

# Reflective Class Observation of Korean Language Teachers

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## Abstract

Korean teachers observe and analyze their classes from a reflective point of view. They directly observed videos of their classes and interpret the class. Through this process, the teacher plays the role of a subject who interprets his/her class, and in the process, he/she can look at his/her class as a whole. In this study, 50 selfclass observation reports were collected, and analyzed using the NVivo 12 program. As a result of the analysis, 362 contents of self-reflection by teachers were found, and these were categorized into teacher factors, learner factors, class factors, and environmental factors. Among them, the most reflective content was on class factors. The content was about the problems and difficulties that the teacher encountered in the process of preparing and conducting the class. In order to improve a Korean teacher's class expertise and class quality, it is necessary for the teacher to view and interpret his/her own class from a reflective point of view. Therefore, it is necessary to continuously provide opportunities for class reflection so that teachers can improve their own classes.

**Keywords:** class observation, class observation report, Korean language teacher, class analysis, class reflection, narrative inquiry

## 1. Introduction

Korean language education has achieved rapid growth thanks to the explosive increase in demand by learners. This has led to issues such as diversifying learners' learning motivation, developing educational materials, and improving teaching methods, as well as nurturing professional Korean language teachers. In recent years, the stable settlement of Korean language education institutions at home and abroad and the continuous increase in the number of Korean language learners have provided an opportunity to have a positive view on the sustainability of nurturing Korean language teachers. This has led to an interest in professionalism and qualitative growth in Korean language classes (Kim et al., 2018).

In the meantime, various degree and non-degree programs have been opened to train Korean teachers, and a significant number of Korean language teachers have been produced. However, when compared with the quantitative growth of the Korean language education field or the rate of increase in the number of Korean teachers, there was insufficient discussion on the qualitative improvement of Korean language classes and the professional development of teachers who lead the classes (Kim, 2015).

Teachers often have difficulties when learners are less satisfied with their classes or when the cause of low class satisfaction is the teacher's teaching ability or teaching method. According to Kim (2018), teacher efficacy tends to no longer increase or decline after 10 years of work experience. It is established that the stage of stagnation along with stability is established after the stage of maturation, in which one becomes accustomed to the situation occurring in the classroom outside the stage of a novice teacher and the class becomes a daily routine (Kim, 2018).

Korean language classes have many difficulties because of differences in learning goals and motivations as well as the linguistic and cultural diversity of learners. Also, the teaching method and the classroom environment may be different depending on how much the Korean language teacher accepts the characteristics of the learners (Jin, 2009).

In Korean language classes, learners from various languages and cultures often participate together. It can be said that the Korean language classroom has a more complex learning situation and structure than the classroom of general subjects. Therefore, Korean teachers not only need the class execution skills necessary to organize and guide the learning content, but also the ability to understand and cope with the accidental and unexpected situations they

may face in the classroom. In order to understand the Korean language class, it is necessary to have various perspectives on the teaching phenomena occurring in the Korean language classroom and the teaching behavior of Korean language teachers.

In this study, to understand the Korean language class and to discuss its qualitative improvement and the cultivation of teachers' class expertise, the present study aims to examine the phenomenon of Korean language class and teachers' teaching behavior through the teacher's reflective experience. And through this, we intend to explore the direction necessary to improve the observation contents and teaching methods of Korean language classes.

## 2. Reflective Class Observation and Korean Language Class

### 2.1 Reflective Class Observation

**Table 1.** Korean Language Class Observation Contents

Classification	Contents
Overall structure of the class	<ol style="list-style-type: none"> <li>1. Was there a warm-up?</li> <li>2. Was the introductory dialogue appropriate?</li> <li>3. Were the data used for the introduction appropriate?</li> <li>4. Was there a presentation?</li> <li>5. Did you present the correct grammatical form?</li> <li>6. Did you give the correct grammatical meaning?</li> <li>7. Was there any practice?</li> <li>8. Did you use appropriate practice methods?</li> <li>9. Were the materials used for the exercises appropriate?</li> <li>10. Was there a use?</li> <li>11. Was the application method appropriate?</li> <li>12. Was there a follow up?</li> </ol>
Teacher Speech and Teacher Attitude	<ol style="list-style-type: none"> <li>1. Did the teacher's utterances fit the learner's level?</li> <li>2. Did the teacher use correct Korean?</li> <li>3. Was the teacher's pronunciation correct?</li> <li>4. Was the teacher's tone of voice appropriate?</li> <li>5. Was the rate of fire appropriate?</li> <li>6. Was the volume of the voice appropriate?</li> <li>7. Was the behavior natural?</li> <li>8. Did you manage your gaze well?</li> <li>9. Did you keep your distance from the learner?</li> </ol>
Interaction	<ol style="list-style-type: none"> <li>1. Was there any interaction between the teacher and the learner?</li> <li>2. Was there any interaction between learner and learner?</li> <li>3. Have you looked at the learner's reaction?</li> <li>4. Have you identified the learner's level of understanding?</li> <li>5. Was there student participation?</li> <li>6. Was the method of inducing learner participation appropriate?</li> <li>7. Were learner error correction adequate?</li> <li>8. Was the feedback method appropriate?</li> </ol>
Use of auxiliary materials	<ol style="list-style-type: none"> <li>1. Have you prepared materials suitable for the class?</li> <li>2. Have you presented the prepared materials in detail?</li> <li>3. Did you handle the prepared materials proficiently?</li> </ol>

In general, class observation is the most commonly used means for data collection, analysis, and evaluation of class processes to improve teaching 1077 methods. Class observation can be used as basic data for researching and improving teaching and learning methods, as well as having diagnostic and prescriptive functions for classes. Class observation is used interchangeably with various terms such as class consulting and class supervision. Class consulting is a process in which a class consultant diagnoses the instructor's performance level and gives advice and prescriptions based on professional standards and various materials. This enables a more effective lesson plan, helps

teachers to plan formally, and directs changes in teaching behavior, and enables a well-organized curriculum in which teachers and students interact (Song, 2015).

Rather than being a flexible and creative activity, the teacher's class activity was regarded as a scientific activity that follows an effective teaching strategy to achieve a given goal, or a technology-rational activity (Jin, 2009). From this traditional point of view, class observation is the subject of class activity evaluation. The classroom culture in the field has no choice but to focus on evaluating the class behavior of fellow teachers using an analytical and standard checklist and discussing improvement plans based on this.

This approach to class research focuses on quantitative rather than qualitative analysis, so that problems such as decontextualization based on objectivism, the tendency to standardize classes, the problem of perspective supremacy, negligence in qualitative research, and a closed nature emphasizing the structure of engineering completion appear.

(Min et al., 2018) presented the observation of Korean language classes for class evaluation by dividing them into the overall structure of the class, the teacher's words and attitudes, interactions, and auxiliary materials. This method is a class observation for class evaluation, and there is a limit to improving the quality of a class.

(Kim et al., 2019) presented items for the development of observation tools for Korean language classes by dividing them into A. Teacher's qualities and characteristics, B. Class operation, and C. Class content. The categories and detailed items of the observation tool for Korean language classes are as follows.

However, the items of the Korean class observation tool presented in Table 2 and Table 3 are standard and analytical class observation tools from a traditional point of view. Therefore, this tool has limitations in class observation for class evaluation. In order to improve the quality of the class and enhance the teacher's class expertise, rather than class observation for class evaluation, it is necessary for the teacher to interpret their own class and attempts to take a holistic approach, and for this, class observation should be made (Kwon, 2002).

Classes are a daily routine for teachers, and something they do all the time, so they often do not pay much attention. In other words, since lessons are very natural for teachers, unless they are particularly interested, reflective questions to try to find problems in their own lessons and improve their lessons do not arise anymore. If the teacher does not continuously reflect on the class and make continuous efforts to improve the class, it will be difficult for the teacher to perceive the class meaningfully, no matter how much teaching experience they have. In other words, the fact that teaching a class is a daily thing for a teacher means that it is not easy to question the class unless the teacher pays special attention to their class (Kim, 2009; Ahn, 2015).

For teachers, classes do not only function as a means or tool necessary for the educational field, but rather help the students to learn by understanding the subject and presenting what the teacher understands to the students. Teachers face their own limitations while teaching, but through this process, they provide opportunities for continuous growth and development. In other words, on the surface of the class, the teacher helps students learn, but behind the scenes, the teacher also changes and grows through the work. Therefore, in order to help learners learn and to change and grow themselves, it is necessary to constantly reflect and observe one's own class.

According to Kim (2007), representative discussions on class observation tools in foreign language education include Flanders (1960)'s Flanders Interaction Analysis Categories and Moskowitz (1971)'s FLint analysis, or Foreign Language Interaction Analysis System. These belong to methods for intensively observing verbal interactions between teachers and students. Also, along with Fanselow's (1977) Foci Observing Communications Used in Settings (FOCUS) analysis method, Ullman and Geva (1982)'s Target Language Observation Scheme (TALOS) analysis method, which are used to observe the overall activities, programs, and textbooks of a class, there is Communicative Orientation of Language Teaching by Allen & Frohlich, Spada (1984) (Kim, 2009).

(Shin 2006)'s K-COLT consists of Part A, which records class activities, participation units, and class contents that occur during class time, and Part B, which records the characteristics of linguistic interactions between teachers and learners. This observation tool is useful in that it can closely examine the teacher's feedback and questioning strategies.

**Table 2.** Korean Language Class Observation Tool

Classification	Contents
Qualities and characteristics of teachers	<ol style="list-style-type: none"> <li>1. Is the teacher's utterances well used according to the language proficiency of the learners?</li> <li>2. Are the teacher's pronunciation, intonation, volume, and speed of speech appropriate?</li> <li>3. Are the teacher's facial expressions (laughter, gaze) and gestures natural?</li> <li>4. Does the teacher create a comfortable classroom atmosphere overall?</li> <li>5. Does the teacher show respect and understanding for learners?</li> <li>6. Does the teacher come to class with enthusiasm?</li> </ol>
class operation	<ol style="list-style-type: none"> <li>1. Does the teacher encourage learners in their learning activities?</li> <li>2. Does the teacher wait for learners to do their own learning activities?</li> <li>3. Does the teacher respond appropriately to sudden questions or situations in class?</li> <li>4. Are there good teacher-learner interactions?</li> <li>5. Teachers engage in learner-centred, interactive activities (individuals, pairs, groups) of various types. Proceed?</li> <li>6. Does the teacher provide feedback (praising, correcting errors, etc.) appropriately?</li> <li>7. Does the teacher make the learners interested and participating in the class?</li> <li>8. Does the teacher conduct lessons while providing equal opportunities for all learners?</li> <li>9. Are teachers good at managing class time?</li> </ol>
Class content	<ol style="list-style-type: none"> <li>1. Are the objectives of the lesson clear and specific?</li> <li>2. Are the steps of introduction, presentation/explanation, practice, application, and finalization clear?</li> <li>3. Are teaching-learning activities naturally connected step by step?</li> <li>4. In the introduction stage, the teacher puts what has been learned in the last class at the beginning of the lesson do you review?</li> <li>5. In the introduction stage, is the content of the contextual introduction relevant to the learning objectives?</li> <li>6. Are the teacher's explanations and examples appropriate in the presentation/explanation stage?</li> <li>7. Were the practice activities clearly instructed during the practice phase?</li> <li>8. Are the practice activities appropriate?</li> <li>9. Are the tasks descriptions clear in the utilization stage?</li> <li>10. Is the task activity appropriate?</li> <li>11. Is there appropriate evaluation or confirmation at the end of class?</li> <li>12. Does the teacher check the understanding of learners at each stage of the lesson?</li> <li>13. The teacher writes on the blackboard in a way that learners can understand and fit?</li> <li>14. Does the teacher make good use of textbooks and sub-textbooks in line with the class goals?</li> <li>15. Does the teacher make good use of multimedia materials necessary for teaching and learning?</li> <li>16. A teacher uses meta-language to explain vocabulary or grammatical terms. If yes, was it appropriate to use?</li> <li>17. The teacher uses the learner's native language or a third language to explain vocabulary or grammar. If yes, was it appropriate to use?</li> </ol>

## 2.2 Korean Language Class

Research related to Korean language classes in Korean education research so far are as follows: (Kim, 2015; Ki, 2016; Min et al., 2018; Kim, 2019, Kim et al., 2019; Lee, 2020; Kim, 2021).

(Kim, 2015) analyzed the simulation class, which can be said to be the core of the “Korean language education practice” subject. Based on this, she reviewed the direction of Korean education practice and suggested improvement plans. In particular, she observed mock classes in the online curriculum, which have many practical difficulties in being conducted, from various angles, and tried to find out about Korean mock classes to enhance the competency of prospective Korean language teachers that can be applied both online and offline.

(Ki, 2016) analyzed students' perceptions about the content and method of lecture observation in Korean education practice through a survey. The perception of the contents of lecture observation was investigated by dividing it into perceptions about the lecture observation area and perceptions about the contents of lecture observation. The perception of the method of lecture observation was investigated by dividing the subject of lecture observation, the number of lecture visits (time), the lecture institution, and the lecture method. Based on the results of the survey, the main contents of this study were discussed.

(Min et al., 2018) tried to provide information necessary to conduct effective mock lessons by observing the actual mock classes of students who acquire Korean language teacher qualifications through a credit bank system and analyzing the results. According to the results of the study, the problem with the observations in the mock class is that there are many cases where the goal is ambiguous without clearly recognizing what is being taught. Also, a significant number of students did not have accurate knowledge about the content to be taught. In many cases, they were either ignorant of how to teach, or learned theoretically but did not know how to apply it in practice. In addition, there were some prospective teachers who did not understand the teacher's words and the attitudes required of Korean language teachers, and there were cases where they could not properly interact with the learners. It was confirmed that there were many cases where auxiliary materials were inappropriate to use in class, and cases where the materials could not be used properly, which could actually interfere with the class.

(Kim 2019) analyzed the class log contents of beginner level Korean teachers. The purpose of this study was to find out what was practically helpful to improve the teaching ability of novice teachers in the Korean language teacher re-education program through the analysis of the class log. Kim believes that it takes a long time for novice teachers to acquire professional teaching skills because they lack educational knowledge and experience. Therefore, it was considered that teacher education activities such as the help of experienced teachers or re-education programs of educational institutions should be continuously conducted for novice teachers.

(Kim et al., 2019) conducted a study to develop a class observation tool that can be used in the educational field for nurturing and cultivating professional Korean language teachers. They believed that class execution skills such as class organization and operation skills were essential for rethinking the professionalism of teachers, which is most closely related to the qualitative improvement of teaching and learning.

(Lee, 2020) prepared a standard for instructors to evaluate students' classes in a Korean mock class and discussed the validity of peer evaluation and how to use it. The criteria are as follows. First, it is useful to evaluate and give feedback on the mock classes of fellow students. Second, it is difficult to quantify the results of peer evaluation and use them as evaluation data. Third, peer evaluation is repeatedly conducted to provide opportunities for training.

Fourth, sophisticated evaluation papers for mock classes should be developed.

(Kim, 2021) was interested in improving the Korean language class composition and class operation ability of prospective Korean teachers, and analyzed the class guidance prepared by prospective Korean teachers to explore the composition and content of each class. For the purpose of this study, 50 Korean lesson plans were classified and explained according to the lesson construction. Through this, problems in the Korean language teacher training process were derived, and discussion tasks were presented to improve the professionalism of Korean language teachers.

Recently, some discussions have been made regarding class observation, which is a necessary process for changing the perspective on Korean language classes, improving the quality of classes in the future, and nurturing teachers with professionalism (Lee, 2016; Yook, 2019).

The purpose of Korean language class observation is to correctly understand the phenomenon of Korean language class based on the analysis data obtained through class observation, and to help teachers plan and structure more effective classes. Class observation is an essential activity for teachers' professional development, and it is an activity of collecting data to analyze and diagnose a class. Therefore, it is necessary to prepare various discussions and research processes that can collect and interpret information necessary for cultivating the quality of classes and teachers' professionalism through the observation of Korean language classes and the teacher's reflection process. The process of observing and analyzing the teacher's own class from various aspects will help the teacher to have a new perspective to interpret and understand the class phenomenon and behavior. It will also help to develop an eye for the class, identify problems and causes that occur in class, and find solutions (Song et al., 2017; So et al., 2018; Joo et al., 2019).

### 3. Method

#### 3.1 Research Procedures

In order to collect the data necessary for this study, all teachers of the Korean language institute at University A in Busan were asked to film their class at least once a semester. In order to minimize inconvenience due to filming of the class, no photography specialists or other auxiliary personnel were used, and the teachers installed a camera and recorded their own class. The class filming period was from September 2018 to December 2019, and the class subjects were chosen by the teachers themselves. In addition, we did not plan or implement a separate class for filming the class, and requested that the scene of the class be captured on video as it is. Classes were filmed once a semester, and after the class was filmed, students were asked to observe their own class videos until the end of the semester and then write an observation report about the class. No special format or content was presented for the class observation report, and teachers were allowed to observe their own classes from an objective point of view and freely write about improvements of class contents and methods and points they felt through class observation. Among the data collected in this way, 50 class observation reports necessary for conducting this study were selected as analysis data.

#### 3.2 Participant

The 50 reports of data collected for this study are based on class observation reports prepared by 36 Korean teachers. Basic information about the study participants is shown in Table 3 below.

**Table 3.** Participants

Factor	Detail	Participants
Gender	Male	2
	Female	34
	Total	36
Education background Major	Korean Language Education Master's	24
	Korean Language Education Doctoral course	12
Academic ability	More than 1 year	7
	More than 2 year	15
	More than 5 year	9
	More than 8 year	5

#### 3.3 Instrument

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 non-uniform data and establishing the frequency and model of data, and is useful for recalling and reporting information related to questions that researchers have in the course of research. NVivo 12 can set the node by dividing the contents shown in the class observation report into main items, and the set items can be classified according to the topic. And 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 (Park 2017).

#### 3.4 Procedures and Data Analysis

Through the analysis of the self-class observation reports, there were 19 first coding items, and the total number of coding was 362. All coding items were recategorized into teacher factors, learner factors, class factors, and environmental factors. As for the detailed items according to the main factors, the teacher factor includes contents related to teacher speech, attitude, and writing, and the learner factor includes details about the learner's class participation and situation. Class factors include class materials, preparation status, composition and progress, and teachers' perceptions of class improvement. It is the contents of the classroom environment in which the class takes place due to environmental factors. The number and contents of coding for each factor are summarized in Table 4 below.

**Table 4.** Coding

Factor	Detailed factors	Node	%
Teacher	Teacher's utterance	35	9.6
	Teacher's attitude	331	8.5
	blackboard writing	7	1.9
Learner	Class oarticioation	52	14.3
	Learning motivation	8	2.2
Class	Class material	8	2.2
	Class preparation	31	8.5
	Classstructure	40	11
	Class progress	135	37.2
	Class improvement	15	4.1
Environment	Classroom environment	18	4.9

## 4. Results

### 4.1 Teacher

Teacher factors include teacher utterances, attitudes, and content on writing. Among the teacher factors, reflective content on teachers' utterances appeared the most with 35 coding numbers, and it was impossible for teachers to reflect on their own utterances during class. Therefore, in the process of peering into their class through the class video, the teachers themselves often recognized the problems revealed by their class utterances. The content of the reflection related to the attitude of the teacher was also an opportunity to identify problems and reflect on the direction of future improvement by observing one's own class behavior from an objective point of view outside the classroom. In some cases, the problem of writing is related to the classroom environment, but most of the class videos allowed the teacher to recognize points for improvement by looking at the blackboard from the learner's perspective and looking at the contents of the writing.

Although the learners' answers were obtained, only duplicate or limited answers were heard, so the teacher's utterances relatively increased (R01).

Frequent repetition of the same words during lectures and I have to pay more attention to the lecturer's unnatural accent (R03).

I thought the speed of speech was being adjusted in consideration of the learner's level, but it still seems to be fast (R15).

There was a problem with repeatedly saying "Children~" and "Teacher~" in utterances during class (R28).

The teacher's explanation was central to how the class was conducted. So, although it was a speaking class, there was a lot of talk from the teacher. In order to have a good class, it is necessary to reduce the teacher's speech and increase the learner's speech (R32).

Overall, the teacher's speech was too difficult for the students. In particular, when explaining grammar, it is necessary to explain it simply and easily so that learners can understand it. It was difficult for the teacher to use the words in class. The expressions the teacher used when asking questions had grammar that beginner students had not yet learned. If you check the level of Korean grammar and students' ability to use Korean, the teacher's utterance will be a reference (R38).

The teacher seemed to move frequently in front of the blackboard to elicit the students' reaction and concentration. There is a lot of movement, so the students may feel distracted (R21).

The teacher had a habit of frequently touching their head when explaining. I didn't know much about it when I was in class. I think this is a problem that must be fixed (R32).

When explaining the content to the learner, hand gestures were not natural. I was able to confirm an incorrect posture, such as leaning against a wall (R03).

If possible, it would be better to write all the content presented to the students on the board. And the middle part of the blackboard was obscured by the school table, so it was partially invisible. Therefore, it seems that writing should be done with more consideration of the learner's perspective (R07).

When I was writing on the blackboard, I tried to write while watching the learners. But in the class video, I was still turning back and writing on the blackboard (R22).

#### 4.2 Learner

The learner factor contains a description of the learner's situation and the reflective content of the learner's participation in class. The description of the learner's situation mainly contains the contents of the learners' attendance, perception, and ability to use Korean. Regarding class participation, most of the contents reflected on the problem of learners' participation in class. In addition, in order to overcome these problems, teachers suggested ways of thinking about them themselves in the class observation reports.

The listening class was conducted in the first and second periods. Most of the students were late for class 1 and missed part of the background knowledge of the listening content. Advanced listening is difficult to understand without background knowledge. Therefore, it was difficult for students without background knowledge to understand the listening content (R12).

I am wondering if I should pay more attention to the students who have difficulty with the class content due to absenteeism and the learning gap or just proceed with the class. I took a class with these thoughts in mind, but some students did not understand the content of the class (R40).

When there are many absent students, small group activities should be conducted so that students can actively participate in class (R43).

Passive students did not practice speaking properly. Based on this experience, I need to prepare more so that passive learners can actively participate in the class (R13).

I found that students were unable to concentrate on the teacher's explanations or the presentations of their fellow students during class. Some students were reading textbooks or looking at their cell phones, but I didn't see these students very well. All students should be able to participate in class (R15).

Students participating in this class usually have low concentration and do not understand the content of the class well. So, I tried my best to help the students focus on the class while teaching. However, in the class video, this appearance seemed too distracting. I tried to focus the students with the loudness of my voice or the movement of my body. However, I need to think about more diverse ways to induce students' interest and concentration (R23).

I need to find a way to actively participate in class even for learners who are a bit slow in speaking in class and a way so that learners who wait for them will not get bored (R38).

#### 4.3 Class

Class factors accounted for more than 63% of the factors shown in the class observation report, and the number of coding was 229 out of 362. Contents corresponding to class factors include reflective content in class preparation, materials, composition, and progress. Since the behavior of class observation itself is a process of looking into the teacher's own class, it is judged that the most reflective contents about the composition or process directly related to the class appeared.

Reading class should not simply focus on vocabulary and content in the text, but understand the overall flow and topic of the text. I need to teach strategies so that I can understand the content of the text well, but I don't think I was properly prepared for the class (R09).

Students understand and respond to everyday expressions used in the introduction and conclusion. However, since the content of the textbook, which is the center of the class, is quite difficult, the teacher's effort is required from basic word explanations. Therefore, it is necessary to prepare a specific class (R24).

I was able to see my class objectively by filming the class and writing the observation report. I found students having a hard time writing in class. From a learner's point of view, I must have felt that the information I presented was somewhat lacking (R37).

To arouse the interest of learners, PPT materials with various pictures were used (R28).

Lessons will be taught using newer materials (R35).

When planning the class, the number of texts to be taught within 50 minutes was set to understand the content and related confirmation learning. It seems that a more detailed lesson plan is needed (R11).

Although it was an advanced level class, most of the students were not at the advanced level. Therefore, I thought that it would be effective to have an in-depth conversation about one topic when selecting a class topic (R30).



It is important to draw students' interest in the introduction, but it was not easy to motivate learners with topics related to various social phenomena or problems related to students. We need to think more about motivation for advanced learners (R11).

Although they are students at the beginner level, it seems that the vocabulary used in class was too difficult. When preparing for classes, it is necessary to accurately understand and prepare for the students' Korean level. I still have a lot of experience in Korean language classes, so it is difficult to understand the exact Korean level of the students. I think I can confirm this problem more clearly by watching the class video (R29).

The students were late, and the class started one-on-one with the first student. Due to the lack of time, the review was omitted and the first reading passage was learned. In the middle of the class, students came in one by one and the flow of the class was frequently interrupted, and there was a problem that the contents of the class were repeated and lengthened because the explanation had to be repeated for the students who missed the previous part (R24).

It would be good to lead the class in such a way that learners can see the material, interpret the pictures, and present them. The number of students answering questions is limited, so it seems necessary to give the students who have low concentration or other behaviors the opportunity to ask questions evenly so that they can focus on the class (R01).

While watching this class video, I thought that I should study how to make it easier for learners to understand and use various expressions. I began to reflect on the fact that I couldn't arouse interest in the students, induce answers, and teach the class with better expressions and content (R06).

I think it would be better to conduct a class so that students can see and present pictures or materials. It was difficult to conduct the class because the number of students who answered the questions was small. It is good to actively ask questions to students who can't concentrate or behave differently in class. I think it is necessary to give students an even chance to answer questions so that they can focus on the class (R09).

#### *4.4 Environment*

Environmental factors did not take up a large part of the overall class observations. The total number of coding was 18, which was 4.9%. Because the environments of educational institutions or classrooms are already familiar to teachers, there were not many cases where the problems revealed through class observation were related to the classroom environment. The contents of the report also presented problems such as the autonomous arrangement of class time, the size and heating of the classroom, and the blackboard and equipment provided in the classroom.

In class, it was difficult for learners to communicate well with each other because the seating was arranged so that learners sat with their backs facing each other (R01).

Since the classroom where classes are held is larger than other classrooms, the concentration of learners tends to be lower. A classroom that is too large also interferes with the progress of the class, so it seems that a classroom suitable for the number of learners should be selected (R13).

I think I should pay attention to the placement of the students' seats. I think the students who sat with close friends often didn't pay attention to class. It is necessary to consider both the relationship between students and their Korean proficiency when assigning seats. Also, the classrooms are small, but there are a lot of students, so it seems frustrating when conducting classes. I think it is necessary to arrange the classrooms taking into account the size of the classroom and the number of students (R20).

Because it was winter, the heater was turned on, and learners fell asleep, so they had no choice but to turn off the heating in the middle of class (R25).

If you use a projector in class, most of the blackboard is covered, so it is difficult because there is not enough space to write (R42).

Normally, students sat with their backs to other students, but this time, the shape of the seat was changed. As a result, I had a conversation with a friend next to me, and there were quite a few situations where learners spoke in their own language, but I couldn't control it properly (R48).

## **5. Discussion**

Discussions related to the teacher's class expertise should be conducted not only from a theoretical approach, but also from the classroom. Recently in the field of Korean language education there has been a discussion about class

observation and class consulting to improve class or teachers' class expertise, and in this regard, various programs are being developed and applied. However, since traditional classroom observation and evaluation methods are often aimed at improving teachers' teaching behavior or evaluating teachers, quantitative observation is performed by setting standardized analysis items. This inevitably limits the teacher's ability to accept and find solutions to the limitations and problems revealed in his/her own class, as their view of the class is rigid.

Therefore, in this study, Korean teachers became the subject of class interpretation to understand their class behavior so that they could look at their class as a whole. After collecting and analyzing a total of 50 class observation reports, we categorized the results into teaching factors, learner factors, class factors, and environmental factors, and then looked into the details of each factor.

In most of the class observation reports, reflective content related to class factors appeared the most, and there were many cases where teachers reflected on difficulties and problems encountered in class composition or course progress. In order to solve these problems, I suggested a solution direction along with suggestions about how to improve one's own class. The next most reported content of class reflection is related to teacher utterance, and it mainly reflects on problems caused by teacher utterances that are greater than learners' utterances during the course of a class, or teacher utterances that do not fit the learner's level. As for the learner factor, from the point of view of the teacher, the main worries and difficulties were about engaging the learner in class were, and there were many cases of seeking ways to solve this.

The reality is that it is difficult in many ways for someone to look into and analyze another teacher's class. In other words, the act of class observation can be a great burden for both the class observer and the subject. In order to overcome this, teachers need to voluntarily and actively participate in the process of observing and analyzing their own classes. The teacher must play an active role in the process of analyzing and interpreting his/her own class behavior and class phenomenon.

Classes are routine and very natural for teachers. However, class as a daily routine and its naturalness can act as a limit to having reflective questions about class. A process of continuous class observation and reflection is required to ensure that actions in class are not a simple daily function for both beginner and experienced teachers. In addition, questions and meanings should be given to one's own class. This series of courses not only helps Korean teachers maintain a sense of efficacy and overcome psychological exhaustion, but also improves the quality of Korean language lessons. It can help improve the system and foster the professionalism of teachers.

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