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A TASK-BASED LESSON DESIGN TO DEVELOP KOREAN SPEAKING SKILLS AMONG UZBEK-SPEAKING UNIVERSITY STUDENTS

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Abstract. This paper examines how Korean speaking lessons for Uzbek-speaking university students can be organized around tasks with genuine communicative purposes. It reviews the Korean Standard Curriculum and research on task-based language teaching, then proposes a lesson sequence and assessment criteria suited to university learners. The sequence begins with a needs analysis and the selection of target tasks, proceeds through the use of input materials and pair or group interaction, and ends with feedback on performance. Activities such as exchanging information, conducting short interviews, and explaining a news item are designed to help learners use grammatical knowledge in context. The paper presents a literature-informed teaching design rather than results from an experiment. Its effectiveness therefore remains a question for future classroom research.

Keywords: Korean language education; Uzbek-speaking learners; speaking instruction; task-based learning; communicative competence

Introduction and method. Vocabulary and sentence patterns provide a foundation for speaking Korean. Yet recognizing a pattern does not automatically enable a learner to understand a partner's question, select relevant information, or respond to an unexpected reply. University courses need opportunities to practise speaking in situations that can also occur beyond the classroom: introducing oneself, requesting directions, exchanging views, and explaining information. This paper aims to connect these uses of Korean with a practical lesson design for Uzbek-speaking university students. Its central question is how a teacher can move from a learning objective stated in grammatical terms to a



communicative task with an observable outcome. The proposed design is intended for adaptation to a specific group; it does not assume that all students share the same goals or proficiency.

The method combines a review of published sources with instructional design. First, the speaking objectives and level-based achievement standards in the Korean Standard Curriculum are considered (National Institute of Korean Language, 2020). Second, the distinction between target tasks and classroom tasks is drawn from task-based language teaching, together with a published needs-analysis project in a tertiary Korean-as-a-foreign-language programme (Long, 2016; Chaudron et al., 2005). These sources inform examples for learners at the upper-beginner to lower-intermediate stage. No original learner corpus, error-frequency data, or achievement scores were collected. Claims about improved performance would require a separate empirical study.

Theoretical framework. The Korean Standard Curriculum sets achievement standards for listening, speaking, reading, and writing across six levels. It also organizes content with attention to topic, communicative function, and context (National Institute of Korean Language, 2020). Speaking instruction should therefore address more than sentence-level accuracy: learners need to consider whom they are addressing and what they are trying to accomplish. The CEFR Companion Volume likewise distinguishes spoken production from interaction and offers descriptors for language use in particular situations (Council of Europe, 2020). This paper draws on its performance-oriented view of assessment without equating CEFR levels mechanically with Korean curriculum levels. These frameworks support a design in which a successful utterance is judged partly by whether it helps the speaker and listener complete a shared activity.

Designing task-based speaking lessons. A classroom task asks learners to use language to reach a meaningful result. Repeating a sentence pattern may be useful preparation, but two learners with different timetables who must agree on a meeting time have to exchange information, check understanding, and make a decision. Their agreement is an observable outcome. Long (2016) argues that target uses of language



should inform the selection of pedagogic tasks, which can then be ordered from simpler to more demanding forms. Chaudron et al. (2005) describe how an analysis of learners' target-language needs informed task design in a university Korean programme. The present paper adapts those principles as a proposal for a university classroom in Uzbekistan. The proposed tasks remain examples until teachers verify that they match their own students' goals.

Needs analysis and learning objectives. Before a unit begins, the teacher can use a brief questionnaire and short interviews to identify situations in which students expect to speak Korean. Questions may ask whom they need to speak with, what they need to resolve, which written or audio materials they normally encounter, and where communication becomes difficult. For students interested in media, possible target situations include explaining a Korean headline, giving event information, or preparing interview questions. Media-related work should be selected according to actual learning needs, not imposed on every learner. A useful objective describes visible performance: for instance, 'The student can request information, confirm a partner's answer, and explain a choice between two options.' Such wording also makes it easier to design a corresponding assessment.

Lesson sequence and sample tasks. At the beginning of a lesson, students examine a short, plausible notice or listen to a recorded exchange and identify essential information. During preparation, they review vocabulary and expressions needed for the task without memorizing every turn of a dialogue. For the main task, each member of a pair receives a different event schedule. Without showing the sheet to a partner, they ask questions, find a time at which both can attend, and explain their decision. A second pair then checks whether the chosen time is supported by the information. To close the lesson, the teacher presents recurring difficulties through anonymous examples and asks students to use clearer expressions in a short repeat performance. This sequence links input, interaction, and feedback to one communicative goal.

A second task is to produce a one-minute Korean audio guide to a local event.



Groups collect the venue, time, and participation details, prepare a script for a specific audience, and make a recording. Other groups listen and ask whether the guide provides enough information to attend. In a third task, students check the source and date of a short news item or announcement, then explain which statements are verified information and which are personal opinions. These examples can connect language practice with media literacy and the students' academic setting. They are proposed instructional activities, not evidence that the activities have already improved speaking scores.

Scaffolding and the Teacher's Role. The teacher supplies enough support for students to complete a task: model questions, a small set of key words, or a prompt that clarifies the order of speaking turns. Beginners might use cards containing expressions such as 'When does it start?' and 'Could you say that again?' More proficient learners can be asked to explain reasons and seek clarification without relying on a script. Language forms that affect meaning or relationships, including particles and honorific choices, can be discussed when they arise in actual speech. Correcting every error immediately may interrupt interaction; feedback should prioritize points that obscure meaning or prevent the task from being completed. A final repeat gives learners a chance to apply that feedback.

Assessment and future validation. Assessment should consider both the outcome of a task and the interaction through which it was reached. A short rubric can address four areas. First, did the learner convey the necessary information and achieve the stated purpose? Second, did the learner respond to the partner, ask follow-up questions, and confirm uncertain details? Third, were vocabulary, grammar, pronunciation, and politeness sufficiently clear and appropriate to the situation? Fourth, could the learner reformulate information in their own words, even when a prompt was available? For each area, descriptors such as 'achieved', 'partly achieved', and 'needs further support' give more useful feedback than a single unqualified score. The teacher should explain the criteria before the task so students know what successful communication involves.

To test the effectiveness of the design, a later study could use comparable speaking tasks



before and after instruction. With participants' consent, performances could be recorded and rated against a shared rubric. Raters would need to agree on the criteria, while content completeness and interaction should be analysed separately. Task difficulty and prior Korean-learning experience should also be documented. A change in scores alone would not establish that task-based instruction caused the change; a comparison group or repeated-measures design would strengthen the interpretation. This paper includes no participants, recordings, or statistical analysis. The suggested procedure identifies what would be needed for an empirical evaluation.

Conclusion. Speaking instruction for Uzbek-speaking university students can begin with the situations in which learners actually need Korean. Teachers can divide a target situation into manageable tasks, provide relevant input and language support, and use the outcome of interaction to guide feedback on both meaning and accuracy. The information-gap exchange, audio guide, and news explanation developed here illustrate ways to translate curriculum goals into classroom activities. Their value will depend on the learners' needs, proficiency, and opportunities to use Korean outside class. Future work should refine the tasks through local needs analysis and evaluate them with systematically collected speaking data. Until such evidence is available, the paper offers a reasoned design for teaching rather than a demonstrated intervention effect.

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