

A Study on Korean Language Teachers' Perceptions about Fairness Education

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I. Significance and Purpose of the Research

The purpose of this study is to analyze the perceptions of Korean language teachers regarding ‘fairness’ education, a concept covered in Korean language education. Rooted in political philosophy, fairness has been primarily perceived as a normative practice and a value to be pursued in the field of media (Kim, 2016, p. 58). The complexity of this concept is evident in the various sub-concepts that have been previously discussed. Kwon et al. (2015, p. 33) analyzed the sub-concepts of fairness, proposed representative concepts, and discussed its structure. Kim (2020) presented the sub-concepts of fairness in journalism as ‘accuracy,’ ‘balance,’ ‘neutrality,’ ‘diversity,’ and ‘appropriateness,’ which have garnered scholarly attention.¹

1 The meanings of the sub-concepts proposed in this study can be summarized as follows:

- Accuracy: Avoidance of conclusive reporting in the absence of proven truth.
- CBalance: Ensuring quantitative balance in a state where diversity is guaranteed.
- Neutrality: Exclusion of subjectivity and assurance of qualitative equality in a state where balance is guaranteed.
- Diversity: Inclusion of opinions and perspectives from all relevant areas based on factual reporting.
- Appropriateness: Avoidance of excessive personal reporting and focus on reporting

Jo et al. (2019) and Choi and Kim (2022) conducted notable studies on fairness in Korean language education. In Jo et al.'s (2019) study, the components of fairness in the genre of broadcast language were broadly established as 'balance,' 'neutrality,' and 'diversity.' Choi and Kim (2022) elucidated the substructure and relationships of fairness concepts and specified criteria for evaluating the fairness of texts without restricting the scope to a specific genre. As previously mentioned, research on fairness in Korean language education is slowly accumulating, but is not yet sufficient. The current situation indicates that the research continues to linger in conceptual discussions and theoretical reviews.

In this context, the newly established 'Media' domain in the revised 2022 Korean language curriculum demonstrates the potential for expanding fairness education beyond its previous focus on critical understanding of argumentative texts. However, for such changes to be successfully integrated into the actual educational landscape, it is crucial to consider educational stakeholders, especially teachers, who play key roles in understanding educational content and structuring lessons. It is essential to consider how teachers perceive the concept of fairness and the realities of fairness in education. Understanding this can help reduce the gap between well-formulated curricula and the actual educational environment, enabling the effective and stable implementation of fairness education.

Chapter II explains the methods used to collect and analyze the teacher perception data. Chapter III categorizes and describes the patterns of teachers' perceptions of 'fairness education in Korean language education' and 'teachers' perceptions of learning activities related to fairness. Finally, in Chapter IV, the discussion concludes by proposing points for an educational discussion on fairness education based on the interpretation of the research results.

closely related to the topic.

II. Research Participants and Method

1. Research participants

In this study, a survey on the concepts of ‘fairness’ and general education was conducted among ten secondary school teachers between June 26 and July 7, 2023. The participants were five middle-and five high-school teachers.² When selecting research participants, efforts were made to ensure diversity in terms of school level and teaching experience. This was conducted because the concept of ‘fairness’ is addressed in the curriculum of middle and high school Korean language education, and it is important to understand how teachers

Table 1. Participant information

Serial number	Teaching experience	Current school level	Highest education
M-1	2 years 4 months	Middle school	Bachelor's degree
M-2	6 years		Master's degree
M-3	8 years		Bachelor's degree
M-4	13 years		Bachelor's degree
M-5	4 years		Bachelor's degree
H-1	11 years	High school	Master's degree
H-2	14 years		Bachelor's degree
H-3	7 years		Bachelor's degree
H-4	11 years		Bachelor's degree
H-5	11 years		Bachelor's degree

- 2 This study aims to qualitatively analyze the patterns of teachers' perceptions, and for this purpose, a convenience sampling method, commonly used in qualitative research targeting a small number of participants, was employed to select the participants. The study does not analyze the differences in perceptions between middle school teachers and high school teachers.

perceive the evolving nature of the concept of ‘fairness’ in education, especially with changes in the curriculum. Table 1 provides specific details of the research participants.

2. Research method

1) Questionnaire structure

To comprehensively examine the perceptions of Korean language teachers, survey questions were categorized into two dimensions: ‘Perceptions and Necessity of Fairness Education in Korean Language Education’ and ‘Perceptions of Learning Activities Related to Fairness.’ Table 2 presents the list of questions in the first category.

Table 2. Questions related to ‘Perceptions and Necessity of Fairness Education’

<ul style="list-style-type: none">- The necessity for addressing ‘fairness’ in Korean language education- The current reality of fairness-related lessons in school Korean language classes- Factors to consider when concretizing the concept of ‘fairness’ in educational content- Topics related to ‘fairness’ covered in the revised Korean language education curriculum in 2015 and 2022

The questions were formulated to draw the attention of participating teachers to the concept of ‘fairness’ as educational content. This was to not only highlight the educational necessity based on the concept of ‘fairness’ but also to gather diverse opinions on fairness education. Subsequently, to delve more specifically into teachers’ ‘Perceptions of Learning Activities related to fairness’ in educational settings, achievement criteria³ related to ‘fairness’ in the revised 2015

3 In the revised 2015 Korean language education curriculum, the concept of ‘fairness’ scarcely appeared, primarily in the areas of ‘debate,’ ‘argumentative writing,’ and ‘critical reading,’ where argumentative methods were evaluated and judged as one of the criteria (Choi & Kim, 2022, p. 247). However, in the 2022 revised Korean language education curriculum, the scope of ‘fairness’ is expanded to media educational content. The achievement criteria also indicates an attempt to explore various facets of ‘fairness’ educationally, beyond the simple conceptualization of ‘not adopting biased attitudes,’ extending to the expression aspect and societal-cultural dimensions.

and 2022 Korean language education curriculum were presented. Additionally, two examples of learning activities⁴ related to this matter were provided. Furthermore, teachers were encouraged to analyze this in a flexible manner, considering the anticipated learner levels, difficulty of learning activities, and fairness of the text.

For the first learning activity, examples mentioning ‘fairness’ from the <Language and Media> textbook were selected, and further details will be explained in Section 3.2.1. The second learning activity was designed to reflect on various aspects of fairness by incorporating the results of previous research on Korean language education. In this process, the discussion by Jo et al. (2019), which concretizes the judgment criteria for the fairness of text, was referred to, supplemented by Choi and Kim (2022).⁵ In particular, considering that the importance of the sub-criteria for fairness is not always equal, the implementation was designed to consider the focused aspects of fairness, depending on the genre-specific characteristics of the text.

2) The response analysis process

The survey was conducted in writing, and interviews were carried out in cases where additional clarification was needed. The responses to each survey question were analyzed and comprehensively categorized using the constant comparison method. This method is a qualitative research approach in which answers to research ques-

4 Specific examples of learning activities are provided in the <Appendix>.

5 Specifically, ‘balance,’ ‘neutrality,’ and ‘diversity’ were considered as judgment criteria for fairness. It was emphasized that these criteria should aim for ‘appropriateness’ and ‘justice.’ Additionally, while ‘accuracy’ is a fundamental element for fairness, it was excluded during the implementation of learning activities, considering that it is already covered in the existing curriculum under the concept of ‘reliability.’ In particular, terms that might be challenging for learners, such as ‘contextual neutrality,’ were avoided, and terms like ‘fair content,’ ‘fair expression,’ and ‘balanced attitude’ were used. Furthermore, considering instructional and learning factors such as activity volume and learner levels, the judgment of the fairness of the text was divided into content and expression aspects.

tions are sought from within the research data. This process involves organizing the collected data into units that can be interpreted, separating them, and identifying patterns hidden within the data (Bogdan & Biklen, 2007). This method also serves as a foundation for the grounded theory analysis. Table 3 presents the data analysis process following the constant comparison method.

Table 3. Analysis stages following the constant comparison method⁶

Category verification	Compare the constructed categories with the pre-coded raw data, verify and modify categories
↑	↑ Iterative comparison, inductive process
Categorization	Classify coded data into categories and sub-properties
↑	↑ Iterative comparison, deductive process
Open coding	Mark and name data relevant to the research problem

Tables 4 and 5 partially present the researchers’ collaborative process of analyzing teachers’ responses in the ‘open coding’ and ‘categorization’ stages.

6 ‘Open coding’ stage is a process of analyzing and understanding the characteristics of the data. During this stage, the data is read, and names are assigned to data related to the research problem, classifying them. In the ‘categorization’ stage, the data classified during the open coding process is further grouped into higher-level categories, and names are given to these categories. This stage, in particular, involves an inductive process of repeatedly comparing and analyzing data to discover commonalities and differences, constructing higher-level categories. The ‘category verification’ stage is a deductive process that checks whether the constructed categories well reflect the data related to the research problem. During the category verification process, adjustments may be made to the constructed categories or new data supporting the constructed categories may be discovered. The analysis concludes when no new data is found, and it is determined that the constructed categories effectively represent the data (Merriam, 2009; cited in Kim, 2014, p. 119).

Table 4. Partial process of ‘open coding’

Open coding	Response contents
Educational need for dealing with information methodologically.	H-2: There is a need to specifically address the educational aspect of fairness in the field of education, <u>especially in dealing with the methodical aspects of information.</u>
Educational need for critical reception and production of information.	M-2: Recently, information is indiscriminately provided through platforms like YouTube and SNS. To critically understand this <u>information, it is essential for learners to know the concept of fairness and experience it educationally.</u> M-4: In the current situation where information, including fake news, is indiscriminately produced and accepted in society, fairness should be addressed as a factor influencing attitudes toward critically accepting information. It could also be <u>beneficial to address fairness as part of ethical writing when producing information.</u>

Table 5. Partial process of ‘categorization’

Category	Open coding	Main contents
Educational need for developing critical understanding and skills for information processing.	Educational need for dealing with information methodologically.	- There is a need for education on fairness in terms of the methodological aspect of handling information.
	Educational need for critical reception and production of information.	- Fairness education is necessary for critical comprehension of information. - Fairness education is needed for critically accepting and producing information.

In the open coding stage, as shown in Table 4, the researchers divided the teachers’ responses into sentence units and assigned code names to noteworthy content. Consequently, multiple codes were assigned within one response to a question, and the outcomes of categorization were rearranged based on commonalities among the codes assigned through open coding. However, the responses to the survey comparing learning activities did not undergo a well-conducted open-coding process. This is because the structure of the responses was such that codes were derived only for the text and content of the learning activities, and a cross-examination was performed by researchers during the content analysis of learning activities.

III. Research Findings

1. Teachers’ perceptions on the fairness education of texts

Teachers’ perceptions of fairness education in texts can be categorized into ‘The Need for Fairness Education in Korean Education,’ ‘The Current Status of Fairness Education in Korean Education, and ‘Considerations When Incorporating Fairness into Educational Content.’ The results of the open coding and categorization for each item are presented in Tables 6 through 8.

Table 6. Analysis results of teachers’ perceptions on the ‘need for fairness education in Korean education’

Category	Open coding
Need for education on understanding and acquiring critical information capabilities	Education is required regarding methods and criteria for critically accepting discourse and media.
	Education is needed on the methodological aspects of dealing with information.
	Education is necessary for acquiring critical and creative thinking skills during the process of media reception.
	Education is needed for critical reception and production of information.
Need for education to establish a systematic understanding of the concept of fairness.	Education is necessary to establish a system for what fairness is. Education is necessary to establish a system for what fairness is.

Table 7. Analysis results of teachers’ perceptions on ‘current state of fairness education in Korean education’

Category	Open coding
Education as an ancillary concept for learning other concepts	Learning implicitly with similar concepts
	Limited education in some areas
Unclear education due to subtle concept explanations and learning activities.	Learning is handled in a subtle manner, mentioning it only to the extent of evaluating discourse criteria.
	Insufficient explanation of concepts in learning activities.
Insufficient education due to realistic conditions.	Insufficient education due to time constraints caused by entrance exams.
	Lack of education due to the difficulty of exam questions in entrance exams.
	Insufficiency of importance in the curriculum and textbooks.

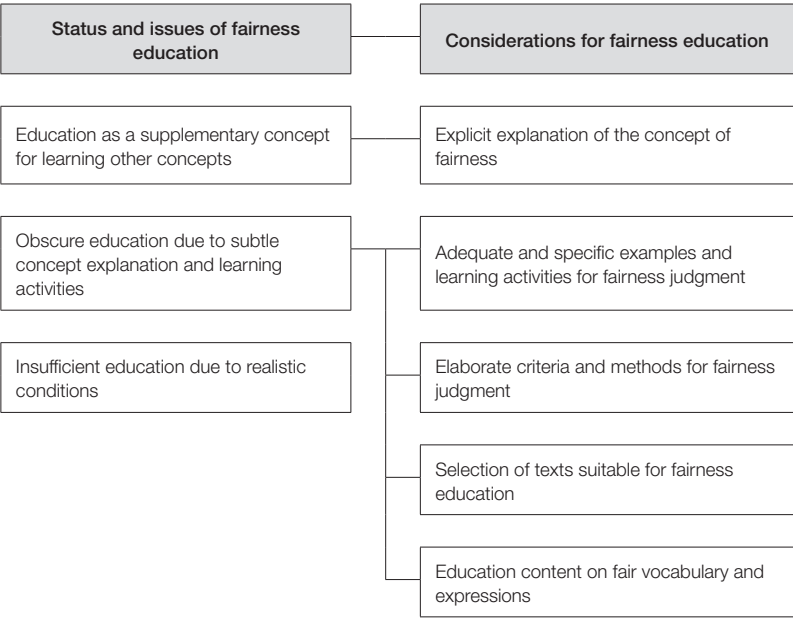
Table 8. Analysis results of teachers’ perceptions on ‘considerations when concretizing fairness in education’

Category	Open coding
Explicit explanation of the concept of fairness	Friendly and systematic explanation of the concept
	A concise definition of fairness that can be conceptualized in one sentence
Sufficient and specific examples and learning activities for judging fairness	Specific examples and learning activities for judging fairness
	Learning activities with high practicality and transferability
	Education content to assess the values of fairness
	Inquiry activities closely related to learners’ language use
Detailed criteria and methods for judging fairness	Criteria and methods for judging fairness
	Detailed rubrics for judging fairness
Selection of texts suitable for fairness education	Objective selection of texts for fairness education
	Selection of texts closely related to learners’ language use
Education content on fair vocabulary and expressions	Education content on fair vocabulary revealing the author’s intent
	Education content addressing vocabulary or expressions that violate fairness

However, these items formed a series of cause-and-effect relationships, specifically, the necessity of education, confirmation of the current status, and the discovery of problems, which then direct problem-solving efforts. Recognizing this, I conducted focused cod-

ing, centering on identifying overlapping or causally explainable parts of the results derived from Tables 6 to 8. The findings are presented in Table 9.

Table 9. Results of refocused coding and recategorization of categories from <Table 6> to <Table 8>



The results of Table 9 clearly reveal the problematic phenomenon that the attributes or concepts of ‘fairness’ have not been explicitly addressed in the field of Korean education (Jo et al., 2019; Lee, 2021). Examples of teacher responses regarding the current status of ‘fairness’ education include the following:

- H-1: There seems to have been some coverage of fairness in relation to elements of critical reading or listening, but upon recalling my teaching experience, I have never emphasized it.
- M-5: Validity is the most important aspect covered, and reliability also has clear judgment criteria and emphasized points. However, fair-

ness is only emphasized in terms of the definition of ‘consideration for the positions of minorities and the weak.’

M-1: There are limitations in explanations that can lead to questions like “So how do we judge whether the content is biased towards a specific individual?” in terms of being unfriendly.

‘Fairness’ is indeed covered in the educational content of critical reading and listening, alongside reliability and validity. However, it is addressed subtly compared to other concepts, leading teachers to recognize that the conditions for critically examining the characteristics or patterns of the concept of ‘fairness’ itself have not been properly established. Teachers also acknowledge that these curriculum limitations affect the teaching and learning processes. Importantly, teachers were not fully aware of these situations themselves. However, after reflecting on the necessity and current status of fairness education and providing considerations for incorporating fairness into educational content, the teachers’ demands for more specific content became evident. This study particularly focused on the categories of ‘selecting texts suitable for fairness education’ and ‘need for education content on fair vocabulary and expressions.’

M-1: I think it is necessary to teach fair vocabulary, considering that the choice of words reveals the speaker’s intention.

M-4: Through activities that identify vocabulary or expressions that violate fairness, it may be possible to proceed with content that understands fairness itself.

These responses indicate that teachers recognize the importance of fair expressions not only in the dimension of receiving information but also in the dimension of producing information. In particular, they emphasize the need for education content that goes beyond the acceptance dimension to understand fairness in the dimension of production. This demonstrates a notable difference from the previous

educational content, which primarily focused on the content dimension of fairness education. Teachers acknowledge the significance of considering the expression of 'fairness' in visible learning activities and educational content that empirically judge the abstract concept.

M-1: I think it is necessary to teach fair vocabulary because the speaker's intention is revealed by the choice of words.

M-4: It may be possible to proceed with content that understands fairness itself through activities that identify vocabulary or expressions that violate fairness.

These responses highlight that teachers recognize the importance of fair expressions not only in the dimension of receiving information but also in the dimension of producing information. In particular, they emphasize the need for educational content that goes beyond the acceptance dimension to understand fairness in the dimension of production. This demonstrates a notable difference from the previous educational content, which primarily focused on the content dimension of fairness education. Teachers acknowledge the significance of considering the expression of 'fairness' in visible learning activities and educational content that empirically judge the abstract concept.⁷

2. Perceptions of teachers regarding learning activities related to text fairness

1) Teachers' perceptions of existing learning activities in textbooks

This section explores how teachers assess the fairness of text

⁷ In the work of Jo et al. (2019, p. 121), neutrality is categorized into 'expressive neutrality' and 'contextual neutrality.' Building on this, Choi and Kim (2022) further defined 'expressive neutrality' as the unbiasedness in the vocabulary and sentence aspects, considering both the formal and content dimensions of the text on the linguistic surface. On the other hand, 'contextual neutrality' is defined as the impartiality in the implicit dimension of fairness judged in the social and cultural context within the content dimension of the text.

through learning activities. Summarizing the overview of the analyzed learning activities for selection, the following points were considered:

Table 10. Overview of fairness-related learning activities implemented in the <Language and Media> textbook

Publisher	Chapter on 'Fairness'	Learning activity sanction	Learning activity content
MiraeN	3.Exploration and Utilization of Media	News articles and comments	- Understanding the author's perspective revealed in news articles and comments. (Not directly addressing fairness.)
Visang	4.Exploration and Utilization of Media Language	Constitution and laws, expert statements, content of current affairs weekly magazines	- Comparing and evaluating perspectives presented in various materials covering the same topic. (Not directly addressing fairness.)
Jihaksa	3.Exploration and Utilization of Media Language	Editorial opinions, public service advertisements, local festival radio advertisements	- Evaluating the validity of media materials. - Evaluating the persuasive strategies and effectiveness of media materials. - Discussing considerations when accepting media materials. (Not directly addressing fairness.)
Changbi	3.Exploration and Utilization of Media Language	Card news	- Comparing perspectives presented in card news. - Assessing the credibility, validity, and fairness of card news.
Chunjae	4.Sentence and Discourse, Enjoyment of Media Culture	Collection of news article titles, editorial articles	- Understanding the perspective of media materials. - Evaluating the validity and reliability of media materials. - Evaluating the fairness of media materials. - Discussing points to be mindful of when accepting media materials.

As presented in Table 10, the term ‘fairness’ is explicitly addressed only in the textbooks published by ‘Changbi.’ However, in the case of the ‘Genius Education’ textbook, fairness-related content is indirectly presented through questions such as ‘Does it represent the interests of a specific group?’ Conversely, other publishers’ textbooks do not

address the concept of ‘fairness.’ In summary, the reason for selecting the ‘Changbi’ textbook as the comparative group in this paper is that it includes an activity explicitly presenting the concept of ‘fairness,’ and it provides the most detailed educational content on critically reading ‘fair media materials’ in the explanatory text before the learning activity. Thus, the structure of fairness-related learning activities in the ‘Changbi’ textbook is presented as follows.

Table 11. The configuration of fairness-related learning activities⁸

Learning Activity sanctions	Two card news on social issues
Learning activity 1	Analyzing the producer's perspective and pursued values in two card news pieces
Learning activity 2	Identifying elements of reliability, validity, and fairness in two card news pieces

This learning activity aims to present card news both supporting and opposing the ‘eating alone’ culture, summarize their perspectives and values, and then evaluate the validity, reliability, and fairness of each. Due to the nature of card news, the typically objective nature of traditional news reporting is not as crucial. Card news allows for a more subjective approach in which the creator has the freedom to choose and convey messages more openly through various linguistic expressions.

However, considering the perspectives presented in this paper and the discussions by Choi and Kim (2022), it is regrettable that the

8 Specifically, a card news supporting the ‘eating alone’ culture reveals the author’s perspective by presenting internet search results related to ‘eating alone’ as supporting evidence and stating the phrase ‘I am an eating alone enthusiast.’ On the other hand, card news opposing this viewpoint expresses the author’s perspective by providing statistical data, expert opinions, and research report results as supporting evidence. However, these activities are constrained by the limitations of implementing activities beyond the concept of ‘fairness,’ as outlined in the revised 2015 Korean language curriculum achievement standards.

fairness concept implemented in the revised 2015 curriculum focused predominantly on one aspect of fairness, namely ‘balance.’ This limitation becomes evident when a broader concept of fairness in educational content is considered.⁹

Teachers noted issues with the clarity of the concept of fairness in this learning activity, highlighting the problem of attempting to demonstrate it through inappropriate texts. However, most teachers demonstrated difficulty in judging the factors that constitute the concept of fairness and which factors are predominantly covered in educational content. Only two teachers recognized the concept of fairness. Let us examine the teachers’ responses.

M-4: Differences in perspectives are well presented, but I think it’s insufficient to judge fairness through them. It doesn’t seem to address the typical fairness issue because there is no hiding of unfavorable information or exaggeration of favorable information to assert one’s own opinion.

Teacher M-4 perceives fairness in the curriculum and textbooks as addressing the issue of ‘exaggeration and distortion of information,’ which is a result of recognizing the concept of fairness based on the ‘neutrality’ criterion. Additionally, in teacher H-2’s response, we can observe an awareness of the aspect of ‘balance’ in the learning activity material.

H-2: In the case of (A), it presents related terms on the internet related to ‘eating alone’ in a fragmented manner, whereas (B) relies on

9 This activity points out certain issues, such as primarily presenting information or data related to a specific age group, which may not depict a balanced view, and the intentional omission of somewhat unfavorable data. The activity mainly addresses the quantitative and qualitative balance of information. Moreover, the activity organizes discussions around reliability, validity, and fairness, recognizing the interconnected aspects shared among them. However, the approach of separating these elements into distinct categories in a table is identified as problematic.

experts and statistics. It seems unbalanced in terms of data. If you want to address fairness, it might be appropriate for (A) to achieve more balance with richer evidence and then assess fairness by factors constituting fairness.

Teachers also noted that fairness is only addressed in terms of the content of the text, emphasizing the need for linguistic evidence that clearly demonstrates ‘fairness.’ This reflects an understanding of reading ‘meaning’ from ‘linguistic expression’ as an act in the language domain, where fairness can be addressed in the realm of grammar. The recent achievement standards in the 2022 revised Korean language curriculum also propose an exploration of ‘vocabulary or expressions revealing the author’s attitude’ as part of this understanding. While discussions on fair vocabulary and expressions were presented from the perspective of linguistic simplification by Min (2019) and Park (2021), it is challenging to find studies that address this as a linguistic criterion to judge the overall fairness of a text. Advanced discussions on fair vocabulary and expressions, not only at the word level, but also at the text level, seem necessary.

2) Teacher perceptions of activities related to fairness criteria

This study encouraged teachers to examine existing activities related to fairness before presenting activities that incorporate fairness judgment criteria based on the work of Choi and Kim (2022). The intention was to allow teachers to naturally compare newly proposed activities with existing ones by providing specific fairness judgment criteria. Additionally, beyond the fairness judgment criteria, teachers were free to provide feedback on the appropriateness of the activity’s difficulty, quantitative balance with other learning content, and suggest improvements. Table 12 presents the structure of the learning activities proposed in this study.

Table 12. Overview of activities related to fairness criteria

Learning materials	Two editorial articles on the 'Delivery Strike', One news article, Announcements from online shopping malls
Activity 1	Summarize the author's stance presented in the two editorial articles.
Activity 2	1) Evaluate the fairness of the texts based on fairness judgment criteria. 2) Identify fair and unfair expressions in the two editorial articles and explain the reasons.
Activity 3	Compare editorial articles, news articles, and online shopping mall announcements on the same topic. Identify differences in content and expressions based on the characteristics of each type of text.

The educational content on fairness that this study aims to implement through the activities has two key points: First, it emphasizes that fairness encompasses various judgment criteria. Second, the importance of the fairness criteria may vary depending on the text genre. To achieve these objectives, it is necessary to first identify texts with diverse genre characteristics that are related to 'fairness.' Therefore, this paper chose two opinion articles presenting different perspectives, one news article and an internet shopping mall notice, all addressing the same topic as activity sanctions.¹⁰ In essence, this study presented various types of text that allowed readers to experience different aspects of fairness judgments. Throughout this process, fairness criteria were introduced, illustrating that the concept of fair-

10 Editorial articles are argumentative texts, making the author's subjective attitude essential to be expressed. However, despite being a representative of the media, editorials express opinions on specific societal issues. Native speakers, while reading editorials, tend to contemplate whether they are socially fair. In this context, the fairness criterion is more closely related to 'contextual neutrality' and 'justice' rather than balance. On the other hand, news articles aim for the 'objective conveyance of facts,' and therefore, the author's subjective voice is not as prominent compared to editorials. In news articles, the fairness criterion that must be critically read is centered around 'balance' and 'diversity.' Additionally, online shopping mall announcements are considered less suitable for evaluating fairness as they primarily aim to convey factual information without the author's subjective involvement. If any language expressions revealing the author's subjective attitude appear in such announcements, readers are likely to perceive it as 'biased.'

ness comprises various elements. Additionally, the proposed activities focused not only on the content aspect but also on promoting fair expressions.

Teachers noted that this learning activity allowed students to explore various aspects of fairness by providing different genres of text and specific judgment criteria to examine fairness directly. They also appreciated the inclusion of activities addressing ‘fair language expression,’ which was identified as a limitation in previous education.

H-4: The activity stands out in comparing fairness through different genres such as editorials, news articles, and notices.

M-4: It seems appropriate for fairness judgment as it clearly reveals the differences in vocabulary and expressions used to support one’s argument.

M-5: The activity not only deals with the biased aspects in two texts that have different opinions on the same topic but also prompts consideration of fairness from various perspectives, particularly in item 2-(1), where students judge if it is just.

In the subsequent analysis of strengths, weaknesses, and improvement points regarding the learning activity, the teachers’ responses revealed a common understanding of recognizing various facets of fairness and the need for a conceptual explanation of fairness before engaging in the activity. The teachers’ opinions are summarized as follows:

Strengths:

It is judged to be beneficial for fostering learners’ critical thinking skills.

Different genres of texts are presented on the same topic.

The activity also focuses on fair expression aspects.

Weaknesses and Improvement Points:

It is deemed more suitable to explain the concept of fairness first.

The appropriateness of editorials needs to be reconsidered based on the students’ level and interest.

The necessity to balance the length of supporting and opposing views.

Here, it is crucial to pay attention to teachers' responses regarding weaknesses and improvement points (2) and (3), as well as their strengths (2). Teachers seemed to associate the abstract concept of 'fairness' with the genre of the text. This recognition can serve as the basis for selecting sanctions when presenting fairness educational content as a learning activity. The specific manifestations of this are as follows.

H-1: Since editorials are a type of argumentative essay where the author expresses their opinion, it is deemed difficult to achieve 'fairness' due to the inevitability of supporting one side.

M-2: The activity encourages learners to judge fairness on a single topic (parcel strike) across various genres, prompting them to directly find and mark fair/unfair expressions. This is seen as an advantage as it enables learners to perceive fairness more concretely. However, there is a sense of disappointment regarding the lack of analysis activities based on fairness judgment criteria in news articles, especially since the activity focuses on being more fair. (Omitted) Since editorials themselves are not fair and require critical reading, there is curiosity about the nuance of 'it should be fair.'

In the teachers' responses, they perceived the genre of 'editorials' as a 'persuasive writing' type, resulting in the understanding that 'it should not be biased' contradicts the broader concept of fairness. This highlights the tendency to focus primarily on 'factual accuracy' and 'quantitative balance' in the interpretation of fairness.¹¹

However, the responses from another teacher presented a some-

11 The <Language and Media> textbook in the gifted education curriculum following the 2015 revised curriculum has designated editorials as texts for fairness judgment. This underscores the importance of recognizing various facets of fairness, as text selection can vary depending on which aspect of fairness is emphasized.

what different perspective.

M-5: There is a concern that students might think they should describe both the supporting and opposing views in equal length to write a good essay. (Omitted) Since it is practically impossible to objectively describe only facts, rather than discussing the abstract 'fairness' within the concept of fairness, activities should be carried out to discuss how to achieve fairness within a specific argument or value, and how to read the media to see the world fairly.

M-5's response indicates an awareness that, even in an 'argumentative text,' a basic 'fair attitude,' i.e., an attitude of assessing the situation, should be reflected. This can be interpreted as an emphasis on 'contextual neutrality' or 'justice' regarding fairness criteria. Thus, teachers may apply fairness judgment criteria differently depending on the genre of the text, highlighting the varying importance of fairness in their perceptions. This diversity in teachers' perspectives suggests the need for specific guidelines to implement fairness education more diversely through various text genres.

IV. Conclusion and Recommendations

This study began by recognizing the need to examine how teachers perceive and understand fairness in Korean language education, in order to establish of fairness education more effectively. With the inclusion of the media domain in the 2022 revised Korean language curriculum, there is an increased emphasis on fairness education compared to the previous curriculum. Therefore, understanding the perceptions of educators regarding the fairness of educational content is crucial.

In this regard, the analysis of teachers' perceptions was divided

into two categories: ‘perception and necessity of fairness education in Korean education’ and ‘perception of fairness-related learning activities.’ The results of this analysis can serve as meaningful reference points for implementing fairness-related education in Korea, particularly in grammar education. The results of these findings highlight the following points for further discussion on fairness in Korean education:

First, fairness education should be conducted in a holistic manner across domains. The analysis indicated that fairness-related content in Korean education extends across achievement standards. However, fairness, as an educational content, is currently described only in the dimensions of media and critical reading. Therefore, an integrated approach is required to effectively connect fairness in language and media education.

Second, if fairness education is specifically implemented in grammar education, it should aim to foster critical linguistic competence. The current 2022 revised Korean language curriculum suggests that grammar education for native speakers can contribute to the cultivation of critical thinking skills. Grammar education should help students understand and critique authors’ intentions by selecting appropriate vocabulary or expressions in accordance with their intentions.

Furthermore, the inclusion of the media domain allows for the active integration of grammar and media. In this case, teachers should pay more attention to aspects such as adjectives, quoted verbs, and attitude vocabulary, which can play a role in ‘expressive neutrality.’ This should be actively considered in grammar education, especially when discussing fair expressions in text production.

Third, effective implementation of fairness education requires careful consideration of the text selection process. Because fairness education relies heavily on texts as conduits, the text selection process becomes crucial. This analysis reveals that the concept of fairness and its sub-dimensions emphasized in various genres of text may vary. Therefore, when developing fairness education content, it is es-

sential to consider which aspects of fairness exist and select texts and activities accordingly.

Finally, these considerations should be made with a hierarchal view in implementing fairness education. One notable change in the 2022 revised Korean language curriculum is the inclusion of fairness education in middle school. While fairness education was conducted only at the high school level in the previous curriculum, it is now explicitly stated that fairness concepts should be taught at the middle school level. Thus, specific learning elements related to fairness should be organized systematically, considering the level of learners and classifying them in a structured way.

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APPENDIX

Learning activities related to fairness provided as the subject of analysis (1)

■ Let's analyze media materials considering perspectives and values through the following activity.

(가)

혼밥족, 혼밥하는 사람
나는
혼밥족이다.

1/4

혼자 밥을 먹는 일을
혼밥이라 부르지요,
다소 청송맞고 처량하게 느껴졌던
혼밥이 어느덧 하나의 인기 문화로
자리매김했습니다.

2/4

1위 '맛있다'
(18,000건)
2위 '편하다'
(13,000건)
3위 '편하다'
(8,000건)

2016년 일 년여간 인터넷에 혼밥과
연관 지어 제시된 긍정 관련
언어를 살펴봅니다. 1위 키워드는 '맛있다',
'편하다'로 2016년 1년 동안
부정적인 감정보다 훨씬 많고
긍정적인 감정이 훨씬 많죠.

3/4

(나)

혼밥을 하면서
죽석식물이나
배달 음식만 먹는
사람들이 많고,
그래서 혼밥은
건강에 치명타가
될 수 있습니다.

1/4

혼밥,
대충 먹다 병난다.

2/4

"혼자를 대상으로 한
일본의 연구 결과를 보면
가족과 자주 식사하는 것은
균형 잡힌 식단으로 건강관
리할 수 있다는 결론이
나옵니다.
하지만 혼자 먹는 사람의 경우에는
식습관이 나빠지고
비만이나 자제력이 떨어집니다."
- 김민정 (영양 전문가)

3/4

2013~2015년 국민 건강
영양 조사 분석에 따르면
한국인 10명 중 7명은 하루
3끼 모두 혼밥을 합니다.
65세 이상 노인 인구 4명 중 1명은
제기 모두 혼밥을 하고 있다는
분석 결과는 사회적
상식을 보여 줍니다.

4/4

60세 이상의 여성이 세끼를
혼자 먹은 경우 다른 사람과 함께
자세 식사를 한 사람보다
우울증에 걸릴 위험이
더 높다는 분석도 있습니다.

5/4

1. Let's check how (A) and (B) view the 'eating alone' culture from what perspectives and values, and write down the reasons for such thoughts.

(A)		(B)	
perspectives and values	reasons	perspectives and values	reasons

2. Let's critically assess (A) and (B) while examining the following points.

	(A)	(B)
credibility	Not accurately disclosing the source of quoted information or data.	
fairness		Mainly presents information or data related to a specific age group.
validity		

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Learning activities related to fairness provided as the subject of analysis (2)

(A) The strike by the OO branch of the delivery union has now exceeded 56 days as of the 21st. On this day, in the afternoon, more than 2,000 people gathered at Seoul's Cheonggye Square for a 'Delivery Workers' Assembly.' Chairman Jin Kyunggho has entered a hunger strike, even cutting off water and salt. The union is demanding that the company engage in dialogue for the implementation of 'social agreements.' However, the company is not responding. It is difficult to understand the attitude of refusing dialogue when the other party is even resorting to extreme measures such as a hunger strike.

Listening to the arguments of both sides (omitted), the union also takes issue with the 'standard agreement appendix' of OO Express, which specifies 'work 6 days a week' and 'same-day delivery principle.' They argue that, according to this clause, they cannot avoid working long hours. They also claim that among major delivery companies, only OO Express specifies 'working 6 days a week.' However, the company states, "We have formalized in the standard contract to perform tasks within 60 hours, so it does not violate the agreement." It is challenging to see one side as entirely right or wrong. However, considering the spirit of 'social agreements' aimed at preventing the exhaustion and overwork of delivery workers, the method of exchanging long working hours for economic compensation clearly contradicts this intent. The life and safety of workers cannot be monetarily evaluated. Moreover, the company's irresponsible attitude in escalating the conflict by refusing the union's demand for dialogue is concerning. Dialogue should be initiated without conditions.

<Editorial - Prolonged delivery union strike, CJ needs to engage in dialogue, Hankyoreh Column - 2022.02.21.>

(B) As the strike by OO Express delivery union prolongs, non-unionized delivery drivers have risen in opposition. Over 100 non-unionized delivery drivers and franchise owners gathered for a rally in front of the National Assembly Station on the 23rd, shouting slogans like "We want to work."

The Non-Unionized Delivery Driver Coalition is an organization formed on the 28th of last month following the start of the delivery union strike, currently comprising around 3,000 members. Non-unionized drivers argue, "The union members, who make up less than 10% of the total, are speaking as if they represent our interests, which is definitely not the case." OO Express, the leading company in the industry, has around 20,000 delivery drivers. Among them, 2,500 are union members, and approximately 1,650 have participated in the strike, representing about 8% of all delivery drivers leading the strike.

However, as the strike prolongs, the damages are spreading across various areas. Non-unionized drivers have seen their income decrease to one-third of the usual, and franchise owners are using their own funds to switch to delivery services from other companies to prevent customer defection. The formation of this coalition and the shouting of slogans by those who are not directly affected by the strike are the cumulative result of such damages.

While the labor and management are in a tense standoff, the Ministry of Land, Infrastructure, and Transport announced on the 24th that the results of the initial on-site inspection confirm the satisfactory implementation of the agreement. However, the inspection results regarding the increase in fees were not included. Given the sharp opposition from both sides, a fair investigation into the results of fee distribution is hoped to be conducted promptly.

The repetitive strikes by the union, using customers as leverage whenever grievances arise, make it difficult for public opinion to support their actions. Overwork has become a social issue, and seven months ago, labor and management reached a social agreement. Now is a time for both parties to gather strength for the settlement of the agreement, rather than continuing the conflict.

<Editorial - The cry of non-unionized delivery drivers saying "We want to work," Financial News - 2022.01.24.>

1. The author of (A) and (B) generally takes the perspective of whom and writes from which standpoint.

	The authors' perspective
(A)	
(B)	

2. Let's explore the concept of 'fair expression.'
- (1) Let's analyze (A) and (B) based on the criteria for assessment.

Criteria for assessing fairness	(A)	(B)
Did the author present the supporting and opposing viewpoints in equal detail? What reasons does the author provide for this?		
Are there any negative expressions towards the viewpoint the author does not support?		
Are there explicit expressions of the author's hopes or demands?		
Considering the social and cultural context, is the author's argument justifiable?		

- (2) Identify expressions that are perceived as unfair, underline them, and discuss the reasons.
3. The following passage is a news article on the same topic as (A) and (B). Let's consider the differences between an editorial article and this news article based on the criterion of fairness.

Currently, the participants in the strike are limited to the OO Express delivery workers' union. However, due to the redirection of OO Express's strike-related deliveries to other courier companies, there are disruptions in the timely collection and delivery of agricultural products from the farming areas.

Manager Kwon OO expressed, "Among thousands of orders, sorting out orders from areas where delivery is not possible is adding to the workload during an already busy period." He lamented, "Not only are consumers in areas where delivery is not possible dissatisfied, but even in areas where delivery is possible, delays in delivery lead to customer complaints."

During each delivery strike, discontent among farmers and consumers tends to escalate. Last year, when the delivery workers' union staged a massive strike in June affecting the shipment of agricultural products, farmers suffered significant losses. A fruit farm in Yeongju, Gyeongbuk, was unable to properly deliver apples during the recent Lunar New Year holiday due to the delivery workers' union strike. Complaints about delivery delays poured in, damaging consumer trust. A farmer remarked, "I don't understand why the delivery workers' union is using the

livelihoods of ordinary people as collateral for their strikes."

<February 25, 2022, Farmers' Daily>

- (1) Summarize the content of the above passage and compare it with the content of (A) and (B).
- (2) What is the text that more directly reflects the author's opinion? Or, what is a piece of writing that should objectively present facts rather than the author's opinion? Explain why.
- (3) Underline expressions that feel unfair/fair, and explain the reasons for that perception.
- (4) The following is an announcement from an online shopping mall. Let's compare it with the previous text and discuss 'fairness'.

<Notice>

Due to a delivery strike, there are delays in the shipment of coffee beans from the coffee farm.

Please take note of this and consider purchasing the coffee beans. The areas experiencing delivery delays are as follows.

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ABSTRACT

A Study on Korean Language Teachers' Perceptions about Fairness Education

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The purpose of this study was to examine how both native speaker teachers and instructors perceive fairness and discuss its implementation in Korean language education. A new media domain was created in the 2022 revised Korean language curriculum, and fairness education was emphasized in the achievement standards compared to the previous curriculum. Therefore, discussion on the specification of the content of fairness education is essential. Accordingly, in this paper, we examined the aspects of Korean language teachers' perception of fairness in Korean language education from various angles and analyzed them based on an iterative comparative analysis method. This was conducted to improve educational content related to fairness in Korean language and grammar education. The discussion in this paper is significant, as it attempts to explore the direction of fairness education in more detail.

KEYWORDS Korean language education, Grammar education, Korean language teacher, Fairness, Text, Textbook