (some)

SAMPLING OF AUTHENTIC KOREAN TARGET DISCOURSE

In order to provide an empirical basis for models of authentic language use[2] in the target tasks to be incorporated in the Korean as a Foreign Language (KFL) classroom teaching materials (*Following and Giving Directions*, aimed at the first-year, second-semester level), relatively natural target language samples were collected. One team consisting of a NS (L1 Korean) researcher and a NNS (L1 English) speaker collected recordings of conversations while receiving street directions in Seoul. Such elaborate, time-consuming, and labor-intensive data collection would not be required for everyday materials writing, of course. It was conducted in this instance because one of the study's aims was to compare the validity of task-related discourse samples gathered by different kinds of speakers, both NS and NNS, and the relative efficacy of each. The target discourse data-collection process, along with some of the findings, will now be discussed, followed by an illustration of their implications for task-based materials writing.

Following street directions in Seoul

Essentially using the same procedures as for the English data collected in Waikiki, two sets of interactions, NS–NS and NNS–NS, were audio-taped in Seoul. This time, however, directions

[2] For discussion of varying notions of "authenticity" in materials design and classroom language use, see Breen (1985); Cathcart (1989); Long (1997); and Widdowson (1996).

were only asked to one location (*yengphwung mwunko,* or Youngpoong Bookstore). All recordings were made in an old palace in downtown Seoul. The location was free from street noise and reasonably distant from the destination chosen for the study. NS–NS data were generated between one of the researchers, who asked the way to a specific building (i.e., the bookstore), and local passers-by, who gave directions to the building.

For comparison with the NS–NS baseline data, NNS–NS conversations were recorded under the same conditions with regard to the location of the request for directions and the destination asked about. By holding other elements constant, as had been done in the English data collection, it was possible to isolate the effect of interlocutor type, NS or NNS. A male Canadian in his early 20s asked passers-by in Korean how to get to the Youngpoong Bookstore. Any Korean could easily discern that he was not a Korean native speaker, both by his physical appearance and from his Korean language ability, which was limited. As was the case for the NS–NS data, 10 sample NS–NNS interactions were collected in this way.

In order to identify prototypical discourse structures for street directions in Korean, and to compare them with the English Waikiki directions data, the sample conversations recorded by native and non-native speakers of Korean with passers-by were analyzed using the same approach as with the English data. (see Examples 5–8 in Appendix 1).

The analysis of transcripts of conversations like these revealed three prototypical discourse types, which were similar in some ways but different in others, from those found in the English data. The same basic distinction between directions given all at once or bit by bit was also evident in the Korean data, and as with the English data, directions could be given in simple or detailed fashion. The basic Korean directions discourse pattern distributions were shown in Table 2.

Korean all at once (simple)

NS: Ask for directions

P: (Identify the destination)
Give very brief and general directions at once

NS: (Rephrase or confirm P's utterances)
Thank you.

This general, all-at-once pattern was observed in a few NS–NS interactions, as shown above in Example 7 in Appendix 1. In this pattern, very brief and overly general directions are given in their entirety. Note that this type of discourse was also found in English NS–NS interactions when they involved close and easy destinations. It may be that Koreans, like other direction-givers, adopt this approach when the direction-giver believes that the destination is easily accessible without detailed information. Although the Korean data included only one, somewhat distant destination, it could be that the direction-givers had different perceptions of the distance. This is all the more likely since, despite the distance, the destination is quite famous and easy to recognize. Thus, although not manipulated experimentally, there may nevertheless have been close-and-easy/far-and-hard variables operating in the data.

The more detailed, all-at-once pattern was found only in the NNS–NS conversations. Shown below schematically (and see Example 8 in Appendix 1), this pattern occurs mostly because the NNS direction-asker is negligent in providing back-channels or seeking confirmations.

Korean all at once (detailed)

NNS: Ask for directions

P: (Identify the destination)
Give very specific and long directions at once
a. way to start off
b. where to turn towards destination
c. what to do or how far to go

NNS: Thank you.

In turn, this may be attributable partly to the transfer of L1 norms and partly to the NNS's inadequate language abilities. Canadians tend to back-channel less frequently than Koreans. At times, despite awareness of the Korean norm, the NNS's limited proficiency may have prevented him from providing more frequent back-channels or repetitions to seek confirmation. What made the situation more difficult is that the local direction-giver may have felt responsibility for providing very detailed and specific information, particularly for a foreigner, who may not have known the area at all. These factors conspired to produce very lengthy and far too detailed conversations.

It should be noted that in the English data, the all-at-once pattern occurred only in the NS–NS interaction, and only when the destination was close and easy (and, hence, involved simple, not detailed directions). In contrast, in the Korean data, this pattern was found only in the NNS–NS interaction, even though the destination was somewhat far (recall that, in the English data, far away destinations triggered the bit by bit approach, regardless of interlocutor). This shows simply that back-channeling is a crucial element in Korean discourse. Furthermore, in Korean, it seems to be the direction-asker rather than the direction-giver who determines how much information should be provided at once. By providing back-channels and seeking confirmation of their understanding, the direction-asker prevents the direction-giver from proceeding too quickly. Failure to backchannel elicits overly detailed directions.

The detailed bit-by-bit pattern shown below was characteristic of most NS–NS interactions and some NNS–NS interactions (R = researcher, whether NS or NNS).

Korean Type 3 bit by bit (detailed)

R: Ask for directions

P: (Identify the destination)
(Identify a transportation type)

Give specific directions, part 1

R: Back-channels or repetition of part of the directions to seek confirmation

P: Confirmation of R's utterances
Give specific directions, part 2

R: Back-channels or repetition of part of the directions to seek confirmation

P: Confirmation of R's utterances
Give specific directions, part *n*

R: Thank you.

Appendix 1, Examples 5 and 6 belong to this type. Sometimes, because the direction-givers likely were anticipating a back-channel, they automatically broke up the directions. However, in most cases, this pattern was attributable to the direction-asker, who back-channeled or repeated the direction-giver's utterances to seek confirmation whenever he or she felt that the direction-giver was providing too much information. The direction-asker's frequent interruptions force the direction-giver to stop and go back to his or her previous utterances to confirm or correct the direction-asker's understanding. This was more prevalent among the NS–NS than NNS–NS interactions. As noted earlier, this might have been due to different L1 conversational norms among NSs of Korean and NSs of English, including the tendency of Koreans to provide more frequent back-channels than Canadians. They do so because they consider it polite to show that they are listening to their conversational partner carefully and sincerely.

DEVELOPMENT OF *FOLLOWING AND GIVING DIRECTIONS* PEDAGOGIC TASKS

Using the information gleaned from the needs analysis (i.e., the unstructured interviews, questionnaires, and target-discourse analyses), the nine Korean TBLT pedagogic tasks (PTs) comprising the demonstration module were designed and developed. Following Long (1998, 2000), the PTs are sequenced and gradually increase in complexity as they approximate the target task, *Following and Giving Directions*. The Korean *Following and Giving Directions* module was based on the English template TBLT module shown in Figure 1, but also incorporated the particular results of the analysis of the Korean target discourse discussed above. Please note that the template shown in Figure 1 provided a basis for the Korean materials, but need not have been followed exactly. In TBLT, provided that its language teaching methodological principles are followed (Doughty & Long, 2001, 2003a, 2003b), there is flexibility to adapt teaching procedures to the circumstances of a particular teaching context (e.g., the use of various kinds of technology).

In *Following and Giving Directions*, the purpose of the module is to raise students' performance to a level at which they can politely request and understand street directions to both nearby and distant destinations. Information from the target discourse analyses is used for many purposes, for instance, to select suitable extracts from the recorded data for use as genuine samples of input, to analyze task complexity factors for use in designing and sequencing the pedagogic tasks, and to prepare scripted materials (based on the genuine discourse samples) for use in the pedagogic tasks.

PT1 The Real Thing
Listen to samples of actual target discourse (conversations of people asking for directions in Waikiki) while the teacher traces the route on the map projected on an OHP.

PT2 Fragments
The teacher reads direction fragments (from the target discourse data, arranged in groups of similar types of directions, and increasing in complexity). Students have three simple 2D "maps," and they trace the route described by the fragments. For each fragment, the students keep fingers on destination, while the teacher reads fragments twice more, and traces the route on the map on the OHP.

PT3 Where are you now?
Students have three new, more complex 3D "maps." The teacher reads out more complex directions, in segments, asking things like *Where are you now? What's the building in front of you?* at the end of each segment, at first of the whole class, gradually shifting to individual students.

PT4 Give directions with help
Students work collaboratively in pairs. Pair 1 (Direction Givers) has Map A with both starting-point and destination marked; Pair 2 (Direction Followers) has Map B with only the starting-point marked. At first, Pair 1 reads from the transcripts while Pair 2 follows. Then Pair 1 attempts to give directions without a script, while Pair 2 follows. Roles are then reversed.

PT5 Follow a marked route
Actual maps and authentic target-discourse directions conversations are used. The teacher plays the tape, and the students follow along on the map. Starting-points, routes, and destinations are marked on the maps.

PT6 Given a starting point, trace the route, in increments
Using one of the maps in PT4, students are told they are at point A (B, C, etc.), marked on their maps. They hear taped directions to new unknown destinations and trace the routes on the map with their fingers. The directions are in segments, with check questions of the sort used in PT 3 (*What's the building in front of you? What street are you on now?*) as they go.

PT7 Given a starting point, trace the entire route
This is the same as PT5, but directions are given in their entirety, with only the final destination checked.

PT8 Give directions to the teacher
Unaided by transcripts this time, students give the teacher directions individually, while he or she traces on the OHP (starting points only marked), while the entire class watches. Each student is given at least two opportunities.

PT9 Give directions in pairs
Students work in pairs with the materials just used when giving directions to the teacher.

Figure 1: The pedagogic tasks of the *Following and Giving Directions* TBLT English template

PREPARATION OF MAPS, GENUINE DIRECTIONS TAPE, SCRIPTS, AND FRAGMENTS

Maps

The initial task was to locate appropriate one- or two-dimensional maps for each PT in this module, whether drawing new maps or using existing maps with or without modification. Two simple, fictitious, one-dimensional maps of Seoul were drawn (Maps A–1 and A–2 in Appendix 2). But the street names on the maps were authentic and used intentionally to familiarize students with them, as they appeared on the authentic maps used in subsequent PTs. Two simple

two-dimensional maps of Seoul (Maps B and C) were obtained from the Internet, using a Web search engine and the key word *cito* (map). These maps are authentic and include some of the street names that appear on the maps used in PT1. Maps B and C are more or less similar in terms of the cartographic information they present to students, but the directions in Map C are more complex than those in Map B. Two sets of street directions, one for each map, which the teacher reads aloud in class, have been carefully prepared to introduce some of the direction giving-related language information deemed essential for successful task completion, incorporating the information that had been gathered from the analysis of target discourse data described above (see also Genuine directions, scripts, and fragments below).

Another two-dimensional map of Seoul was obtained from the Internet (Map D), which was more complex and realistic than the previous maps. Three different routes from starting points to destinations were marked on the map with different colors to differentiate them. The scripts which the teacher reads aloud in class in PT5 contain three "roundtrip" directions from Point A to Point B and from Point B, back to Point A. Map D was then recycled from PT5 to PT9. For example, in PTs 6 and 7, the starting points, but not the routes, were marked on the maps. Students are expected to follow directions from the starting point to an unknown destination.

Finally, an exit test map was prepared. This is a new, authentic, two-dimensional map of Seoul, also obtained from the Internet (Map E). Based on the map, a 10-item comprehension test and a five-item production test were written. For the comprehension test, students are asked to listen to 10 directions which are audiotape-delivered, starting from 10 different points and going to 10 destinations mentioned by the pedestrian on the audiotape. The destinations are NOT marked on the map, and students are asked to indicate where they thought the directions would take them to by writing the item numbers on the map. For the production test, students are asked to give oral directions in Korean from five starting points to five destinations, on routes which are clearly marked and numbered on the map. Students are given one minute to plan and another minute to complete each task. Students' oral production is audio-recorded.

The comprehension test is similar to what students have done in PT7, and the production test resembles what students perform in PTs 8 and 9. However, the map used in both tests is more complex and realistic than Map D used in PTs 5–9. The passing criterion is 80%.

All the maps appear in the Student Workbook in black and white, and the Teacher's Manual has one color copy of each map. Color copies may be duplicated and used instead of the black and white versions, depending upon budgetary considerations. In any case, a black and white or color OHP transparency and/or a PowerPoint file should be prepared/downloaded (http://nflrc.hawaii.edu/publications/RN37) for each map, on which the teacher traces the routes for the directions given to confirm students' understanding.

Genuine directions, scripts, and fragments

For PTs 1 and 4, the genuine target discourse data tapes were edited to produce one audiotape containing samples of genuine direction-giving conversations in Korean. Transcripts of these conversations appear in Appendix 1. As already noted, the transcripts of the target discourse analysis of the recorded conversational data between NSs of Korean asking for and giving street

directions in Korean were carefully examined to identify commonly occurring grammatical, lexical, and spoken discourse features in this specific case of target language interaction. These features were incorporated into the scripts for giving directions used in Korean in PTs 2– 7. These scripts appear in Appendix 3. NSs of Korean were asked to record segments of giving street directions (fragments), based on the scripts prepared, for PTs 2, 5, 6, and 7. The instructions for listening were also audio-recorded in Korean. This preparation stage required editing (e.g., putting segments in sequential order in one tape, recording same segments repeatedly in a row), and was accomplished with the help of an audio technician. In the demonstration video, the segments of giving street directions were read by the teacher himself rather than delivered by the audiotape, for the purpose of implementing intonational input enhancement.

THE PEDAGOGIC TASKS

This section provides an overview of the nine pedagogic tasks for the Korean *Following and Giving Directions* TBLT Demonstration Module. Detailed bilingual instructions for the procedures for each PT are provided later in the Teacher's Manual. The first three pedagogic tasks (PTs 1–3) in *Following and Giving Directions* are carried out in a teacher-led, whole-class format (although individual students can take the teacher's role after some models). The aim is to provide *intensive exposure* to typical and *elaborated* NS input, using actual recordings and modified interaction. At this stage, the students are not required to produce, but simply to listen. During PTs 1–3, they show their comprehension by moving their fingers on very simple, two-dimensional street maps. PT4 continues to employ simple visual support (e.g., two-dimensional maps), but increases demands on students by requiring some production, albeit sheltered in the privacy of pairwork, and, if necessary, after a demonstration by the teacher. PT4 involves comprehension and production, but the emphasis here and throughout this module is on *following* directions, since this is what visitors need to be able to do and since, as visitors in a strange city, they will rarely be in the role of direction giver. PTs 5–7 increase in task complexity (e.g., of the directions and maps). In addition, visual and contextual support are gradually withdrawn. Thus, all three provide more intensive practice of something now very close to the full target task. The final tasks in the module, PTs 7–9, are designed to provide practice with as close an approximation to the target task as can easily be completed in most classrooms (unless they have special technical equipment). As such, they can double as trial runs for the exit test.

PILOTING OF THE MATERIALS

The Korean TBLT *Following and Giving Directions* Module was piloted in Fall, 2000, and subsequently evaluated through classroom observation and by interviewing both students and teachers just after their completion of the entire module (a process reported in detail in Kim, Kong, J.-H. Lee, & Y.-G. Lee, 2001), and by examining the pilot classroom interaction. Revisions were then made in preparation for their use in subsequent research comparing task-based and traditional classroom discourse and on the relative merits of TBLT with and without a

focus on form. This demonstration tape shows the revised materials being used with university students of Korean (mainly as a heritage language, but with some KFL students).

CONCLUSION

The journey from needs analysis (NA) to materials design and implementation can be long and detailed. The effort involved and degree of detail required in the case described above were both more extensive than would normally be necessary, as this was a demonstration project to develop a prototype NA procedure and teaching materials in a language, Korean, for which such work was previously unavailable. Also, experience with English materials writing shows that such work becomes easier and much quicker with practice. Some may balk at the prospect of gathering field discourse samples as part of the NA phase itself, and then balk again at the need to modify them somewhat for use in pedagogic materials. Yet, if course design is to go beyond depending upon notoriously unreliable textbook writer intuitions, such is the task facing the conscientious materials writer (and publisher). It is the kind of "homework" language teachers and applied linguists routinely expect of purveyors of other social services, and there is surely no reason for our clients to be satisfied with lower standards, especially those for whom successful language learning can seriously affect their educational life-chances.

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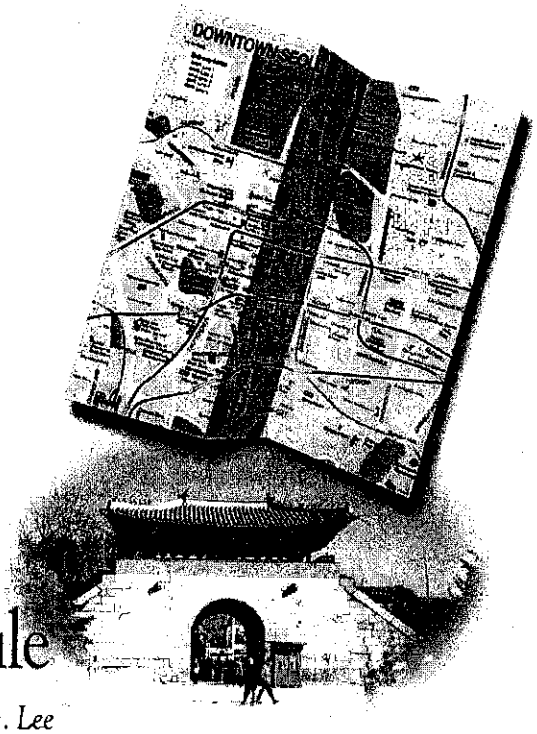
NFLRC Research Note #37
set includes text, video, & audio CD

Task-Based Language Teaching:

A demonstration module



M. H. Long, C. Doughty, Y. Kim, J.-H. Lee, & Y.-G. Lee

Following and Giving Directions

Teacher's Manual

Teacher's Notes

- Suggestions for displaying maps in this manual

1. You can use color maps in Appendix 2, which may be photocopiable. One disadvantage of this method would be that you may not be able to show to your students how you trace the route on the maps according to street directions.
2. With the paper-version maps, you can still show route tracing if you have Elmo technology (http://www.elmousa.com/presentation/).
3. You can make color overhead transparencies of the maps. You can trace the routes on the OHT maps with color pens.
4. With a personal computer with MS PowerPoint installed, hooked up to an LCD projector, you can make the best use of technology. A PowerPoint file for all the maps used in PTs 1-9 and the tests are available for download from http://nflrc.hawaii.edu/publications/RN37/. Once you download and open the file, go to Slide Show on a menu bar, and then select the View Show option (i.e., Slide Show → View Show). Then you will see a small icon located in the lower left-hand-side corner. After you click on it, select the Pointer Options option. Then select Pen Color, and choose any color of your preference. Then Pen is automatically selected as your preferred pointer. Then you will see the mouse pointer changed to a pen. You can use a red pen while tracing the route on the PowerPoint maps.

- Audio files used in this manual are available on the accompanying CD.

- Intonational input enhancement

When teaching this *Directions* module, pay attention to the subjective and objective markers and locatives in Korean (see below), which are both **boldfaced** and underlined in the scripts. When reading the scripts where the

above target features are visually enhanced, try to read the features with stress. With some practice, you will be able to deliver intonationally enhanced oral input that sounds natural.

- How to make Student Workbook Set A for Pair A and Set B for Pair B

When teaching this *Directions* module, you need to have two sets of Student Workbook (i.e., Set A and Set B). In this manual, only one set is included as both sets are basically the same except for PT 4, where two different sets of scripts are provided for Pair A and Pair B. As you can see from Student Workbook in this manual, pages 6 and 7 are only for Pair A, and pages 8 and 9 are only for Pair B. Thus, when making Student Workbook Set A and Set B, you can vary PT 4 only for the two sets, while keeping the rest of the PTs identical for both sets. Preferably, color copies of the scripts are to be produced as different colors are used to visually enhance subjective (*-i/ka*) and objective markers (*-ul/lul*) and locatives (e.g., *-ey*, *- eyse*, *- lo/ulo*) in Korean, which are identified as target language features in Korean oral discourse of directions giving.

학습과제 1: 실제대화 듣기
(Pedagogic Task 1: The real thing)

이번 과제에서는 학생들이 모국어 화자들이 실제로 길을 묻고 대답하는 대화를 듣게 됩니다. 이는 학생들로 하여금, 앞으로 배우게 될 내용과 목표 과제에 대해 미리 생각해 보도록 하는 데에 그 목적이 있습니다. 따라서 학생들이 대화에 나오는 단어나 구문을 다 이해하지 못한다 하더라도 상관 없습니다.

In Pedagogic Task (PT) 1, students listen to a tape recording of a genuine discourse sample of native speakers of Korean performing the target task of giving and following directions in Korean. The purpose of listening to this authentic conversation is to help learners get some "feel" for how street directions are given in Korean, but not to comprehend the entire content. So, don't worry if the learners do not understand everything.

교구	수업진행순서
지도 B 음성 파일 1 OHT 나 컴퓨터 프로젝터	1. 교사는 학습과제 1 의 내용과 목적에 대해 간략히 설명한다. 2. 교사는 지도 B를 OHT로 보여주면서 지도에 관해 간단히 설명한다 (예: 건물이나 길 이름, 지명과 관련된 정보 등). 3. 교사는 음성 파일 1의 실제 길묻기 대화를 두 번 들려준다. 4. 학생들은 지도를 보면서 대화를 듣는다.

Materials	Procedure
Map B CD track 1 OHT or computer projector	1. The teacher provides the task directions. 2. The teacher briefly describes Map B on the screen (e.g., buildings or streets' names, information on the places, etc.)[1]. 3. The teacher plays CD track 1 twice. 4. Students listen to the conversation.

[1] See Teacher's Notes for suggestions on how to display the maps.

학습과제 2: 조각 듣기
(Pedagogic Task 2: Fragments)

이번 과제에서는 학생들이 아주 단순한 지도를 보면서, 한 두 문장으로 이루어진 짧은 길안내를 듣고 손가락으로 길을 따라 가게 됩니다. 학생들의 손가락 길찾기가 끝나면, 교사는 목적지와 가는 길을 OHT 화면상에서 확인해 줍니다. 이 과정을 통해서 학생들은 길안내에 자주 사용되는 어휘와 표현 등을 자연스럽게 익히게 됩니다.

Students listen to fragments frequently appearing in street directions and follow the directions with their fingers on a very simple two-dimensional map. Later, they receive confirmation through the teacher's demonstration of the task on the map projected on the screen. This task is designed to expose students to vocabulary and expressions frequently used in street directions.

교구	수업진행순서
지도 A-1 스크립트 2-1 OHT 나 컴퓨터 프로젝터	1. 교사는 학습과제 2 에 대해 간략히 설명한다. 2. 교사는 지도 A-1을 OHT로 보여주면서 지도에 관해 간단히 설명한다 (예: 건물이나 길이름, 지명과 관련된 정보 등). 3. 교사는 지도에서 출발점①을 일러준 다음, 스크립트 2-1에 주어진 길안내글 #1을 두번씩 읽는다. 4. 학생들은 교사의 길안내를 들으면서, 워크북에 주어진 지도 A-1 상에서 손가락으로 길을 따라 간다. 5. 교사는 다시 한 번 길안내 글을 읽으면서 OHT 화면상에서 가는 길을 보여줌으로써 학생들이 길을 제대로 찾았는지 확인해 준다. 이 때, 단어나 문법 설명은 하지 않는다.
지도 A-2 스크립트 2-2	6. 스크립트 2-1 의 길안내글 #2~5 에 대해서도, 위 순서 3-5 까지를 반복한다. 다 끝나면, 지도 A-2 와 스크립트 2-2 를 가지고 계속한다.

Materials	Procedure
Map A-1 Script 2-1 OHT or computer projector	1. The teacher provides the task directions. 2. The teacher briefly describes Map A-1 on the screen (e.g., buildings or streets' names, information on the places, etc.). 3. After showing starting point (on the map, the teacher reads out loud direction set #1 in Script 2-1, twice[2]. 4. Students trace the route on the map in their workbooks. 5. While reading the directions again, the teacher traces the route on the map on the screen, so as to confirm students' following of directions. DO NOT teach any supposedly unknown vocabulary items or grammar.
Map A-2 Script 2-2	6. Repeat the same procedure with direction set #2-5 in Script 2-1. Continue the task with Map A-2 and Script 2-2.

[2] See Teacher's Notes for instructions on how to deliver intonationally enhanced oral input.

학습과제 3: 지금 어디 있어요?
(Pedagogic Task 3: Where are you now?)

이번 과제에서는 학생들이 비교적 단순하지만 실제로 한국에서 사용되고 있는 지도를 이용하여 길을 찾게 됩니다. 학습과제 2 와 마찬가지로, 한 번에 조금씩 주어지는 교사의 길안내를 듣고 손가락으로 길을 따라 갑니다. 그러나 학습과제 2 와는 달리, 매번 길안내가 주어질 때마다 학생들의 현위치를 묻는 교사의 질문이 뒤따릅니다.

Students listen to street directions given by the teacher while tracing that part of the route on the map with their finger. The teacher's street directions are given in increments, that is, bit by bit, and students are asked to tell the teacher where they are currently after each direction, to check whether they are on the right track to the destination.

교구	수업진행순서
지도 B 스크립트 3-1 OHT 나 컴퓨터 프로젝터	1. 교사는 학습과제 3 에 대해 간략히 설명한다. 2. 교사는 지도 B를 OHT로 보여주면서 지도에 관해 간단히 설명한다 (예: 건물이나 길이름, 지명과 관련된 정보 등). 3. 교사는 스크립트 3-1에 주어진 길안내글 #1 을 두번 읽은 다음, 스크립트에 주어진 것처럼 학생들의 현재 위치를 묻는다. 4. 학생들은 워크북에 주어진 지도 B를 보면서 손가락으로 길을 따라 가면서 교사의 질문에 답한다. 5. 교사는 길안내글 #1을 다시 읽으면서 현재위치를 확인해 준다. 이 때, 단어나 문법 설명은 하지 않는다.
지도 C 스크립트 3-2	6. 최종 목적지에 이를 때까지 3 부터 5 까지의 순서를 반복한 뒤 다시 지도 C 와 스크립트 3-2 를 가지고 계속한다.

Materials	Procedure
Map B Script 3-1 OHT or computer projector	1. The teacher provides the task directions. 2. The teacher briefly describes Map B on the screen (e.g, buildings or streets' names, information on the places, etc.). 3. The teacher gives the direction set #1 in Script 3-1 twice and stops to ask students where they are now (questions are provided in Script B). 4. Students trace the route on the map with their finger and answer the teacher's question. 5. The teacher confirms the route on the map on the screen, while reading the street direction set #1 again. DO NOT teach any supposedly unknown vocabulary items or grammar.
Map C Script 3-2	6. Repeat the same procedure with the rest of the direction sets in Script 3-1. Continue the task with Map C and Script 3-2.

학습과제 4: 주어진 길 안내하기
(Pedagogic Task 4: Give directions with help)

학습과제 4 는 크게 두 부분으로 구성되어 있습니다. 먼저 학생들은 학습과제 1 에서 들었던 실제대화와 새롭게 추가된 실제대화를 듣습니다. 그리고 나서, 조별활동을 통해 길찾기 대화를 하게 됩니다. 4 명으로 이루어진 각 조에서 두 사람씩 짝이 되고 한짝이 된 두 사람이 먼저 스크립트에 주어진 대로 길을 안내하면, 다른 짝 두 사람이 목적지를 찾아냅니다. 이 때, 학습과제 3 에서와 마찬가지로, 길안내를 하는 두 사람은 중간중간 질문을 통해 다른 두 사람의 현재 위치를 확인해 줍니다. 학생들은 이번 과제에서 처음으로 글말(written input)을 접하게 되며, 이전 학습과제들에서 들었던 단어나 표현들을 글로 확인하게 됩니다. 또한 두 사람이 짝이 되어 같은 역할을 수행함으로써, 협동학습의 효과를 기대할 수 있습니다.

PT4 consists of two parts. First, students listen to the genuine sample conversation used in PT1, plus a new one. Then, students form groups of four with two pairs inside each group. One pair reads directions and asks questions given in the script to the other pair. And then each pair reverses the giver and receiver roles for directions. In this PT, students are first exposed to written input and have an opportunity to confirm what they have heard in the previous PTs against written forms. Also, students are encouraged to help and cooperate with each other by working in pairs.

교구	수업진행순서
	<실제대화 듣기>
지도 B	1. 교사는 학습과제 4 에 대해 간략히 설명한다.
음성 파일 1, 2	2. 교사는 지도 B를 OHT로 보여준다.
OHT 나	3. 교사는 음성 파일 1의 실제 길묻기 대화를 두 번 들려준다.
컴퓨터	4. 교사는 음성 파일 2의 실제 길묻기 대화를 두 번 들려준다.
프로젝터	
	<조별활동>
	1. 교사는 학생 4 명씩 조를 구성하게 한 다음, 각 조당 두 사람씩 짝을 지어 준다 (짝 A 2 명, 짝 B 2 명).
스크립트 4-A & 4-B	2. 지도 B 를 OHT 로 올려놓고 한 조를 골라 시범을 보인다. 먼저 짝 A 가 워크북 스크립트 4-A 의 길안내문 #1 을 읽으면 짝 B 는 지도 B 를 보면서 목적지를 찾아간다. 다음에는 역할을 바꿔서 짝 B 가 워크북 스크립트 4-B 의 길안내문 #2 를 읽고, 짝 A 가 목적지를 찾는다. 짝 A 학생에게는 홀수의 길안내문만이, 짝 B 학생에게는 짝수의 길안내문만이 제공되어 있다.
	3. 나머지 학생들이 어떻게 과제를 진행하는지를 충분히 이해하게 되면, 각조별로 길안내문 #3 부터 길묻기 대화를 시작하게 한다.
지도 C	4. 지도 B 에 관한 길안내가 모두 끝나면 지도 C 를 가지고 계속하게 한다.

Materials	Procedure
Map B CD track 1 CD track 2 OHT or computer projector	<Listening to authentic conversations> 1. The teacher provides the task directions. 2. The teacher shows Map B on the screen. 3. The teacher plays CD track 1 twice. 4. The teacher plays CD track 2 twice.
Scripts 4-A & 4-B	<Group work>[3] 1. The teacher makes students form groups of four with two pairs inside each group (Each group: Pair A (2 students) + Pair B (2 students)). 2. The teacher displays Map B on the screen and demonstrates how this task should be done by asking one group to perform in front of the class. In the performance, students in Pair A read the direction set #1 in Script 4-A and students in Pair B follow the route and find the destination. Then, each pair reverses the giver and receiver roles for the direction set #2. This can be done more or less like a game so as to motivate students. (Script 4-A, which is provided for Pair A, includes only the odd-numbered direction sets, whereas Script 4-B for Pair B includes only the even-numbered sets.) 3. When students fully understand what to do, the teacher lets students start the group work with the direction set #3.
Map C	4. Continue the group work with Map C.

[3] See Teacher's Notes for instructions how to make Student Workbook Set A for Pair A and Set B for Pair B.

학습과제 5: 표시된 길 따라가기
(Pedagogic Task 5: Follow a marked route)

이번 과제에서는 학생들이 좀더 복잡한 3 차원 지도를 이용하여 길을 찾게 됩니다. 지도 위에는 세 개의 경로가 각각 다른 색깔로 표시되어 있고, 학생들은 각 경로를 오가는 길안내를 듣게 됩니다. 이 과정을 통해서 학생들은 길안내에 사용되는 다양한 어휘와 표현 등을 자연스럽게 익히게 됩니다.

Students listen to the street directions given by the teacher and follow three sets of routes, marked on the map with different colors, to and from three starting points and destinations. This task aims at familiarizing learners with vocabulary and expressions frequently used in street directions.

교구

지도 D
스크립트 5
OHT 나
컴퓨터
프로젝터

수업진행순서

1. 교사는 학습과제 5 에 대해 간략히 설명한다.
2. 교사는 지도 D를 OHT로 보여주면서 지도에 관해 간단히 설명한다 (예: 건물이나 길이름, 지명과 관련된 정보).
3. 교사는 지도 D에서 빨간색 경로의 출발점과 목적지를 보여 준다.
4. 교사는 스크립트 5에 주어진 빨간색 경로에 대한 길안내문 #1을 두 번 읽는다. 길안내는 표시된 경로를 따라 목적지까지 갔다가 다시 되돌아 오도록 되어 있다.
5. 학생들은 교사의 길안내를 들으면서 워크북 지도에 표시된 경로를 손가락으로 따라간다.
6. 교사는 다시 한번 스크립트를 읽으면서 OHT 화면상에서 길을 따라 간다.
7. 같은 방법으로 나머지 두 경로에 대한 길안내를 한다.

Materials

Map D
Script 5
OHT or
computer
projector

Procedure

1. The teacher provides the task directions.
2. The teacher briefly describes Map D on the screen (e.g., buildings or streets' names, information on the places, etc.).
3. The teacher shows on Map D a starting point and a destination for the red marked route.
4. The teacher reads out the street direction set #1 in Script 5, from the starting point to the destination and from the destination back to the starting point.
5. Students trace the marked route on the map with their finger.
6. The teacher traces the route on the map on the screen while reading the street directions again.
7. Repeat the same procedure for the other two marked routes.

학습과제 6: 조금씩 듣고 길 찾아가기
(Pedagogic Task 6: Given a starting point, trace the route, in increments)

이번 과제에서는 학생들이 학습과제 5 에서 사용했던 지도를 사용하여 새로운 길을 찾아 가게 됩니다. 지도에는 오직 출발점만이 제시되어 있으며 길안내는 학습과제 3 에서와 마찬가지로 조금씩 주어지며, 중간중간에 현 위치를 확인하는 교사의 질문이 이어집니다. 그러나 학습과제 3 에서 사용했던 지도보다 좀 더 복잡한 지도를 사용하므로 학생들은 따라서 좀 더 복잡하고 어려운 길안내를 듣게 됩니다.

Using Map D again, students have to identify three unknown destinations. As in PT3, the directions are given in fragments, and students are asked check questions along the way. However, since the map used in this task is more complicated than those used in PT3, students' task of following directions is more challenging.

교구
지도 D
스크립트 6
OHT 나
컴퓨터
프로젝터

수업진행순서
1. 교사는 학습과제 6 에 대해 간략히 설명한다.
2. 교사는 지도 D를 OHT로 보여주며, 점으로 표시되어 있는 새로운 세 개의 출발점을 알려준다.
3. 교사는 스크립트 6의 길안내글 #1과 질문을 두 번씩 읽는다.
4. 학생들은 교사의 길안내를 들으면서 손가락으로 워크북 지도의 길을 따라가며 중간중간 질문에 답한다.
5. 교사는 다시 한번 길안내글 #1 을 읽으면서 OHT 화면상에서 길을 보여준다.
6. 최종목적지에 이를 때까지 위 순서 3-5 까지를 반복한다. 나머지 두 개의 길안내도 같은 방식으로 진행한다.

Materials
Map D
Script 6
OHT or
computer
projector

Procedure
1. The teacher provides the task directions.
2. The teacher describes three new starting points (marked in dots) on Map D.
3. The teacher reads the direction set #1 and questions in Script 6 twice.
4. Students follow the directions on the map with their finger, while answering the questions.
5. The teacher traces the route on the map on the screen while reading the street directions again.
6. Repeat the same procedures until students get to the destination. Continue this with the other two sets of directions.

학습과제 7: 한꺼번에 듣고 길 찾아가기
(Pedagogic Task 7: Given a starting point, trace the entire route)

이번 과제에서는 학생들이 학습과제 5 와 6 에서 사용했던 지도를 사용하여, 경로가 표시되지 않은 새로운 길을 찾아 가게 됩니다. 그러나 학습과제 6 과는 달리, 이번에는 목적지까지의 길안내가 도중의 확인질문 없이 한꺼번에 주어집니다.

Using Map D again, students identify three new sets of routes, not marked on the map. Unlike PT6, however, the directions are NOT given in fragments and students are NOT asked some check questions along the way.

교구

지도 D
스크립트 7
OHT 나
컴퓨터
프로젝터

수업진행순서

1. 교사는 학습과제 7 에 대해 간략히 설명한다.
2. 교사는 지도 D를 OHT로 보여주며 새로운 세 개의 출발점을 보여 준다.
3. 교사는 스크립트 7의 길안내글 #1을 두 번 읽는다.
4. 학생들은 교사의 길안내를 들으면서 손가락으로 워크북 지도의 길을 따라가 목적지를 찾아낸다.
5. 교사는 다시 한번 스크립트를 읽으면서 OHT 화면상에서 길을 확인해 준다.
6. 같은 방법으로 나머지 두 개의 목적지를 찾아간다.

Materials

Map D
Script 7
OHT or
computer
projector

Procedure

1. The teacher provides the task directions.
2. The teacher describes three new starting points on Map D.
3. The teacher reads the direction set #1 in Script 7 twice.
4. Students follow the directions on the map with their finger and identify the destination.
5. The teacher confirms the students' answer and traces the route on the map on the screen while reading the street directions again.
6. Repeat the same procedure for the other two directions.

학습과제 8: 선생님께 길 안내하기
(Pedagogic Task 8: Giving directions to the teacher)

지금까지는 학생들이 길안내를 듣고 길을 찾는 것이 주된 과제였다면, 이번 과제에서는 학생들이 교사에게 길을 안내해 주는 일을 하게 됩니다. 교사가 현재위치를 말해주면, 학생이 스스로 목적지를 정하여 교사를 그 곳까지 안내합니다. 이 때 학생들은 앞서 학습과제 5, 6, 7 에서 사용했던 지도를 계속 사용함으로써, 이미 친숙해져 있는 지명이나 길안내 표현들을 활용하게 됩니다.

While previous PTs have focused on the task of following directions, PT8 asks students to give street directions to the teacher. The teacher only specifies the starting point, and the students choose a destination of their own, where they lead the teacher to. Map D is used again so that students can make use of place names, vocabulary, or expressions which are now familiar to them through the multiple exposures to input in previous PTs.

교구
지도 D
OHT 나
컴퓨터
프로젝터

수업진행순서
1. 교사는 학습과제 8 에 대해 간략히 설명한다.
2. 교사는 지도 D를 OHT로 보여주고, 길을 안내해 줄 학생에게 교사의 현 위치를 제시한다.
3. 학생은 목적지를 마음 속으로 정한 다음, 교사에게 그곳까지의 길을 안내해 준다.
   (이 때, 만일 학생이 적합한 단어나 표현을 사용하는데 어려움을 보이면, 교사는 학생의 의사소통을 저해하지 않는 범위내에서 적절히 개입하여 도와준다.)
4. 학생이 길을 설명하는 동안, 교사는 OHT 화면상에서 길을 따라가면서 목적지를 찾아낸다.

Materials
Map D
OHT or computer projector

Procedure
1. The teacher provides the task directions.
2. The teacher displays Map D on the screen and specifies the starting point for a student who will give directions.
3. The student gives the directions to the destination he/she chooses.
   (If necessary, the teacher provides the student with help or recasts.)
4. While the student gives the directions to him/her, the teacher traces the route on the map on the screen and find the destination.

학습과제 9: 서로 길 안내하고 길 찾아가기
(Pedagogic Task 9: Give directions in pairs)

이번 과제에서는 학생들이 학습과제 4 에서와 마찬가지로 4 명으로 구성된 조와 그 안에서 다시 각각 두 명으로 구성된 짝을 만들어 서로의 짝에게 길을 설명해 주게 됩니다. 그러나 학습과제 4 와는 달리, 스크립트가 주어지지 않습니다. 각 조에서 같은 짝이 된 두 학생이 상의하여 목적지를 정한 후, 서로 협력하여 다른 두 사람에게 길을 안내합니다. 길안내를 받은 두 사람은 협력하여 목적지를 찾아 냅니다. 길찾기가 끝나면 서로 역할을 바꾸어 계속합니다.

Students form the same groups as in PT4 and give directions to each other. However, unlike PT4, this time scripts are not provided to students. Students in a pair should decide a destination and give directions to the place to the

교구
지도 D
OHT 나
컴퓨터
프로젝터

수업진행순서
1. 교사는 학습과제 9 에 대해 간략히 설명한다.
2. 교사는 학습과제 4 에서와 마찬가지로 조를 구성하게 한다 (각 조당 짝 A 2 명, 짝 B 2 명씩).
3. 교사는 지도 D를 OHT로 보여주고 짝 A와 짝 B에게 각각 길안내 역할과 길묻기 역할을 부여한다.
4. 짝 A 두 학생은 서로 상의하여 출발점과 목적지를 정한다음 짝 B에게 출발점을 가르쳐 주고 길안내를 시작한다. 짝 B 학생들은 손가락으로 워크북 지도상에서 길을 따라가며 목적지를 알아 맞춘다.
   (이 때 길묻기 역할을 맡은 짝 B 학생들이 짝 A의 안내를 잘 알아듣지 못할 경우, "다시 한 번 말씀해 주세요", "좀 천천히 말씀해 주세요", "잘 모르겠는데요" 등의 표현들을 사용할 수 있도록 지도한다.)
5. 길찾기가 끝나면 짝 A와 짝 B가 서로 역할을 바꾸어 조별활동을 계속한다.
6. 교사는 돌아다니면서 필요할 때마다 학생들에게 피드백을 제공한다.

Materials

Map D
OHT or computer projector

Procedure

1. The teacher provides the task directions.
2. The teacher makes students form groups as in PT4 (Each group: Pair A (2 students) + Pair B (2 students)).
3. The teacher displays Map D on the screen and assigns Pair A and Pair B the roles of the direction giver and the direction receiver, respectively.
4. Students in Pair A decide on a starting point and a destination. After informing Pair B of the starting point, the students in Pair A give directions cooperatively. Students in Pair B follow the directions and identify the destination at the end.
   (The teacher encourages students to request repetition, elaboration, or modification of directions using the following expressions: "Pardon me?", "Could you please speak slowly?", "I'm sorry I cannot understand", etc.)
5. The students reverse their roles and continue the group work.
6. The teacher provides corrective feedback for students' utterances if necessary.

과제중심 수행평가 듣기 시험 1: 길찾기
(Task-Based Performance Comprehension Test 1: Follow directions and identify a destination)

이번 과제중심 수행평가에서는 학생들이 길안내를 들은 다음 실제 사용되고 있는 서울시내 지도를 이용하여 목적지를 찾아 갑니다. 지도 곳곳의 장소에는 숫자가 표시되어 있습니다. 학생들은 각기 다른 열 개의 길안내를 들은 후, 그 목적지에 해당하는 장소의 번호를 답지에 쓰면 됩니다. 길안내는 단 한번씩만 들려 줍니다.

Students listen to a tape recording of ten sets of directions, each of which will take them to a different destination, while looking at a street map of Seoul. Then, they will be asked to identify each destination and write the corresponding number in the appropriate blank on a separate piece of paper. The directions from each starting point are given only once.

교구

지도 E
음성 파일 3
시험지 1
OHT 나
컴퓨터
프로젝터

수업진행순서

1. 교사는 수행평가 1 에 대해 간략히 설명한다.
2. 교사는 지도 E를 OHT로 보여주고, 첫번 째 길찾기를 위한 출발점 (A)를 일러준 다음 음성 파일 3을 들려 준다.
3. 학생은 길안내를 들은 다음 목적지를 찾아 그 번호를 답지에 쓴다.
4. 같은 방식으로 열 개의 길찾기 문제를 진행한다.

Materials

Map E
CD track 3
Test Sheet 1
OHT or computer projector

Procedure

1. The teacher provides the test instructions.
2. The teacher displays Map E on the screen. After showing students the starting point (A) for Task 1, the teacher plays CD track 3.
3. Students listen to the first set of directions and write the answer.
4. Repeat the same procedure until students answer all the questions.

과제중심 수행평가 말하기 시험 2: 길안내하기
(Task-Based Performance Production Test 2: Give oral directions from a starting point to a destination)

과제중심 수행평가에서는 학생들이 실제 사용되고 있는 서울 시내지도를 이용하여, 한국어로 길을 안내합니다. 5 개의 출발점과 목적지가 각각 표시된 지도를 보면서 학생들은 어떤 길을 경유해서 목적지까지 갈 지 정한 다음, 그 곳 지리를 잘 모르는 가상의 친구에게 길을 안내합니다.

Students are asked to give oral directions in Korean from a starting point to a destination, both of which are clearly marked and numbered on the map provided. Students are required to decide on a route that will be easy for a friend who is unfamiliar with the area.

교구

지도 E
시험지 2
개인별 녹음기
OHT 나
컴퓨터
프로젝터

수업진행순서

1. 교사는 수행평가 2 에 대해 간략히 설명한다.
2. 교사는 지도 E를 OHT로 보여주고, 첫번째 길안내를 위한 출발점 (A)와 목적지 (1)을 학생들에게 일러준다.
3. 교사는 학생들에게 1분 동안 시간을 주고 출발점에서 목적지까지 가는 길을 정하게 한다.
4. 학생들은 녹음을 시작하면서 길안내를 시작한다.
5. 나머지 4 개의 길안내도 위 순서 2-4 까지를 반복하여 진행한다.

Materials

Map E
Test Sheet 2
Tape recorder for each student
OHT or computer projector

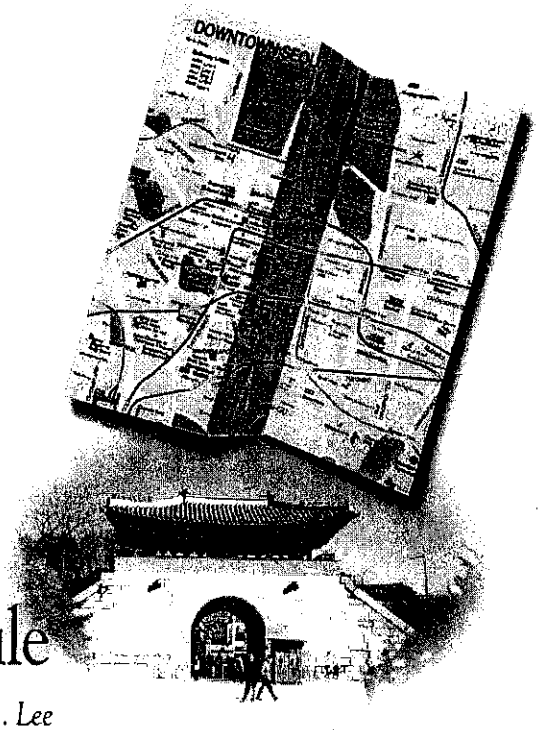
Procedure

1. The teacher provides the test instructions.
2. The teacher displays Map E on screen and tells students the starting point (A) and the destination (1) for Task 1.
3. The teacher gives students one minute of planning time.
4. Students start recording of giving street directions in Korean.
5. Repeat the process from 2 to 4 to the end.

NFLRC Research Note #37
set includes text, video, & audio CD

Task-Based Language Teaching:

A demonstration module



M. H. Long, C. Doughty, Y. Kim, J.-H. Lee, & Y.-G. Lee

Following and Giving Directions

Student Workbook

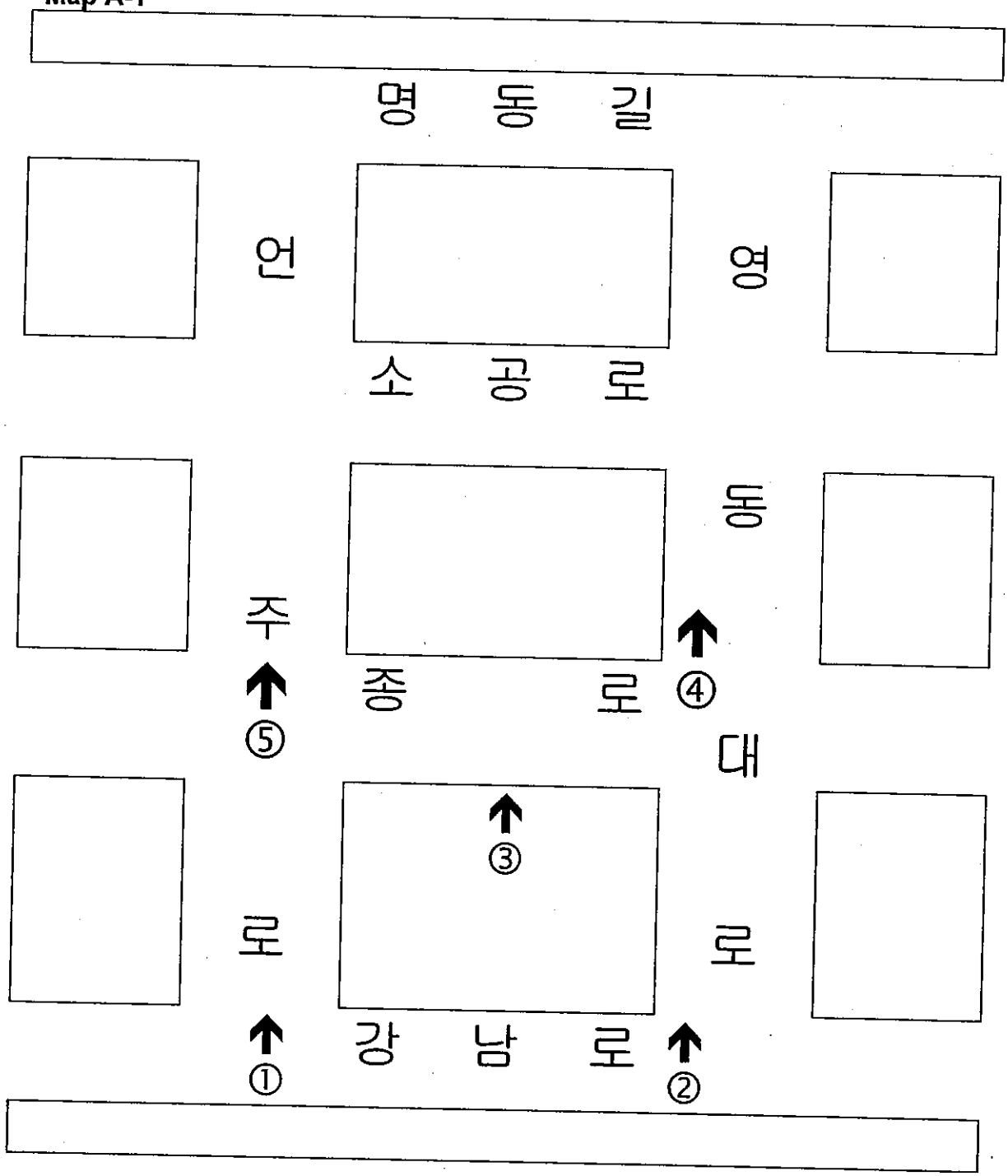
학습과제 1: 실제대화 듣기

Directions: Listen to the sample conversation between native speakers of Korean, which was tape-recorded on the street in Seoul. The purpose of listening to this authentic conversation is to help you get a "feel" for the meaning, but not to comprehend the whole content. So, don't worry if you do not understand everything.

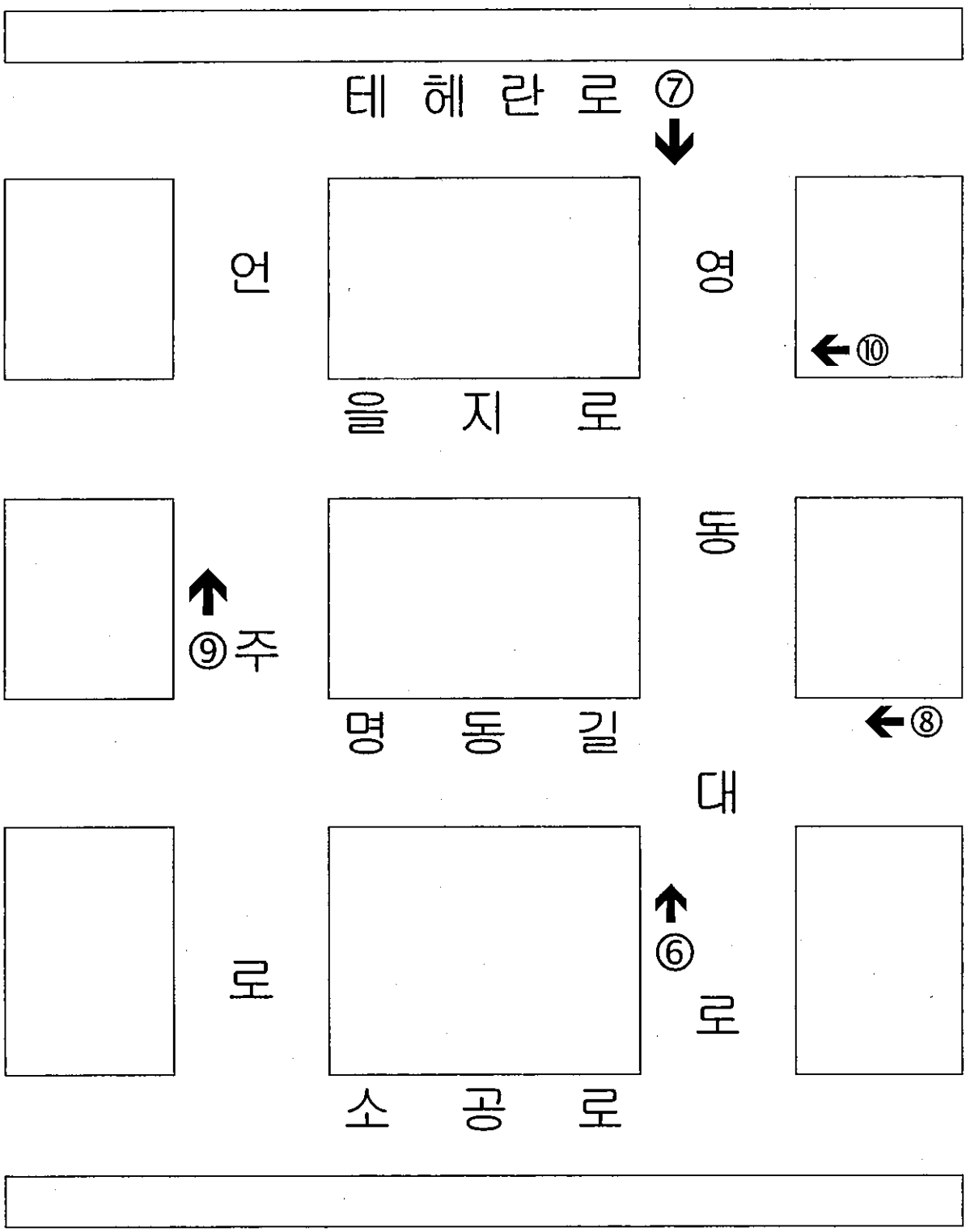
학습과제 2: 조각 듣기

Directions: Look at the map below. Listen carefully to the directions given by the teacher and trace that part of the route on the map with your finger, stopping where you think the direction takes you.

Map A-1



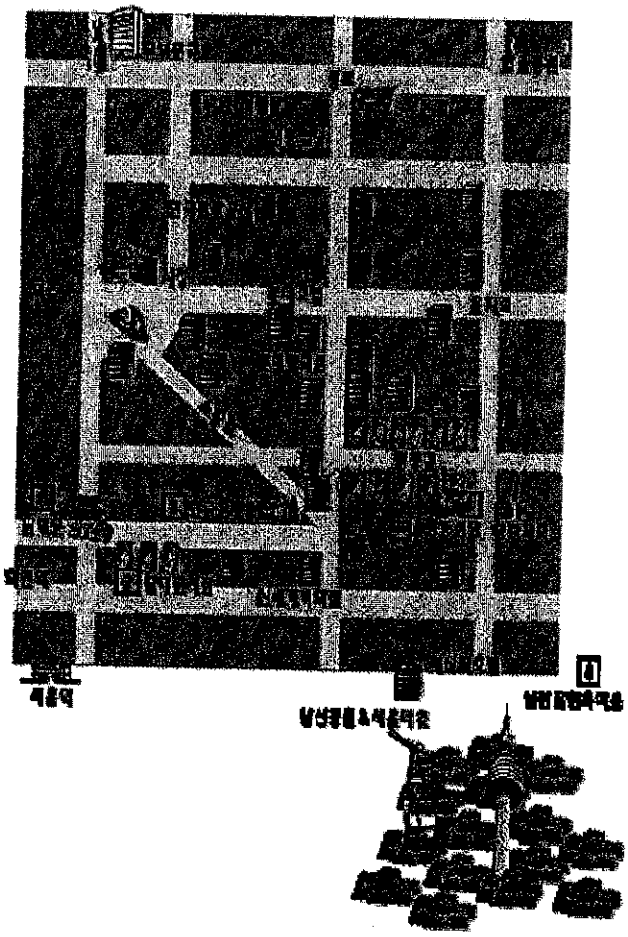
Map A-2



학습과제 3: 지금 어디 있어요?

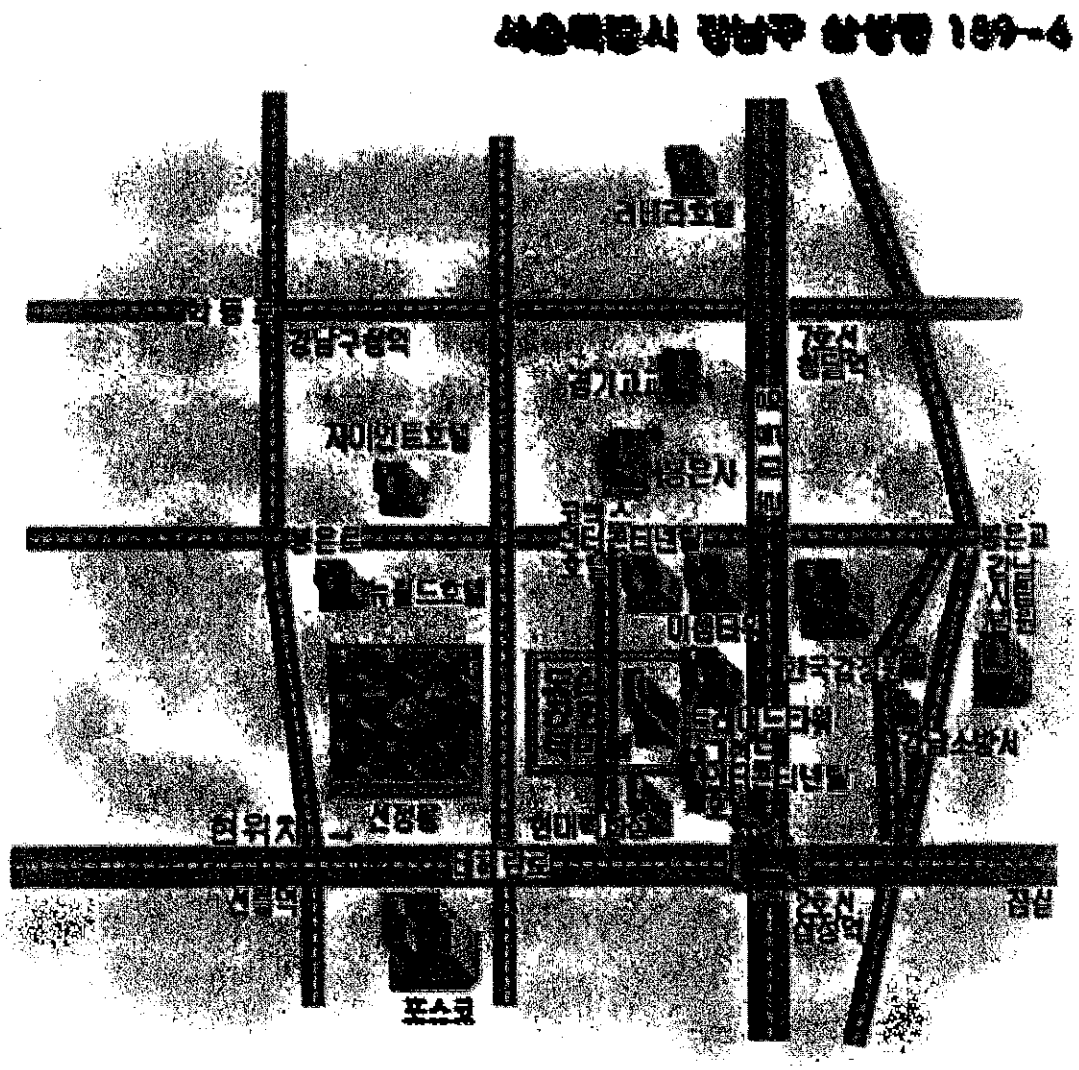
Directions: Look at Map B below. Listen carefully to the directions given by the teacher, and trace that part of the route on the map with your finger, stopping where you think the direction takes you. The directions will be given in fragments and your teacher will ask you where you currently are after each fragment to see whether you are on the right track.

Map B (종로)



Directions: Look at Map C below. Listen carefully to the directions given by the teacher, and trace that part of the route on the map with your finger, stopping where you think the direction takes you. The directions will be given in fragments and your teacher will ask you where you currently are after each fragment to see whether you are on the right track.

Map C (삼성동)



[The following two pages are intended only for Pair A.]

학습과제 4: 주어진 길 안내하기

Directions: Form a group of four, and work as two pairs inside each group. Look at Map B. For those who belong to Pair A, read Direction 1, and ask questions given in the script to the other pair. For those who belong to Pair B, listen carefully to the directions, and answer the questions. And then, reverse the giver and receiver roles for Direction 2, and so on.

Direction 1 신세계백화점 ➜ 영락교회

신세계백화점에서 세종호텔쪽으로 한 블락 올라가세요.
거기 사거리에서 왼쪽으로 쭉 가면 오른쪽에 건물이
보이거든요.

질문: 무슨 건물이에요? (영락교회)

Direction 3 명동성당 ➜ 롯데백화점

저기 앞에 보이는 게 명동길이거든요.
거기에서 왼쪽으로 쭉 내려가다 보면 사거리가 하나 나와요.
거기에서 다시 우회전해서 조금만 더 가면, 왼쪽에 있어요.
사거리 바로 전에요.

질문: 무슨 건물이에요? (롯데백화점)

Directions: Look at Map C, and continue as before.

Direction 5 삼성역 ➜ 한국감정원

삼성역에서 잠실쪽으로 나가서 쪼금만 가다보면 왼쪽으로 올라가는 길이 두 개 있을 거에요.
거기에서 왼쪽으로 가야 돼요.
글루 올라가면 오른쪽에 강남소방서가 있고 그거 지나서 바로 있어요.

질문: 무슨 건물이에요? (한국감정원)

Direction 7 7 호선 청담역 ➜ 뉴월드 호텔

청담역에서 경기고교방향으로 나가서 영동대로를 따라 한 블락 내려가면 거기가 사거리거든요.
거기에서 오른쪽으로 돌면 그 길이 봉은론데...

질문 1: 왼쪽으로 무슨 건물이 보여요?
(아셈타워 or 코엑스 인터콘티넨탈 호텔)

아셈타워/코엑스인터콘티넨탈 호텔 지나서 쭉 가면 또 사거리가 나와요.
거기에서 직진해서 가다 보면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (뉴월드호텔)

[The following two pages are intended only for Pair B.]

학습과제 4: 주어진 길 안내하기

Directions: Form a group of four, and work as two pairs inside each group. Look at Map B. For those who belong to Pair A, read Direction 1, and ask questions given in the script to the other pair. For those who belong to Pair B, listen carefully to the directions, and answer the questions. And then, reverse the giver and receiver roles for Direction 2, and so on.

Direction 2 영풍빌딩 ➜ 탑골공원

저기 앞에 사거리 보이죠?
거기가 종론데 거기에서 오른쪽으로 도세요.
거기에서 쭉 가면 다시 사거리가 하나 나오는데 그거 지나면
바로 왼쪽에 있어요.

질문: 그게 뭐죠? (탑골공원)

Direction 4 시청 ➜ 보신각

지금 이 길이 을지로거든요.
이 길 쭉 따라가면 오른쪽에 롯데호텔이 있고 그거
지나자마자 사거리가 하나 나와요.
거기에서 좌회전해서 두 블락쯤 쭉 올라가면 거기가 종론데
거기에서 오른쪽으로 돌자마자 바로 있어요. 오른쪽에요.

질문: 거기가 뭐에요? (보신각)

Directions: Look at Map C and continue to do the same thing.

Direction 6 삼성역 ➜ 코엑스 인터콘티넨탈 호텔

삼성역에서 그랜드 인터콘티넨탈 호텔쪽으로 나가면 거기가 영동대로거든요.
그 길을 따라 한 블락쯤 올라가면 왼쪽에 아셈타워가 나와요.
그거 지나서 바로 좌회전해서, 쪼금만 더 가면 왼쪽에 있어요.

질문: 무슨 건물이에요? (코엑스 인터콘티넨탈 호텔)

Direction 8 리베라호텔 ➜ 도심공항터미널

리베라호텔에서 나가면 영동대론데 거기에서 오른쪽으로 쭉 내려가다가 두 번째 사거리에서 우회전하세요.

질문 1: 그 길 이름이 뭐에요? (봉은로)

봉은로를 따라 쪼금만 더 가면 왼쪽으로 내려가는 길이 하나 있어요.
그 길을 따라 다시 쭉 내려가면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (도심공항터미널)

Directions: Look at Map C, and continue as before.

Direction 5 삼성역 ➜ 한국감정원

삼성역에서 잠실쪽으로 나가서 쪼금만 가다보면 왼쪽으로 올라가는 길이 두 개 있을 거에요.
거기에서 왼쪽으로 가야 돼요.
글루 올라가면 오른쪽에 강남소방서가 있고 그거 지나서 바로 있어요.

질문: 무슨 건물이에요? (한국감정원)

Direction 7 7호선 청담역 ➜ 뉴월드 호텔

청담역에서 경기고교방향으로 나가서 영동대로를 따라 한 블락 내려가면 거기가 사거리거든요.
거기에서 오른쪽으로 돌면 그 길이 봉은론데...

질문 1: 왼쪽으로 무슨 건물이 보여요?
(아셈타워 or 코엑스 인터콘티넨탈 호텔)

아셈타워/코엑스인터콘티넨탈 호텔 지나서 쭉 가면 또 사거리가 나와요.
거기에서 직진해서 가다 보면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (뉴월드호텔)

[The following two pages are intended only for Pair B.]

학습과제 4: 주어진 길 안내하기

Directions: Form a group of four, and work as two pairs inside each group. Look at Map B. For those who belong to Pair A, read Direction 1, and ask questions given in the script to the other pair. For those who belong to Pair B, listen carefully to the directions, and answer the questions. And then, reverse the giver and receiver roles for Direction 2, and so on.

Direction 2 영풍빌딩 ➜ 탑골공원

저기 앞에 사거리 보이죠?
거기가 종론데 거기에서 오른쪽으로 도세요.
거기에서 쭉 가면 다시 사거리가 하나 나오는데 그거 지나면
바로 왼쪽에 있어요.

질문: 그게 뭐죠? (탑골공원)

Direction 4 시청 ➜ 보신각

지금 이 길이 을지로거든요.
이 길 쭉 따라가면 오른쪽에 롯데호텔이 있고 그거
지나자마자 사거리가 하나 나와요.
거기에서 좌회전해서 두 블락쯤 쭉 올라가면 거기가 종론데
거기에서 오른쪽으로 돌자마자 바로 있어요. 오른쪽에요.

질문: 거기가 뭐에요? (보신각)

Directions: Look at Map C and continue to do the same thing.

Direction 6 삼성역 ➜ 코엑스 인터콘티넨탈 호텔

삼성역에서 그랜드 인터콘티넨탈 호텔쪽으로 나가면 거기가 영동대로거든요.
그 길을 따라 한 볼락쯤 올라가면 왼쪽에 아셈타워가 나와요.
그거 지나서 바로 좌회전해서, 쪼금만 더 가면 왼쪽에 있어요.

질문: 무슨 건물이에요? (코엑스 인터콘티넨탈 호텔)

Direction 8 리베라호텔 ➜ 도심공항터미널

리베라호텔에서 나가면 영동대론데 거기에서 오른쪽으로 쭉 내려가다가 두 번째 사거리에서 우회전하세요.

질문 1: 그 길 이름이 뭐에요? (봉은로)

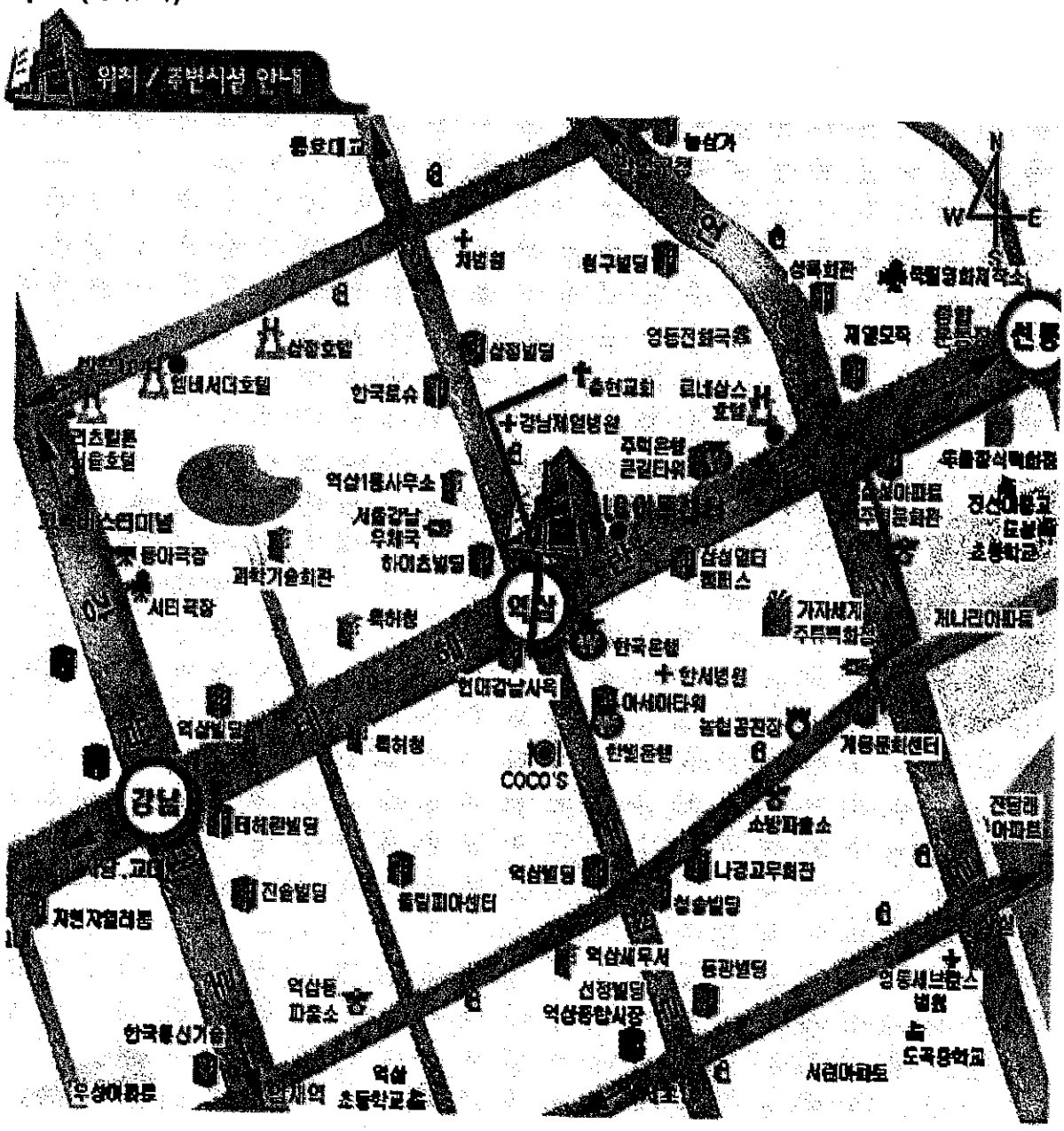
봉은로를 따라 쪼금만 더 가면 왼쪽으로 내려가는 길이 하나 있어요.
그 길을 따라 다시 쭉 내려가면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (도심공항터미널)

학습과제 5: 표시된 길 따라가기

Directions: This is a real map of an area of Seoul with three different routes marked on it to and from various sites. Listen carefully to the teacher asking and giving directions describing the three sets of routes, and follow the routes.

Map D (강남역)



1. Red route: 역삼역 현대강남사옥 -> 충현교회 & 충현교회 -> 역삼역 현대강남사옥
2. Blue route: 강남역 앞 -> 리츠 칼튼 호텔 & 리츠 칼튼 호텔 -> 강남역 앞
3. Green route: 선릉역 앞 -> 계몽문화센터 & 계몽문화센터 -> 선릉역 앞

학습과제 6: 조금씩 듣고 길 찾아가기

Directions: Look at Map D again. This time, disregard the previous routes marked on the map, and refer only to the three new starting points marked by purple dots. Listen to directions to unknown destinations, and trace the routes on the map with your finger. The directions are in fragments, and you will be asked some check questions along the way. Then, answer the questions aloud.

Starting points

1. 역삼역 LG 아트센터 ➜ ?

2. 엠배서더 호텔 ➜ ?

3. 르네상스 호텔 ➜ ?

학습과제 7: 한꺼번에 듣고 길 찾아가기

Directions: Look at Map D again. You will listen to three new directions starting from the places given below. This time, I will not ask you check questions. Trace the route on the map with your finger, stoping where you think the direction takes you.

Starting points

1. 역삼역 ➜ ?

2. 르네상스 호텔 ➜ ?

3. 개나리 아파트 ➜ ?

학습과제 8: 선생님께 길 안내하기

Directions: Look at Map D again. This time, you will give directions to the teacher. There are three starting points and seven destinations given below. The teacher will specify one of the starting points. You will choose one of the destinations and give directions to the place.

Starting points

A. 강남역
B. 선릉역
C. 엠배서더 호텔

Destinations

1. 역삼역
2. 르네상스 호텔
3. 동아극장
4. COCO'S
5. 차병원
6. 한국은행
7. 서울 강남 우체국

학습과제 9: 서로 길 안내하고 길 찾아가기

Directions: Form the same group as in 학습과제 4. This time, you will give directions to each other. Suppose that you have to give directions to an appointment place for a friend who is unfamiliar with the area. For those who belong to Pair A, choose one of the starting points given below and let the other pair know where you are. For those who belong to Pair B, choose one of the destinations given below and give directions to the place (Do not tell the destination!). And then, reverse the giver and receiver roles for Direction 2, and so on.

Starting points

A. 강남역
B. 선릉역
C. 엠배서더 호텔

Destinations

1. 역삼역
2. 르네상스 호텔
3. 동아극장
4. COCO'S
5. 차병원
6. 한국은행
7. 서울 강남 우체국

English and Korean Target Discourse Samples

English Waikiki Directions

Example (1) NS-NS

Researcher: Excuse me would you know where the duty free shop is?

Pedestrian: You walk down this street. Oh, actually you cut through here. Go to the coffee shop and cross over and you'll and you're right in front of it.

R: Oh just cut through here?

P: No you walk to the end.

R: Uh-huh.

P: Go to the corner and keep walking through there.

R: Okay.

Example (2) NS-NS

Researcher: Excuse me, would you happen to know where the duty free shop is?

Pedestrian: Oh, yeah. You gotta go back that way to Kalakaua.

R: Uh-huh.

P: Turn right, hotel, turn left.

R: Okay, so a right and then a left?

P: Go straight down to Kalakaua, turn right, and the first road on your left

R: Okay, thank you.

P: Bye.

Example (3) NNS-NS

Researcher: Excuse me, do you know where the duty free shop is?

Pedestrian: XXX, go straight on the other side. Actually, go to the light right here.

R: Uh-huh.

P: Make a right and the next light, take a left on Royal Hawaiian. That's duty free right there on the corner.

R: Okay, thank you very much.

Example (4) NNS-NS

Researcher: Excuse me, could you tell me where the zoo is?

Pedestrian: Oh you have. . . it's far from here, but go all the way down.

R: All the way down, on this street?

P: Yep.

R: And I'll just see it?

P: XXX, I don't know if you can walk though

R: Oh, you don't think so?

P: If you want to ride in a car it's about I think it's far for me. It's not that far but.

R: Okay, well maybe I'll just try it.

P: XXX, seven or eight blocks

R: And will it be on my right or my left?

P: On your left. Keep going straight on your left.

R: Okay, thanks.

Korean Seoul Directions (and English Translations)

Example (5): NS-NS

Researcher (NS):	저 말씀 좀 여쭤볼께요. 여기서 영풍문고 갈려면요 나가서 어떻게 가야되죠?
Pedestrian:	어 나가셔가지구요,
R:	네
P:	왼쪽으로 직진 쭉 하시다가 지하도 한 번 건너셔가지구요,
R:	네
P:	교보문고 보이거든요.
R:	네
P:	교보문고 지나서 다시 직진이요. 그 쪽 방향으로요
R:	네
P:	이쪽으로 직진하시다가 지하도 한 번 건너시면 되요.
R:	이쪽이면 나가서 왼쪽이죠?
P:	예, 나가서 왼쪽방향으로 직진이요.
R:	지하도 건너구. 그럼, 교보에서는요?
P:	교보에서.. 교보 도착하셔가지구요 더 이상 직진하지 말고 오른 그니까
R:	그 길로 쭉이요
P:	이쪽이 교보가 있거든요
R:	예,예
P:	그럼 이쪽으로, 오른쪽으로
R:	그럼 쭉 가면 되요? 같은 편 방향에 있어요?
P:	예 그렇죠
R:	예예, 감사합니다.
R:	Excuse me. May I ask something? If I want to go to Youngpoong bookstore, which direction should I go out?
P:	Uh, get out of this place and
R:	Yes
P:	Go straight to the left and cross an underpass.
R:	Yes
P:	Then, you will see Kyobo bookstore (↗[1]).
R:	Yes.
P:	Passing it, keep going straight, I mean, to that direction.
R:	Yes

[1] ↗ indicates a rising intonation.

P: You only have to go straight to this direction and cross another underpass.
R: You mean by "this direction" the left side when I get out of the gate, right?
P: Yes, go out and go straight to the left.
R: (to herself) Cross an underpass. Then, how should I go from Kyobo?
P: From Kyobo… If you get to Kyobo, stop going and to a right, what I mean…
R: Keep going to that direction?
P: (Pointing the direction) Kyobo is on this side (↗)
R: Yes, yes
P: Then to this side, to the right.
R: Then do I only have to go straight? Is it on the same side?
P: Yes, that's right.
R: I see, I see. Thank you.

Example (6): NNS-NS

Researcher (NNS): 안녕하세요. 실례합니다만 어 영풍문고에 어떻게 가요?
Pedestrian: 영풍문고요?
R: 네. 지하철로 갈 수 있어요?
P: 지하철이요?
R: 네.
P: 네, 지하철 타시고, 저기 덕수궁앞에서 시청역에서
R: 시청역?
P: 시-청 (크고 또렷하게)
R: 시청역.
P: 네, 시청역에서 1호선 타시고 어 종각역에서
R: 종각역.
P: 네. 내리셔서
R: 내리셔서
P: 어 지하도 건너셔 가지구요. 어 거기 보면 종각이 있거든요? 종각을
R: 종각?
P: 예 종각에서 내리셔서 종각쪽으로 나오셔가지고
R: 네.
P: 거기에서 지하도 건너시면은
R: 지도.
P: 지-하-도 (크고 또렷하게)
R: 지하도.
P: 네 건너시면 영풍문고가 보여요.

R: 정말 감사합니다.
P: 네.

R: Hello. Excuse me, but how to get to Youngpoong bookstore?
P: Youngpoong bookstore?
R: Yes. Can I get there by subway?
P: Subway?
R: Yes.
P: Yes, you can. Take subway, well, in front of Duksu palace, at Sicheung station.
R: Sicheung station?
P: Si-cheung (loudly and articulately).
R: Sicheung.
P: Yes. Take subway in Sicheung station. And uh, at Chonggak station
R: Chong-gak station?
P: Yes. Get off and
R: Get off
P: Uh, cross an underpass and you will see Chonggak there (↗). And Chonggak…
R: Chonggak?
P: Yes, get off Chonggak and come out to the direction of Chonggak and
R: Yes.
P: If you cross an underpass there
R: Un-pass?
P: Un-der-pass (loudly and articulately).
R: Underpass
P: Yes. If you cross it, you will see Youngpoong bookstore.
R: Thank you so much.
P: Yes.

Example (7): NS-NS

Researcher (NS): 저기 죄송한데요, 여기서 영풍문고 갈려면 어떻게 나가야되죠?
Pedestrian 1: 영풍문고, 광화문이지?
P2: 응.
P1: 왼쪽으로 쭉 가고 종각, 종각이 영풍문고, 종각 못 가서거든요
R: 종각 못가서요?
P1: 종각쪽으로 못 가서 잉.
R: 그럼 그냥 이쪽으로 가면 되는 거에요? 나가서 왼쪽으로요?
P1: 잉.
R: 감사합니다.

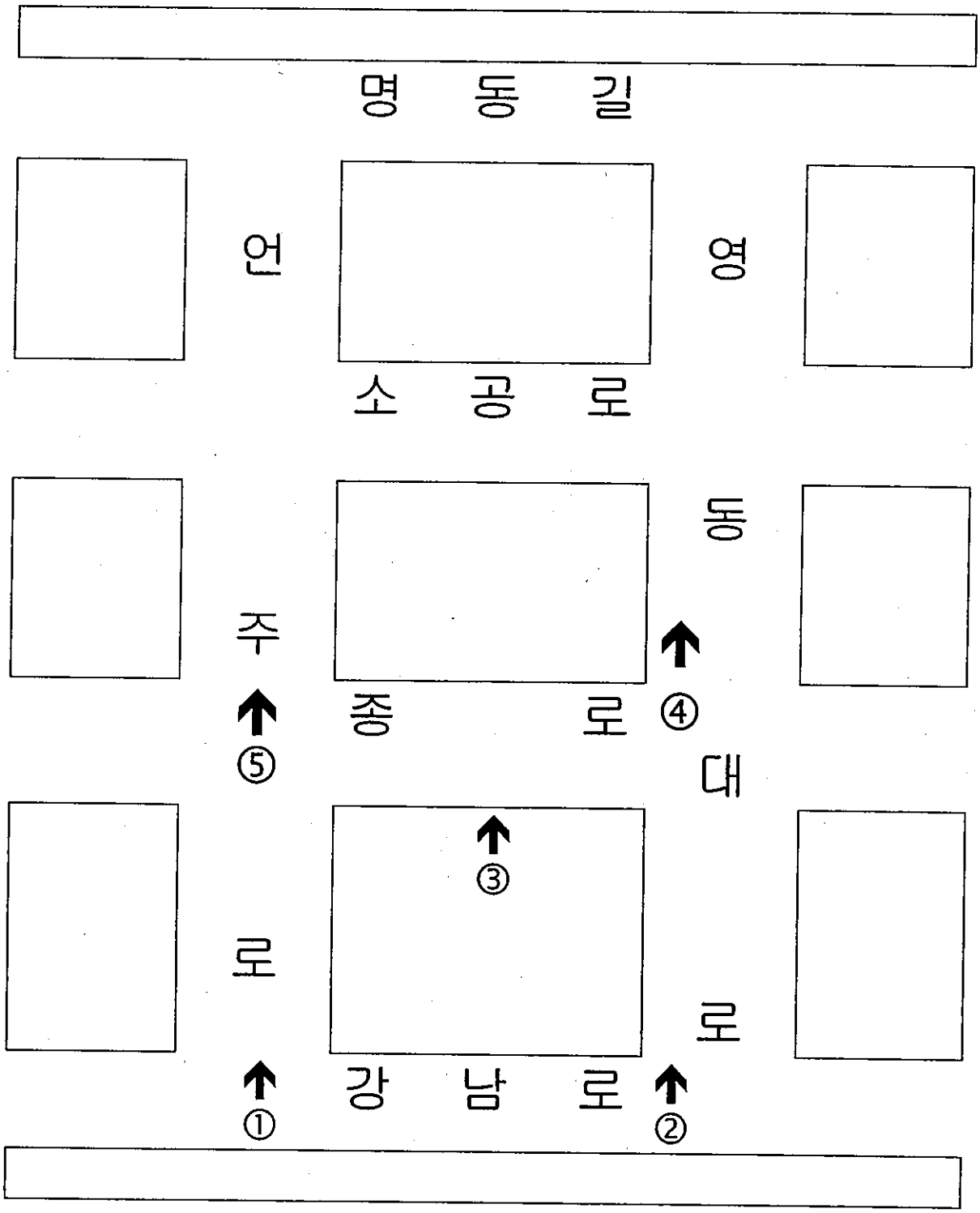
R: Excuse me. If I get to Youngpoong bookstore, which way should I go?
P1: Youngpung bookstore, (to her companion) it's in Kwanhwamun, isn't it?
P2: Yes.
P1: Go straight to the left and in Chonggak... Chonggak is, Youngpoong bookstore is right before Chonggak
R: Right before Chonggak?
R: Yes.
P1: Right before Chonggak, yes.
R: Then do I have to go to this way? To the left?
P1: Yes.
R: Thank you.

Example (8): NNS-NS

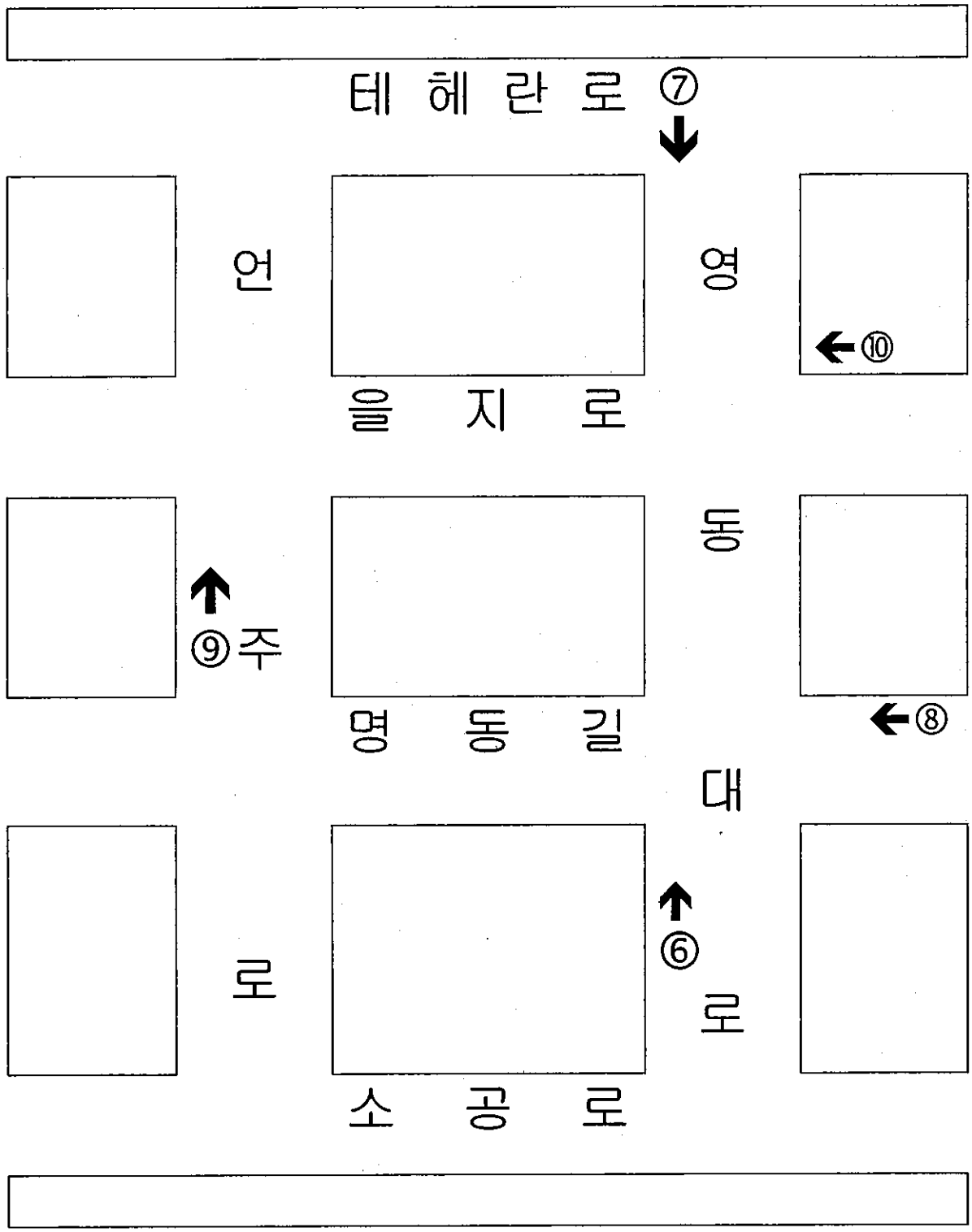
Researcher (NNS): 죄송합니다. 저는 길을 몰라요. 영-풍-문-고에 어떻게 가요?
Pedestrian: 영풍문고요?
R: 예.
P: 영풍문고가 종로서적 거 어 근처라는 건 아는데요. 일단 종로서적을 먼저 찾아가시면 되거든요? 정문에서 나가셔서 왼쪽으로 쪼금만 걸어가시다가 어 눈앞에 동상이 나와요. 동상이 나오면 지하, 지하도를 따라서 길 건너편으로 건너가세요. 거기 표지판에 보면 종각이라고 써 있거든요? 거기서 쪼금만 더 내려가면 종로2가에 종로서적이 있어요. 거기서 영풍문고가 가깝다는 거 알고 있어요. 거기서 한번 더 길가는 사람에게 물어봐 주세요.
R: 감사합니다.

R: Excuse me. I am a stranger here. How can I get to Youngpoong bookstore?
P: Youngpoong bookstore?
R: Yes.
P: I know Youngpoong bookstore is near around Chongro bookstore. You may find Chongro bookstore first (↗). Go out through the front gate. And walk a little bit to the left. Then you will see a statue. If you see the statue, go to the other side of the street through an underpass. You will see a street sign showing "Chonggak"(↗). If you go down the street a little bit more, you will get to Chongro bookstore in Chongro 2. I know Youngpoong bookstore is close from there. There you may ask passers-by once again.
R: Thank you.

지도 A-1 (Map A-1)



지도 A-2 (Map A-2)



지도 B (Map B)

종로 (Chongro area)

Note: We made every attempt, but were not successful in locating the copyright holder of this map at the time of this publication. If you happen to know the copyright holder, please let us know and we will be happy to make the correction.

This page is available at: http://nflrc.hawaii.edu/publications/RN37/MapB.pdf

Long, M. H., Doughty, C., Kim, Y., Lee, J.-H., & Lee, Y.-G. (2003). *Task-based language teaching: A demonstration module* (NFLRC RN#37 [text, audio CD, and video]). Honolulu: University of Hawai'i Second Language Teaching & Curriculum Center.

지도 C (Map C)

삼성동 **(Samsung-dong area)**

http://www.kcat.co.kr/korean/company/c_loca.htm

This page is available at: http://nflrc.hawaii.edu/publications/RN37/MapC.pdf

Long, M. H., Doughty, C., Kim, Y., Lee, J.-H., & Lee, Y.-G. (2003). *Task-based language teaching: A demonstration module* (NFLRC RN#37 [text, audio CD, and video]). Honolulu: University of Hawai'i i'i Second Language Teaching & Curriculum Center.

지도 D (Map D)

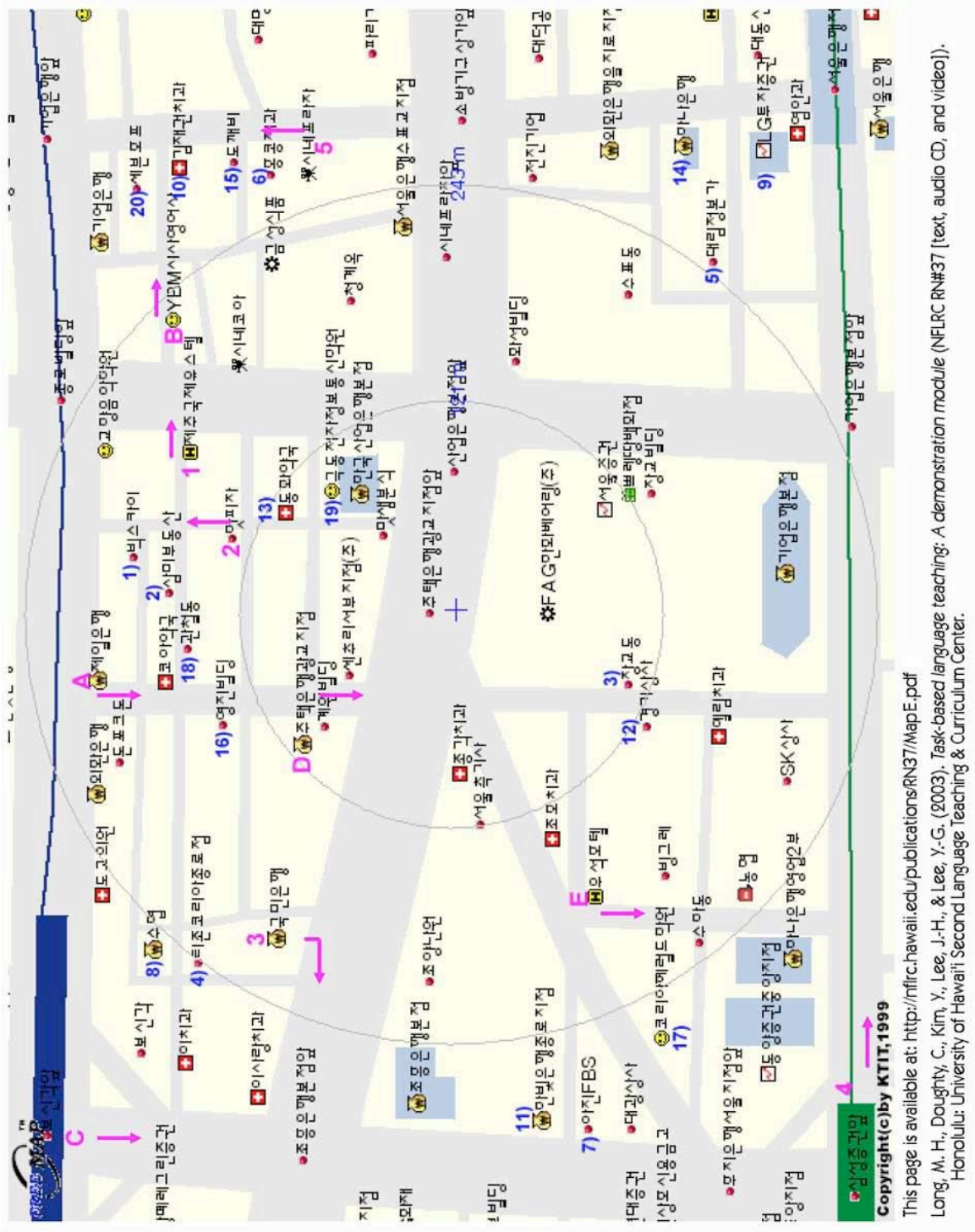
강남 (Kangnam area)

http://www.lgart.com

This page is available at: http://nflrc.hawaii.edu/publications/RN37/MapD.pdf

Long, M. H., Doughty, C., Kim, Y., Lee, J.-H., & Lee, Y.-G. (2003). *Task-based language teaching: A demonstration module* (NFLRC RN#37 [text, audio CD, and video]). Honolulu: University of Hawai'i Second Language Teaching & Curriculum Center.

📽 지도 E (Map E)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Long, M. H., Doughty, C., Kim, Y., Lee, J.-H., & Lee, Y.-G. (2003). Task-based language teaching: A demonstration module (NFLRC RN#37 [text, audio CD, and video]).
Honolulu: University of Hawai'i Second Language Teaching & Curriculum Center.

음성 파일 1 (CD track 1): Transcript

실제대화 1: 덕수궁에서 영풍문고 찾아가기

S1[1]:저 말씀 좀 여쭤볼께요. 여기서 영풍문고 갈려면요, 나가서 어떻게 가야 되죠?

P: 어 나가셔가지구요,

S1: 네

P: 왼쪽으로 직진 쭉 하시다가 지하도 한 번 건너셔 가지구요,

S1: 네

P: 교보문고 보이거든요.

S1: 네

P: 교보문고 지나서 다시 직진이요. 그 쪽 방향으로요.

S1: 네

P: 이쪽으로 직진하시다가 지하도 한 번 건너시면 되요.

S2: 이쪽이면 나가서 왼쪽이죠?

P: 예, 나가서 왼쪽방향으로 직진이요.

S1: 지하도 건너구. 그럼, 교보에서는요?

P: 교보에서.. 교보 도착하셔가지구요 더 이상 직진하지 말고 오른 그니까

S1: 그 길로 쭉이요

P: 이쪽이 교보가 있거든요.

S1: 예, 예

P: 그럼 이쪽으로, 오른쪽으로

S1: 그럼 쭉 가면 되요? 같은 편 방향에 있어요?

P: 예 그렇죠.

S1: 예예, 감사합니다.

---

[1] S: 길묻는 사람, P: 지나가는 사람

음성 파일 2 (CD track 2): Transcript

실제대화 2: 덕수궁에서 영풍문고 찾아가기

S: 저 여기서 영풍문고 갈려고 그러는데 어떻게 가야되요?
P: 영풍문고요?
S: 네
P: 음, 영풍문고면, 저쪽 보이죠?
S: 네
P: 저게 정문이거든요
S: 네
P: 정문에서 좌회전
S: 왼쪽이요?
P: 네, 쭉 가다 보면 광화문이 나와요.
S: 네
P: 광화문 지나서 이제 경복궁 이렇게 나오는데
S: 네
P: 이쪽에서 쭉 대략 900미터 될 거에요
S: 네
P: 광화문 사거리가 나오는데 거기서 저기 뭐냐 경복궁 쪽을 보면서 우회전이에요. 어떤 거기가 종로통이거든요
S: 네
P: 종로 시작하는데
S: 네
P: 거기서 지하도를 건너야 하죠, 건너야 해요
S: 네
P: 교보문고 앞에 지하도
S: 네
P: 지하도 건너서 어 거기서도 한 300 미터 또는 500미터 정도 될 거에요
S: 네
P: 가다보면 가는 길쪽에서 오른쪽
S: 아 그러니까 길 가다 또 건너야 되는 거네요 오른쪽으로
P: 반대쪽이 아니고 오른쪽
S: 오른쪽으로
P: 어차피 지하도에서는 어느 쪽으로도 나갈 수 있으니까. 가는 방향에서 오른쪽으로 가다 보면
S: 네
P: 인제 그 종각이 인제 그 길 건너에 보이고 고 사거리에서 딱 붙어 있어요
S: 네

P: 종각역 안으로 들어가면 저 진입로가 있어요
S: 그러니까 종각 지난 다음에 영풍문고에요?
P: 아니아니
S: 종각 가기 전에?
P: 그렇죠. 거기가 종로 1가 사거린데, 사거리에서 그니까 영풍문고 같은 경우에는 길을 교차로를 건너기 전 오른쪽이고
S: 종각은 건너서요?
P: 종각은 건너서 오른쪽이에요
S: 아 맞은 편에 있는 거네요?
P: 네, 그니까 지하도 가면 지하철 입구역에서 그대로 연결되어 있어요
S: 아 영풍문고로 바로?
P: 네
S: 네, 감사합니다.

음성 파일 3 (CD track 3): Transcript

과제중심수행평가시험문제1 (Task-Based Performance Test 1)

Task 1. **(A) 제일은행 → (1) 빅스카이**

아, 거기요? 거기 가려면 요 밑으로 내려가서 첫 번째 사거리에서 왼쪽으로 가세요. 쭉 가시면 바로 왼쪽에 있어요.

Task 2. **(B) YBM 시사영어사 → (15) 도깨비**

거기 가시려면, 여기서 오른쪽으로 쭉 직진하다가 김재권 치과가 보이면 우회전하세요. 그리고 한 블락쯤 더 내려가서 다시 오른쪽으로 돌면 바로 오른쪽에 있어요.

Task 3. **(C) 보신각역 → (8) 수협**

전철역 나가셔서 조흥은행 본점 쪽으로 쪼금만 내려가다 보면 왼쪽으로 들어가는 길이 있어요. 글루 들어가면 오른쪽으로 이 치과가 보이거든요. 그럼 그거 지나서 한 블락만 더 가면 왼쪽에 있어요.

Task 4. **(D) 주택은행광교지점 → (11) 한빛은행종로지점**

요기서 쪼금만 내려가면 큰 길이 나오거든요. 그럼 그거 건너자마자 바로 앞에 종각치과하고 서울측기사가 보이는데 그 쪽 길로 들어 가셔야 돼요. 그래서 한참 내려가다 보면 오른쪽으로 들어가는 길이 하나 있는데 글루 들어가서 조금만 더 가면 오른쪽에 있어요. 큰 길 못 가서요

Task 5. **(E) 우석호텔 → (5) 대림정본가**

한참 가셔야 될 텐데.. 여기서 쭉 내려가다가 두 번째 사거리가 나오면 거기서 좌회전하셔야 돼요. 그래서 계속 직진해서 가다 보면 왼쪽에 기업은행 본점이 나오거든요. 그럼 그거 지나자마자 왼쪽으로 좌회전하세요. 그래서 조금만 더 올라가면 오른쪽으로 들어가는 길이 하나 있는데 글루 들어가셔야 돼요. 그래서 거기서 첫 번째 사거리 지나자마자 바로 왼쪽에 있어요.

Task 6. **(1) 제주국제유스텔 → (3) 장교동**

요 앞 오른쪽에 큰 길 보이시죠? 거기서 오른쪽으로 한참 내려가시면 큰 사거리가 나와요. 그럼 그 사거리 건너서 오른쪽으로 쭉 걸어가면 왼쪽으로 들어가는 길이 두 개 나와요. 거기서 첫 번째 길로 가셔야 돼요. 왼쪽 길이요. 글루 들어가서 쪼그만 더 내려가시면 왼쪽에 보일 거에요.

Task 7. **(2) 맛피자 → (20) 세븐호프**

위로 쭉 올라가면 사거리 지나서 큰 길이 나오는데 거기서 오른쪽으로 가야 돼요. 거기서 한.. 두 블락쯤 되나, 암튼 기업은행 나올 때까지 그냥 쭉 가세요. 기업은행이 보이면 거기서 우회전해서 조금 더 내려가다가 어 첫번째 사거리에서 좌회전하세요. 그럼 거기 왼쪽에 있을 거에요.

Task 8. **(3) 국민은행 → (17) 코리아 헤럴드학원**

요 앞 큰길에서 오른쪽으로 쭉 가다가 이사랑 치과 앞에서 길을 건너세요. 조흥은행 본점 쪽으루요. 그래서 은행 지나서 큰 길 따라 쭉 내려가시면 아진FBS 지나서 대광상사가 있거든요. 그럼 그거 지나자마자 왼쪽으로 올라가는 길이 있는데 그리 들어가셔야 돼요. 그 길로 쪼금만 더 올라가면 오른쪽으로 건물이 보일 거에요.

Task 9. **(4) 삼성증권앞 → (13) 동화약국**

여기서 좀 먼데요. 우선 여기서 기업은행 본점 쪽으로 나간 다음에 큰길을 따라 쭉 직진하다 보면 왼쪽에 기업은행이 보이거든요. 그러면 그거 지나서 사거리에서 좌회전하셔 가지구 다시 한참 올라가다 보면 큰 사거리가 또 하나 나와요. 그거 지나서 한 블록쯤 더 올라가다 보면 왼쪽으로 들어가는 길이 하나 나오는데 그 길로 들어가서 첫 번째 사거리에서 다시 우회전하면 바로 오른쪽에 있어요.

Task 10. **(5) 시네프라자 → (16) 영진빌딩**

여기서 나가서 두 블락쯤 올라가면 왼쪽에 김재권 치과가 있거든요. 거기서 좌회전하셔 가지고 한 두 블락쯤 가면 큰 길이 나오거든요. 그럼 거기서 길을 건너세요. 그거 건너면 거기가 제주국제호스텔이거든요. 그럼 그 길로 계속 직진하다가 두 번째 사거리에서 좌회전하셔야 돼요. 그럼 바로 그 오른쪽에 있어요.

스크립트 2-1 (Script 2-1)

1. 쭉 가세요. 쭉 가다 보면 종로가 나와요.
2. 영동대로를 따라 직진하세요. 직진하시면 종로가 나오거든요.
3. 나가서 오른쪽으로 가세요. 가시다 보면 영동대로가 보이거든요.
4. 여기서 한블럭쯤 가다 보면 사거리가 나와요. 그 사거리에서 왼쪽으로 가야 돼요.
5. 여기서 두 블락 올라가세요. 가시다가 사거리 나오는 데서 우회전이요.

스크립트 2-2 (Script 2-2)

6. 저기 사거리 보이죠? 거기서 좌회전하시면 거기가 명동길이거든요.
7. 쭉 내려가면 을지로가 나오거든요. 을지로 지나서 조금 더 내려가시면 되요.
8. 한 블럭 가서 큰 사거리 나오면 오른쪽 방향으로 가세요. 거기가 영동대로예요.
9. 여기서 직진하시다가 을지론가요, 거기가? 하여간 거기서 좌회전하셔 가지구 길 건너야 해요.
10. 일단 길을 건너서 우회전하세요. 우회전해서 올라가시다가 또 길을 건너야 되는 거에요.

스크립트 3-1 (Script 3-1)

1. 서울역에서 두 블락 쭉 올라가세요. 가다보면 사거리가 나와요. 그 사거리에 큰 건물이 하나 있어요.

   질문: 그 건물이 뭐죠? (남대문)

2. 남대문에서 우회전하셔가지구 조금만 더 가시면 오른쪽에 시장이 하나 보이거든요.

   질문: 무슨 시장이에요? (남대문시장)

3. 남대문시장 지나서 직진하시면 왼쪽에 은행이 하나 보일 거에요.

   질문: 지금 어느 은행 앞에 있어요? (한국은행)

4. 한국은행에서 조금만 더 가면 왼쪽으로 올라가는 길이 하나 있어요.

   질문: 지금 어느 길에 있어요? (소공로)

5. 거기가 소공론데, 거기서 한블럭쯤 가서, 사거리 나오면 길을 건너야 돼요. 그래서 쭉 가면 오른쪽에 호텔이 하나 있어요

   질문: 호텔 이름이 뭐에요? (조선호텔)

6. 조선호텔 지나서 로타리가 나와요. 맞은편에 큰 건물이 하나 있어요.

   질문: 그게 뭐에요? (시청)

7. 로타리에서 우회전하셔서 쭉 내려가면 사거리가 나오거든요. 그 사거리 못 가서 오른쪽에 큰 호텔이 있을 거에요.

   질문: 지금 어느 호텔 앞에 있어요? (롯데호텔)

8. 그 사거리에서 좌회전해서 종로 쪽으로 가셔 가지구요, 두 블락쯤 올라가면 오른쪽에 있어요.

   질문: 그 건물이 뭐에요? (보신각)

스크립트 3-2 (Script 3-2)

1. 선릉 역에서 잠실 쪽으로 조금만 가다 보면 왼쪽에 큰 왕릉이 있거든요.

   질문: 지금 왼쪽에 보이는 왕릉의 이름이 뭐에요? (선정릉)

2. 거기서 쭉 직진하면 바로 사거리에요. 그 사거리를 지나서 조금만 내려가면 백화점이 있거든요.

   질문: 무슨 백화점이에요? (현대백화점)

3. 거기서 왼쪽으로 올라가세요. 가시다 보면 오른쪽에 큰 건물 하나 보이거든요.

   질문: 지금 무슨 건물앞에 있어요? (도심공항 터미널)

4. 도심공항 터미널을 지나서 쭉 가다 보면 큰 길이 하나 나오는데, 그 길 못가서 오른쪽에 호텔이 하나 있어요.

   질문: 무슨 호텔이에요? (코엑스인터콘티넨탈 호텔)

5. 호텔 지나서 오른쪽으로 돌면 그 길이 봉은로거든요. 거기서 조금만 더 가면 오른쪽에 아셈타워가 있고 바로 그 다음에 큰 길이 있어요.

   질문: 지금 어느 길까지 와 있어요? (영동대로)

6. 거기가 영동대로인데, 사거리에서 그니까, 왼쪽으로 좌회전해서 쭉 올라가면 오른쪽에 전철역이 보일 거에요.

   질문: 무슨 역이에요? (7호선 청담역)

7. 사거리 지나서 가던 길로 한 200미터 더 가면 왼쪽에 호텔이 있어요.

   질문: 무슨 호텔이에요? (리베라호텔)

스크립트 4-A (For Pair A only)

학습과제 4: 주어진 길 안내하기

Directions: Form a group of four, and work as two pairs inside each group. Look at Map B. For those who belong to Pair A, read Direction 1, and ask questions given in the script to the other pair. For those who belong to Pair B, listen carefully to the directions, and answer the questions. And then, reverse the giver and receiver roles for Direction 2, and so on.

Direction 1 신세계백화점 영락교회

신세계백화점[illegible] 세종호텔쪽[illegible] 한 블락 올라가세요. 거기 사거리[illegible] 왼쪽[illegible] 쭉 가면 오른쪽[illegible] 건물[illegible] 보이거든요.

질문: 무슨 건물이에요? (영락교회)

Direction 3 명동성당 롯데백화점

저기 앞[illegible] 보이는 게 명동길이거든요. 거기[illegible] 왼쪽[illegible] 쭉 내려가다 보면 사거리[illegible] 하나 나와요. 거기[illegible] 다시 우회전해서 조금만 더 가면, 왼쪽[illegible] 있어요. 사거리 바로 전[illegible]요.

질문: 무슨 건물이에요? (롯데백화점)

Directions: Look at Map C, and continue as before.

Direction 5　삼성역　한국감정원

삼성역에서 잠실쪽으로 나가서 쪼금만 가다보면 왼쪽으로 올라가는 길이 두 개 있을 거에요. 거기에서 왼쪽으로 가야 돼요. 글루 올라가면 오른쪽에 강남소방서가 있고 그거 지나서 바로 있어요.

질문: 무슨 건물이에요? (한국감정원)

Direction 7　7 호선 청담역　뉴월드 호텔

청담역에서 경기고교방향으로 나가서 영동대로를 따라 한 블락 내려가면 거기에 사거리거든요. 거기에서 오른쪽으로 돌면 그 길이 봉은룬데...

질문 1: 왼쪽으로 무슨 건물이 보여요?
(아셈타워 or 코엑스인터콘티넨탈 호텔)

아셈타워/코엑스인터콘티넨탈 호텔 지나서 쭉 가면 또 사거리가 나와요. 거기에서 직진해서 가다 보면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (뉴월드호텔)

스크립트 4-B (For Pair B only)

학습과제 4: 주어진 길 안내하기

Directions: Form a group of four, and work as two pairs inside each group. Look at Map B. For those who belong to Pair A, read Direction 1, and ask questions given in the script to the other pair. For those who belong to Pair B, listen carefully to the directions, and answer the questions. And then, reverse the giver and receiver roles for Direction 2, and so on.

Direction 2 영풍빌딩 탑골공원

저기 앞[illegible] 사거리 보이죠? 거기[illegible] 종론데 거기[illegible] 오른쪽[illegible] 도세요. 거기[illegible] 쭉 가면 다시 사거리[illegible] 하나 나오는데 그거 지나면 바로 왼쪽[illegible] 있어요.

질문: 그게 뭐죠? (탑골공원)

Direction 4 시청 보신각

지금 이 길[illegible] 을지로거든요. 이 길 쭉 따라가면 오른쪽[illegible] 롯데호텔[illegible] 있고 그거 지나자마자 사거리[illegible] 하나 나와요. 거기[illegible] 좌회전해서 두 블락쯤 쭉 올라가면 거기[illegible] 종론데 거기[illegible] 오른쪽[illegible] 돌자마자 바로 있어요. 오른쪽[illegible]요.

질문: 거기가 뭐에요? (보신각)

Directions: Look at Map C and continue to do the same thing.

Direction 6 삼성역 코엑스 인터콘티넨탈 호텔

삼성역에서 그랜드 인터콘티넨탈 호텔쪽으로 나가면 거기가
영동대로거든요. 그 길을 따라 한 블락쯤 올라가면 왼쪽에 아셈타워가
나와요. 그거 지나서 바로 좌회전해서, 쪼금만 더 가면 왼쪽에 있어요.

질문: 무슨 건물이에요? (코엑스 인터콘티넨탈 호텔)

Direction 8 리베라호텔 도심공항터미널

리베라호텔에서 나가면 영동대론데 거기에서 오른쪽으로 쭉
내려가다가 두 번째 사거리에서 우회전하세요.

질문 1: 그 길 이름이 뭐에요? (봉은로)

봉은로를 따라 쪼금만 더 가면 왼쪽으로 내려가는 길이 하나 있어요.
그 길을 따라 다시 쭉 내려가면 왼쪽에 있어요.

질문 2: 무슨 건물이에요? (도심공항터미널)

스크립트 5 (Script 5)

1. 빨간색 길: 역삼역 현대강남사옥 → 충현교회

충현교회요? 여기서 길을 건너셔야 돼요 지하도로 해서요. 저기 건너편에 LG아트센터 보이죠? 글루 나가셔서요 위로 조금만 올라가시면 병원이 하나 있어요. 강남제일병원인데, 그거 지나서 조금만 가면 오른쪽으로 올라가는 샛길이 하나 있어요. 글루 올라가면 교회가 바로 보여요.

(되돌아오기) 충현교회 → 역삼역 현대강남사옥

현대강남사옥이요? 역삼역에 있는거요? 거기 가실려면 이 샛길로 내려가셔서요, 왼쪽으로 가셔야 돼요. 거기 강남제일병원 지나서 조금만 더 내려가면 역삼역이거든요. 그러면 그 역삼역 지하도로 내려가셔가지구 길을 건너셔야 돼요. 논현로쪽으로. 그러면 거기 현대강남사옥이 있어요. 금방이에요. 한 10분도 안 걸릴 거예요.

2. 파란색 길: 강남역 앞 → 리츠칼튼 호텔

리츠칼튼 호텔이요? 리츠칼튼 호텔 가려면, 여기서 고속버스터미널 쪽으로 쭉 가셔야 돼요. 여기서 한참 가셔야 될텐데... 음, 가다 보면 거기 극장이 하나 있는데... 시티극장인가, 동아극장인가.. 어쨌든 그 극장 지나서 계속 가다 보면 사거리가 나오는데 거기서 오른쪽으로 가세요. 그럼 바로 오른쪽에 호텔이 있어요.

(되돌아오기) 리츠칼튼 호텔 → 강남역 앞

강남역이요. 여기서 나가서 왼쪽으로 쪼금만 가면 거기가 강남대로거든요. 거기서 왼쪽으로 쭉 내려가시면 시티극장인가, 동아극장인가, 암튼 극장이 있고 그거 지나서 조금 더 내려가면 강남역이 있어요. 그냥 쭉 가시면 돼요. 아마 한 15분쯤 걸릴 거예요.

3. 초록색 길: 선릉역 앞 → 계몽문화센터

계몽문화센터요? 어, 한참 가셔야 될 것 같은데... 여기서 역삼역쪽으로 나가시면 바로 앞에 두올장식백화점이 있거든요. 그쪽으로 쭉 가시면 삼성아파트 주택문화관이 나오고 그거 지나자마자 사거리가 있어요. 거기서 좌회전하셔서 한블락쯤 내려가시면 다시 사거리가 나오는데 거기서 길을 건너야 돼요. 우체국쪽으로요. 그러면 바로 그 길 건너편에 계몽문화센터가 보여요.

(되돌아오기) 계몽문화센터 → 선릉역 앞

선릉역이요? 어, 선릉역은 여기서 한참 가야 되는데.... 저기 건너편에 우체국 보이죠? 거기서 다시 개나리 아파트쪽으로 길을 건너야 돼요. 길 건너서 위로 쭉 올라가면 테헤란로가 나오는데 거기 사거리에서 우회전하세요. 거기 삼성아파트 주택문화관인가 뭐 하나 있고 그거 지나서 쪼금만 더 가면 선릉역이 있어요.

스크립트 6 (Script 6)

1. 역삼역 LG아트센터 → 상록회관

아, 거기요? 거기 가시려면, 여기서 선릉역쪽으로 직진하시다가 사거리가 나오면 거기서 길을 건너셔야 돼요.
("앞에 무슨 빌딩이 있어요?": 제일모직)

제일모직에서 왼쪽으로 조금만 더 올라가면 바로 오른쪽에 있어요.
("거기가 어디예요?": 상록회관)

2. 앰버서더 호텔 → 과학기술회관

거기 가시려면, 한참 가셔야 되는데... 여기 나가서 왼쪽으로 가시면 강남대로거든요. 거기서 좌회전해서 쭉 가다 보면 왼쪽에 극장이 있을 거예요.
("무슨 극장이죠?": 동아극장/시티극장).

그거 지나서 조금만 더 가면 강남역인데 거기서 왼쪽으로 가셔야 돼요. 그러면 거기가 뭐드라?
("무슨 길이죠?": 테헤란로)

아, 테헤란로. 테헤란로를 따라서 역삼역쪽으로 가다보면 왼쪽으로 올라가는 길이 하나 있어요. 그 길로 올라가면 거기 오른쪽에 있어요.
("거기가 어디죠?": 과학기술회관)

3. 르네상스 호텔 → 역삼세무서

거기 가시려면요. 역삼역쪽으로 가셔야 되는데. 여기 테헤란로 따라 쭉 가다보면 역삼역이 나와요. 그러면 거기서 지하도로 해서 길을 건너세요. 그, 현대강남사옥쪽으로 나가셔야 돼요.
("건너편에 뭐가 있어요?": 한국은행)

거기서 논현로로 쭉 내려가면 오른쪽에 식당이 하나 있을 거에요.
("무슨 식당이에요?": 코코스)

코코스 지나서 계속 내려가면 사거리가 나오는데, 거기서 다시 길을 건너서 오른쪽으로 쪼금만 더 가면 왼쪽에 건물이 보여요.
("거기가 어디죠?": 역삼세무서)

🖹 스크립트 7 (Script 7)

1. 역삼역 → 영동세브란스 병원

여기서 한국은행쪽으로 나가서 선릉역쪽으로 한 블락쯤 걸어가면 언주로가 나오거든요. 거기서 우회전해서 다시 두 블락을 더 내려가면 길 맞은편에 거기가 보일 거에요. 거기서 길 건너시면 바로예요.

2. 르네상스호텔 → 시티극장

여기서 나가서 역삼역쪽으로 쭉 가셔야 돼요. 역삼역 지나서 한참 가다 보면 역삼빌딩이 나오는데 그거 지나면 바로 강남역 사거리에요. 거기서 우회전해서 올라가면 오른쪽에 있어요.

3. 개나리아파트 → 강남우체국

언주로 건너서 계속 직진하시면 사거리가 나오는데 거기서 오른쪽으로 가셔야 돼요. 한빛은행 지나서 한참 더 가다 보면 역삼역이 나오는데 거기서 지하도를 건너세요. 하이츠빌딩쪽으로 나가셔야 될 거에요. 나가시면 그 하이츠빌딩 바로 뒤에 있을 거에요.

🎧 과제중심 수행평가 듣기 시험지 1
(Task-Based Performance Comprehension Test Sheet 1)

학생용

Part I. Comprehension

Situations: You are in Seoul. This is your first time to visit Seoul. You want to go to your destination, but it looks like you are lost. You go to an approaching Korean passer-by to ask for directions from where you are to your destination. You have a street map of Seoul with you.

Task: In this section of test, you will listen to directions to ten unknown destinations. Listen to the spoken direction in Korean that will take you from where you currently are to the destination. A total of 10 starting points and 15 destination candidates are clearly marked and numbered on the map. You are asked to identify your destination while listening to the directions and write the corresponding number in the blank below. The directions will not be repeated.

Task 1: You are in Place A and want to go to Place _____.

Task 2: You are in Place B and want to go to Place _____.

Task 3: You are in Place C and want to go to Place _____.

Task 4: You are in Place D and want to go to Place _____.

Task 5: You are in Place E and want to go to Place _____.

Task 6: You are in Place 1 and want to go to Place _____.

Task 7: You are in Place 2 and want to go to Place _____.

Task 8: You are in Place 3 and want to go to Place _____.

Task 9: You are in Place 4 and want to go to Place _____.

Task 10: You are in Place 5 and want to go to Place _____.

과제중심 수행평가 말하기 시험지 2
(Task-Based Performance Production Test Sheet 2)

학생용

Part II. Production

Situations: You are in Seoul. Your friend who does not speak English comes to meet you and asks for directions from where she is to your place. She has a street map of the area with her.

Task: In this section of test, you are asked to complete five giving direction tasks. Give oral directions in Korean from the starting point to the destination, both of which are clearly marked and numbered on the map provided. There could be more than one possible route to get to the destination, so before giving directions, decide on a route that will be easy for your friend, who is unfamiliar with this area, to follow. Try to speak audibly and clearly.

Time: You have one minute of planning time and another one minute to complete each task.

Task 1: Your friend is in Place A and you are in Place 1.

Task 2: Your friend is in Place B and you are in Place 2.

Task 3: Your friend is in Place C and you are in Place 3.

Task 4: Your friend is in Place D and you are in Place 4.

Task 5: Your friend is in Place E and you are in Place 5.