

A Study of the Intensive In-service English Teacher Training Program in Korea

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The study investigates the influence of the “Intensive In-service English Teacher Training (INSET)” program in Korea on participants’ professional knowledge and on their use of the knowledge in classrooms. To examine how participants have achieved two objectives of the program, improvement in English communicative competence and instructional skills of participants, a mixed-methods study was conducted. Three secondary English teachers, who had participated in the program during the second term of 2006 and have taught English at secondary schools in the Seoul Metropolitan Area, were recruited for in-depth interviews. In addition, participants’ artifacts, official documents and textbooks of the program were analyzed to support participants’ self-report. The main finding shows that while the teachers believe their improvement in English proficiency and teaching skills through a one-month overseas program, a five-month domestic program was not effective enough to improve their professional knowledge because of redundant courses, unqualified instructors and differences in the English levels of trainees. With detailed evidence, the result supports the government’s official program evaluation that indicates the percentage of all respondents to each survey question.

I. INTRODUCTION

The goal of 7th National English Curriculum in Korea is to help students improve their English communicative competence. However, although each Korean teacher of English has different communicative abilities, many feel themselves to lack overall English proficiency. According to the survey results (The Ministry of Education, 2006), 50.2% of primary and secondary English teachers say that they have difficulty in conducting English classes in English over one hour per week, because they had been taught the traditional

English education with emphasis on grammatical or reading-oriented knowledge. Nevertheless, the government announced that by 2015 English teachers across the nation will have to conduct English classes in English without the help of native English speaking teachers. Most English teachers should implement new teaching methods, such as Teaching English through English (TETE) based on their English proficiency. This approach is to replace previous approaches which have tended to be a grammar based, translation approach. Thus, in order to strengthen public English education in Korea, innovative and effective professional development programs of in-service English teachers are necessary.

In November 2006, the Ministry of Education in Korea announced an improved intensive training plan for in-service English teachers (the INSET program), which consisted of government-run immersion-training courses designed to upgrade the English proficiency and teaching skills of English teachers. In the program in-service English teachers are trained over a six-month period, including a one-month stay overseas. Following this plan, in January 2008 the government informed that from 2009 three thousand in-service English teachers will participate in the INSET program. The main goal of this policy is not only to reduce people's private spending to learn English, but also to develop the English communicative competence of students by improving the quality of public English education.

The Korean government reports that this plan is based on the outstanding results of the INSET program which was started in 2003. However, although almost all the program evaluations via surveys have been positive, there have been no detailed explanations on the survey responses of trainees. Thus, the program evaluations would not be evidences to support the program's effectiveness. The Ministry of Education, for example, has published an annual program plan which included a survey of the participants. In addition, other studies on the program have focused on the results of the survey questions which asked the trainees superficial impressions, rather than looking for the reason why the trainees chose positive or negative responses to the surveys.

At this time when the INSET program keeps growing, it is important to investigate the program with qualitative research, providing a more in-depth examination of trainees' perception in terms of progress of English competence and teaching strategies. In this paper results from face-to-face interviews with three secondary English teachers who had participated in the program during the second term of 2006 are reported. The teachers' answers to the semi-structured questions, asking what they were doing before, during, and after participating in the program, allow measuring their improvement through the program. In addition, analyses of participants' artifacts such as essays or lesson plans, textbooks, and official documents serve to provide validation for the teachers' self-reports. The results of this study not only provide evidence and indications of the degree to which

the INSET program in Korea enables secondary English teachers to improve English proficiency and teaching skills, but also bring evidence to bear on the viability of establishing an effective training program in other English as a foreign language (EFL) contexts as well as a Korean setting. In the following section, history and curriculum of the INSET program are presented.

II. OVERVIEW OF THE INSET PROGRAM

The INSET program is designed to solve the problems of the traditional in-service English teacher education programs. Although there have been many English teacher training programs in Korea, most of them have been short period courses, less than one month, and impractical processes (Chan Kyoo Min, 2006). Chan Kyoo Min (2006) cites the results of Young Ja Lee's study showing that the traditional English teacher training programs focused on the theory of teaching methodology within a short period of time, so they were not very helpful for in-service teachers to improve practical teaching strategies. In addition, Byong-Man Jeon, Jun-Eon Park, Jay-Myong Yu, and Heekyoung Choi (2006) claim that because language learning itself needs much more time and efforts to attain full communicative competence, in-service English teachers are required long-term training for continuous improvement.

The six-month intensive training program not only to improve communicative competence, but also to practice teaching skills of Korean English teachers for conducting TETE classes has been implemented in the in-service training for secondary English teachers. As a nationwide training program, a select group of secondary English teachers has participated in the program at Center for In-service Education of Korea National University of Education (KNUE) from 2003 and at Center for International Education of Keimyung University from 2005. Elementary English teachers have also partaken in the program from the second term of 2005. Between 2003 and 2006, in total 1139 English teachers, including 936 secondary teachers, had experienced the intensive program. From 2007, 1000 trainees a year have been going through the program by expanding the budget of in-service teacher training (The Ministry of Education, 2007).

In this study the INSET program for secondary school teachers which was held at Center for In-service Education of KNUE from September 4, 2006 to January 19, 2007 and at University of California, San Diego (UCSD) from January 22, 2007 to February 17, 2007 is introduced based on the guide book of the training institute. There were three different level sessions and evening activities in a five-month domestic training. All trainees stayed between Monday afternoon and Friday morning at KNUE, keeping an English only policy. In order to maximize English communicative opportunities of trainees,

there were fewer than 15 trainees in a class and all instructors were native English speakers. In addition to the domestic program, trainees participated in a one-month overseas field trip. The detailed time schedule is presented in Table 1 below.

TABLE 1
Session Overview (Center for In-service Education, 2006, p. 5)

Session	Level	Time	Regular Class Hours	After Class Hours	Teaching Concept
Session 1	Basic	Sep. 4 – Oct. 20 (6 weeks)	204	11	
Session 2	Intermediate	Oct. 20 – Dec. 6 (7 weeks)	204	12	Communicative Competence
Individual Session I		Dec. 7 – Dec. 8 (2 days)	8		
Session 3	Advanced	Dec. 11 – Jan. 19, 2007 (6 weeks)	200	8	Communicative Competence Demonstration of micro-teaching
Field Trip	Advanced Plus	Jan. 22 – Feb. 16 (4 weeks)	120		
Individual Session II		Feb. 20 – Feb. 28 (1 and a half weeks)	12		Communicative Competence
Questionnaires & Closing Ceremony		Feb. 23	4		
Total			752	31	

Each session had various kinds of courses to enable student teachers to achieve the two objectives of the program, as seen in Table 2. The main course was divided into three parts: core classes, theoretical support classes and evening activities. First, core classes, including Listening, Composition, Conversation and Pronunciation, were designed to help trainees develop communicative proficiency in English. These major classes accounted for nearly 50 percent of the whole class hours. In addition to the face-to-face classes, trainees were able to use the computer software to practice listening and speaking by themselves. Second, through Teaching Methodologies and TESOL Practicum, trainees could learn and present instructional skills. Also, Guest Speaker and Culture classes were planned to help the linguistic and cultural understanding of trainees as well as awareness of current issues in English education. Third, after class trainees had opportunities to develop their English proficiency with an interest by watching movies and dramas, singing songs and playing games. Examples of the time schedule of the domestic and overseas program for one week

are presented (See Appendix A & B).

TABLE 2
The Curriculum Structure of Session 1, 2 and 3
(Center for In-service Education, 2006, p. 14)

Section	Course	Class Hours		
		Session 1	Session 2	Session 3
Communicative Proficiency	Listening	32	32	28
	Conversation	32	32	28
	Composition	32	32	28
	Pronunciation	12	10	8
Theoretical Support	Teaching Methodology	10	14	10
	Guest Speech	10	10	10
	TEXT		12	6
	TESOL Practicum	12	12	6
Teaching English through Multimedia	Listening/Reading	6	6	3
	Speaking	6	6	3
Topic Activities	Culture	5	6	5
	Group Discussion	5	6	5
	Skit Performance	12	8	
	Movie	10	10	12
	Talent Show			6
Events & Other Activities	Presentation with POE			8
	Athletic Meeting	8		
	Pre-test	8		
	Post Test			6
	Evaluation			4
	Opening ceremony & Orientation	4		
	Field Trip		8	
	Extra Activities Total			24
Total		204	204	200

To evaluate trainees' improvement, not only writing, speaking and listening were tested at the end of the each session, but also micro-teaching demonstrations for 15 minutes during the second and third session were graded. In the next section, previous research on immersion teacher education, which the INSET program adopts, and on the INSET program is discussed.

III. LITERATURE REVIEW

1. Immersion Teacher Education

In order to train pre-service and in-service teachers who will be able to conduct language classes in a target language, some language teacher education programs have implemented the immersion model. However, only a few studies on the immersion teacher education have been presented so far. Milk (1990) investigated the ESL specialists, who participated in a Spanish immersion education program. Milk collected data from students' self-evaluation as well as pre- and posttests, including dictation, cloze passage and the Spanish version of the Language Assessment Scales (LAS) II. The results of the study showed that the immersion course had helped improve students' Spanish proficiency. Milk (1990) concluded that "language proficiency is most effectively stimulated when we focus less on language itself and more on its meaningful use in realistic contexts" (p. 408).

In addition, Erben (2005) reported that the Japanese immersion teacher education for pre-service teachers in Australia (Language and Culture Initial Teacher Education Program, LACITEP) encouraged students to learn various Japanese registers. In the beginning of the immersion education, students easily acquired and used basic interpersonal communicative skills (BICS), and as time went by, they lessened their initial hesitation to apply cognitive academic language proficiency (CALP, Cummins, 2003). The previous research on immersion teacher education has focused on whether teachers' language proficiency is improved through the immersion education or not.

2. The INSET Program

The previous literature which deals with the INSET program is mainly based on program evaluation through surveys of the participants. Sung-Soo Park (2004) conducted a survey with one hundred trainees in Korean. In accordance with the survey outcomes he claimed that trainees were satisfied with the overall contents, except for some facilities. In this survey, the questions were divided into six categories: (1) the appropriateness of the program's objectives; (2) the curriculum; (3) the program's management; (4) the appropriateness of the way trainees' language skills were evaluated; (5) facilities; and (6) the effectiveness of the program. The participants answered the questions by using a 6-point scale, such as no answer, very dissatisfied, dissatisfied, neither satisfied nor dissatisfied, satisfied, very satisfied. Park regarded the first three as a negative response and the second three as a positive response. However, among the total of 27 questions, over 40% of the respondents on 15 questions selected the neutral point (neither satisfied nor dissatisfied). For example, the result of the question on the appropriateness of the

instructional methods indicated that while 22% and 1% of the respondents chose "Satisfied" and "Very Satisfied," respectively, 51% chose the neutral point. Park claimed that 74% of the respondents reported positive responses on the question. However, the rate between positive and negative responses, except for the neutral point, was similar to each other, so it would not be reasonable to have an optimistic view of the result.

In addition, the annual plan of the INSET program for 2006 by the Ministry of Education reported that more than 90% of trainees, who participated in the program in 2005, were satisfied with the objectives, the program foci, the curriculum and their improvement in language and teaching skills. However, the government does not open each survey questionnaire to the public.

Moreover, Chan Kyoo Min (2006) investigates 108 teachers, who completed the INSET program, via e-mail. The 22 survey questions asked the participants about their satisfaction with the INSET program and the effectiveness of the program. The results of the study indicated that the program was helpful to improve teachers' English proficiency and teaching skills. However, although Min created more organized and detailed survey questions, he failed to account for the reasons of the participants' answers. For instance, the participants answered some survey questions, such as "I believe that the KNUE teacher training program helped me improve my writing ability" and "I think that I have been teaching English writing more often than before" (Chan Kyoo Min, 2006, pp. 38-39), by using a 5-point scale. More than 90% of the respondents on the first question selected "Always True" or "Usually True," and about 50% on the second question did so. However, Min did not provide evidence of the participants' belief on their improvement in language abilities and their implementation in classroom practice. Instead, he reported numeric results of the survey and his presumption in which he put the reason of a lower implementation rate contrasted with a higher improvement rate down to the teaching environment or situation that the participants might encounter in real classrooms.

In sum, even though the previous studies concluded with a highly positive evaluation of the INSET program, there was very little evidence to support the claim. That is, the findings of the studies did not show why the participants selected positive, negative, or neutral points. Thus, it is necessary to examine the INSET program with sound and more in-depth research going beyond surveys, which have not existed before, in order to suggest guidelines for expanding or modifying the program.

IV. METHODOLOGY

One guide question with three sub questions was used to structure the purpose of this study: How are the two objectives of the INSET program in Korea achieved: improvement

in English communicative competence and English medium teaching skills of teachers?

- (1) How was the curriculum of the program related to the objectives?
- (2) Do the teachers improve their language and teaching skills through the program? If so, why do they think they have improved?
- (3) How do the teachers employ of their knowledge from the program in classroom practices?

1. Participants

After receiving a research approval from Institutional Review Board (IRB) of the researcher's University, three secondary English teachers were recruited for in-depth interviews. The first subject of the interview was a former coworker of a colleague of the researcher's, and the other two subjects were selected by help of the first subject who was a class leader when he participated in the INSET program. The researcher's criterion of selecting the other two subjects were the following relevant attributes: (1) at the time of data collection one works for a middle school, and the other works for a high school in the Seoul Metropolitan area in Korea; and (2) one is in his/her 20s, and the other is in his/her 30s. All the subjects had partaken in the INSET program at KNUE for a domestic training and at University of California, San Diego (UCSD) for an overseas program during the second term of 2006, and they volunteered to be interviewed. The participants' names have been changed for the sake of anonymity. Descriptive characteristics of the subjects are summarized in Table 3 below.

TABLE 3
Participant Profile

Name	Sex	Age	Teaching experience	School level	School area
Hae-mi Park	F	29	7 Years	High school	Gyeonggi-do
Ji-su Kim	F	34	12 Years	Middle school	Gyeonggi-do
Yun-ho Lee	M	45	12 Years	High school	Seoul

According to Mr. Lee's TEPS¹ score (625/990), he had attained a high intermediate level of communicative competence (TEPS Test Information). Although the other two teachers did not have an official language test score, they could be regarded as advanced learners because they belonged to the highest level class in the overseas program at UCSD in which trainees were divided into four classes by the results of a pretest of grammar and listening.

¹ TEPS is short for the Test of English Profile, which was developed by Seoul National University in Korea. It consists of four kinds of subsets to measure overall English proficiency of EFL learners: Listening comprehension, Grammar, Vocabulary and Reading comprehension.

2. Sources of Data

1) Interviews

Before starting the interviews, the study information sheet of the study was showed and conveyed to the interviewees. Face-to-face interviews with the three teachers were conducted in a quiet classroom in a school where each teacher worked. Each interview lasted no more than one and a half hours in Korean and was audio-taped. While previous research on the INSET program usually overlooked by doing quantitative research only, the detailed interviews enabled to get closer to individual's point of view (Denzin & Lincoln, 2003).

In order to allow the teachers to narrate more detailed information about their experiences on the program, semi-structured interview questions (See Appendix C) were developed. A semi-structured interview protocol, including a lead-off question and a set of possible follow-up questions, considers highest flexibility in the interview process, so it could lead an ideal qualitative interview (Carspecken, 1996). Thus, the teachers' story-like responses provided with in-depth data about the INSET program that simple survey would not uncover.

2) Textbook and Official Document Analyses

Not only textbooks for the three core classes and a teaching method class, but also official documents, which show program overview, curriculum, and class schedule, were collected to compare with the interview data. These document analyses examined how the program's goal was realized in training practice. Below is the list of textbooks and official documents.

- Listen in 3 (Nunan, 2003)
- Interchange 3 (Richards, Hull, & Proctor, 2005)
- At a glance: Essays (Brandon, 2006)
- How to teach English (Harmer, 2000)
- Guide book (Center for In-service Education, 2006)

3) Participants' Writings: Essays and Lesson Plans

The artifacts that the participants wrote or created during the program as assignments or presentations, such as essays and lesson plans were collected. These materials were from a book, named *Hands-on* (2007), which was published by the trainees at the end of the program. The data were evidence of the participants' self-report through interviews.

3. Data Analysis

The audio-taped data from interviews were transcribed in Korean. If necessary, they were translated into English. Next, the transcripts were coded by interview structure and emergent themes, using NVivo, a software program to sort qualitative data. Then certain codes grouped together into three large categories according to the sub research questions (Carspecken, 1996).

In addition, the textbooks and guidebook of the program were compared with interview data. Moreover, the participants' essays and lesson plans were analyzed by rubric which the researcher designed to evaluate the participants' works. One of the researcher's colleagues participated in examining the analytical assessment rubric and scoring the participants' essays and lesson plans via the rubric. The level of inter-rater agreement of rubrics and scores reached over 90 percent.

V. FINDINGS AND DISCUSSIONS

This section is arranged by the three sub research questions.

1. How was the Curriculum of the Program Related to the Objectives?

1) English Proficiency

According to the Guide book (Center for In-service Education, 2006), there were three core courses in the INSET program. The three teachers also reported that Listening, Conversation and Composition were the program's main courses.

(1) The Three Core Courses: Listening, Conversation and Composition

The three teachers agreed to their improvement in listening ability through the program. Ms. Kim described that one of the instructors of the listening class used not only textbooks, but also authentic materials via the internet which were a little bit difficult than textbooks. Ms. Kim said due to challengeable tasks with the materials, the listening class helped her development in listening skills. Also, the instructor combined listening and speaking activity in the listening classes, encouraging student-teacher interactive. In addition, Ms. Kim indicated that although she initially had hesitancy and difficulty to involve the speaking class, she could get a visible effect on speaking because she was able to concentrate only on her studying for a long period with intensive classes.

Although I had participated in various in-service English teacher training programs, the longest one lasted no more than one month. One month was not long enough to cover the core classes. In the one-month training, I practiced “small talk” rather than designing and presenting my works. But I think for above the intermediate level learners, planning, making and evaluating the tasks to present are much more helpful. (Extract 1, Lines 68-72)

Listen in 3 (Nunan, 2003) and *Interchange 3* (Richards, Hull, & Proctor, 2005), which were textbooks of listening and conversation classes, demonstrated that the participants learned listening and speaking through authentic and task-based materials. This would be evidence of the participants’ satisfaction with the listening and speaking classes. First, the author of *Listen in 3*, Nunan, points out that the book uses a task-based approach to practice listening, speaking and pronunciation skills in a variety of real-life situations. Especially, at the end of each unit there is a task for pairs or small groups to give learners enough meaningful practice. For example, a task in Unit 10 “She wants a seat to Miami” is making travel arrangements. As a pair work, one student is supposed to be a traveler and the other student is supposed to be a travel agent. The traveler should ask the travel agent for his/her travel options, by using questions that he/she have already practiced in the previous parts of the same unit. Then the travel agent should answer to the questions, referring to a timetable in the book. Through this task-based activity, learners could practice how to make travel arrangements in real world.

Additionally, *Interchange 3* is a popular book for conversation classes because it is effectively organized to improve learners’ language skills with authentic materials. This book consists of various topics, such as personality types, jobs, favors, the media, cultural comparisons, and culture shock. For instance, in Chapter 3 learners learn formal and informal requests with modals, *if* clauses, and gerunds. In other words, learners understand and identify the politeness of each request. Because L2 learners, who attain high grammatical competence in a target language, can be pragmatically deficient and can cause the breakdown of talks with native speakers due to the different use of speech acts strategies across languages and cultures (Bardovi-Harlig, 1999; Gass & Selinker, 2001), the participants, as intermediate or advanced learners, need to develop pragmatic knowledge for their English proficiency. Thus, textbook analyses would confirm the participants’ self-reports on the positive relationship between listening and conversation classes and the program’s objectives.

On the other hand, the participants had a negative view of Composition, focusing on five-paragraph essay writing. All the three teachers stated that it was the first time to learn five-paragraph essay writing. This is because in a Korean context, English writing is not as

important as speaking and listening, so most in-service English teachers rarely learn how to write in English during the pre-service teacher education. Mr. Lee said since the trainees were not familiar with the essay writing, the trainees had a hard time going through all the works of the writing class. Ms. Park pointed out that the different writing style between the instructors at KNUE made her confused. Moreover, Ms. Kim said that although essay writing was helpful to develop her English writing proficiency, she was not sure of the possibility to implement essay writing in class. Instead, she thought that she obtained some teaching ideas through journal writing at UCSD.

Analyzing textbook of composition classes showed how difficult it is for the participants to learn how to write an essay through a book, *At a glance: Essays* (Brandon, 2006). The book is too concise to guide beginning learners of English writing. For example, in order to account for the concept of coherence, there is one short paragraph explanation without examples showing good or poor writing in terms of coherence. With only an abstract definition, it is hard for beginners to capture the concept of coherence in writing. Compact size of the book but lack of examples would prevent beginning learners from developing their writing skills.

(2) Multimedia and English Through Movies

There were two courses which were regarded by the participants as unhelpful courses to achieve the program's objectives: Multimedia and English through Movies. Firstly, in multimedia classes, although Mr. Lee understood that it was good to practice English skills via the computer software, he did not want to participate in the class because he had used the software before in his classroom teaching and other teacher training programs. In multimedia classes, the trainees study listening and pronunciation skills by themselves with the software named Dr. Speaking and Dr. Listening (Center for In-service Education, 2006). Dr. Speaking and Dr. Listening are web-based commercial software which more than 500 schools have implemented in English class (www.eoneo.co.kr) in Korea. Because the software is widespread in secondary schools, it would be used by the trainees during their teaching. Ms. Park also reported that she had utilized the software when she conducted an English conversation class, so she had already been familiar with the software before participating in the INSET program. Thus, due to the free availability of the software, it was possible that the trainees were not interested in using the software in the INSET program.

Secondly, Mr. Lee explained that during English through Movies in evening activities, the whole participants of the INSET program got together in a big hall, and watched movies or dramas without reflection time. He believed that without reflection time, it is a waste of time to watch movies or dramas, which he had already watched. For example,

one of the repertoires of the class was a popular American sitcom, *Friends Series*. Many Korean learners of English utilize the TV show to learn listening and speaking. The three teachers also had experience in learning English through *Friends Series*, so the participants thought that if there was no time to talk about the sitcom with each other after watching it, the activity would be no different from self-study. In addition, according to the Guide book trainees watch movies and dramas with instructors. However, Mr. Lee reported that instructors' participation in the movie-watching were rare.

(3) English Only Zone

The English Only Zone policy had considerable positive influence on the participants' progress in speaking. The participants stated that not only should trainees communicate with each other in English through the immersion education in class, but also they were highly recommended to use English-only. After class Ms. Kim and Mr. Lee had many opportunities to speak English by this "living in English" principle. In particular, Ms. Kim said that she used English-only even with her roommate in a daily life, and through this practice she could overcome the fear of speaking English.

2) Instructional Skills

There were courses, named Teaching Methodologies and TESOL Practicum, to learn and to practice instructional skills of TETE (Center for In-service Education, 2006). However, the participants reported their dissatisfaction with the classes at KNUE. Ms. Park said it seemed that the instructors of the courses did not have much teaching experience, because they did not know about teaching skills than the trainees did. Additionally, Ms. Kim stated that she could obtain many instructional skills through the observation of classmates' teaching demonstration, rather than through learning from domestic instructors.

The participants' claim was supported by textbook analysis. *How to teach English* (Harmer, 2000) includes topics with a wide but shallow range, so experienced teachers may already have the knowledge that the book covers. The book covers a wide range of topics in teaching English as a second or foreign language, from general issues about teaching and learning English (Chapter 1-4) such as the characteristics of learners and teachers, and the description of learning and teaching, up to specific information and teaching skills (Chapter 5-13) such as the description of grammar and the way how to teach the four language skills. Although this book deals with almost every issue of teaching and learning English and provides teachers with practical ideas for classroom teaching, it is more appropriate for novice teachers. For example, in Chapter 7, the book

introduces scanning and skimming for reading skills. However, scanning and skimming are basic reading skills, so teachers would learn these skills in pre-service teacher education programs. Also, Harmer indicates the target audience of the book in the introduction; “this book is a practical guide for teachers who are at an early stage in their careers.”

In sum, while listening and conversation courses, as well as English only zone policy helped to achieve the program’s objectives, other courses such as Composition, Multimedia, English through Movies and Teaching Methodologies did not. Using authentic materials and task-based approach allowed the participants to improve their English proficiency. However, the quality of materials and instructors prevented the participants from achieving the objectives.

2. Do the Teachers Improve their Language and Teaching Skills through the Program? If so, Why Do They Think They have Improved?

Although Ms. Kim did not have authorized evidence about how much she had developed her abilities in terms of communicative competence and instructional skills, she claimed that her optimistic view was supported by other English teachers in her school. Ms. Kim said that after participating in the INSET program, she has heard about her improvement from her colleagues many times.

I’m of a very introversive and quiet nature. I usually spoke a few words in English with a native English teacher, who worked at the same school as me, except for a special time when I must talk. Actually, I had kept away from the native speaker on purpose. But after going through the INSET program, I made myself familiar with the native English teacher. This was because I felt less afraid of speaking English than before, rather than because I became much more fluent in English. It made my colleagues surprised. Also, when I suggested some teaching idea that I had learned in the training program, other English teachers said to me, “It seems that the six-month training program is really effective.” (Extract 1, Lines 161-166)

Ms. Kim emphasized self-confidence as a sign of her development of English proficiency. In addition, Mr. Lee and Ms. Park reported by themselves about their improvement in English proficiency and teaching skills.

After going through the INSET program, I have tried to change my teaching methods in class. I had rarely used games before I participated in the program. But now I am trying to implement games in classroom practice. Also, although I don’t have an

official language test score to support my improvement, I have realized that I can understand better than before when I watch English movies or dramas. (Extract 2, Lines 141-145)

The program encouraged me to study hard and my listening ability has improved a little bit through the domestic program. In the overseas program, it was good to have many practical sources and idea which I can implement in class. (Extract 3, Lines 371-373)

The participants' reports on the improvement in English proficiency and teaching skills were supported by the essays and lesson plans, which the participants created or designed during the INSET program. First, Mr. Lee's essay indicated that despite occasional errors in using appropriate words or idioms for effective communication and in tense or aspect at times, he clearly stated his opinions provided sufficient details and produced well-organized and cohesive texts. By receiving 23 out of 25 points in the analytical assessment rubric, which regarded as an excellent essay, he proved his improvement in English proficiency.

Moreover, Ms. Kim and Ms. Park's lesson plans became evidence of their improvement in teaching skills. Ms. Kim and Ms. Park received 17 and 17.5, respectively, out of 20 points in the rubric for lesson plan. The strongest point of their distinguished lesson plans was authentic materials, such as pictures and video clips, and use appropriate types of activities. The activities started with skill-building activities, and after enough meaningful practice students were allowed for skill-using activities. For example, in a lesson about jobs with third singular present tense, the activities consist of guessing, dice game, and interview. During the first activity, students guess what the person's job after watching some pictures. Next, students describe the picture in a dice game board with third singular present tense. Finally, a couple of students interview with each other about jobs, likes and dislikes of their family members using third singular present tense.

In sum, the participants claimed that they had improved language and teaching skills through the program by referring to their colleagues' comments and their own self-consciousness. The participants' essays and lesson plans were evidence of the participants' language and teaching skills.

3. How Do the Teachers Employ their Knowledge from the Program in Classroom Practice?

Ms. Kim explained that because she could get many teaching materials and resources through the INSET program, she believed that she conducted better classes than before.

She has tried to utilize various authentic materials and to use classroom English as possible as she could. Ms. Kim reported that students, at first, were confused because she used classroom English more than 60% of the whole class, but they became accustomed to her teaching style. Also, based on her learning in the program, she conducted a successful open class focusing on the student-centered teaching and an authentic material usage in June, 2007.

Ms. Park stated that she bound up all the materials from UCSD in one volume, in order to utilize it in her classroom practice. In addition to using materials from her learning, she tried to use English only in her conversation class. Mr. Lee also mentioned that he had tried to use new games and activities at least once a week to give his students motivation and interests. Therefore, using classroom English with various teaching materials and activities was the major way to employ the participants' knowledge from the program in classroom practice.

VI. LIMITATIONS AND CONCLUSION

In order to examine the INSET program in Korea, surveys that analyzed a surface view of trainees, rather than qualitative research with in-depth interviews, has been used. On the basis of the considerable positive results of the surveys the government is expanding the program. This study was designed to deeply investigate whether the INSET program achieved the two objectives of the program, improvement in English proficiency and instructional skills of the participants, through the participants' self-report, textbook and official document analyses, and the participants' work analysis.

The main findings of this study were significantly suggestive. The strongest part of the program were listening and speaking classes and English only zone policy. Especially, in listening and speaking classes, the participants could access to various authentic materials. Through English immersion education, the trainees learned and used English not as a foreign language, but as a second language. In their self-evaluation, the participants claimed that being exposed to English in various circumstances and contexts greatly contributed to improving English proficiency (SoYoung Yang, 2008). However, the curriculum of the program still needs to modify to meet the participants' needs as well as the program's objectives.

There are some limitations both the participants and data sources of the study: (1) a small number of participants were the major obstacle for the study; and (2) classroom observations are needed to support how the participants apply their learning to teaching. In addition, the researcher's bias might be embedded in interpreting interview data. Inter-coders should be recruited to increase reliability. Moreover, this study is limited to

program evaluation. Further research should be conducted with theory-driven analysis going beyond program evaluation to provide a reasonable possibility as to whether the current small scale of the INSET program could expand into large national scale.

In conclusion, a long term training program may be reasonable to improve teachers' communicative competence and teaching skills. The key issue is how much trainees develop their skills compared with spending time, money and efforts. Although three teachers participating in the study are too small for generalizations to be drawn, their reports would help not only to evaluate and modify the current program, but also to design a new in-service English teacher training program.

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APPENDIX A

Time Schedule of the Domestic Program for One Week (Center for In-service Education, 2006)

	Mon	Tue	Wed	Thu	Fri
09:10-09:55		Composition	Teaching Methodology	TESOL Practicum	Listening
10:05-10:50					
11:10-11:55		Listening	Guest Speech	Composition	Pronunciation
12:05-12:50					
14:00-14:45	Composition	Conversation	Culture	Conversation	Multimedia
14:55-15:40			Group Discussion		
16:00-16:45	Conversation	Movie	Listening	Skit Practice	
16:55-17:40					
18:30-19:15	Evening Activities				

APPENDIX B

Time Schedule of an Overseas Program for One Week (Center for In-service Education, 2006)

	Mon	Tue	Wed	Thu	Fri
09:00-10:15	Reading & Writing	Pronunciation & Fluency	Field Trip:	Pronunciation & Fluency	
10:15-10:50	Computer Lab		Secondary School in	Computer Lab	California
11:00-12:15	Grammar & Fluency	Listening & Speaking	San Diego	Listening & Speaking	Coast Trip
13:30-14:45	Guest speaker	Workshop		Guest speaker	

APPENDIX C

Interview Protocol

Topic Domain: The influence of the INSET program in terms of English proficiency and teaching skills of secondary English teachers

Lead-Off Question:

Tell me about one of the most memorable class you remember when you participated in the INSET program. I want to hear all the details you can remember.

Possible Follow-up Questions:

1. Tell me about one of the first class you remember when you participated in the INSET program.
2. Could you tell me about your typical daily schedule when you participated in the INSET program in Korea?
 - 2a. Could you tell me about your typical daily schedule when you participated in the INSET program in overseas?
3. I am wondering how you could participate in the INSET program.
4. Have you ever been involved in other English teacher training programs? Tell me about your experience of teacher training programs. I would like to hear all the details.
5. Tell me about the curriculum of the INSET program you remember. What was your favorite class?
6. Have you ever taken a language test before, during or after the INSET program? I want to hear all the details.
7. Tell me about one of the English classes which you conducted before you participated in INSET program.
 - 7a. Tell me about one of the teaching demonstrations or activities which you conducted during the INSET program.
 - 7b. Tell me about one of the English classes which you conducted after you participated in the INSET program.
8. Tell me about a particularly difficulty or challenge when you participated in the INSET program?

Application levels: Secondary education

Key words: English teacher training/in-service training/intensive training/professional development/English education policy

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