



Secondary Chinese Teacher Recruitment Examination Trends and Improvement Plan in Korea: Focusing on Questions from 2018-2021

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Studies on the Chinese secondary school teacher recruitment examination had been steadily conducted. This paper examined the types and trends of the current recruitment examination by targeting the recruitment exam questions from the 2018 academic year to 2021, on which there are almost no studies, and presented ways to improve the Chinese secondary school teacher recruitment examination in the future. There is a difference in the ratio of questions by year, but in general, the ratio of questions asked in Introduction to Chinese Language and Chinese Education Theory was high. The questions on Chinese conversation and Chinese reading did not appear at all, or even if they did, the ratio did not exceed 10%. And although the percentage of questions on Chinese culture course is not high, the questions consistently appear every year. This can be said to be related to the emphasis on comparison and understanding of mutual culture in the 2015 revised curriculum. This study presented improvement measures for the recruitment examination of Chinese secondary school teachers based on the results of analysis on questions from the 1st exam for the 2018-2021 school year and the evaluation contents of the 2nd exam.

Key words: *Secondary school teacher, Teacher recruitment examination, Chinese Language, Exam questions from 2018-2021*



Introduction

The recruitment of secondary school teachers in Korea to select middle school and high school teachers is carried out on the basis of the Education Officials Act (amended on 2020.7.30), Decree on the Appointment of Educational Officials (amended on 2020.9.22.), and Competition Exam Rules for Recruitment of Educational Officials (Ministry of Education Ordinance No. 188, 2019.9.17.).

To become a secondary school teacher in Korea, one needs to obtain regular level 2 teaching certificate before taking the exam. For this, learners must either major in Chinese education at the teacher's college, or obtain a master's degree in Chinese education at the Graduate School of Education, or obtain a certain number of credits by taken the teaching courses offered by the university (Kim and Lee, 2018).

As the Ministry of Education Ordinance No. 44 Competitive Examination Rules for Recruitment of Educational Officials was amended and implemented in 2013, the system and contents of the Chinese language and secondary teacher recruitment examination changed significantly since 2014. According to the Competitive Examination Rules for Recruitment of Educational Officials, the first exam is fill in the blank, descriptive, and essay type exam, and the second exam is an in-depth interview for teaching aptitude and evaluation of teaching ability (including practical skills and experiments). The written exam evaluates the overall understanding of the pedagogy and the major (Subject matter education and pedagogical content education) and the teaching ability. The in-depth interview for teacher aptitude evaluates aptitude, teaching intuition, personality and specifications as a teacher. Teaching ability evaluation focuses on communication skills and teaching skills as a teacher through mock classes.¹ Simply put, the first exam evaluates the professional ability as a teacher, that is, subject knowledge, and the second exam evaluates whether one can deliver the knowledge well to the students based on the subject knowledge, and the qualifications and aptitude as a teacher.

From the 2020 exam, the fill in the blank type tends to evaluate simple memory in the major exam. Regarding the descriptive type exam, the exam type was reduced from the existing three types of fill in the blank, descriptive, and essay to fill in the blank, and descriptive type as the need for improvement about the overlap with the evaluation of writing ability of education subject was highlighted. The number of questions was adjusted from 8 for fill in the blank, 13 for descriptive type, and 1 for essay type to 6 for fill in the blank, and 17 for descriptive type.² The following table shows the subjects and types of the first exam for secondary school teachers.

Table 1. Subjects, types, number of questions and points of the first exam for recruitment of secondary school teachers (Korea Institute of Curriculum and Evaluation, 2018)

Exam subjects and types			Number of questions	Points
Pedagogy	1st class (60 minutes)	Essay	1	20
Major A	2nd class (90 minutes)	Fill in the blank	4	8
		Descriptive	8	32
Major B	3rd class (90 minutes)	Fill in the blank	2	4
		Descriptive	9	36
Subtotal			23	80
Total (points)			24	100

Looking at the Evaluation Areas and Evaluation Content Elements of the Chinese Department's recruitment examination, the content of the 1st major exam is divided into two areas including subject matter education and pedagogical content education. Subject matter education is a field of Chinese education theory. Pedagogical content education had a total of nine fields including Introduction to Chinese Language, Chinese Language and studies, Chinese Grammar, Chinese Conversation, Chinese Writing, Intermediate Chinese, Advanced Chinese, Modern Chinese Literature Reading, and Readings in Chinese Classics. Since 2012, it was revised into eight areas including Introduction to Chinese Language, Chinese Language and studies, Chinese Grammar, Chinese Conversation, Chinese Writing, Chinese Reading, Readings in Chinese Classics, and Chinese Culture.³ The evaluation area and evaluation content elements for each area are as follows. This was presented in 2008. Since 2012, the revised contents such as addition of Chinese-speaking culture and deletion of intermediate Chinese and advanced Chinese have not been reflected until today.

Table 2. Major evaluation area and evaluation content elements of the first exam (Korea Institute of Curriculum and Evaluation, 2008)

Category	Basic courses and fields	Evaluation area	Evaluation content element	Secondary school curriculum relevance
Subject matter education	Theories of Chinese Teaching	Curriculum	Objectives and contents of the Chinese curriculum	Goals and content of Chinese for high school
			Design, implementation and evaluation of Chinese Curriculum	Evaluation of Chinese for high school
		Teaching method	Types and characteristics of teaching and learning model	High school Chinese -

		Method of teaching 4 functions of language (listening, speaking, reading and writing)	Teaching and learning methods
		Teaching method through understanding Chinese language and culture	
	Learning theory	Learning a second language and understanding intermediate language phenomena	
	Theory of textbooks	Chinese textbook composition, analysis, utilization and teaching plan preparation	
	Educational view of Chinese teacher	Educational view and ethics Teacher's qualities, qualifications and attitude	None
Introduction to Chinese Language	Linguistics	Characteristics of Chinese Standard language and dialect	High School Chinese-Content (Language material)
	Phonology	Phonetic system of Chinese Hanyu Pinyin Fangan	
	Character	Origin, structure, characteristics, and shape changes of Chinese characters	
	Vocabulary	Word formation and vocabulary system Basic vocabulary, common vocabulary, phrase, idiom	
	Grammar	Part of speech, sentence component, sentence pattern	
	History of literature	Characteristics of literary trends by period Process of changing literary phenomena by period	
Pedagogical content education	Chinese Language and studies	Literary genre	None
		Form, system and literary characteristics by genre Occurrence, development, and influence by genre	
	Writers and works	Understanding of representative artists and works Reading and appreciation of representative works	
Chinese grammar	Grammatical unit	Morpheme, word, phrase, sentence	High school Chinese-Content (Language material)
	Part of speech	Classification of parts of speech and characteristics of parts of speech	
	Sentence	Sentence component, sentence structure, sentence type	
Chinese conversation	Daily conversation	Situational conversation Vocabulary by field of the necessities of life	High school Chinese-Content (Language material)
		Greetings, clichés and proverbs	

	Idiomatic expression	idioms, phrases, idiomatic words, neologisms	function/Cultural content)
	Chinese life culture	food, customs, habit	
Chinese writing	Writing	Chinese writing and error analysis	High school Chinese - Content (Language function)
	Translation	Korean-Chinese translation, Chinese-Korean translation	
Intermediate Chinese	Basic sentence structure	Basic sentence structure sentence component role	
	Intermediate reading comprehension	Reading comprehension of intermediate level practical Chinese Intermediate level vocabulary	High school Chinese-Content (Language function/Cultural content)
	Understanding modern Chinese daily life and popular culture	Understanding Chinese people's daily life in Chinese sentences Understanding Chinese popular culture in Chinese sentences	
	Understanding of various Chinese uses	Understanding of idiomatic expressions and phrases in Chinese and mixed use of words and written colloquial Chinese Understanding of idioms and neologisms	
Advanced Chinese	Advanced reading	Reading comprehension skills for advanced sentences Insights into social culture in Chinese sentences	High school Chinese-Content (Language function/Cultural content)
	Understanding cultural comparison between Korea and China	Comparison of perception of Korea and China through analysis of Chinese expressions Comparison of Korean-Chinese socio-culture in Chinese sentences	
Chinese modern literature reading	Modern literature history	Understanding the relationship between contemporary Chinese historical trends and literary trends Understanding the transition process of each literary genre in modern China	
	Reading comprehension of modern literature	Comprehensive understanding of major literary works Assessment of reading comprehension and appreciation of major literary works	None
	Understanding the world of modern literature	Understanding the trends of the times and the author's thoughts in the works Understanding the work's topic and author's intent	
Readings in	Basic sentence	Comparison of basic sentence patterns between ancient and modern Chinese	None

Chinese Classics	patterns in ancient Chinese	Sentence structure characteristics of ancient Chinese	
	Reading comprehension on Chinese classics	Reading comprehension ability for representative Chinese classics	
	Idioms	Understanding the themes of representative Chinese classics	
	Chinese traditional thought and culture	Original meaning and derivative meaning of ancient words	
		Chinese traditional thought in the classics	High school Chinese-Content (Cultural content)
		Chinese traditional culture in the classics	

To date, studies on the Chinese secondary school teacher recruitment examination had been steadily conducted. Those targeted the recruitment examination questions themselves only, like Kim (2017), and Kim (2015), mostly analyzed the questions and the tendency of questions. Kim and Lee (2018), Song (2013), and Lee (2006) examined the connection between the Chinese recruitment examination and the curriculum. In addition, there had been studies on improvement of the recruitment examination system, studies on candidates and preparers for the recruitment examination, and international comparative research on the recruitment examination.

Among them, Kim and Lee (2018) explored the efficient connection between the Chinese secondary teacher recruitment examination and the courses required for teaching position through the analysis of previous exam questions from 2014 to 2018. The following analysis results were presented. First, the issue of pure subject matter education, which requires subject matter knowledge to be addressed, occupies a very low percentage overall, but is gradually growing. Second, in pedagogical content education, questions on Chinese linguistics (Introduction to Chinese Language, and Chinese Grammar) have always taken up a high proportion, and the number of questions in the Chinese and cultural areas (Chinese Conversation, Chinese Writing, Intermediate Chinese, and advanced Chinese) is gradually increasing. Third, the proportion of questions on subject matter education is still low, but there seems to be an attempt to add elements of subject matter education such as the use of test in the pedagogical content education problem.

Kim (2019) confirmed a relatively large difference in the results of previous studies which analyzed previous questions in the subject matter education field of the same academic year, and pointed out the problems in the research method, such as incomplete analysis criteria of previous studies and inconsistent application of item analysis criteria. Then, Kim summarized the following differences of opinion among previous studies. First, the analysis results on whether subject matter education area is included are not consistent. Second, the analysis content on whether it is a single evaluation item for subject matter education or an integrated



evaluation item for subject matter education and pedagogical content education does not match. Third, analysis of sub-evaluation areas and evaluation content elements of subject matter education or pedagogical content education is different. Accordingly, Kim (2019) presented two problems including unclear classification of subject matter education questions and ambiguity of evaluation areas for the present Chinese language department's recruitment examination guidelines and questions. Kim suggested that the division of evaluation areas should be clear when preparing the Chinese recruitment examination, and that the probability of the questions, text, and correct answers should be high.

This paper examines the types and trends of the current recruitment examination by targeting the recruitment exam questions from the 2018 academic year to 2021, on which there are almost no studies, and presents ways to improve the Chinese secondary school teacher recruitment examination in the future.

Exam question trend by year

The secondary recruitment examination question principles presented by the Korea Institute of Curriculum and Evaluation are as follows.⁴

First, professional knowledge and qualifications required for secondary school (including special schools) teachers are comprehensively evaluated.

Second, knowledge, skills, and literacy that can be applied practically in the field of school education are comprehensively evaluated.

Third, a variety of question types is prepared to comprehensively evaluate knowledge, understanding, application, analysis, comprehension, evaluation, problem solving, creativity, criticism, and logical skills.

Fourth, questions that can be solved by those who have faithfully completed the curriculum of the secondary school teacher training institute are established.

Fifth, questions are set by referring to 『Teacher qualification standards and evaluation areas and evaluation content elements by subject』 published by the ‘Joint management committee of city and province for recruitment of new secondary school teachers.’

Jung (2018) analyzed the questions of the Chinese language secondary teacher recruitment exam conducted from the 2014 school year to the 2017 school year. The contents of questions in subject matter education are summarized as follows. In the 2009 revised curriculum,



questions were presented in connection with detailed items such as basic communication items, or questions about the words or learning goals which need to be filled in after presenting the lesson plan and what needs to be noted when teaching were presented. In the teaching method through the understanding of language and culture, there were questions that could be solved by familiarizing with Chinese culture-related vocabulary, and questions asking about learning theory and idioms and vocabulary related to teaching and learning. As a result of question analysis, the proportion of questions asked in the subject designated as the scope of the question was biased toward specific subject, and among the pedagogical content education subjects, the proportion of Introduction to Chinese Language and Chinese Grammar courses was significantly high.

In this paper, prior to the classification of the questions, the major evaluation area presented in 2008 was partially revised by reflecting the revised contents in 2012. The revisions are as follows.

First, grammar among the evaluation areas of the Introduction to Chinese Language course overlaps with the Chinese Grammar course, and thus, was excluded from Introduction to Chinese Language.

Second, Modern Chinese Literature Reading course disappeared after the 2012 revision, and thus, Introduction to Chinese Literature and Chinese reading are separated when categorizing the questions by referring to the contents of the existing evaluation area.

Third, existing two courses, Intermediate Chinese and Advanced Chinese, were combined into one Chinese reading course, but the evaluation area was limited to modern Chinese reading comprehension in order to distinguish it from classical Chinese reading.

Fourth, the evaluation area of the newly established Chinese culture course was set by selecting the part related to culture among the evaluation areas of Chinese conversation, intermediate Chinese, advanced Chinese, and classical Chinese reading.

Fifth, ancient vocabulary, which is one of the evaluation areas of the existing Chinese reading course and idioms in the idiomatic expression area of Chinese conversation course overlap with vocabulary area of the Introduction to Chinese Language course and thus, they were integrated into one vocabulary area.

Moreover, if a question was included in two subjects or areas, it was indicated in the corresponding area in order to examine the proportion of questions asked in each subject and evaluation area when classifying questions. The results of classifying the questions from the 2018-2021 Chinese recruitment examination based on the above are as follows.

Table 3. Classification of questions by major evaluation area

Category	Basic courses and fields	Evaluation area	2018 academic year questions	2019 academic year questions	2020 academic year questions	2021 academic year questions
Subject matter education	Chinese education theory	Curriculum		B-1	A-1, B-1, B-4	A-1, B-5
		Teaching method	A-1, A-12, B-8	A-9, A-13, B-7	A-5, B-3, B-10	A-5, A-7, B-1, B-3
		Learning theory	B-1	B-2, B-6	B-3	A-6
		Theory of textbooks	B-7	B-8	A-6	B-5
		Educational view of Chinese teacher				
Pedagogical content education	Introduction to Chinese Language	Linguistics	A-10	A-11		A-8
		Phonology	A-14, B-7	A-2	A-2, A-7	A-5, B-6
		Character	A-1, A-4, A-7	B-7	B-10	A-2
		Vocabulary	A-2, A-13, B-3, B-5, B-6	A-1, A-4, A-6, A-7, A-9, A-13	A-9, A-10, B-11	A-3, B-9, B-10
	Introduction to Chinese Literature	History of literature	A-5	A-10		B-11
		Literary genre	A-8, B-3	A-5, A-8		A-4, A-12
		Writers and works	A-3, A-6, B-6	A-12, B-3	A-3, A-11, B-6	A-4, A-11, B-11
		Grammatical unit	A-10, B-2		A-6, B-9	
	Chinese grammar	Part of speech	A-12	B-2, B-6	A-5	A-5, B-3
		Sentence	A-11, A-12, B-1	A-14, B-4, B-6, B-8		A-6, A-10, B-7
	Chinese conversation	Daily conversation		B-1	A-12	
		Idiomatic expression	A-9	A-13	A-4, A-12	
	Chinese writing	Writing	B-1, B-2	A-14, B-2, B-4, B-6, B-8	A-8, B-4, B-5, B-8,	A-6, A-9, A-10, B-4, B-7
		Translation			B-8	B-4
	Chinese reading	Modern Chinese reading	A-9, B-4		A-9, B-2, B-7	
	Chinese culture	Chinese life culture	A-4	A-7	B-2	A-7
		Understanding modern			A-4	

	Chinese daily life and popular culture				
	Understanding cultural comparison between Korea and China	B-8			
	Chinese traditional thought and culture				
Classical Chinese reading	Basic sentence patterns in ancient Chinese		A-3, A-12, B-5	A-10, B-2	B-2, B-8
	Reading comprehension of Chinese classics	A-13, B-6	A-10, A-12, B-3, B-5	A-3, A-10, B-7	A-12, B-2, B-8

First, as can be seen from the table above, there are a number of convergent problems related to two or more subjects every year. For example, there are following questions.

Example 1. Question 6 for Major B in 2018

6. 阅读(A)和(B), 先写出①和②, 并解释③。然后在(B)中分别找出关羽和张飞评价诸葛亮的语句。[5分]

(A)

罗贯中的(①)是中国古代章回小说的开山之作, 也是中国最有成就的长篇历史小说。它通过对(②)国仁者之政、魏国霸者之政和吴国庸者之政的对比描绘, 表达了拥刘反曹的倾向, 突出了尊仁政而抑霸权的主题。在艺术上, 它吸收了传记文学的语言成就, 典雅而不深涩、通俗而不鄙俚, ③雅俗共赏, 简洁明快, 生动活泼。尤其是, 描写人物对话的语言极富个性, 往往三言两语, 便能绘声绘色, 刻画出人物的个性。

(B)

却说玄德访孔明两次不遇, 欲再往访之。关公曰: “兄长两次亲往拜谒, 其礼太过矣。想诸葛亮有虚名而无实学, 故避而不敢见。兄何惑于斯人之甚也!” 玄德曰: “不然。昔齐桓公欲见东郭野人, 五反而方得一面。况吾欲见大贤耶?” 张飞曰: “哥哥差矣! 量此村夫, 何足为大贤? 今番不须哥哥去。他如不来, 我只用一条麻绳缚将来!” 玄德叱曰: “汝岂不闻周文王谒姜子牙之事乎? 文王且如此敬贤, 汝何太无礼! 今番汝去, 我自与云长去。” 飞曰: “既两位哥哥都去, 小弟如何落后!” 玄德曰: “汝若同往, 不可失礼。” 飞应诺。

《第38回 定三分隆中决策》

Example 2. Question 2 for Major B in 2018

2. 阅读下文, 写出①~④。[4分]

偏误分析及强化测试报告									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">韩语</td> <td>우리 회사는 우수한 인재가 필요하다.</td> </tr> <tr> <td>偏误</td> <td>我们公司必要优秀的人才。</td> </tr> <tr> <td>偏误点</td> <td>“必要”</td> </tr> <tr> <td>改正句</td> <td>我们公司需要优秀的人才。</td> </tr> </table>	韩语	우리 회사는 우수한 인재가 필요하다.	偏误	我们公司必要优秀的人才。	偏误点	“必要”	改正句	我们公司需要优秀的人才。
韩语	우리 회사는 우수한 인재가 필요하다.								
偏误	我们公司必要优秀的人才。								
偏误点	“必要”								
改正句	我们公司需要优秀的人才。								
偏误分析	<p>○ “必要优秀的人才”中的“必要”被当作动词使用, 而“必要”不是动词是形容词或名词, 所以“必要”不能带(①)。</p> <p>○ 应该把“必要”替换成及物动词“需要”。</p> <p>○ 此类偏误由多种原因造成, 韩语“필요하다”的干扰是原因之一。</p> <p>○ 这种由“(②)”干扰产生负迁移的现象多见于初级阶段的第二语言学习者。</p>								
强化测试	<p>※ 请把下列词语按先后顺序进行排列。</p> <p>(1) 必要 / 有 / 讨论 / 进行 / 全面的 这个问题 _____ ③ _____。</p> <p>(2) 需要 / 能 / 还 / 才 / 完成 / 三个月 这项工程 _____ ④ _____。</p>								

Example 1 question asks to read the passages (A) and (B), write the appropriate words for ① and ②, and interpret ③. Furthermore, in (B), it asks to find and put phrases which Guan Yu and Jangbi use to evaluate Zhuge Liang. This can be said to be a convergence type problem in which the three areas of the writers and works of Introduction to Chinese Literature, the vocabulary area of Introduction to Chinese Language, and the classical Chinese reading comprehension area of Chinese reading are combined.

Example 2 question requires to fill in the blanks ①~④. The learning theory area of Chinese education theory, the writing area of Chinese writing, and the part-of-speech area of Chinese grammar are converged. The problem in which two or more evaluation areas are converged have a high rate of appearance every year. The percentage of convergence-type questions by year is as follows.

Table 4. Ratio of Convergence Questions by Year

Year	Number of convergence question (Total number of questions)	Ratio
2018 school year	12(22)	About 55%
2019 school year	14(22)	About 64%
2020 school year	14(23)	About 61%
2021 school year	13(23)	About 57%

Further, as shown in Table 3, there is a large difference in the frequency of questions by subject, and some subjects have not been asked at all in recent years. The ratio of the questions for each major based on the contents of Table 3 is as follows.

Table 5. Ratio of questions by major subject (points)

Category	Basic courses and fields	2018 academic year	2019 academic year	2020 academic year	2021 academic year
Subject matter education	Chinese education theory	About 14%(11)	About 23%(18)	About 16%(13)	About 21%(17)
	Introduction to Chinese language	About 30%(24)	25%(20)	About 19%(15)	About 26%(21)
Pedagogical content education	Introduction to Chinese literature	15%(12)	About 11%(9)	About 11%(9)	15%(12)
	Chinese grammar	About 19%(15)	10%(8)	About 13%(10)	About 11%(9)
	Chinese conversation	About 3%(2)	5%(4)	About 8%(6)	0%(0)
	Chinese writing	5%(4)	About 13%(10)	About 19%(15)	About 16%(13)



Chinese reading	About 8%(6)	0%(0)	About 8%(6)	0%(0)
Chinese culture	15%(12)	About 3%(2)	About 4%(3)	5%(4)
Chinese reading	5%(4)	About 16%(13)	About 8%(6)	10%(8)

Looking at the percentage of questions asked by year, in the 2018 academic year, questions on the Introduction to Chinese Language course were asked the most, followed by Chinese Grammar, Introduction to Chinese Literature and Chinese Culture, and Chinese Education Theory. The subject with the least number of questions was Chinese conversation. The questions on Chinese writing and Chinese reading took up only 5%.

In the 2019 academic year, the rate of questions asked in Introduction to Chinese Language was the highest, followed by Chinese education theory, Chinese reading, Chinese writing, and Chinese grammar on which the rate of questions was more than 10%. There was no question on Chinese reading at all, and the questions on Chinese culture and Chinese conversation accounted for low proportion with 3% and 5%, respectively.

In the 2020 academic year, the questions were evenly distributed rather than focused on one subject. Introduction to Chinese Language and Chinese writing accounted for the highest percentage of questions with 19%, and Chinese education theory, Chinese grammar, and Introduction to Chinese Language accounted for more than 10%. In addition, Chinese conversation, Chinese reading, Chinese reading, and Chinese culture were asked evenly, although the ratio of questions was relatively low.

In the most recent exam for the year 2021, Introduction to Chinese Language and Theory of Chinese Education accounted for a high proportion with 26% and 21%, respectively, and Chinese writing, introductory Chinese literature, and Chinese reading accounted for more than 10%. Chinese reading was asked at all, and there is a large difference in the ratio of questions for each subject.

As seen from the above results, there is a difference in the ratio of questions by year, but in general, the ratio of questions asked in Introduction to Chinese Language and Chinese Education Theory was high. The questions on Chinese conversation and Chinese reading did not appear at all, or even if they did, the ratio did not exceed 10%. Since Chinese education theory is the only course that applies to the subject matter education, the ratio of questions on Chinese education theory is bound to exceed a certain percentage every year, and in the case of Introduction to Chinese Language, it has various evaluation areas such as theory, phonology, characters, and cover a relatively wide range. It is difficult to say that Chinese conversation and Chinese reading are evaluating knowledge in a specific area and the percentage of questions asked has to be relatively low since the focus is on understanding the test takers'



Chinese reading comprehension skills. What needs to be noted is that although the percentage of questions on Chinese culture course is not high, the questions consistently appear every year. This can be said to be related to the emphasis on comparison and understanding of mutual culture in the 2015 revised curriculum.

Chinese Secondary School Teacher Recruitment Examination Improvement Plan

To date, institutional aspect of the problem for recruitment examination and the problem of the lack of evaluation of practical teaching competency, such as listening and speaking, have been pointed out as a chronic problem in the recruitment examination (Jung, 2009).

This study presents improvement measures for the recruitment examination of Chinese secondary school teachers based on the results of analysis on questions from the 1st exam for the 2018-2021 school year and the evaluation contents of the 2nd exam.

First, the number of subjects and evaluation areas needs to be adjusted. Among the current recruitment examination subjects, Chinese conversation and Chinese reading do not evaluate knowledge in a specific area. The percentage of questions asked every year is low since the focus is on understanding the Chinese reading comprehension skills of test takers. Rather than classifying and presenting them separately in the question area, combining them into Chinese reading or with other course altogether is possible. For instance, daily conversation in Chinese does not evaluate actual speaking skills, but evaluates in a written form, and thus, Chinese reading comprehension is not significantly different from modern Chinese reading comprehension. Furthermore, in idiomatic expression, which is one of the evaluation areas of Chinese conversation, proverbs, and idioms were all integrated into the vocabulary area of Introduction to Chinese Language in this study. The non-integrated part of the neologism can be integrated into the vocabulary area in a wide range. Accordingly, this study suggests to reduce the number of courses in the pedagogical content education section to 7 courses except Chinese conversation and adjust the evaluation area accordingly in terms of reducing the burden on test takers and preventing confusion with unclear and overlapping classification of course by reducing the number of courses compared to now, Pedagogical content education.

Second, the courses currently taught at universities must be directly linked to the 1st and 2nd rounds of the recruitment examination. This is in line with the questioning principle of the secondary teacher recruitment examination presented by the Korea Institute of Curriculum and Evaluation, which states, 'questions that can be solved if one has faithfully completed the curriculum of the secondary school teacher training institution shall be asked.' In the past, there were some questions which were excessively difficult or difficult to solve because the focus was only on strengthening discrimination to select successful applicants. This is contrary to the questioning principle of 'knowledge, skills, and literacy that can be practically applied in the field of school education shall be comprehensively evaluated.'

As mentioned by Kim and Lee (2018), the pedagogical content education area of the 1st exam is currently wide and diverse, and thus, learners should be trained step by step while taking various major courses. Even in the case of the second exam, some degree of autonomy is guaranteed for each attempt, but the establishment of the teaching intuition or the conception and demonstration of practical classes are not only common parts, but are also the main contents to be addressed in the teaching training course.. Accordingly, recruitment examination questions need to fully consider the linkage with the teaching training courses that are being taught in school. In other words, teaching and learning must be conducted in consideration of the connection with the recruitment examination for the teaching course. In this regard, Kim and Lee (2018) summarized the following curriculum to be addressed in the three vocational training courses.

Table 6. Curriculum for teaching profession courses (Kim and Lee (2018))

Course	conception of subject education	Curriculum logic and essay	Study of textbooks and teaching method
Curriculum	<ul style="list-style-type: none"> - Second language acquisition theory - Overview of Chinese - Korean curriculum - Content system of Chinese teaching and learning - Learning elements, achievement standards, teaching/learning methods, and notes - Evaluation method and precautions - Class model presentation and cross evaluation 	<ul style="list-style-type: none"> - Logical writing overview - Terms necessary for writing in Chinese - Useful expressions for logical writing - Chinese punctuation and manuscript writing - Understanding of exemplary writing sentences - Writing error analysis - Analysis of example sentences related to major - Actual writing related to major - Writing for teacher certification examination - Writing to express one's thoughts logically 	<ul style="list-style-type: none"> - Overview of the current situation of Chinese education in Korea - Suggestions for effective Chinese textbooks - Various teaching and guiding methods for second language - Application of Chinese teaching and learning of the second language teaching method - Mock class

Third, there is a need to properly adjust the proportion of questions for each subject. As shown in Table 5 above, there is currently a large difference in the proportion of questions asked in the Chinese recruitment examination by subject. All subjects and areas need to be questioned evenly such that pre-service teachers can acquire knowledge in various fields, but some needs to be increased or decreased depending on the nature of the subject. In particular, it is necessary to appropriately limit the proportion of questions on Chinese reading and Chinese literature-related subjects. As a result of the survey for incumbent teachers on the recruitment examination by Choi et al. (2009), there was an opinion that it would be better to exclude Chinese reading and Chinese literature from the evaluation area. The reason is that Chinese characters and Chinese literature should not be used as a distinguishing criterion in the process of selecting foreign language teachers who teach modern Chinese language. In particular, the

Chinese literature subject is very different from the actual content taught in middle and high schools, and thus, asking for local or too specialized knowledge of Chinese literature in the recruitment examination is inappropriate. On the other hand, Kim (2010) pointed out that in the field of pedagogical content education, the number of questions related to linguistic is higher than in other evaluation areas. This trend may eventually lead to the increase or reinforcement of classes in the language field in the university teaching classes in the future, and the relative contraction in fields such as literature. Combining these opinions, the author suggests limiting the proportion of questions to an appropriate level and avoiding questions that are too local or difficult, rather than excluding subjects related to reading Chinese reading or Chinese literature from the evaluation area altogether.

Fourth, the ratio of subject matter education questions should be increased. Considering that the recruitment examination candidates will become a teacher and the most of the students they will teach are beginner Chinese learners, there is a need to increase the percentage of questions that focus on lesson plan design or teaching method, which are highly likely to be used in the actual educational field by combining pedagogical content knowledge such as Introduction to Chinese Language, Chinese writing and Chinese grammar, with subject matter knowledge. These questions induce exam takers to further prepare and design teaching activities such as teaching plan as they prepare for the recruitment examination, and thus, will be of practical help to actual teaching activities in the future.

Fifth, there is a need to consider increasing the weight of evaluation of class demonstrations conducted in the second examination. The current 2nd exam, which is only given to those who pass the 1st exam, consists of three subjects including in-depth interview for teaching aptitude, preparation of teaching/learning plan, and evaluation of teaching ability (class demonstration, practical skills/experiment). Exam time is determined and announced separately by each provincial and city office of education.⁵ The following table summarizes the subjects, scope, content, and number of questions of the 2nd exam.

Table 7. Scope of subjects and questions for 2nd exam (Korea Institute of Curriculum and Evaluation, 2008)

Exam subject	Question scope and content	Number of questions
In-depth interview for teaching aptitude	Aptitude, teaching intuition, personality and knowledge as a teacher [Foreign language course is partially conducted in the foreign language]	4
Teaching/learning plan preparation	Teaching/learning planning [The foreign language is conducted in the foreign language]	1
Class demonstration	Class demonstration [The foreign language is conducted in the foreign language]	1



As shown in the table above, the second exam evaluates whether the candidate has the qualifications as a prospective teacher. In the case of foreign language subject, it considers and evaluates the communication ability of the foreign language as some contents are taught in the foreign language. Since the most important task of a teacher can be said to be teaching, evaluate the teaching ability of the prospective teacher is very important. Accordingly, here is a need to increase the proportion of class demonstration although the evaluation contents and scores are different for each provincial and city office of education.

Sixth, in the second examination, the contents reflected in the actual educational field should be evaluated. There is a need to further expand the opportunities for prospective teachers to directly experience the school field from a long-term perspective.

In China's International Chinese Teacher Certificate Examination (国际汉语教师证书考试) which is used to select teachers to teach Chinese abroad, questions are asked about selection of appropriate topics, selection of appropriate teaching materials, appropriate teaching skills, and areas to be focused on during teaching after presenting the conditions of the country where a Chinese teacher will teach, the learner's age, the level of Chinese, the number of classes to be taught each week, and the Chinese learning goal in the field of subject matter education. In addition to presenting these teaching conditions, it presents a classroom situation that can be practically experienced as a Chinese teacher, and asks about the most reasonable choice one can make as a teacher. In addition, questions were asked about factors to consider when guiding life in such a situation, appropriate methods when interviewing parents, and methods of guiding students who were late (Jung, 2018).

Teachers not only teach major subjects, but are also in charge of life guidance and student counseling as a classroom manager. Therefore, the most reasonable judgment should be made and implemented in various situations that may occur during school life. Subject matter education questions from the International Chinese Teacher Examination in China can be helpful in evaluating the judgment of these preservice teachers. The recruitment examination in Korea mainly evaluates these areas in the second examination. These aspects should be sufficiently reflected in the test content so that test takers can prepare for the exam while increasing their understanding of the school site.

Currently, with the exception of a few schools, most schools are conducting educational practice for about 4 weeks. Understanding the school field over a period of 4 weeks is almost impossible. Accordingly, the educational practice period should be realized and extended in order to develop the qualifications as a prospective teacher while fully experiencing the school field.

Seventh, there is a need to disclose the grading standards and model answers for the recruitment examination. This is something that many applicants have been asking for to date. Since the



answers to the recruitment examination are mainly written descriptive, the correct answers are not disclosed to prevent distrust, confusion, and objection to the scoring results. Rather, it is fueling distrust and confusion about the scoring results. Since the grading standards and model answers are not disclosed, there is a difficulty in clearly understanding why answers are different depending the person solving the problem such as at a private academy, what part was incorrect, and in which part points were deducted. Thus, the reliability of the recruitment examination should be increased by disclosing the grading standards and model answers and test takers should be able to learn more clear contents when preparing for the exam.

Conclusion

The quality of education is closely related to the professionalism of teachers. The professionalism of teachers is nurtured by teacher training organizations. Thus, Of course, the recruitment examination for selecting teachers should properly reflect the content taught and learned at the teacher training organization. The qualification criteria for Chinese teachers announced by the Korea Institute of Curriculum and Evaluation and the Korean-Chinese Language Society are summarized in the areas of subject knowledge, learner understanding, class ability, and basic qualifications of teachers as shown below (Lee, 2017).

First, Chinese teachers should be able to not only have fluency in Chinese, the subject knowledge, but also be able to carry out in-depth interpretation of the differences between Korean and Chinese culture.

Second, Chinese teachers should understand the learning environment and learning level of the learners, and should be equipped to consider the individual characteristics of the learner in terms of evaluation. In addition, they should have the ability to conduct classes, design curriculum and study teaching materials.

Third, as a teacher, they should have a moral character and guide students with a sense of mission and duty. They should provide the right direction through smooth communication with students. Moreover, they should have an open attitude and interest and continuously strive for self-development.

As mentioned earlier, Chinese teachers should have qualifications in various fields such as fluency in subject knowledge, teaching ability, research ability, and character as a teacher. Baek et al. (2007) presented the concept of teaching competency by dividing it into theoretical and practical teaching competence. The components of theoretical teaching competency include subject knowledge, learners and learning, teaching design and development, teaching and learning environment, and evaluation. The components of practical teaching competency include planning and organization, communication ability, interaction with students, adjustment of teaching/learning environment, sincerity and enthusiasm. In other words,



teaching competency can be divided into knowing and doing. In the recruitment examination, theoretical teaching competencies are mainly classified as pedagogical content education, while practical teaching competencies are mainly classified as subject matter education.

There may be a disagreement as to whether the current Chinese secondary teacher recruitment examination is a means to well evaluate the theoretical and practical teaching competence of prospective teachers. The author presented 7 things that need improvement in the current recruitment examination in this paper. However, there is no disagreement over the fact that the purpose and direction of the recruitment examination should be able to evaluate the two competencies equally. This is because practice without knowledge is poor, and knowledge without practice is inevitably empty. In the long term, an evaluation method that can effectively evaluate the qualifications of a prospective teacher in various ways by collecting the opinions of teacher training organizations, incumbent teachers, and prospective teachers needs to be established.

Notes

1. Korea Institute of Curriculum and Evaluation, “Competitive Examination Rules for Recruitment of Educational Officials (Ministry of Education Ordinance No. 188, 2019.9.17.)”, Search date 2021.6.11. <http://www.kice.re.kr>
2. Korea Institute of Curriculum and Evaluation (2018), “Information on Adjustment of Question Types and Number of Questions for the 2020 Secondary School Teacher Recruitment Examination”, Search date 2021.6.11. <http://www.kice.re.kr>
3. Korea Institute of Curriculum and Evaluation, “Teacher qualification standards, evaluation areas, and evaluation content elements of the indicated subject 「Chinese」 (Published in 2008)”, Search date 2021.6.11. <http://www.kice.re.kr>
4. Korea Institute of Curriculum and Evaluation, “Secondary Teacher Recruitment Exam Questions Principle”, Search date 2021.6.24. <https://kice.re.kr/sub/info.do?m=010602&s=kice#tablink>
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