

## **Teaching Jejueo: Present Problems and Future Plans**

**SEJUNG YANG**

Department of Linguistics, University of Hawai'i at Mānoa

### **1. Introduction**

The success of language revitalization programs depends on various factors, including education policies, teaching resources, parents and students' motivation and financial resources. However, most important of all may be the quality of indigenous language teachers, as a number of studies have shown (Grenoble and Whaley, 2006; The Waitangi Tribunal, 2010; NeSmith, 2012). Even language revitalization programs with a long history of success, such as those for Māori and Hawaiian, have trouble finding fluent indigenous language teachers.

The 2010 Waitangi Tribunal Report on Māori identifies as a serious problem the failure to supply enough qualified teachers when Māori-medium schools increased from only 50 Māori medium primary schools to 394 schools in 2009. In addition, it was noted that the difficulty of finding fluent Māori-speaking teachers was made even greater by the need for teachers who could teach various subjects in Māori as they were promoting immersion schools rather than bilingual education (Te Reo Māori, 2010). The ratio of number of native Hawaiian teachers to total number of students in Hawaiian immersion schools is striking. According to NeSmith (2005), only one native speaker is available for the 1,881 students studying Hawaiian, compared to 140 teachers who learned Hawaiian as a second language.

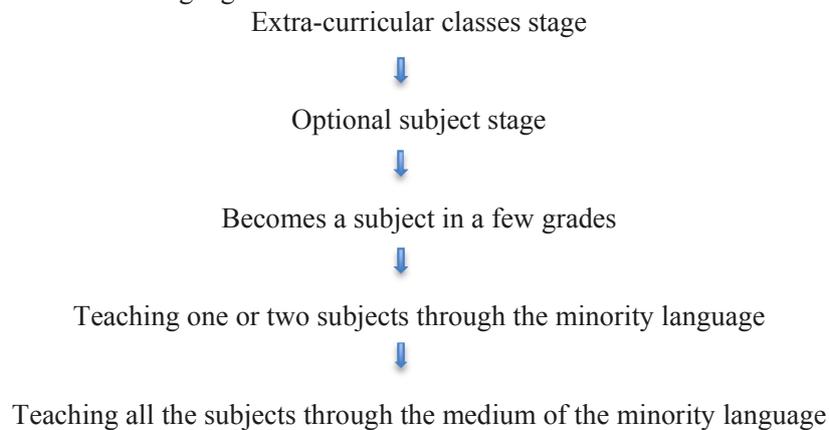
According to the Catalogue of the Endangered Languages (ELCat, 2014), only 5,000 to 10,000 native speakers of Jejueo remain, most of whom are over 70 years of age and therefore unlikely candidates for teaching jobs. It therefore seems reasonable to assume that most Jejueo teachers in the local schools have only a partial knowledge of the language and use it in only in the limited domains.

Therefore, in order to design successful Jejueo revitalization programs, the Jeju local government and educators should be aware of current problems in Jejueo education through those who are already teaching Jejueo. To achieve this goal, I begin with a brief introduction to the current Jejueo education situation. I then report the teacher survey results focusing on their current problems in teaching Jejueo and their Jejueo proficiency. Next, regarding the Jejueo proficiency, I discuss the relationship between the self-evaluation of teachers' fluency and fluency test results using morpheme analysis. Finally, I suggest future plans for Jejueo Education in coming years.

### **2. Jejueo Education: extra-curricular classes**

In 2007, the Jeju local government released the Language Act for Jejueo Conservation and Promotion and revised it later in 2011. The Language Act was the first attempt made by a region in Korea and the term "Jejueo" was used officially for the very first time. Since 2011, the Jeju Office of Education released the General Plan for Jejueo Conservation Education every year. According to a General Plan, Jejueo education in public schools is encouraged as part of extra curricular activities or should be incorporated into regular classes if relevant.

According to Gorter (2008, p.508), minority language groups go through certain stages when they promote their languages in education.



Based on Gorter's stages, Jejueo education is at the very first stage where the language is taught in extra curricular classes whereas the Māori and Hawaiian cases have reached the last stage where immersion education emerges.

Jejueo education is still not mandatory, and most teachers opt not to teach the language as they are busy with their administrative work and feel burden in teaching something new. Only a handful of public school teachers are known to be teaching Jejueo unofficially based on their interest. There has not been any formal report on the number of teachers who are teaching Jejueo around the island.

In terms of pedagogical materials, 8 textbooks have been distributed through the website of the Jeju Office of Education and are freely accessible for anyone. However, the textbooks do not include a teachers' guide and their physical appearance is not yet sophisticated compared to that of other L2 textbooks. In addition, there is no standard format or content across the textbooks, and no standard Jejueo curriculum or regular teacher training programs are available.

### **3.1 Udo Middle School**

Udo Middle School was designated as a demonstration school for Jejueo education from 2012 to 2013. Jejueo lessons were offered to Grade 1 to Grade 3 alongside regular classes such as Korean language, music, technology and home economics and social studies for one year, 2 hours per week. Therefore, the vocabulary of Jejueo lessons for each class was highly related to the subject. A total of 80 hours of Jejueo lessons for Grade 1 and 2 were given and 68 hours for Grade 3. The school also offered various extracurricular activities such as writing Jejueo on T-shirts and cups, field trips to Jejueo festivals, concerts and Jejueo speech contests. The school also developed their own Jejueo workbook. The school suggests the following points

- 1) To improve Jejueo skills, the development of teaching and learning materials for various levels is necessary
- 2) Jejueo teacher training programs are needed to increase teachers' professionalism in Jejueo teaching
- 3) To create a Jejueo speaking environment, activity based programs need to be developed in cooperation with local communities

However, their outcomes do not indicate any changes in students' level of Jejueo proficiency although they stated that their goal was to increase students' Jejueo skills. Nevertheless, their suggestions show some of teachers' challenges they experienced clearly.

#### **4. Method**

To understand the current state of Jejueo teachers and possible problems they are facing, I conducted a survey of 15 teachers. In addition, narratives by 3 volunteer teachers from the same group were recorded. I then analyzed the morphemes used in their narratives to evaluate their Jejueo proficiency level.

##### **4.1 A survey of sample teachers**

###### **4.1.1 Questionnaire**

The questionnaire was developed based on NeSmith (2012)'s survey of teachers of Hawaiian as an additional language (HAL) in public secondary and tertiary level institutions. However, many of the questions were modified or omitted, and new questions were added to suit the needs of Jejueo situation. The questionnaire was then translated; it contains five main sections, as follows:

- 1) Language background and motivation for learning and teaching of Jejueo
- 2) Language domains
- 3) Language teacher training experience
- 4) Jejueo teaching practices
- 5) Teachers' Jejueo proficiency

###### **4.1.2 Participants**

A total of fifteen teachers participated in the survey—thirteen females and two males. All were born in Jeju and most have lived in Jeju for their entire life. The respondents' ages range from the 30s to the 70s. Nine are teaching in primary schools. Two are teaching in middle schools and four are teaching in community centers. Seven are in their first year of teaching Jejueo and the rest have taught Jejueo from 1 to 12 years. Eight have taught Korean for up to 31 years, and one has taught English for 24 years.

###### **4.1.3 Procedure /Analysis**

The survey was distributed to teachers in Jeju by e-mail in early April in 2014. The teachers returned their survey on different dates and it took about two weeks to gather all fifteen of them. For the statistical analysis of the data, IBM SPSS 22 was used.

###### **4.1.4 Results and Discussion**

###### **Section 1: Language background and motivation**

When the participants were asked which language they were raised with at home, 11 out of 15 answered both Jejueo and Korean (see Table 1), and they had mostly learned Jejueo from their parents and grandparents.

**Table 1.** Which language the respondents were raised with at home

<b>Variables</b>	<b>No. of respondents</b>	<b>% of 15</b>
Standard Korean only	0	0
Jejueo only	4	27
Both standard Korean and Jejueo	11	73
Total	15	100%

When asked about their motivation for teaching Jejueo, the majority (9) said that it was to make sure that the Jeju language and culture are perpetuated. Most teachers in this study are from Jeju Island, where they acquired their Jejueo from their parents and grandparents. This factor seems to be highly positive as they had a chance to acquire the language in a natural environment and they must have developed intuitions about the language. In terms of their motivation for teaching Jejueo, they generally showed a strong internal motivation for teaching Jejueo to perpetuate Jejueo and Jeju culture. However, some teachers' motivation came from external factors, such as their school or other people's suggestion.

## **Section 2: Language domains**

Most teachers use Jejueo at home (12) and in everyday life situations (12) but use less Jejueo at public places (See Table 2). As a result, teachers seem to maintain their Jejueo skills on an everyday basis. However, the use of Jejueo at public places and in school needs to be increased in order to improve the status of the language and to develop the formal usage of the language.

**Table 2.** Domains in which respondents use Jejueo

<b>Variables</b>	<b>No. of respondents</b>	<b>Percentage</b>
At school	6	14
With friends	8	19
At home	12	29
Everyday life situations	12	29
At public places	4	10
Total	42	100%

## **Section 3: Language teacher training experience**

Amongst the 15 participants, 6 had no training in language teaching and the rest of the teachers (9) had either a certificate or university degree training. A quarter of teachers (5) have a college degree in education. These teachers are the public school teachers and have qualification in teaching. More than half of teachers in this study teach in community centers with a certificate or without any teacher education.

However, as Table 3 indicates, almost all of them agreed that they would benefit from Jejueo teacher training. This result clearly states the need for the provision of teacher training programs focusing on Jejueo linguistic features, teaching methodology, curriculum development and second language acquisition.

**Table 3.** Areas in which respondents feel they would benefit from training

Variables	No. of respondents	Percentage
Language teaching methodologies	7	25
Materials design and development	2	7
SLA	3	11
Curriculum development	4	14
Testing and evaluation	1	4
Linguistics courses	10	36
Other	1	4
Total	28	100%

#### Section 4: Jejueo teaching practices

When asked about their course objectives, the participants pointed out that it was to improve their student's receptive skills and communicative skills. Question 29 asked whether their course was successful or not and five out of fourteen expressed that it was not successful whereas the rest of the respondents (9) indicated that it was more than somewhat successful. Therefore, teachers see their class rather positively and further study may be necessary to investigate the correlation of teachers' positive/negative belief and actual achievement found in children.

As can be seen from Table 4, teachers use various kinds of materials for their class. When asked how they choose teaching contents, a majority of respondents said that they choose them based on their topic list, textbooks and school syllabus.

**Table 4.** Materials used in class

Variables	No. of respondents	Percentage
Textbooks	6	21
Handouts	9	32
Books, magazines and newspapers	5	18
Audio and visual materials (video clips, audio files, photos)	7	25
Other	1	4
Total	28	100%

**Table 5.** How respondents choose teaching content

Variables	No. of respondents	Percentage
Based on my own topic list	7	37
Based on my school/center/institute syllabus	4	21
Based on textbooks	6	32
I ask my students	2	11
Total	19	100%

When asked the challenges in their lesson preparation, a majority of teachers pointed out the lack of materials, their own Jejueo proficiency and the lack of their students' motivation. The last point teachers made shows an important implication for Jejueo education. As with the Hawaiian and Māori cases mentioned in the introduction, if Jejueo teachers' fluency is low, it may critically affect Jejueo revitalization programs. Therefore, more objective fluency test should be developed to provide more accurate fluency level of teachers.

**Table 6.** Challenges the respondents facing in lesson preparation

Variables	No. of respondents	Percentage
Lack of materials	12	32
My own Jejueo proficiency	8	21
Lack of students' motivation	6	16
My lack of language teaching experience	4	11
Lack of support from parents, organization or school	4	11
Jejueo courses are short	4	11
Total	38	100 %

## Section 5: Teachers' Jejueo proficiency

Question 30 asked respondents to score their Jejueo proficiency from 1 to 10. They scored themselves ranging from 2 (lowest) to 10 (highest). Their average score was 5.4. Also, as can be seen in Table 7, when participants were asked to rank each sub-skill that the respondents need to improve most, they indicated that their speaking ability needs to be improved the most, followed by listening and vocabulary and pronunciation.

However, again, the effectiveness of self-evaluation is unclear and an actual proficiency test is needed to compare the results. Moreover, even those who rated themselves higher than other teachers also indicated that they need to improve their language skills- speaking, listening and vocabulary.

**Table 7.** Ranking of sub-skills respondents think they need to improve most

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
Speaking	Listening	Vocabulary	Pronunciation	Reading	writing	grammar

## 4.2 Teachers' fluency test

### 4.2.1 Participants

Three teachers who participated in the survey volunteered to produce narratives while watching the pear film<sup>1</sup>. The background information of the three teachers is shown in Table 9. In order to provide the basis of a Jejueo narrative, a female native speaker was asked to produce a narrative of the pear story.

**Table 8.** Background information of the participants

	Teacher 1	Teacher 2	Teacher 3	Female NS
Gender	Female	Female	Male	Female
Age	37	42	77	69
School	Elementary school	Community center	Community center	N/A
Self evaluation	6/10	5/10	10/10	N/A

<sup>1</sup> Chafe (1980) developed a 6 –minute-long silent film for speakers to describe what happened in the story which is related to a man picking pears. See <https://www.youtube.com/watch?v=bRNSTxTpG7U>

#### 4.2.2. Procedure

First, each participant was shown the pear film and asked to describe scenes they see in the film. Each narrative was then recorded and transcribed. Second, for this pilot study, a sample text was extracted from the beginning section of each narrative, which depicts the first 30 seconds of the episode of the film with about 5 distinctive actions.

#### 4.2.3. Analysis

Each text was analyzed using UTagger which is a free online Korean morpheme analyzer developed and provided by Shin (2014). The UTagger takes raw Korean text as an input and identifies different morphemes automatically and produces segmentation of each word and tags for each type of morpheme with a list of possible meaning for ambiguous morphemes as an output.

Although Jejueo and Korean are similar in many ways, this analysis is designed for Korean and UTagger does not identify unique Jejueo morphemes. Also, UTagger often interprets unknown Jejueo words as general nouns, because the system does not have Jejueo morpheme information and Jejueo vocabulary in their database.

Therefore, the morpheme analysis based on UTagger was used only for the preliminary step. A more thorough analysis took place afterwards referring to the Jejueo Morpheme Dictionary (Hyun and Kang, 2011). Through this second step, misinterpreted Jejueo words UTagger were corrected. The next step was to create a table for the analyzed morphemes, as illustrated below.

(2) 어디서 닭 우는 소리가 청명하게도 남쨌.  
 etise talk wunun solika chengmyenghakeyto namcce  
 Where-from rooster cry-IN-MD sound-NM clearly- come-DC

**Table 9.** Morpheme analysis

어디 eti	서 se	닭 talk	우 wu	는 nun	소리 soli	가 ka	청명하 chengm- yengha	게 key	도 to	나 na	-고 -m	쨌 cce
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Each morpheme was given a single column with a box below for a mark (✓). In the box, each Korean morpheme was marked and counted first and then each Jejueo morpheme was marked and counted in different color. All three teachers' sample sentences were analyzed following these three steps.

#### 4.2.4 Results of morpheme analysis and discussion

As can be seen in Table 11, although Teacher 1 produced the highest number of morphemes overall (80), Teacher 3 as the eldest teacher of the three, used Jejueo the most (40 out of 60 morphemes). The ratio of Jejueo morpheme to Korean morpheme used by Teacher 1 (37 % to 67%) indicates that T1 uses more Korean than Jejueo. Also, the results show a higher use of Jejueo morphemes when teachers are older.

**Table 10.** Percentage of Korean and Jejueo used by teachers and their Self- evaluation

	<b>Teacher 1</b>	<b>Teacher 2</b>	<b>Teacher 3</b>	<b>Female NS</b>
Self-evaluation	6/10	5/10	10/10	No data
Total number of morphemes	80	77	60	97
Total number of <i>Korean</i> morphemes	50	45	20	26
Total number of <i>Jejueo</i> morphemes	30	32	40	69
% of Korean morphemes	<b>63%</b>	<b>58%</b>	<b>33%</b>	<b>27%</b>
% of Jejueo morphemes	<b>37%</b>	<b>42%</b>	<b>67%</b>	<b>73%</b>

When comparing with their self-evaluation scores, there is a mismatch between teacher's belief and their actual language proficiency. The teachers seem to rate themselves higher than their actual Jejueo production ability. As can be seen in Table 11, T1 evaluated herself higher than T2, however, the test results show that T2 is more fluent than T1. Also, T3 believes that his level is the highest (10 out of 10), however the results indicate that he is less fluent than the female NS. This mismatch should be considered fully when recruiting teachers and also developing revitalization programs. As Māori case indicated when there are not enough teachers available, aiming for immersion schools may be unrealistic in Jeju Island.

## 5. Future plans

The Jeju local government and the Jeju Office of Education have shown no sign of selecting Jejueo as a subject in public schools yet. However, their encouragement for schools and teachers to teach Jejueo as an extra-curricular seems to continue. Furthermore, the new demonstration school- for Jejueo teaching started in March, 2014 (Gwangryoung Elementary School) announced positive survey results on the question of Jejueo education. According to the results, students (58.1%), teachers (83.3%) and parents (62.1%) all think that schools should teach Jejueo (Gwangryoung Elementary School, 2014). Here, based on these new survey results, teachers' problems identified in the earlier section and teachers' Jejueo fluency, I can suggest future plans for Jejueo education as follows:

- 1) Offer Jejueo courses (conversation, translation and interpreting) at a tertiary level and design degree programs.
- 2) Develop a systematic Jejueo teacher training program with the help of experts.
- 3) Design a standard school curriculum and materials including textbooks, workbooks at different levels.
- 4) Teach Jejueo as a subject in public schools.
- 5) Develop a Jejueo proficiency test.

Amongst all the recommendations, the first one holds a special implication for increasing the number of qualified teachers and Jejueo speakers. In other words, on the foundation of well-designed programs, university graduates can become Jejueo teachers and they can help younger speakers acquire Jejueo. As the number of speakers including fluent elderly speakers is decreasing rapidly, carrying out these suggestions are crucial for the next 5 years. Teaching minority

language as a subject is often viewed as ‘weak form’ of bilingual education and has minimal impact on creating new speakers (Baker cited in Gorter, 2008). However, with the help of the Jeju local government and educators, we can accelerate the process of promoting Jejeuo to be the medium of instruction across the curriculum.

## 6. Conclusion

This paper attempted to address the current situation of Jejeuo revitalization education and provide recommendations for the future plans focusing on teachers and specific challenges they are facing in teaching Jejeuo.

However, this study holds various limitations, as the number of survey participants is insufficient to generalize any findings in this study. Moreover, the design of the morpheme analysis needs to be improved by investigating more extent length of teachers’ narratives and also natural utterances of teachers.

Despite its limitations, throughout discussion, it was clearly stated that there is a question in teachers’ fluency in Jejeuo and a shortfall in Jejeuo teachers when moving to the next stage of operating revitalization programs that is teaching Jejeuo as a subject and more ultimately for achieving immersion school. However, this problem can be aided by offering Jejeuo programs at the university level producing teachers and speakers simultaneously.

Nonetheless, the role of the Jeju local government and the Jeju Office of Education is crucial in order to execute all the future plans mentioned in the last section in a timely manner.

## References

- Chafe, W. L. (1980). *The pear stories: cognitive, cultural, and linguistic aspects of Narrative production*, Norwood, NJ: Albex.
- General Plan for Jejeuo Conservation Education (2014). *Jeju Special Self-Governing Provincial Office of Education online*. Retrieved from <http://www.jje.go.kr>
- Gorter, D. (2008). Developing a Policy for Teaching a Minority Language: the Case of Frisian, *Current Issues in Language Planning*, 9, 4, 501-520. DOI: 10.1080/14664200802364996.
- Gwangryeong Elementary School (2014). *Jejeuo Education Demonstration School Operational Plan Online*. Retrieved from <http://www.cisec.or.kr/home/home.jsp>
- Hyun, P. and Kang, Y. (1011). *Jejeuo morpheme dictionary*, Jejushi: Jeju National University Press.
- Jejeuo (2014). *The Catalogue of the Endangered Languages online*. retrieved from <http://www.endangeredlanguages.com/lang/8409>
- Jeju Education and Science Research Institute (2013). *The 27<sup>th</sup> Materials of Research Schools*. Jejushi: Jeju Government Printing Service.
- Jejeuo Teacher Training Program (2014). *The Society of Jejeuo Conservation online*. Retrieved from [http://www.jejeuo.com/shop\\_main/main\\_body.htm](http://www.jejeuo.com/shop_main/main_body.htm)
- Language Act for Jejeuo Conservation and Promotion (2011). *Jeju Special Self-Governing Province online*. Retrieved from <https://www.jdi.re.kr/contents/index.php?mid=0401>
- NeSmith, R. K. (2012). *The teaching and learning of Hawaiian in mainstream educational contexts in Hawai'i : Time for change?* Retrieved from <http://researchcommons.waikato.ac.nz/handle/10289/6079>.
- Shin, C. (2014). Korean morpheme analyzer, UTagger online. Retrieved from <http://sjc333.egloos.com/2837613>

- Shin, J. and Ock, C. (2012). A Korean Morphological Analyzer using a Pre-analyzed Partial Word-phrase Dictionary, *Journal of KIISE: Software and Applications* 39(5). 415-424.
- Stiles, D. B. (2014). Four Successful Indigenous Language Programs. In J. Reyhner (pp. 148-262). *Teaching Indigenous Languages*. Flagstaff, AZ: Northern Arizona University. Retrieved from [http://jan.ucc.nau.edu/~jar/TIL\\_Content.html](http://jan.ucc.nau.edu/~jar/TIL_Content.html)
- Tapine, V. and Witi, D. (1997), *Visions for Māori Education*. New Zealand Council for Educational Research, Wellington.
- Te Reo Māori. Waitangi Tribunal Report 262. Published in 2010
- The 2<sup>nd</sup> General Plan for Jejueo Revitalization (2012). *Jeju Special Self-Governing Province online*. Jejushi: Jeju Government Printing Service. Retrieved from <https://www.jdi.re.kr/contents/index.php?mid=0401>