A Study on Korean Language Class Observation and Analysis

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Abstract

Teachers’ ability and quality of education are highly correlated. In order to improve the quality of education, we should focus on improving the quality and ability of teachers. Rather than relying on individual teachers’ educational experience or experience, quality education should be continually discussed through systematic and scientific analysis. The purpose of this study is to explore the details of the class analysis needed to improve the quality of Korean language teaching. For this purpose, we collected and analyzed the class observation report and examined the detailed items necessary for class observation and analysis and teacher recognition of each item. In this study, we tried to analyze the data using the qualitative research program Nvivo12 and tried to approach the case study to interpret the collected observation report. As a result of the analysis, the major factors of class observation were teacher factor, learner factor, and class environment factor. The teacher factor was the most frequent item in the class observation. Among them, the teaching method factor was 74 coding and 61% frequency.

Keywords: Korean language class, Qualitative research, Nvivo 12, Class observation, Class analysis

1. Introduction

The number of learners who want to learn the Korean language is increasing all over the world, and as a result, interest in nurturing Korean language teachers is increasing. So far, a variety of programs have been established to train Korean language teachers [1]. However, when compared to the number of Korean language learners and the increasing speed of Korean language teachers, there is a lack of discussion on Korean language classes needed to improve Korean language teachers’ professionalism.

The purpose of this study is to observe and analyze Korean language classes to improve the professionalism of Korean language classes. For this purpose, the class observation report is collected to examine the details required for class observation and analysis. In addition, I want to find out what to consider to improve the professionalism of Korean language teachers.

In general, class observation is the most commonly used means of collecting, analyzing, and evaluating data related to a to improve teaching methods. In other words, class observation refers to the act of collecting data to analyze and diagnose the class [2][3]. Class observers can systematically define class activities, including behaviors and interactions,
teaching patterns, and the use of materials, based on observation tools, methods, and procedures prepared in advance. This allows for more effective lesson planning, helping teachers to change instructional behavior in a deliberate, formal, and direct manner, and in creating a curriculum that interacts with teachers and students [4].

To become an experienced teacher, you need to plan the actual course of action, and this lesson plan must include specific and realistic learning activities. Learning activities should also be structured densely in order for teachers to meet planned learning goals and prevent instruction from flowing in the wrong direction. This is true for both current and prospective teachers who are experienced in the field of education. The ability to run classroom lessons comes after an iterative process of designing and implementing lessons [5].

Classes have a complex structure and can lead to accidental and unexpected situations. Therefore, teachers need to be able to cope with various situations. In addition, systematic and specific strategies are required in the composition and teaching methods of learning contents. Korean language classrooms have more complex learning situations and structures than general classrooms due to the diverse learning objectives and native languages of Korean learners. The research questions required to conduct this study are as follows.

1) What is the main content of class observation?
2) What is your peers’ perception of class observation and diagnosis?

2. Methods

2.1. Participants

Ten participants were included in the study, and they observed and demonstrated the class demonstrations of 20 fellow teachers. The study participants majored in Korean language education and have been teaching for more than two years.

Table 1. Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female 18</td>
</tr>
<tr>
<td></td>
<td>Total 20</td>
</tr>
</tbody>
</table>

| Education background | Master’s 6 |
|                     | Doctoral course 12 |
|                     | Doctor 2 |

<table>
<thead>
<tr>
<th>Major</th>
<th>Korean Language Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic ability</th>
<th>More than 2 year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More than 4 year 9</td>
</tr>
<tr>
<td></td>
<td>More than 8 year 3</td>
</tr>
<tr>
<td></td>
<td>More than 10 year 3</td>
</tr>
</tbody>
</table>

2.2. Instrument
In this study, we attempted to analyze data using Nvivo 12, a qualitative research program, and a case study approach to interpret the collected observational reports. The Nvivo program is equipped with a data and indexing system and theoretical work functions to categorize and organize data step by step and efficiently from the perspective of the study participants [6]. The Nvivo program is useful for referencing or recalling questions or notes that researchers may have during the research process [7]. In addition, Nvivo 12 is optimized for qualitative research among current programs and is the best research tool for organizing non-uniform data and for establishing frequency and model of data [8].

2.3. Procedures and data analysis

The main factors of class observation were teacher factor, learner factor, and class environment factor. The detailed factors by major factors are as follows. The detailed factors shown as teacher factors are teacher speech, teacher attitude, teaching method, and class preparation. And the detailed factors indicated as learner factors are class participation and learning motivation. The detailed factors indicated as the class environment factors are media, materials, and class atmosphere.

Table 2. Coding

<table>
<thead>
<tr>
<th>Factors</th>
<th>Detailed factors</th>
<th>Node</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teacher’s utterance</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Teacher’s attitude</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Teaching method</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Class preparation</td>
<td>8</td>
</tr>
<tr>
<td>Learner</td>
<td>Class participation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Learning motivation</td>
<td>2</td>
</tr>
<tr>
<td>Environment</td>
<td>Multimedia and education material</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Class atmosphere</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>121</td>
</tr>
</tbody>
</table>

3. Results

3.1. Teacher

The first thing to check in class observation is how the teacher teaches the learner. Depending on the learner’s composition, a specific teaching method may be used, or a general teaching method may be used depending on the course of the lesson. In the case of Korean
language classes, in terms of language classes, we can think of the teaching process of general foreign language classes. However, in the case of foreign language classes in Korea, foreign language education has a strong character, while Korean language classes exhibit both the foreign language and the second language. Therefore, it is necessary to look at the teaching process from the viewpoint of language education based on the uniqueness of Korean language classes.

Teacher factors, which are the main factors of class observation, were the main observation items such as teacher utterance, teacher’s attitude, teaching method, and class preparation. Teacher utterance is related to the adjustment of the teacher’s voice intensity and teacher attitude is related to the teacher’s behavior during the class. In the teaching method, the method of teaching, the use of auxiliary materials and the allocation of class time were observed.

- I think I need to adjust my voice strength to do well in class.
- Teachers’ correct pronunciation and loud voices can increase students’ concentration, but too loud a teacher’s voice can reduce learners.
- Moving from place to place can be anxious to students.
- Standing far from the teacher and continuing to move the body from side to side seems to require correction.
- It is good to talk about entertainers in the introductory stage, but it does not seem to be related to the learning objectives of this unit.
- It seems that there is not enough time to perform all the activities in the use phase, and there is a lack of linkage between activities.
- There is a lack of information about listening activities in the syllabus. It is necessary to present it in the class plan.

3.2. Learner

Learner factors are related to class participation and learning motivation. In the case of class participation, learner-centered classes are often requested or the interaction with learners is emphasized. Considering that the Korean language class is for language education, the interaction between teacher and learner is an essential item for the smooth progress of class and the improvement of language ability of the learner. In addition, learners who participate in language class need to be the center of the class, that is, active participation, rather than passively. To this end, the teacher should make sure that the learner-centered class is progressed through various methods and activities.

- I was impressed with the teacher-centered class. It would be nice to have a class centered on the teacher rather than the teacher’s explanation.
- Teachers should not give explanations alone but give students a chance to answer.
- Learning motivation presented observations on the use of materials and activities required to induce interest of learners.
- The teacher induced the learner’s interest well and proceeded to the class level by using audio-visual materials [9].
- In following the teacher’s class, only the text is followed. It is a good idea to think about the different activities or methods of learning that will allow learners to become more interested and involved.

3.3. Environment
The class environment factors were related to the use of media and materials related to the use of supplementary materials and the use of audiovisual materials, and included elements of the overall mood of the class.

• The teacher used auxiliary materials to expand the vocabulary. Not only vocabulary but also explanations such as expressions and grammar should be provided.
  • It may be better to use picture material to remind students of their experiences.
  • In the introduction, the photographic materials that presented the exhibition learning and the motivation of the learners were presented appropriately.
    • It was great to lead the class slowly.
    • It was good to be trying to lead the class in a pleasant atmosphere.
    • The teacher gave a bright and lively lesson.

4. Conclusion

Classes are the sum of teaching and learning activities that occur over a unit of time. The fact that classes are conducted in unit time means a lot to teachers in terms of class management. Classes at each level according to a certain curriculum are practical and certain units that give rhythm to teachers and learners. Therefore, it can be said that the role and weight of the teacher is very large in order to maintain the organic relationship between the appropriate rhythm of teaching and the teaching and learning activities that occur over the unit time.

As the history of Korean language education is not long and teachers are trained by the rapid increase in the number of learners and the necessity of the field, there have been limitations in conducting serious discussions about the development of class expertise [9]. Recently, as the field of Korean education has stabilized, attention has been paid to the necessity of teacher re-education program and the improvement of class quality. This study attempts to observe, diagnose, and analyze Korean language classes. As a result, the class observation factors were classified into three factors: teacher factor, learner factor, and class environment factor, and teachers’ perceptions of each item were examined [10].

The process by which a teacher observes and analyzes a class and reflects on his or her class based on the results is an essential process for developing class expertise. Therefore, reflecting the results of their observation and analysis on the teaching site is a necessary process not only for the experienced teachers but also for the preservice teachers with little teaching experience.

References