



# Appropriate uses of referents and verbs in narratives in Korean and pedagogical implications

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# *The problem*

- In order to effectively tell a story or personal experience, a speaker should be able to appropriately describe the participants in the story, the participant's actions and movements, and the sequence of events related to what s/he wants to talk about (Strauss, 2009)\*
- This study focuses on how Korean as a Foreign Language (KFL) learners use nominal referents and action verbs when they narrate a story.

\*Strauss, Susan (2009). The Pear Film: A pedagogical tool for intermediate to advanced learners of Korean. CALPER, Pennsylvania State University.



# *Data collection*

- A joint endeavor between the Center for Advanced Proficiency Education and Research (CALPER) at the Penn State and DLIFLC
- A short 6 minute film, called *The Pear Film* (1980)\*
- 13 native speakers (NS), 16 non-heritage speakers (NHS), and 5 heritage speakers (HS)

\* Chafe, Wallace (1980). *The Pear Film*.



# *How to address a person*

## I. A farmer

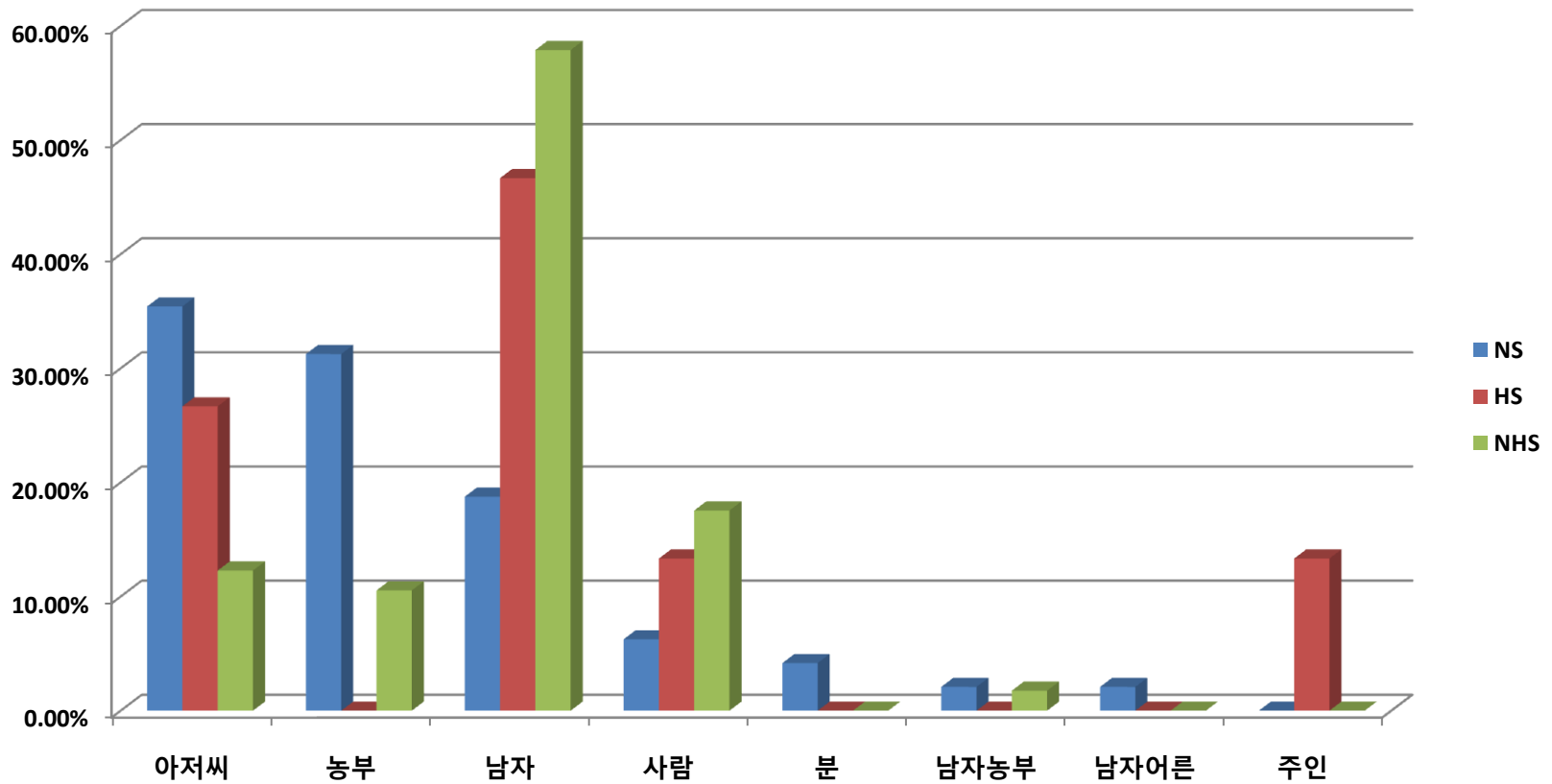
- NS (N=13): 아저씨(17), 농부(16), 남자(9), 사람(3), 분(2), 남자농부(1), 남자 어른(1)  
(Total: 48)
- HS (N=16): 남자 (7), 아저씨(4), 사람 (2), 주인 (2)  
(Total: 15)
- NHS (N=16): 남자(33), 사람(10), 아저씨(7), 농부(6), 남자농부(1)  
(Total: 57)





# *How to address a person*

## I. A farmer





# *How to address a person*

## II. A kid (male)

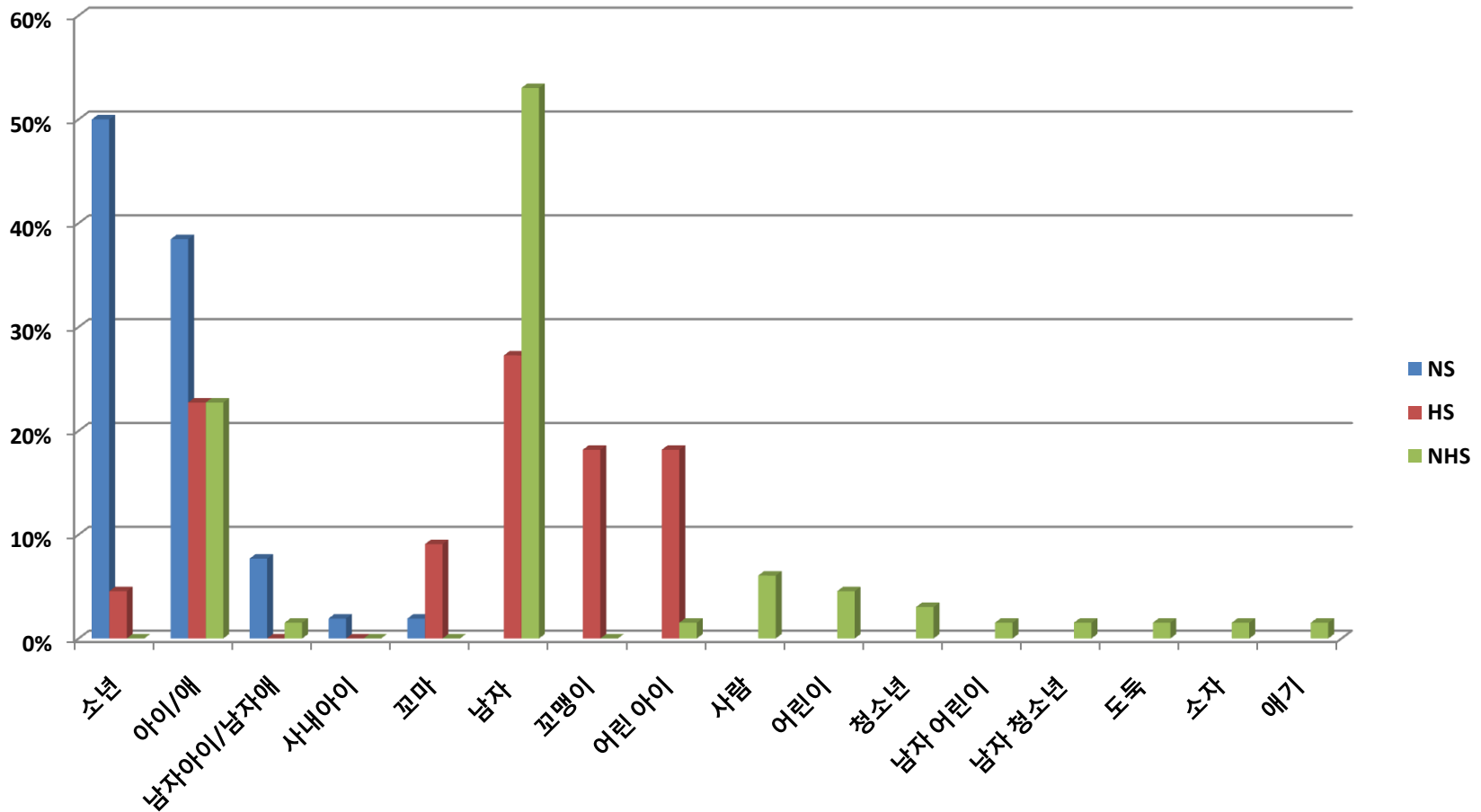
- NS(N=13): 소년(26), 아이/애(20), 남자아이/애(4), 사내아이(1), 꼬마(1)  
(Total: 52)
- HS(N=5): 남자(6), 아이/애(5), 꼬맹이(4), 어린아이(4), 꼬마(2), 소년(1)  
(Total: 22)
- NHS(N=16): 남자(35), 아이/애(15), 사람(4), 어린이(3), 청소년(2), 남자어린이(1), 남자청소년(1), 도둑(1), 소자(1), 애기(1)  
(Total: 66)





# How to address a person

## II. A kid (male)





# *How to address a person*

## III. A kid (female)

- NS(N=13): 소녀 (12),  
여자아이/애(11), 아이(3), 여자(3),  
여학생(2), 여자소녀(1)  
(Total: 32)
- NHS(N=5): 여자(21), 아이(2),  
사람(1), 여자청소년(1),  
여자어린이(1)  
(Total: 26)
- HS(N=16): 여자(7), 여자아이/애(1),  
여성(1)  
(Total: 9)

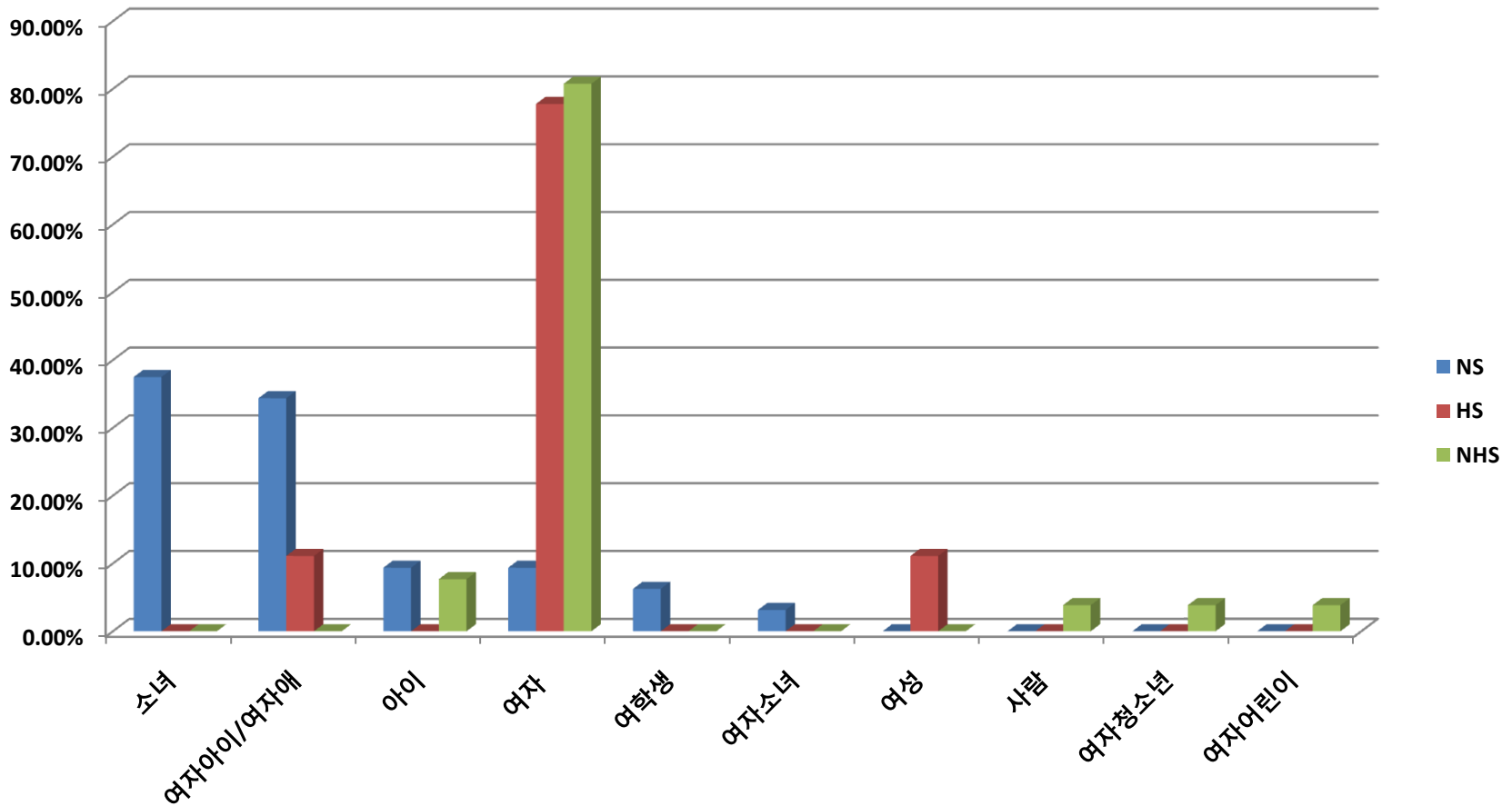






# How to address a person

## III. A kid (female)





# *How to address a person*

## IV. Demonstratives

- The Farmer
  - NS: 그 농부, 그 아저씨
  - NHS: 그 남자
- The kid
  - NS: 그 소년, 그 아이
  - NHS: 그 남자, 그 사람



# *How to address a person*

## V. Attributive clauses

- A specific farmer

- NS: 배 따고 있던 아저씨, 배를 따던 농부, ...
- NHS: 그 배를 따는, 그 나무에서 일하는 남자, ...

- A specific kid

- NS: 그 과일 바구니를 가지고 가던, 그 넘어진 아이, ...
- NHS: 그 자전거 타는, 자전거 있는, 배 흠쳤는 남자 ...



# ***Classroom Activities***

- Help students learn different terms to address people different in gender, age, and relationship with the speaker



# 누구일까요?



아저씨

꼬마

남학생

할아버지

남자애

소년

중년 남성

노인





# 누구일까요?



아가씨

아주머니

여선생님

아줌마

이웃집 아주머니

꼬마 아이





# 누가 더 아저씨 같아요?

- 다음 네명의 인물 중에서 누가 더 아저씨 같은지 찾아보세요. 그리고 왜 그렇게 생각하는지 말해 보세요.





# 틀렸으면 박수를 치세요!







# 아저씨/아줌마

- [kp cul254 act 3.flv](#)



# *Classroom Activities*

- Help students learn how to use appropriate tenses in attributive clauses
  - Introduce attributive forms
  - Introduce different tenses
  - Reinforce the grammar patterns by telling a story
    - Watching a video clip
    - Looking at a series of pictures
    - Connecting sentences



# *How to Describe an Action*





# Picking something

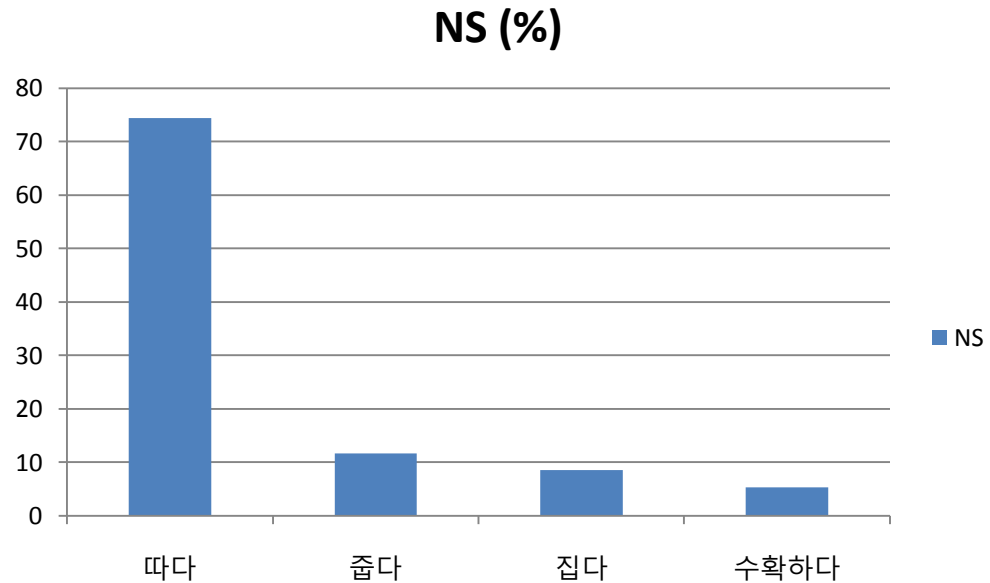
- NS

따다 (70)

줍다 (11)

집다 (8)

수확하다 (5)





# Picking something

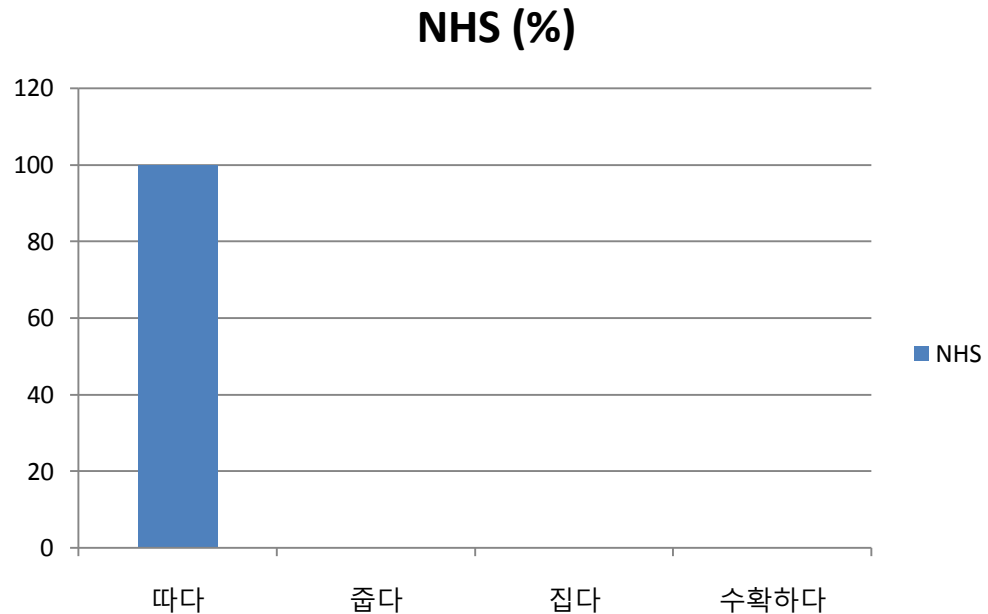
- Non-Heritage

따다 (50)

줍다 (0)

집다 (0)

수확하다 (0)





# Picking something

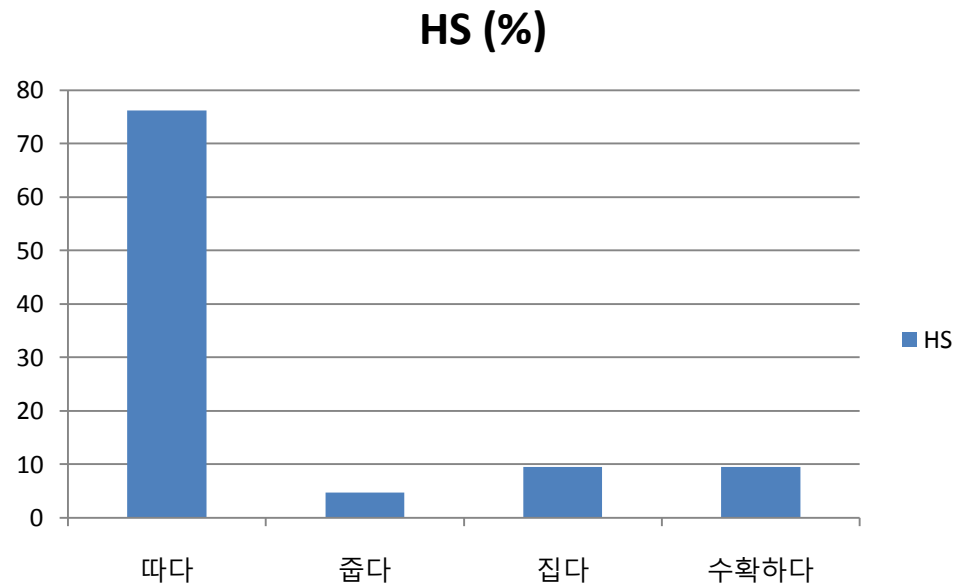
- Heritage

따다 (16)

줍다 (1)

집다 (2)

수확하다 (2)





# Misuse by NHS

- NHS

잡다(7)

베다(7)

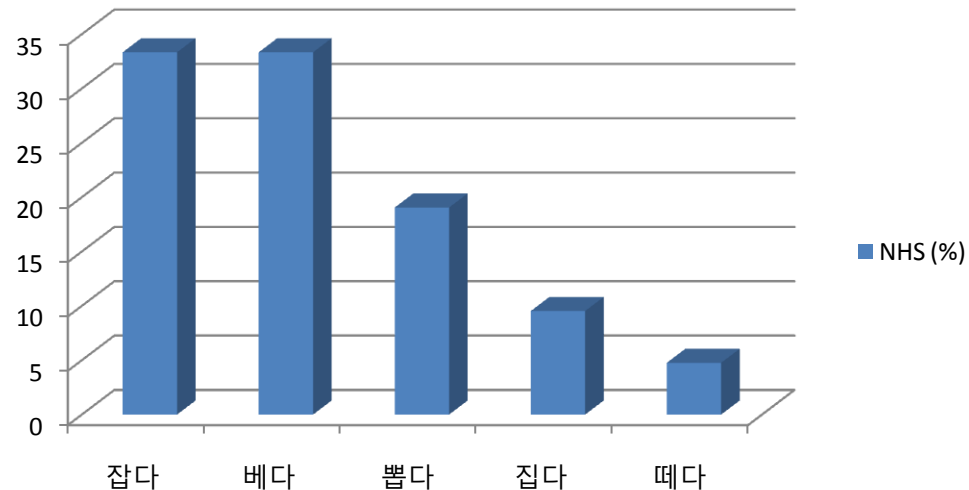
뽑다(4)

집다(2)

떼다 (1)

**TOTAL: 21**

Misuse by NHS (%)





# *Taking a goat*







# Taking a goat

- NS (N=13)

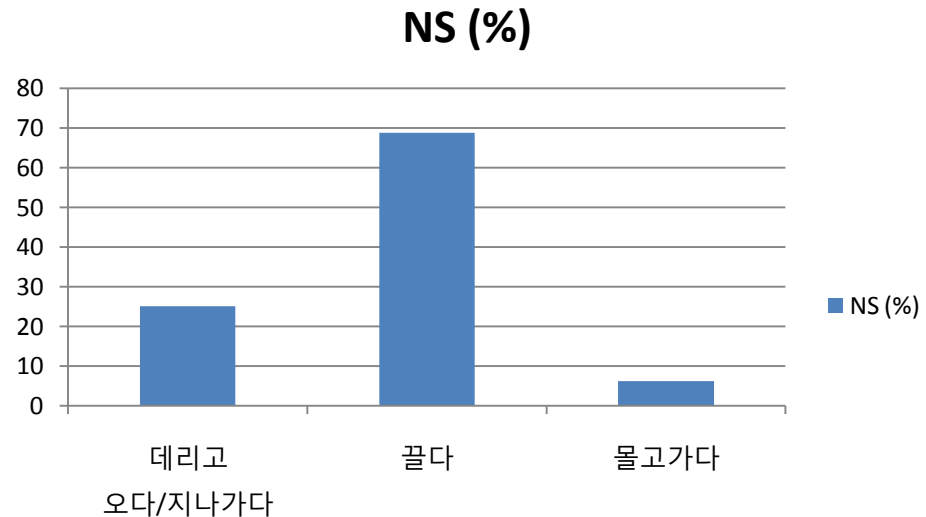
데리고 오다/지나가다 (4)

끌다 (3)/끌고 지나가다 (6)/끌고 오다 (1)

/끌려가다 (1)

몰고 가다 (1)

**TOTAL: 16**





# Taking a goat

- Non-Heritage (N=16)

(같이) 걸어가다/지나가다 (4)

데리고 가다 (3)

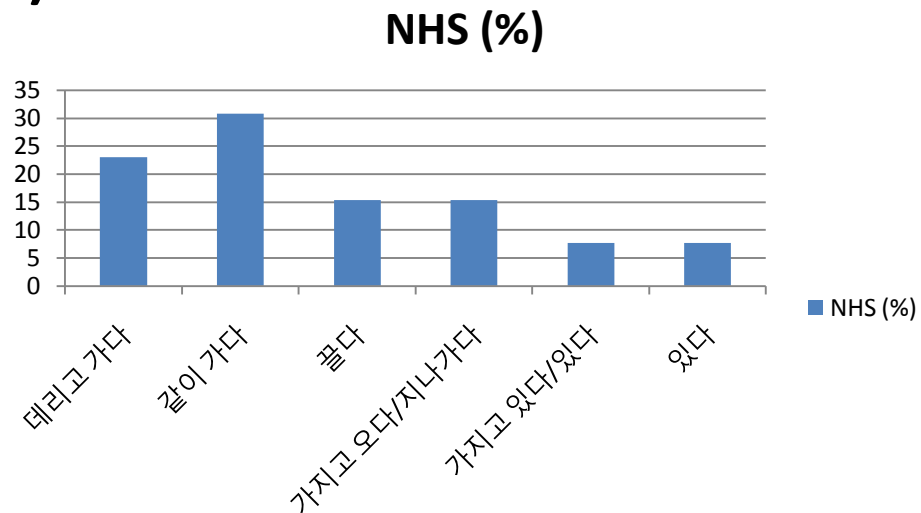
가지고 오다/지나가다 (2)

가지고 있다 (2)

있다 (1)

끌다 (2)

**TOTAL: 14**





# Taking a goat

- Heritage (N=5)

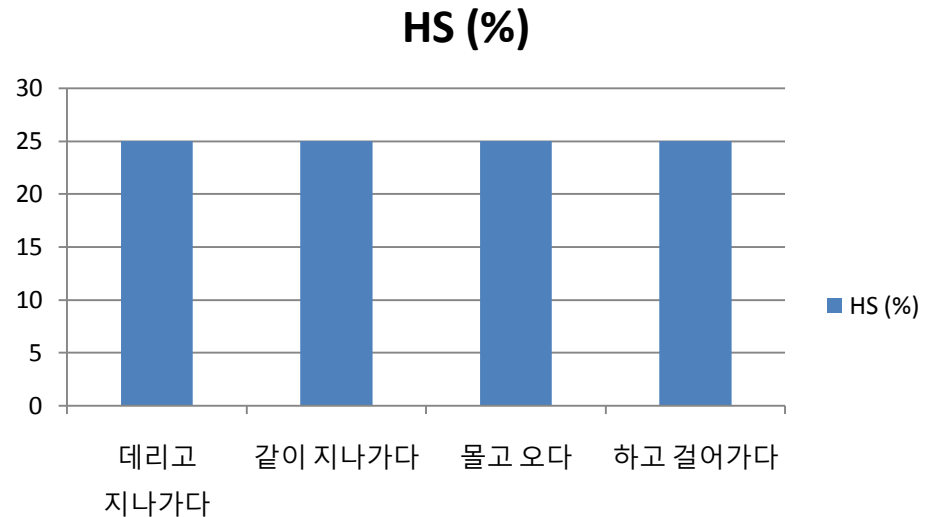
데리고 지나가다 (1)

같이 지나가다 (1)

몰고 다가오다 (1)

-하고 걸어가다 (1)

**TOTAL: 4**



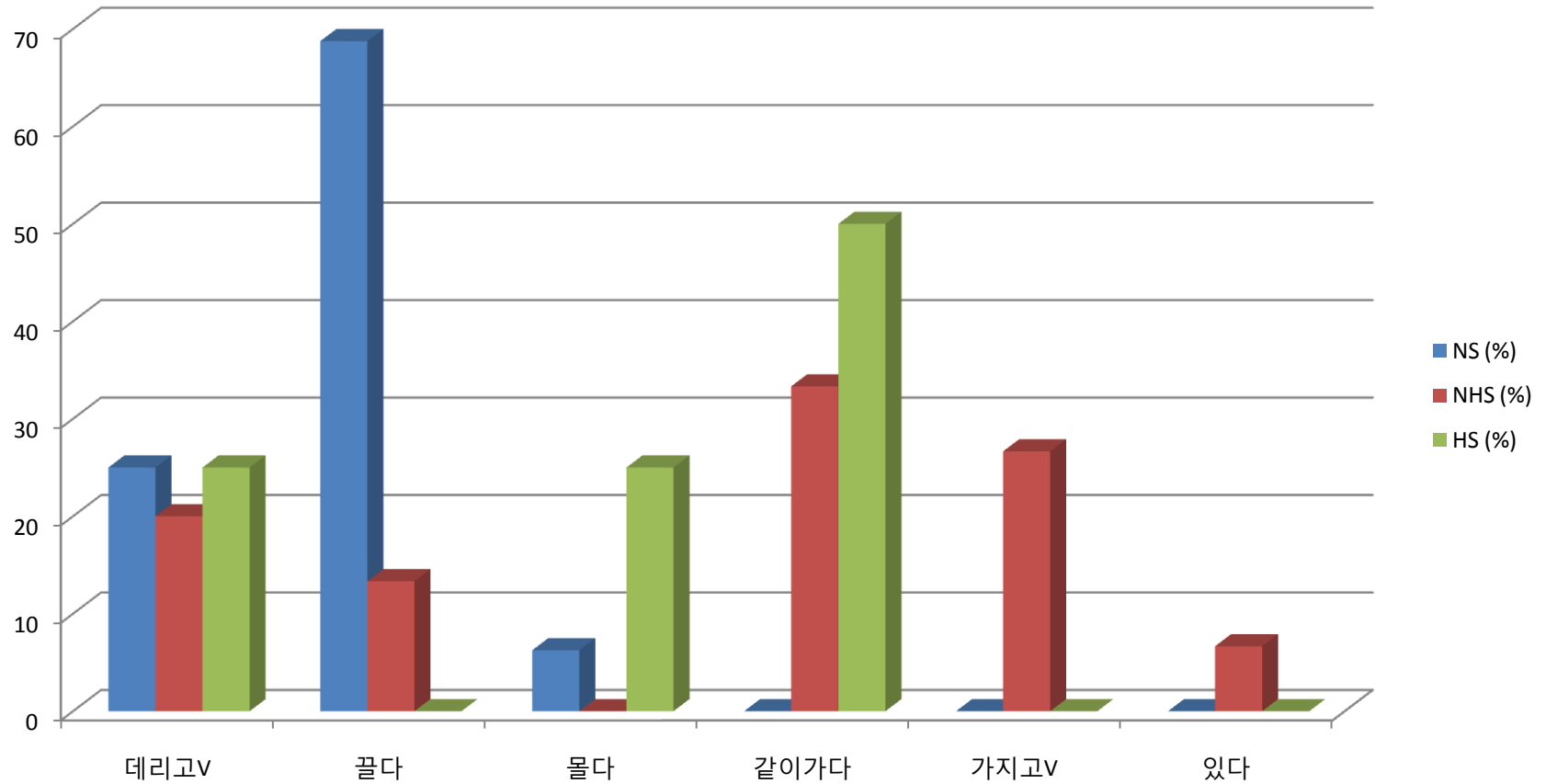


# Comparison

	NS (N=13)	NHS (N=16)	HS (N=5)
데리고 v	4	3	1
끝다	11	2	0
몰다	1	0	1
같이 가다	0	4	2
가지고 v	0	4	0
있다	0	1	0
<b>TOTAL</b>	<b>16</b>	<b>14</b>	<b>4</b>



# Comparison





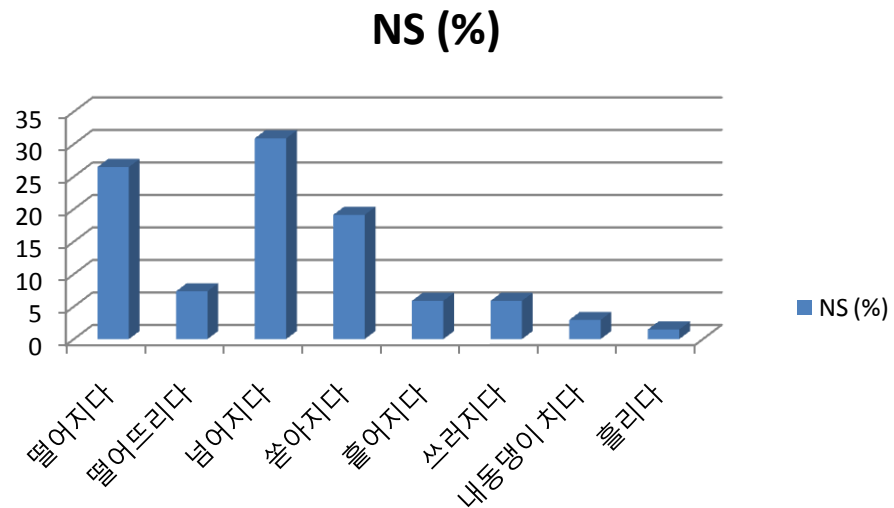
# *Spilling/falling/dropping*





# Spilling/Falling/Dropping

- NS (N=13)  
떨어지다 (18)  
떨어뜨리다 (5)  
넘어지다 (21)  
쏟아지다 (13)  
흘러지다 (4)  
쓰러지다 (4)  
내동댕이 치다 (2)  
흘리다 (1)





# Spilling/Falling/Dropping

• NHS (N=16)

떨어지다 (32)

떨어뜨리다 (0)

넘어지다 (5)

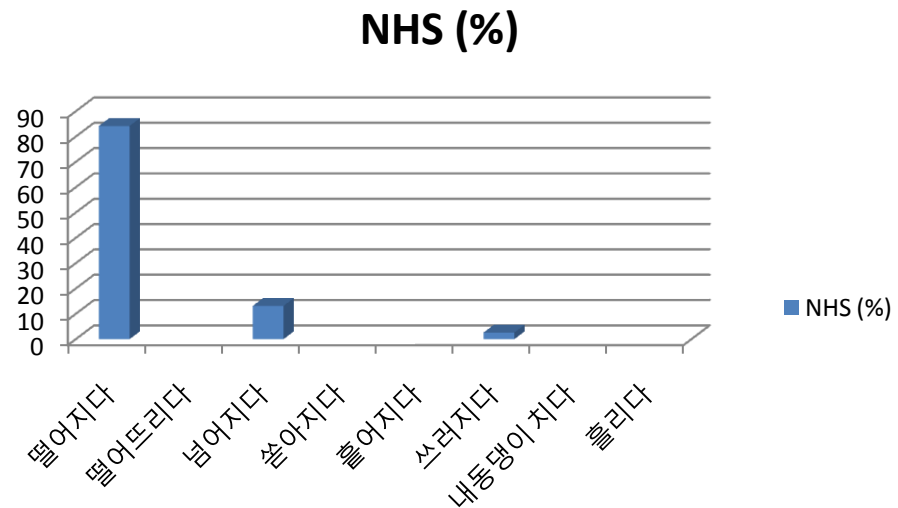
쏟아지다 (0)

흘어지다 (0)

쓰러지다 (1)

내동댕이 치다 (0)

흘리다 (0)







# Misuse

• NHS (N=16)

나가다(1)

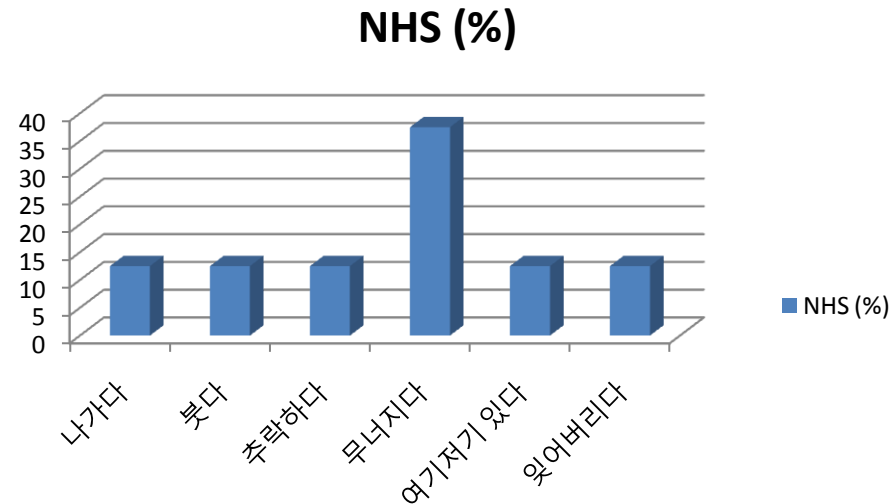
붓다 (1)

추락하다 (1)

무너지다 (3)

여기저기 있다 (1)

잊어버리다(1)





# Spilling/Falling/Dropping

• HS (N=5)

떨어지다 (11), 떨어뜨리다 (1)

넘어지다 (7)

쏟아지다 (1)

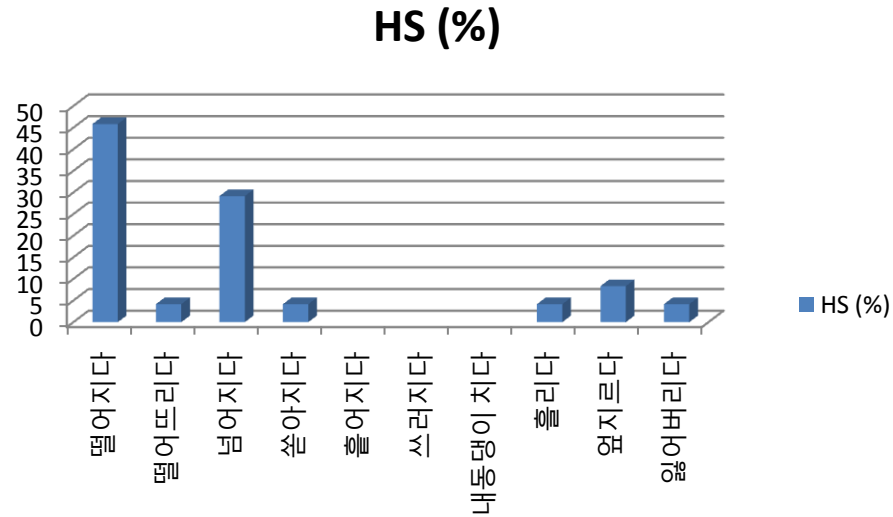
흘어지다 (0)

쓰러지다 (1)

내동댕이 치다 (0)

흘리다 (1)

엎지르다 (1), 잃어버리다 (1)



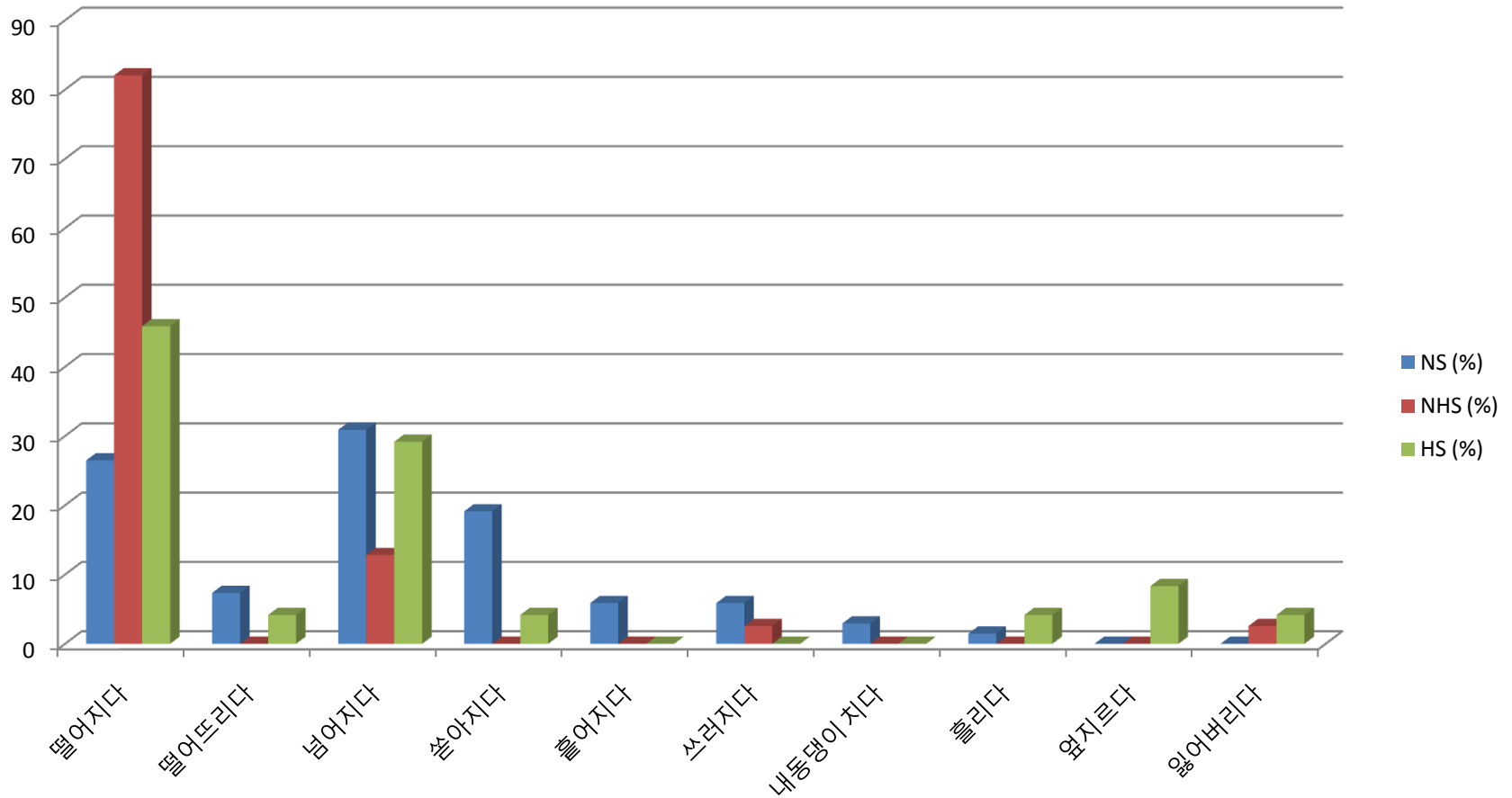


# Comparison

	NS (N=13)	NHS (N=16)	HS (N=5)
떨어지다	18	32	11
떨어뜨리다	5	0	1
넘어지다	21	5	7
쏟아지다	13	0	1
흩어지다	4	0	0
쓰러지다	4	1	0
내동댕이 치다	2	0	0
흘리다	1	0	1
엮지르다	0	0	2
잃어버리다	0	1	1
TOTAL	68	39	24



# Comparison





# *How to express a sequence: Tripping over a stone*





## *How to express a sequence: Tripping over a stone*

- NS

-(자전거가/아이가)

돌부리/바위에 걸려/부딪혀 넘어지다 (70%)

-아이가 넘어지다 (15%)

-자전거가 쓰러지다 (15%)



## *How to express a sequence: Tripping over a stone*

- NHS
  - 바위를 안 보고 충돌하다
  - 바위를 치고 넘어지다
  - 사고가 나다/일어나다
  - 돌하고 부딪히다/충돌하다
  - 돌 못 봤고 넘어지다



## *How to express a sequence: Tripping over a stone*

- NHS (Misuse)

-바위를 **맞다**

-아이들이 **추락하다**

-남자가 **무너지다**

-돌하고 **그치다**

-돌을 **충돌**하고 쓰러지다/떨어지다

-바위를 **부딪히다**

1. Collocation and use of appropriate verbs

2. Use of markers





## *How to express a sequence: Tripping over a stone*

- HS

- 돌을 부딪히고 떨어지다
- 돌멩이 부딪혀서 넘어지다
- 돌에 걸려서 넘어지다
- 돌에 부딪혀서 자전거가 넘어지다



# Story Telling Using Pictures

(Source: CARLA, UMN)





# Story Telling Using Video Clips

- Watch a video clip and tell me what happened?

Sample:

Click here

1. 

2. 





# *Story Telling Using Person Video*

- Shoot a 2-3 minute video of your/your friend's life and narrate a story watching the video
- Create a short documentary film using the personal video



# ***Pedagogical Implications***

- Discourse-based and contextualized grammar and vocabulary teaching
- Awareness of pragmatic competence and appropriateness (e.g., collocation)
- Reinforce vocabulary through various task-based activities using visual aids such as video clips and pictures



Questions?