Practice Teaching Experience of Prospective Korean Language Teachers

Sang-soo Kim

1 Assistant Professor, School of Do-ing, Korean Language Education Major, Tongmyong University, South Korea, kospora@naver.com

Abstract: The purpose of this study was to explore the experiences of prospective Korean language teachers in the course of educational practice through qualitative analysis. In this study, 50 reviews of Korean language education teachers were collected. The data used in this study are testimonials from prospective Korean language teachers who participated in the Korean language education practicum in the course of the academic credit bank system at the Lifelong Education Center of University. The NVivo 12 program was used for the analysis of data. As a result, the prospective Korean language teachers' thoughts on class observation, lesson plan writing practice, class demonstration, and Korean language education practice experience were examined. The Korean language education practice was conducted in the following four ways. These are theory lectures, class observation, practice writing lesson plans, and class demonstrations. Prospective Korean language teachers learn and apply the basics necessary for Korean language classes while participating in educational practice. Moreover in the process, prospective Korean language teachers learn what skills and qualities a Korean language teacher needs, and discover their shortcomings and problems. Therefore, it is necessary to train professional Korean language teachers to explore the experiences and thoughts of prospective Korean language teachers who participate in Korean language education practice.

Keywords: Teaching Practice, Narrative, Prospective Korean Language Teacher, Korean Language Education, Teacher Training

1. Introduction

The purpose of this study is to think about the possibility of providing better practicum opportunities for prospective Korean teachers. To this end, by paying attention to teachers' experiences and thoughts about Korean language education practicum, there is a need to examine what these experiences mean to Korean language educators[1].

To become a Korean language teacher, you must complete a major course. At the last stage of completing the curriculum, students take the Korean Language Education Practicum course. Then, they are equipped with the qualities required to be a prospective Korean language teacher in Korean language education.

In other words, the prospective Korean language teacher will apply the information related to various Korean language teaching practices learned in the course completion process to the educational field through Korean language education practicum[2].

Anyone who majors in Korean language education will experience education practicum. While some prospective teachers have a positive and active attitude toward becoming a Korean language teacher after practicing through good hands-on experience, others are skeptical of becoming a Korean language...
teacher by having an experience that is completely different from what they had imagined.

Therefore, looking at the various experiences that prospective Korean language teachers have in the course of practicum, it will help them grow into competent professional teachers in the future. The research questions of this study are as follows.

1. What kind of experiences do prospective Korean teachers have in educational practice?
2. What do prospective Korean teachers think about the educational practical experience?

2. Teacher Training

Teaching practice is an important way for prospective teachers to actually acquire educational activities in education. In general, this is done by participating in actual educational activities for a set period of time after completing certain subjects in the education department of a college of education or general college or a university where the teaching profession is installed[3].

Practical training provides experience to apply the principles of pedagogy in the relationship between instructors and learners in real classroom situations. In addition, it has an important meaning in that it provides an opportunity to evaluate and improve all results encountered in uncomfortable situations and classroom situations after teaching[3]. Prospective teachers need to learn teaching skills in various categories in order to apply theory to the field as well as the theoretical acquisition of what and how to teach to learners[4-6].

On the other hand, the discussion on Korean language education practice was partially addressed in the discussion about the Korean language teacher training program and the curriculum of the Korean language education major course, and there are few studies dealing with the main topic of Korean language education practice.

Sohn(2010) conducted a survey on trainees and incumbent Korean language teachers, and based on the results, suggested improvement plans for Korean language education practice. The survey respondents evaluated that the educational practice greatly helped them to understand the educational field and learners, and that the classroom practice had a positive effect on Korean language classes. However, it was revealed that when trainees plan to lead a class, they face difficulties due to lack of understanding of class progress, preparation of auxiliary textbooks and class materials, and lack of understanding of class content. Based on these results, Sohn diversified the types of educational practice and distributed credits accordingly so that the theoretical background and practical subjects necessary for educational practice, such as class demonstration, class observation, and actual class, can be diversified and managed evenly. In particular, he prepared and proposed very specific evaluation criteria for educational practice[7].

Choi(2012) proposed a revision of the Basic Law on the Korean Language after identifying the operating conditions of the entire Korean language teacher training institute and deducing problems for the purpose of preparing a plan to improve the efficiency of training and support for Korean language teachers. In this discussion, it was argued that the lack of educational practice, which includes training to learn the realities of education, was selected as a major improvement target, and that specific guidelines for the operation of the curriculum in the educational practice area should be provided, and the number of times such as for observation and practice should be clearly presented[8].

Most of the research on the practice of Korean language education so far relates to the current status and problems of the operation of the practice course for Korean language education, and the methods to solve the problem and the educational content of the practice course[9-18].

In order to train professional teachers, it is necessary to discuss subjects and programs. However, there is a limit to identifying problems and improving the prospective teacher training process only through subject and program research.

Therefore, it is important to pay attention to the various experiences of prospective teachers in the
teacher training process. Moreover, in the process, it is necessary to check when their experiences and thoughts have implications for Korean language educators and Korean language teacher training institutions.

3. Methods

3.1 Research Design

This study was intended to qualitatively analyze the experience of prospective Korean language teachers during the educational practice period through a “narrative analysis” method. Accordingly, a “narrative analysis” method was used because it was necessary to effectively examine the practical experience of the prospective Korean language teachers. Teacher educators who train prospective Korean language teachers need to pay attention to the stories that prospective teachers create in the experience of teaching. This is because teachers learn more through the practical knowledge they acquire while teaching. Therefore, to understand the teacher development process of prospective Korean language teachers, it was intended to pay attention to the situations acquired during the training and practice period. For this study, prospective Korean language teachers talked about their own experiences, and a narrative research method was applied to analyze these stories.

3.2 Research Subjects

The data used in this study are testimonials from prospective Korean language teachers who participated in the Korean language education practicum in the course of the academic credit bank system at the Lifelong Education Center of A University in Busan. Educational practice runs for 15 weeks and one semester and consists of theory lectures, class observation, lesson plan writing, and class demonstration. The practice log includes class observation reports, lesson plan writing practice material, class demonstration plans, and educational practice reviews. The analysis data used in this study were collected in the second semester of 2020 and the first semester of 2021, and there are 50 educational practice reviews included in the practice log.

Fifty prospective Korean language teachers participated in this study. They are completing the Korean language education major to become Korean language teachers, and have no field experience in Korean language education. The basic information about the research participants is shown in <Table 1> below.

<table>
<thead>
<tr>
<th>[Table 1] Participants</th>
</tr>
</thead>
</table>
| **Sex**                | Male 10  
                          | Female 40  
                          | Total 50 |
| **Age Group**          | 20s 5  
                          | 30s 12 
                          | 40s 23  
                          | 50s 7  
                          | 60s 3  |
| **Major**              | Korean Language Education |

3.3 Instrument

The purpose of this study is to examine the contents of class reflection based on the self-class observation report of Korean teachers. To this end, data analysis was attempted using Nvivo 12, a
qualitative research program, and a case study approach was attempted to interpret the collected class observation reports. Nvivo 12 is an optimized tool for organizing nonuniform data and establishing a model of data, and is useful for recalling and reporting information related to questions that researchers have in the course of research.

Using Nvivo 12, can set up nodes by dividing the contents shown in the hands-on review into main items, and the set items can be classified according to topics. Moreover in the process of writing a research report, the content necessary to explain the main items can be recalled. Nvivo 12 is a research tool optimized for qualitative research among current programs[19].

3.4 Procedures and data analysis

Korean language education practice consists of the following four parts: Theory lectures, class observation, class planning, and class demonstration. The theory lectures teach the basic concepts necessary for Korean language education and Korean language education practice. Class observation is an experience of a Korean language class while observing the class of a Korean language teacher. Writing a lesson plan teaches the steps and procedures necessary to plan and organize Korean lessons. In class demonstration, the prospective teacher plans and organizes the class and conducts the class. For this study, consent of the study participants was obtained and practice reports were collected. The experiences of prospective Korean language teachers and their thoughts on those experiences were analyzed by dividing them into class observation, lesson plan writing practice, and class demonstration. In addition, the overall opinions expressed while experiencing the educational practice were analyzed. The contents of the analysis of the experiences of prospective Korean language teachers are as follows <Table 2>.

| Class observation | Teacher attitude, Teacher's speech, Classroom atmosphere, Classroom environment, Class atmosphere, Learner's language skills, The role of Korean language teachers, Class content and method, Teacher's ability |
| Lesson plan writing practice | The necessity of writing a lesson plan, Difficulty in writing class plans, Lack of understanding of class steps, Changes in the lesson plan, Checking the problems in the lesson plan, Check the contents of the lesson plan |
| In-Class demonstration | Class preparation, The need to use auxiliary materials, Teaching method, The difference between theory and practice, Difficulty of demonstrating in class, Mistakes and regrets in class demonstrations, Confidence, Find problems through feedback, Interest in the learner's native language |
| General review | Teacher Qualities, Teaching method, Effect of Education Practice, Opportunities for educational practice, The importance of educational practice, Commitment as a teacher, Theory and field, Content of study, The future of Korean language teachers |
4. Result

4.1 Class Observation

Class observation is for prospective Korean language teachers to directly experience and observe a Korean language teacher's classes. Class observation is made at a Korean language educational institution. Class attendance is 12 hours over a period of 4 weeks. Prospective Korean teachers observe the Korean language class and prepare a class observation report. The thoughts of prospective teachers who experienced class observation were divided into Korean language teachers, Korean classes, and Korean language learners.

First, they reported that they learned about the qualities and abilities of the Korean language teacher, the method and atmosphere of the class, and the importance of the teacher's speech and attitude. Regarding the Korean language classes, it was reported that they understood the environment of the Korean language classroom, the class steps and flow, and the class contents and methods. As for Korean language learners, it was reported that they became interested in the learner's language ability, learner's reaction, and learner's language.

Watching the Korean language teachers teach, started to think about the abilities and qualities that a Korean language teacher should have. Thought that if she was Korean, could teach Korean, but turned out to be wrong.[P1]

It was difficult to observe and take notes while observing the class. It made me think about what to teach in class, in what order to teach, and how to teach. thought that it would be difficult to conduct a class according to the level of the students. While observing classes, came to think that being a Korean language teacher requires a lot of ability, and that it is a difficult job.[P7]

While observing the class, was touched by the passion, sincerity, and kindness of the teachers who teach Korean to foreign students. After left country, came to admire the teachers who gave courage and joy to students learning the Korean language and culture, and encouraged them to learn Korean well. What was a little disappointing was that thought that she could learn more if visited one teacher's class several times.[P15]

Attending class was a new experience. While observing the Korean language classes, felt a sense of duty and mission as a Korean language teacher. It was an opportunity to indirectly experience the situation and teaching methods in the Korean language education field. Writing the class observation report made me realize that the best education comes from the best teachers. Was impressed by the variety of examples of classes with different students.[P16]

While observing the class, was able to grasp the reaction of the students and the overall flow of the class. Learned that teaching Korean to foreign learners requires a lot of preparation. It was found that the flow and development of the class differed depending on the teacher's ability. Thought that would have to put a lot of effort into getting professional skills.[P23]

It seemed that it would be more helpful to observe the class if could understand the level of the students. Depending on the level of the students, the teacher's speech, class materials, and class development methods were different from teaching Korean to Korean students. Felt the need to change speaking habits, tone, and attitude that had been formed over a long period of time.[P33]

Watching the lessons of experienced Korean teachers, Realized that not only knowledge but also a friendly attitude towards students is important for teachers. It was very nice to see the students waiting and learning so that they could speak Korean well.[P37]

Observing Korean classes and writing class observation reports made think about what kind of Korean teacher would become in the future.[P41]

It could be seen that the classroom atmosphere was formed differently for each class, teacher, and
student, and according to the classroom environment. No matter how diligently the teacher prepares for the class and explains well, it is of no use if the students do not participate or concentrate. Thought that the teacher should continue to think about how to organize the content of the class according to the class atmosphere or the characteristics of the students and to increase students' participation in the class.[P44]

The class atmosphere differed according to the level of the students, and there was a difference in the students' ability to use Korean. The learners at the advanced level had a higher level of understanding than the intermediate or beginner learners, but their pronunciation and fluency were not good. While observing the class, was able to grasp the level of learners by stage and level.[P46]

What felt while observing the class was that there was a difference in the class method considering the learner at each stage. In addition, it was confirmed that students sometimes have problems such as not participating well in class or not concentrating in class. In this case, thought about how the teacher should deal with it.[P49]

4.2 Lesson Plan Writing Practice

Lesson plan writing practice was conducted three to five times, and basic matters necessary for lesson plan writing practice were presented. After writing the lesson plan and submitting it by e-mail, the professor in charge gave feedback on its contents and structure. What prospective teachers felt while writing the lesson plan can be divided into difficulties in writing the lesson plan, the necessity of writing the lesson plan, and changes in the contents of the lesson plan.

Writing a lesson plan was the most difficult task. It was hard to know what to do and how to do it because had never done it before. After receiving the professor's feedback, was able to correct any misunderstandings. In addition, learned a little about the concept of a lesson plan and how to write one. Writing the lesson plan was the most difficult task, but it was really useful and was able to learn a lot.[P1]

When wrote the lesson plan, there were not many reference materials, and it was difficult because it was first time doing it. However, iterating several times to find the missing data. Wrote it while correcting the mistakes. It felt good to receive good feedback from the professor in charge. When was writing a lesson plan, found that it was time consuming and labor intensive. It was possible to predict how much time and effort it would take for teachers who take Korean classes every day to teach. However, writing the lesson plan myself helped a lot in my future career as a Korean language teacher and gave me confidence.[P19]

It was fun because imagined myself teaching the students while writing the lesson plan. At first, it was difficult because had no experience in teaching, but learned how to write a lesson plan by referring to other materials and receiving feedback from the professor in charge. And realized that it was necessary to write one in order to conduct a good class.[P27]

Realized that the lesson plan also differs depending on the content and method of the lesson. There are still many things to fix, but relieved to know my shortcomings. And think I know how to revise it. Can do better later.[P33]

Writing a lesson plan, who had never taught Korean, was like torture. Was under a lot of stress while writing it five times. However, while looking for Korean textbooks and writing lesson plans while looking at other materials, started to remember what had learned while studying theory. Felt really good when completed the lesson plans one by one and got compliments from the professor in charge. Had the confidence and courage to do better in the future. However, writing one is still difficult.[P35]

Writing a lesson plan was really difficult. Couldn't figure out how to structure the class according to the class steps. While writing it, didn't know if what was doing was right. Little by little, learned how to write a lesson plan while receiving the professor's feedback.[P42]

After writing the lesson plan, received feedback. After feedback three times, realized what was
missing. And learned a lot about how to structure it.[P45]

While writing the lesson plan, realized that in order to teach a lesson, had to decide on a topic and be able to present and explain contents that fit the topic. Realized how difficult it is to organize an entire class in a balanced way. When was writing the lesson plan, felt that the Korean language teachers were really great.[P47]

Writing a lesson plan and receiving feedback was a very burdensome and difficult task, but it gave me an opportunity to think about how to prepare for class. While writing the lesson plan, was excited about the class demonstration.[P50]

4.3 Class Demonstration

Class demonstration was conducted once. The lesson plan was written based on 50 minutes, but the actual class demonstration lasted 15-20 minutes. After the class demonstration, feedback was given on the class composition, content, and class progress. Prospective Korean language teachers had no experience in taking Korean language classes, so there were cases where they were nervous or made mistakes during the class. In addition, there were cases where the content of the class was wrong or the method of conducting the class was not appropriate.

After experiencing the class demonstration, they mainly reported their concerns about teaching methods and the difficulties of the actual class. They also reported that they were able to identify problems revealed in their class through feedback and learned a lot from the class demonstration.

While preparing for the class demonstration, revised the lesson plan several times. Practiced reading the contents of the lesson plan. Feel like didn't do well in class because was so nervous during the class demonstration. But it was the best experience in the training practice. Learned much more while teaching. Will be able to understand better how to prepare for the class by doing the class demonstration. And after the class demonstration, was able to understand the professor's feedback.[P6]

Realized that it was necessary to learn various teaching methods in order to teach Korean well to foreign students.[P11]

Realized that the syllabus and supporting materials had prepared were lacking, and that needed to prepare a variety of auxiliary materials to help students understand better. Thought that it would be helpful to conduct a class in practice if had to study harder in theory. [P18]

During the class demonstration, unnecessary gestures and words came out, and forgot what wrote in the lesson plan. Was so nervous that couldn't explain things properly. Thought that to become a Korean teacher, would have to study more as well as get a certificate.[P20]

The content and method of the class had in mind while preparing for the class was very different when conducted the real class. After listening to the professor's feedback, realized that more preparation and effort were needed.[P29]

Thought it would be better to do more demonstrations in class. It seems that it is difficult to conduct a class proficiently with one class demonstration. What would happen if took an actual Korean class with my skills now? In order to do well in class, it is necessary to study more and work harder.[P30]

After demonstrating the class, learned how to prepare thoroughly for class.[P31]

Found that writing a good lesson plan helps to teach. And while responsibility as a teacher is important, learned that the thing lacked the most was confidence.[P34]

After watching all the class demonstrations of the teachers, prepared the class demonstration by referring to the professor's feedback. Felt that becoming a Korean teacher was not easy, and she prepared for the class. Gained confidence after receiving compliments and positive feedback from the professor for class demonstration.[P35]

After the class demonstration, realized shortcomings from the professor's feedback. And it was very
embarrassing. However, while thinking about the professor's feedback, checked the problems of class demonstration. Can do better if take the class again.[P42]

4.4 General Review

This is the overall impression of what the prospective Korean language teachers experienced and felt while participating in the educational practice. They mainly talked about the difficulties and necessity of educational practice, and explained their own shortcomings that they learned through educational practice. Furthermore, they talked about what they needed to prepare to become Korean language teachers in the future, and what kind of teachers they will become.

Educational practice is over, but it is necessary to continue studying and researching in order to become a Korean language teacher in the future.[P11]

In order to become a professional teacher in the future, thought that would have to constantly think about how to deal with various students and how to teach according to the teaching environment.[P26]

It would be better to do more class demonstrations during the Korean language education practice, because can learn a lot more while taking classes. And need to study more to become a Korean language teacher.[P30]

If given the opportunity to teach Korean, will try to use correct pronunciation and grammar. And must always think from the students' point of view and try to understand them.[P39]

After taking the educational practice, how to study Korean language. It made me think again about the attitude, qualities, and professionalism of Korean language teachers.[P43]

In order to become a professional Korean language teacher, have to think about both theory and the educational field.[P48]

Still lack a lot and need to learn more. But in order to become a Korean language teacher, want to study harder with confidence to become a professional teacher. Can teach Korean language to many foreigners living in Korea and help them.[P49]

5. Conclusion

In Korean language classrooms, learners from various languages and cultures often participate together. Therefore, it has a more complex learning situation and structure than that of general subjects. Due to this, Korean language teachers need the ability to plan and conduct lessons necessary to organize and guide the learning contents. In addition, they should be able to understand and cope with accidental and unexpected situations that may occur during class.

In the meantime, along with the quantitative growth of Korean language education, various programs have been opened to train Korean language teachers, and many such teachers have been trained. However, as the number of Korean language teachers increased, there was not enough concern about their professionalism or the quality improvement of Korean language classes.

In particular, while operating the Korean language education practice course, which is the most important course in the Korean language teacher training program, there was hardly any case of examining the experiences and thoughts of prospective Korean language teachers. Korean language education practice is related to the field of Korean language education and plays an important role in nurturing competent teachers. Therefore, it is necessary to examine what kind of experiences prospective Korean teachers have and what they think about them while conducting Korean language education practice. This is because the method and direction of the operation of Korean language education practice can be reconsidered through this process.
In this study, tried to find out what the prospective Korean language teachers experienced through educational practice and what their thoughts were about that experience. For this purpose, the thoughts and feelings of prospective teachers about class observation, class plan writing practice, and class demonstration experienced in educational practice were analyzed.

As a result, it was confirmed that although the process of educational practice is difficult for prospective Korean language teachers, it is important to learn many things necessary for the field of Korean language education through this process. It was confirmed that the prospective Korean language teachers were aware of their shortcomings in the course of educational practice and were thinking about what kind of effort should be made to supplement them. In addition, it was confirmed that it was an opportunity for prospective Korean language teachers to study and work harder to acquire the skills necessary to become professional and proficient teachers through educational practice.

The quality of education is determined by the quality of teachers. A teacher is a person who puts professional and theoretical knowledge into practice in the educational field. Therefore, it is necessary to find a way to educate prospective Korean language teachers so that they can demonstrate their expertise in the educational field. It is hoped that with this study, it will be possible to confirm the process and contents of educational practice necessary for prospective Korean language teachers. This study has limitations as a qualitative study. Therefore, it is hoped that the research results can be generalized through quantitative research.

References


DOI: http://dx.doi.org/10.20880/kler.2009..34.429

UCI: G704-SER00008633.2015.12.2.002

DOI: http://dx.doi.org/10.15652/ink.2016.13.2.001

DOI: http://dx.doi.org/10.17296/korbil.2015..61.45

UCI: G704-000315.2015..149.002

DOI: http://dx.doi.org/10.17296/korbil.2016..65.183

DOI: http://dx.doi.org/10.21716/TKFL.49.49

DOI: http://dx.doi.org/10.15652/ink.2019.16.2.199

DOI: http://dx.doi.org/10.15652/ink.2019.16.3.051

DOI: http://dx.doi.org/10.21716/TKFL.56.13