A Study on The Requests of Students and The Aspects of Teachers' Acceptance during the Korean Phonology Classes

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I. Introduction

What are the students thinking during the phonology classes? Identifying the students' requests during the phonology classes provides the feedback informations of the current Korean phonology education and the shortcomings of textbooks currently in use.

Preceding studies that have identified students' questions and requests for phonology lessons include Kim et al. (2007), Choe (2012), Oh (2013), and Park (2014). Choe (2012) exemplified students' ideas of phonology education through their homepage diaries and comments, but it is hard to say that a systematic survey has been conducted. Oh (2013) surveyed the students' feelings and complaints after the phonological classes, but the survey was broad and rough. It confirmed only comprehensive responses such as "There are many things to memorize" and "The contents were difficult." Kim et al. (2007) and Park (2014) conducted detailed surveys, but the focuses were on checking whether students understood the grammatical terms. Hence, the study on requests of students during the phonology classes is not specific.

In this study, students were given notes (open-ended questions) during the phonology classes so that they could write down their demands immediately when they came up with their demands. These

notes provided a direct understanding of the needs of the learner. Later, teacher interviews were conducted to investigate whether the teachers empathized with the requests and to analyze the reasons why it was unacceptable if teachers were unable to accept the requests.

II. Participants and Methods

1. Student survey

The subjects of the study are learners of 'Reading and Grammar' in their third year of high school. The research was carried out by dividing it into preliminary and main surveys.

The preliminary survey collected the requests of students by distributing open-response questionnaires during the high school phonology classes, and similar responses were gradually aggregated to reduce the number of answers. The aggregated requests were organized into survey questions and distributed during the high school phoneme unit class to identify the priority of the demands.

Table 1. Methods, period, and participants of student surveys

	Methods	Period	Participants
Preliminary survey	open-response questionnaire	2014. 3	175 students in the third grade of J Girls' High School (Seoul)
Main survey	Scale and Checklist Questionnaire	2016. 3	98 students from K High School (Seoul)
		2016. 5	126 students from M High School (Seoul)

The preliminary survey was conducted anonymously so as not to worry about the teacher's attitude toward the response, and the survey was as follows.

"What suggestion can you give us for informative and entertaining phonology teaching or for improving grammar textbooks?"

Questionnaires with this question were distributed before every class begins and freely recorded during class before being gathered immediately after class. This allowed their memories to be recorded before they faded.

The preliminary survey was conducted to receive as diverse requests as possible from learners because it is a survey to construct the main questionnaire. Besides, since it was a open-response questionnaire, sincere respondents were required while being able to recognize their requests and express them in writing. In this regard, third grade students from J Girls' High School participated.[1]

Data were collected during each of the six periods in four classes (44 students per class). Lessons on phoneme system were given for the first and second periods, phoneme variation for the third and fourth periods, and learning activities for the fifth and sixth periods. Two hundred seventy-three questionnaires were collected, and sixty-five requests were collected in them. After open-coding each request with a short name, concepts were reduced and categorized by grouping them into similar ones. Among those, the most comprehensive requests were chosen and organized into 27 questions of the main questionnaire.

Due to personal reasons of the researcher, the primary survey was conducted two years later. The 27 questions(requests) were to be checked only if they had been felt. The contents of the questionnaire

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1   A comparison of academic achievement was obtained from the college admissions consultant's blog (https://blog.naver.com/hmentor/70180773084). In the results of the National Assessment of Educational Achievement, the top 10 high schools in Seoul were all girls' high schools and nine of them were private schools, compared to the average ratio of students with more than average achievement in three subjects: Korean, English, and math. In this regard, third-year private girls' high school students were targeted. J Girls' High School ranked 18th among 200 general high schools, and 90.7 percent of students with an average of more than average three subjects.

are as follows.

Table 2. Student requests questionnaire

These are requests you can feel for phonology classes and textbooks.
Please check(☑) what you felt in class.

<Requests for phonology classes and textbooks>
1. Correct the wrong knowledge of the textbook.
2. Detailed descriptions of grammatical terms in the textbook.
3. Tell us the grammatical terms in the original language.
4. Make up for the missing contents of the textbook with a handout.
5. Explain the exceptions of phonological processes.
6. Show the meaning of grammar terms (stem, ending, root, affix) at the side wings of textbook pages.
7. Explain phonological processes also from a diachronic perspective.
8. If there are many different grammar theories, please explain them also from a different perspective than the textbook.
9. Symbolize the written explanation. (○+◇→△)
10. Show me a summary table of phonological processes.
11. Give a lot of examples of phonological processes.
12. Classify examples of phonological processes in hyperonyms.
13. Pronounce words in standard pronunciation.
14. Give us a fun lesson with funny pronunciation and imitation of baby pronunciation.
15. Personify consonants, vowels, etc. into 'he, she'.
16. Provide us with repetitive learning.
17. Tell me how to memorize using initial consonants.
18. Give us exercise questions or quizzes.
19. Let the student try the pronunciation himself.
20. Let us discuss pronunciation with friends first.
21. Let us compare classical and modern literary works and find the phonological changes.
22. Let us practice transcription of pronunciations.
    (e.g. [dapttapada])
23. Prepare pictures, photographs, cartoons, videos, three-dimensional oral models, and mirrors that show the position of the tongue or the shape of the lips.
24. Teach us related to other units such as morphology.
25. Compare and contrast with other languages.
26. Explain phonological processes in relation to dialects.
27. Include Korean spelling, standard language rules, Romanization, and foreign language notation as appendices.

Student participants were selected according to the criteria below. According to the result of the National Assessment of Educational

Achievement conducted in November 2015, 77% of high school students were in average level or higher. The results of the National Assessment of Educational Achieve- ment were searched on the website (www.schoolinfo.go.kr). Two general high schools were selected, in which 70 to 80 percent of students had average or higher grade in Korean language scores, and 60 to 80 percent of students had average or higher grade in English and math.

The main purpose of this study is to prioritize the requests according to importance. The concept of 'item difficulty' was borrowed and the results were analyzed by classifying each question into five levels.

Less than 20% checked: Very unimportant requests
20-40% Checked: Unimportant requests
40-60% checked: Normal requests
60-80% Checked: Important requests
More than 80% checked: Very important requests

2. Teacher survey

The quantitative research for teachers was conducted to determine the degree of empathy for students' requests and the causes of disacceptance. A total of 61 teachers were selected by gathering 12 teachers from three schools participating in the quantitative study of students (two from K high schools, seven from M high schools, and three from science high schools) and 49 teachers from other general high schools (11 from Gangnam-gu, 15 from Gwanak-gu, 1 from Dongdaemun-gu, 4 from Mapo-gu, 1 from Songpa-gu, 9 from Eunpyeong-gu, 6 from Jongno-gu and 2 from Jungnang-gu). The survey period was from March to May 2016. It was in one month after the last session of phonology classes. Twenty-seven requests, the same as the student questionnaire, were checked for their empathy.

Table 3. Teacher empathy questionnaire

	Students' requests for phonology classes and textbooks	empathy	
		yes	no
1	Correct the wrong knowledge of the textbook.		
2	Detailed descriptions of grammatical terms in the textbook.		
	(Same as student survey items below)		

3. Teacher interviews

Teacher interviews were conducted to examine teachers' percep-tions of students' requests. Participants were selected according to the maximum variation sampling. Variation was based on whether they majored in grammar education at graduate school, whether they had less than three years of teaching experience or more than seven years, and whether they were in charge of 'grammar' subject for that semester. 2*2*2=8 and at least 8 people had to be investigated.

Four teachers(teacher code S, M, I, and C) were selected who agreed to further interviews after the quantitative survey and were suitable for the maximum variation sampling. Three teachers (D, K, and H) participated in interviews, who did not participate in quantita-tive research but had received master's degrees in grammar education. And one teacher (Teacher Y) was selescted who was not in charge of 'grammar' subject for that semester, did not have master's degrees in grammar education, and has more than seven years of experience.

Table 4. Participants in the teacher interview research

case	code	gen-der	age	teaching experience	major	graduate school major	in charge of 'grammar' in that semester
1	I	F	29	2.6 (year)	Korean Language Education (=KLE)	No	Yes

2	D	M	28	4.5	KLE	Yes	Yes
3	K	F	31	7.0	KLE	Yes	No
4	S	M	52	26.6	KLE	No	Yes
5	M	M	26	2.0	KLE	No	No
6	H	F	34	8.0	KL & Literature	Yes	No
7	Y	F	41	17.0	KL & Literature	No	No
8	C	M	42	11.0	KLE	Yes	Yes

The places where the research was conducted were the participants' schools, quiet coffee shops, etc. The interview was a semi-structured one, and the conversation was recorded and transcribed. The question is as follows.

"This is a list of requirements for phonological classes and textbooks by high school students. Please tell me your opinion on this and your experience in the class."

III. Results

1. Results of student survey

1) Priority of the students' requests
The ranking of demands that high school students feel during phonology class was as follows.

Table 5. Ranking of priority of the students' requests

rank-ing	request	ratio	degree of importance
1	Q5. explanation of the exceptions	61.6	Normal requests
2	Q6. presentation of the meaning of grammatical terms at the side wings of textbook pages	56.4	
3	Q11. a lot of examples	53.1	
4	Q10. a summary table	48.8	
5	Q17. mnemonics	44.5	
6	Q2. detailed descriptions of grammatical terms	44.1	
7	Q9. symbolization (○+◇→△)	41.3	
8	Q8. explanation from a different perspective than the textbook.	40.3	
9	Q27. Regulations of Standard Korean Language as appendix	39.8	Unimportant requests
10	Q12. classification in hyperonyms	38.4	
11	Q16. repetitive learning	35.1	
12	Q18. exercise questions or quizzes	34.1	
13	Q4. making up for the missing contents with a handout.	32.7	
14	Q22. practice of pronunciation transcription	29.4	
15	Q23. pictures, photographs, videos, mirrors	26.0	
16	Q26. relation to dialects	25.6	
17	Q14. funny pronunciation	24.6	
18	Q21. comparing classical and modern literary works	20.9	
19	Q24. relation to morphology.	19.9	Very unimportant requests
20	Q19. letting the student try the pronunciation himself	19.0	
21	Q25. contrast with other languages	19.0	
22	Q3. terms in the original language	18.5	
23	Q7. a diachronic perspective	15.6	
24	Q13.teacher's standard pronunciation	15.6	
25	Q20. discussion with friends first	13.7	
26	Q15. personification of consonants and vowels	12.7	
27	Q1. Correction the wrong knowledge of the textbook	2.4	

The number of requests above 'normal' level was eight. There were many requests for explanation of exceptions to phonology processes, requests for basic terms and abundant examples. Students want to understand their knowledge by patterning it, but exceptions make it difficult to pattern it, and they suffer from lack of examples to use as data. The high ratio of Q6 indicates that it is suffering from a lack of basic knowledge.

In addition, the students' requests for arrangement, such as tables, symbols and mnemonics, were the "normal" level.

2) The degree of teachers' empathy for the students' requests

Teachers were empathizing with the requests of students much more than they were demanding. The phenomenon seems to have occurred because the questionnaire did not ask whether teachers actually put the ideas into action, but merely asked whether they empathized. It may also be because when comparing the positions of teachers and learners, teacher are more actively concerned as a communicator who knows the contents of the course.

Table 6 shows the ranking of which student requests teachers empathize more with.

Table 6. the degree of teachers' empathy for the students' requests

rank-ing	request	empathy ratio
1	Q6. presentation of the meaning of grammatical terms at the side wings of textbook pages	96.7%
2	Q5. explanation of the exceptions	90.2%
3	Q11. a lot of examples	86.9%
4	Q2. detailed descriptions of grammatical terms	83.6%
5	Q18. exercise questions or quizzes	82.0%
5	Q19. letting the student try the pronunciation himself	82.0%
7	Q4. making up for the missing contents with a handout.	78.7%
7	Q16. repetitive learning	78.7%

9	Q27. Regulations of Standard Korean Language as appendix	77.1%
10	Q24. relation to morphology.	75.4%
11	Q1. Correction the wrong knowledge of the textbook	70.5%
12	Q23. pictures, photographs, videos, mirrors	67.2%
	Q9. symbolization (○+◇ →△)	67.2%
14	Q13.teacher's standard pronunciation	63.9%
15	Q7. a diachronic perspective	62.3%
	Q20. discussion with friends first	62.3%
	Q10. a summary table	62.3%
18	Q12. classification in hyperonyms	60.7%
19	Q17. mnemonics	57.4%
20	Q21. comparing classical and modern literary works	50.8%
	Q26. relation to dialects	50.8%
22 ~27	Q3, Q22, Q8, Q25, Q15, Q14.	less than 50%

First ranked Q6, secondly ranked Q5, thirdly ranked Q11, and fourthly ranked Q2, also ranked No. 2, No. 1, No. 3 and No. 6, respectively in the students' request ranking. In other words, both teachers and students thought they needed them the most. Four requests(Q6, Q5, Q11, Q2) are very related to learning content knowledge, indicating that there is a high demand for subject matter knowledge(SMK).

3) Why teachers disaccept students' requests

The interview investigated the reasons why teachers did not accept or fail to accept students' requests. 'Very unimportant requests'(Q1, Q3, Q7, Q13, Q19, Q20, Q24 and Q25) were excluded from the interview questions.

The teacher refused or failed to accept the student's requests. The reasons for refusing to accept students' requests were because of the

values below.

Firstly, teachers think that it is too much to learn the contents of textbooks considering the low level of students' average ability. And teachers also believe that students do not need to know anything other than textbooks. Examples include 'Q4. making up for the missing contents with a handout', 'Q8. explanation from a different perspective than the textbook.' and 'Q21. comparing classical and modern literary works'.

Secondly, teachers think that it is desirable for students to learn by themselves. Examples include 'Q9.symbolization ($\bigcirc + \diamondsuit \rightarrow \triangle$)', 'Q10. a summary table', 'Q16. repetitive learning', 'Q21. comparing classical and modern literary works', 'Q22. practice of pronunciation transcription'.

Thirdly, teachers think that memorization, symbolization, and simple repetition are far from understanding principles. Examples include 'Q9.symbolization ($\bigcirc + \diamondsuit \rightarrow \triangle$)', 'Q10. a summary table', 'Q16. repetitive learning', 'Q17.mnemonics using initial consonants'.

Fourthly, teachers think that the requests have low educational importance or not related to the CSAT. Examples include 'Q14. a fun lesson with funny pronunciation', 'Q28. relation to dialects'.

Fifthly, teachers think that the learning methods that students require are not efficient. 'Q23. Prepare pictures, photographs, cartoons, videos, three-dimensional oral models, and mirrors that show the position of the tongue or the shape of the lips.' is such an example. Teachers think that the physical sense students feel when they make articulation is important, and that what they can see in the mirror can be seen also through a demonstration by a teacher.

Teachers are unable to accept students' demands for the following reasons.

Firstly, there is not enough time to progress in class. Examples include 'Q2. detailed descriptions of grammatical terms', 'Q5.explanation of the exceptions', 'Q6. presentation of the meaning of grammatical terms at the side wings of textbook pages', 'Q11. a lot of examples

of phonological processes', 'Q16. repetitive learning', 'Q18. exercise questions or quizzes', 'Q22. practice of pronunciation transcription'.

Secondly, teachers lack knowledge or memory of phonology. Examples include 'Q2. detailed descriptions of grammatical terms', 'Q5. explanation of the exceptions', 'Q6. presentation of the meaning of grammatical terms at the side wings of textbook pages', 'Q8. explanation from a different perspective than the textbook'.

Thirdly, students' requests require excessive effort and stamina from teachers. Examples include 'Q9. symbolization (○+◇→△)', 'Q12. classification in hyperonyms', 'Q21. comparing classical and modern literary works', 'Q27. Regulations of Standard Korean Language as appendix'.

Fourthly, it is difficult for teachers to reach an agreement with their fellow teachers on the additional teaching materials. Examples include 'Q11. a lot of examples of phonological processes', 'Q16. repetitive learning', 'Q18. exercise questions or quizzes'. If a teacher comply with these requests, other class students may complain, "Why don't you give more information to our class when the other class teacher has taught them additionally?"

Fithly, some teachers do not even know that those demands exist. Examples include 'Q6. Please show the meaning of grammar terms (stem, ending, root, affix) at the side wings of textbook pages', 'Q9. symbolization (○+◇→△)', 'Q10. a summary table'

IV. Discussion

The most desired requests of high school students in phonology class were explanation of exceptions of phonological processes, description of morphological terms such as 'stem, ending, root, affix', a lot of examples of phonological processes, summary tables, mnemonics etc. The reason why students are curious about exceptions of phonological processes is probably because the pronunciation of the

double consonant is different from the actual pronunciation, which makes it difficult to memorize. The reason why students want to know the concepts of morphological terms seems to be because they learn phonology units before morphological units. What's unusual is that students are also curious about views other than textbooks, which should be analyzed later.

In short, students needed abundant background knowledge, examples, and summary skills. In reality, however, with the reorganization of the curriculum aimed at reducing the amount of learning, the tendency to provide only context-free, reduced knowledge is increasing.

So how should textbooks and teachers change to meet these demands?

1. What textbooks need to change

Firstly, textbooks should provide sufficient explanations and examples of grammatical terms so that they can fully solve learners' lack of kwnoledge, using either side wings of pages or footnotes. If they have enough class time, it would be better to make all the knowledge to solve the difficulties of phonology education into text or learning activities. However, there is a possibility that the amount of learning will increase if all of these knowledge is made into educational content. This contradicts the realistic demand of 'reducing the amount of learning'. Therefore, in order to reduce the learning burden for students, the total amount of phonetic education content should not be increased, but knowledge should be provided as an incidental part (side wing, footnote).

Secondly, textbooks should provide summarized materials (a summary table, symbolization, classification of use of higher words) to address demands that require excessive effort and stamina of teachers.

Thirdly, in unit order, morphology must be presented before pho-

nology. Requests arising from not knowing morphological terms(such as Q6) can be resolved by adjusting the order of unit in the composition of textbooks.

Fourthly, it is difficult to accept Q27 literally because it is difficult to include Korean spelling, standard language regulations, Romanization, and foreign language notation in the appendix of the textbook. It can be replaced by attaching a link to the National Institute of Korean Language in digital textbooks.

2. What teachers need to change

Firstly, if the values of teachers run counter to the needs of students, teachers need to look back on their own values from the students' point of view. For example, students demand deep and abundant knowledge, but teachers do not explain because they think it difficult for students to learn the contents of the textbooks and they do not think students need to know anything other than the textbooks. And students want summarized materials, mnemonics, and repetitive classes, but teachers do not accept their demands because they think it is desirable for students to summarize by themselves or because memorization and repetition that are far from understanding principles are meaningless.

Secondly, teachers must study themselves steadily to develop their educational abilities. In order to prevent teachers from not accepting student demands due to lack of knowledge or memory, teachers should increase their knowledge of phonology, morphology and syntactic theory. They should attend teacher training sessions and should conduct a feedback survey on students to know what students want.

3. What education authorities and scholars need to change

Education authorities and scholars should provide conditions for teachers to solve the difficulties of grammar education.

Education authorities should consider securing enough time for grammar classes to improve the quality of grammar education. This is because there are many demands that cannot be accepted due to lack of time for progress.

Scholars should study what knowledge students demand but teachers do not have, and should present their findings to teachers. Byeon (2020) and Shin and An (2020) show this trend. However, there are not many studies that analyze the direct connection between students' needs and teacher knowledge, such as Lee (2018).

V. Conclusion

Students seem to have no questions or interests during class. But students think very actively in their minds. If the propositional knowledge is different from what they understood, they try to find patterns of their knowledge and to find out the reasons by recalling their experiences or by practicing. In other words, through the process of assimilation and accommodation that Piaget mentioned, they are constantly striving to internalize and embody the propositional knowledge into their own.

In order not to frustrate this positive motivation of students, all the subjects surrounding grammar education should work together. If education authorities, Korean language education scholars, publishers and teachers implement the solutions presented in the "IV. Discussion", teachers and students would be able to take grammar lessons with more expectant and enjoyable minds.

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ABSTRACT

A Study on The Requests of Students and The Aspects of Teachers' Acceptance during the Korean Phonology Classes

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The purpose of this study is to investigate the requests students feel during Korean phonology classes and to find out the reasons why teachers don't or can't accept the requests of students during the Korean phonology lessons.

The biggest request of the students is the explanation of the exceptions of phonological rules, more detailed descriptions of morphologic terms, more examples, and a summary table of phonological processes are the next. The reasons why teachers don't accept the requests are the low level of the students' ability, reject of meaningless memorization, preference of students' independent study. The reasons why teachers can't accept the requests are insufficient time for textbook progress, lack of grammatical knowledge, unawareness of the students' requests, necessity of excessive effort, disagreement of colleague teachers.

If the values of teachers conflict with the needs of students, teachers should look back on their values from the perspective of students. In some cases, teachers want to accept students' demands, but they can't. To prevent such cases, textbook publishers, educational authorities and scholars should provide teachers with conditions to meet their students' needs.

KEYWORDS   Phonology education, Phonology unit, Phonological process, Students requests, Grammar education