

Research Trends in Writing Teacher Education*

Eunsook Shim

Sangji University

Shim, Eunsook. (2010). Research trends in writing teacher education. *Modern English Education*, 11(1), 36-50.

The field of teacher education has changed dramatically to prepare pre-service or in-service teachers to develop their language skills and instructional skills through teacher training programs. Yet, little attention to writing teacher education has been given. The purpose of the study is to investigate research focus and methodological orientation in the field of writing and writing teacher education by examining published research articles in two prestigious journals in Korea for the past five years. A total of 417 research articles were collected and 50 writing-related studies were obtained. The data were categorized into overall methodology orientation and substantive orientation. The results of the study showed that (a) quantitative studies than qualitative ones were dominant, (b) more studies on learners' language proficiency or performance in tertiary education settings were conducted, and (c) little studies on writing teacher education were found. This study suggests that various issues in the field of writing teacher education need to be discussed and more teacher training programs should be provided for assisting secondary English teachers to become better L2 writing instructors.

[teacher training programs/writing instruction/교사연수/쓰기교육]

I. INTRODUCTION

The field of teacher education has changed dramatically to prepare pre-service and in-service English teachers to develop their language skills and instructional skills over the past years. Yet, English language (L2) teacher education still remains "complex and multifarious" (Johnson, 2006, p. 235). Despite the proliferation of empirical research on pre- or in-service teacher training programs, little attention to writing teacher education has been given. Though empirical research on second language (L2) writing has gradually

* This research was supported by Sangji University research fund, 2007-2008.

grown in the recent years, writing research in certain foreign language contexts such as Korea has still featured “less prominently in theoretical and pedagogical discussion” (Manchon & Haan, 2008, p. 1). In a Korean context, English writing may not as important as other skills. Thus, most in-service English teachers in Korea seem to have little opportunities to learn how to write in English during pre-service teacher education programs (SoYoung Yang, 2009) and how to teach writing during in-service teacher education programs (Eunsook Shim, 2009). Given the fact that the use of written communication in English has steadily increased, teacher training programs need to include specific writing courses that can train teachers to develop language skills and instructional skills. In addition, more research on writing teacher education need to be conducted. The purpose of the study is to investigate research focus and methodological orientation in the field of writing teacher education by examining research articles published in two prestigious journals in Korea. In the next section, previous studies on teacher education in a Korean context and on writing teacher education will be presented. Findings of the study and discussion will be followed.

II. LITERATURE REVIEW

1. Teacher Training Education in EFL Contexts

Some teacher educators have explored ways to modify teacher training programs to better serve non-native teachers trainees. Eun-Ju Kim (2008) examined curricula in teacher training institutes for primary and secondary school English teachers in Korea and investigated how these evaluation standards were reflected in the contents of curricular for cultivating teachers with professionalism and teaching excellence. She suggested that professional institution for English teachers need to develop “systematic and balanced curricular between the content, teaching methods, and evaluation” (p. 261). Yoon-Hee Na, Byung-Kyoo Ahn, and Hyung-Sun Kim (2008) attempted to conduct a holistic evaluation of an in-service English teacher training program from multiple perspectives by using pre-test and post-test procedures, surveys, written comments, a teaching portfolio, and classroom observations. They assessed proficiency gains and development of teaching skills through the teachers’ self-perceived evaluation of the program and their self-report on changes in language proficiency and teaching skills. They reported that the participants improved their English proficiency and increased teaching competence and higher professional self-esteem throughout a long-term (6 month) teacher education programs. Five suggestions for teacher training program designers and teachers were provided: (1) build a curriculum that works on the development of communicative competence and

instructional skills; (2) maximize participation opportunities in and out of the class through presentation, discussion, and other collaborative activities; (3) provide teachers with opportunities to make and assess textbooks and other materials; (4) provide teachers with opportunities to collaboratively plan lessons, observe a variety of micro-teaching presentations, and demonstrate their own lessons; (5) promote reflective teaching with tasks such as reflective journals and self-assessment, and compiling a teaching portfolio of appropriate teaching materials and activities.

Conducting in-depth interviews with three secondary English teachers, SoYoung Yang (2009) attempted to investigate the influence of the intensive in-service English teacher training program on participants' professional knowledge and on their use of the knowledge in classroom. Yang found that a one-month overseas program was effective to help teachers' improvement in language abilities and their implementation in classroom practice but a five-month domestic program was not effective because of (a) redundant courses, (b) unqualified instructors and (c) differences in the English levels of trainees. It may be true that teacher training instructors tend to be "outside experts who disseminated a knowledge base constructed gain almost exclusively by experts" and often fail to assist teachers to develop teaching skills applicable in their own contexts (McMorrow, 2007, p. 375). Therefore, some researchers such as Cochran-Smith (2003) have stressed the importance of the education of teacher educators: "what teacher educators need to know and do in order to meet the complex demands of preparing teachers for the 21st century" (Cochran-Smith, 2003, p. 5).

More recently, a new English education reform policy in Korea has been announced and Korean English teachers may need to use English as the medium of instruction (Seongja Jo, 2008). By 2015 English teachers across the nation may need to conduct English classes in English (SoYoung Yang, 2009). Given this trend and challenge, the improvement in language abilities seems to be emphasized in teacher training programs, rather than their implementation in classroom practice. Some Korean EFL teachers have expressed a great difficulty in conducting English classes in English "because of their perceived insufficient English oral abilities and challenging classroom contexts such as learners' perceived low levels of English proficiency, large class size, much reliance on the exam" (In-Jae Jeon, 2008, p. 210). In fact, for English teachers in foreign language education contexts, "language proficiency will always represent the bedrock of their professional confidence" (Murdoch, 1994, cited in Yoon-Hee Na et al., 2008, p. 254). Teachers' perceived lack of English proficiency and their limited knowledge could be major reasons for teachers to have difficulties when teaching English.

However, it is argued that a high level of English language proficiency cannot guarantee a high level of successful performance in the English classroom. Though teacher educators need to focus on trainees' language competence, there is an urgent need to develop the most

valued aspect of English teachers' pedagogical content knowledge and instructional methods in their own contexts (In-Jae Jeon, 2008). The essential goal for a teacher training program should not be mainly to enhance English teachers' proficiency. Hyun-Jin Kim (2009) investigated the beliefs of Korean secondary school English teachers about language teachers' qualification and their demands for the future teacher training program. By surveying twenty-seven teachers who participated in a six-month-long intensive teacher training program, she found that the most important qualifications for language teachers was the L2 teaching skills and interaction skills. These teachers in her study commented that general English communication skills, classroom English skills and lesson planning skills are also significant, but L2 teaching skills or interaction skills should be the essential goal for a teacher training program (See Figure 1):

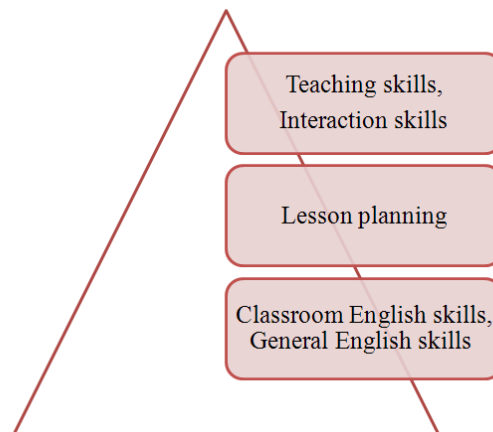


Figure 1. Hierarchy of the goals of the language teacher training program (Hyun-Jin Kim, 2009, p. 55).

In recent years, studies conducted on professional development have supported collaborative and reflective approaches in a teacher training program. It appears to be a critical component in a teacher training program to create a reflective learning community in which teachers can acquire new instructional skills and improve their teaching practices by “collaboratively creating lessons, interacting with colleagues through discussions, examining others’ and one’s own teaching, and participating in teacher networks” (Yoon-Hee Na et al., 2008, p. 277). Many researchers have suggested various approaches to create this reflective teaching community such as peer coaching (Bowman & McCormick, 2000; Britton & Anderson, 2010), collaborative action research (Atay, 2008), a small group teacher meeting (Eun-Jeong Kim, 2005) or a collaborative seminar (Byung-Bin Im, 2007; Samimy & Brutt-Griffler, 1999).

For example, Eun-Jeong Kim (2005) examined the influences of a small group teacher

meeting as an alternative for teacher development on the instructional practice of English teachers and claimed that a small group teacher meeting can be an effective and practical medium for English programs that strive to improve instructional quality of teachers. In a similar vein, Britton and Anderson (2010) suggested that teacher education for pre-service teachers is “to allow future teachers to experience meaningful collaboration” and implementation of peer coaching should be “sustained, supportive, and research-based” (p. 313). Clearly, this reflective teaching community can raise a critical awareness of their roles as a language teacher, in which teachers can create “educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach” (Johnson, 2006, p. 243).

2. Writing Teacher Education

Despite the proliferation of pre- or in-service teacher training programs, little research on writing teacher education has been conducted (Ferris & Hedgcock, 2005; Hirvela & Belcher, 2007). Youngjoo Yi and Eunsook Shim (2009) investigated curricula, course descriptions, and academic backgrounds of teacher educators in 30 selected English language teaching (ELT) programs in Korea. The results of the study showed that most ELT programs appeared to stress mainly pre-service teachers' L2 writing competence and seemed to overlook their development of L2 writing teaching skills. They suggested that “teacher educators should assist EFL teachers to be empowered by both pedagogical content knowledge of L2 writing and adequate L2 writing competence” (p. 1). Well-developed writing teacher training programs can urge English teachers to teach writing effectively in an English class. As Leki (2001) suggested, teacher training program designers need to encourage English teachers to “engage in some form of public writing themselves and to reflect carefully on that experience” (p. 201).

In terms of writing teacher education in EFL contexts, Moonbok Lee, Dongkwang Shin, and Yuh Vicky Chon (2009) investigated how online corpus consultation, *Concord Writer* (CW), can improve the writers' writing performance. Forty one in-service English high school teachers were asked to write compositions on two writing prompts. In order to examine the effects of corpus consultation on the quality of the writers' composition, composition from the post-training writing tasks were evaluated. The results of the study showed significant improvements on the quality of the writers' composition. They emphasized the importance of training in online corpus consultation skills in L2 writing and provided implications for the writing teachers' training courses.

In terms of teachers' feedback to student writings, Ferris (2007) described her own approach to training writing instructors in an MA TESOL seminar. She suggested that preparing writing teachers to respond to L2 writing is important and thus more training

courses should be provided because responding to student writing is the most time-consuming and one of the most challenging aspects of teaching writing. Coxhead and Byrd (2007) aimed to provide practical ways to prepare writing teachers to teach the vocabulary and grammar of academic prose by reviewing recent scholarship on the nature of the vocabulary and grammar and theory on language-in-use focused on academic prose. They also provided a listing of web-based resources to be used for teacher development. They urged teachers to learn to identify the language that their students need to become fluent writers of various types of English academic prose.

Regarding ways of teaching writing teachers about assessment, Jyi-yeon Yi (2009) explored what English teachers did during their rating assessment by asking three secondary English teachers to rate six pieces of writing samples written by secondary school students, using FCE rating scale for writing assessment, and also to record think-aloud protocols while rating. The results of the study showed that the teachers in her study appeared to rely on their subjective criteria and failed to rate the students' writing on the basis of FCE rating scale for writing assessment. She suggested that rater training sessions or programs for pre- and in-service English teachers in secondary education contexts should be developed. Through teacher training workshop programs, the teachers can be trained to reflect their rating behavior as a rater and to improve writing assessment skills. Although teaching writing is an essential task for English teachers, we tend to devote only a limited amount of time to the discussion of writing teacher education to train English teachers to be professional writing teachers. Teachers should be prepared for writing assessments and thus they need to have an understanding of writing assessments (Weigle, 2007).

In order to train effective writing teachers, English educators should assist writing teachers to increase pedagogical content knowledge (PCK) of L2 writing as well as practical teaching skills. Pedagogical content knowledge can be defined as "special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding" and "as the ability to transform the content knowledge he or she possesses into forms that are pedagogically powerful" (Shulman, 1987, p. 8, cited in Youngjoo Yi & Eunsook Shim, 2009). For instance, a genre approach can promote pedagogical content knowledge of L2 writing (Bhatia, 1993; Cheng, 2008). A genre-based approach identifies the prototypical rhetorical structure and linguistic or pragmatic features of a specific genre. Considering the importance of teaching writing in EFL contexts, more writing teacher education programs for pre-service and in-service secondary teachers should be provided.

III. RESEARCH METHOD

The first task for this study was to obtain the most significant journals in the field of English education. Since journals in this field tend to vary in content and style, I decided it was important to have consistency in the journals. Therefore, I narrowed my research journals down to *English Teaching* (ET), and *Modern English Education* (MEE) for this paper. The next task was to find research articles from *English Teaching* and *Modern English Education* for the past 5 years (2005-2009). From this period, I obtained 417 research articles from both journals. The research articles from *English Teaching* totaled 271 articles and the number of articles from *Modern English Education* was 146.

After obtaining the articles from two journals, I coded the articles into the following codes: (a) research topic, (b) methodology (data collection/data analysis), (c) number of participants and (d) educational setting (primary, secondary, or tertiary). In terms of methodological orientation, I classified the data first as (a) quantitative, (b) qualitative, (c) mixed, or (d) descriptive, outlined by Campbell and Stanley (1963). Quantitative studies measured variable with numerical value such as means, standard deviation, Pearson product-moment coefficients, item analysis or t-test. Data can be collected from survey, mini-tests, or questionnaire and statistical analysis was used frequently. Qualitative studies used coding techniques to classify non-numerical data. The data collection techniques were analyzing dyadic interactions, interviews, observations, document collection, think-aloud protocol or introspection. Mixed studies used both quantitative and qualitative techniques. Descriptive studies were defined as those concerned with describing theoretical issues or a phenomenon.

The next task for this study was to obtain the research articles related to 'writing practice' or 'writing teacher education.' A total of 50 writing-related articles were obtained from both journals. I obtained 39 articles from *English Teaching* and 11 articles from *Modern English Education*. After obtaining the articles on 'writing,' I coded the articles into the following codes: (a) teacher traits, (b) learner traits, and (c) program traits. In terms of substantive orientations, 'Teacher Traits' studies were concerned with what *teachers* do in their teaching and concerned with researching teachers' best practices in the classroom. 'Learner Traits' studies were concerned with what *learners* do in various situations. And 'Program Traits' studies were describing characteristics of a specific program (e.g., content analysis of textbooks) or specific educational issues (e.g., new educational policy or national curriculum).

IV. RESULTS AND DISCUSSION

Table 1 shows the total number of research articles (RA) from *English Teaching* and *Modern English Education* journals from 2005 to 2009. The total number of 417 research articles was obtained: 271 from *English Teaching* and 146 from *Modern Language Teaching*.

Table 1
Total Number of Research Articles

Year/Name of Journal	<i>English Teaching</i> (ET)	<i>Modern English Education</i> (MEE)	Total
2005	62	21	83
2006	50	19	69
2007	66	38	104
2008	51	36	87
2009	42	32	74
Total	271	146	417

As Table 2 and Figure 2 illustrate, the research articles from both journals were 57% quantitative, 13% qualitative, 14% mixed, and 16% descriptive.

Table 2
Methodological Orientation

Methodology	<i>ET</i> No. of RA (%)	<i>MEE</i> No. of RA (%)	Total No.(%)
Quantitative Research	158 (58.3%)	78 (53.4%)	236 (57%)
Qualitative Research	49 (18.1%)	7 (4.8%)	56 (13%)
Mixed Research	37 (13.7%)	21 (14.4%)	58 (14%)
Descriptive Research	27 (9.9%)	40 (27.4%)	67 (16%)
Total	271	146	417

Because 57% of the studies in the sample were quantitative, most data were collected from standardized tests such as TOEIC, survey, mini-tests, or questionnaire. Statistical analysis was used frequently. Examples of data analysis techniques from two journals were calculating means, standard deviation, Pearson product-moment coefficients, item analysis

or t-test. Most subjects were EFL college students enrolled either in an intensive language program or at the university. The other 13% of the studies in the sample of the journals were qualitative. The data collection techniques used for these qualitative studies included analyzing dyadic interactions, interviews, observations, document collection, think-aloud protocol or introspection. The 14% of the articles were mixed methods.

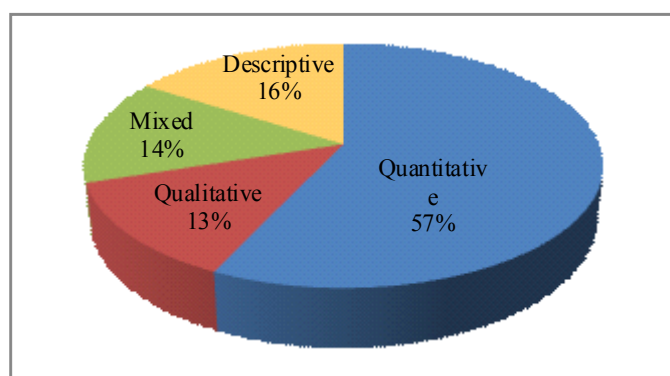


Figure 2. Methodological orientation.

Table 3 shows the total number of research articles on *writing* from both journals. A total of 50 articles were writing-related studies (11% of total 471 research articles). Thirty nine studies from *English Teaching* and 11 studies from *Modern English Education* were found.

Table 3
Total Number of Research Articles on Writing

Year	<i>ET</i> No. of RA(%)	<i>MEE</i> No. of RA(%)	Total No.
2005	5	1	6
2006	10	1	11
2007	10	3	13
2008	6	2	8
2009	8	4	12
Total	39	11	50

As Table 4 illustrates, the methodological orientation of writing-related research studies was as followed: 68% quantitative, 12% qualitative, 12% mixed, and 8% descriptive.

Table 4
Methodological Orientation of Studies on Writing

Methodology	<i>ET</i> No. of RA (%)	<i>MEE</i> No. of RA (%)	Total No.(%)
Quantitative Research	27 (70%)	7 (64%)	34 (68%)
Qualitative Research	6 (15%)	0 (0%)	6 (12%)
Mixed Research	4 (10%)	2 (18%)	6 (12%)
Descriptive Research	2 (5%)	2 (18%)	4 (8%)
Total	39	11	50

Research studies in the sample tended to pay more attention to the quantitative findings with a larger sample size by using mainly questionnaires. Large numbers of subjects were put into controlled environments and were given a treatment. From these studies, researchers sought to generalize to a much broader population than the sample. A sample subjects' individual characteristics were rarely included in the data. More research on qualitative studies need to be conducted by using various data collection techniques such as interviews, observations, or think-aloud protocol. In order to understand the subjective experience, a longer period of collecting data by interviewing several times and observing classes or learners is required.

Table 5
Substantive Orientation of Studies on Writing

Topic	<i>ET</i> No. of RA (%)	<i>MEE</i> No. of RA (%)	Total
Learner Traits	31 (80%)	6 (55%)	37 (74%)
Teacher Traits	4 (10%)	4 (36%)	8 (16%)
Program Traits	4 (10%)	1 (9%)	5 (10%)
Total	39	11	50

Table 5 and Figure 3 show the substantive orientations of studies related to writing. The substantive orientation fell into three of the categories: 74% of studies described learner traits; 16% of the studies were related to teachers' traits, and 10% of studies were about program traits.

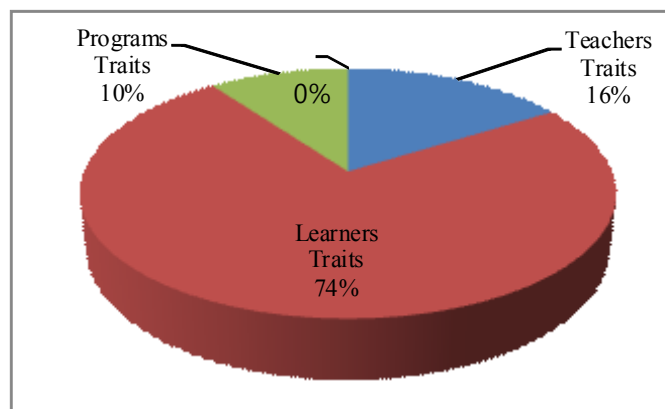


Figure 3. Substantive orientation of studies on writing.

Nearly 80% of the substantive orientation was concerned with learners' traits on students' performance or proficiency in writing practice. Most studies tended to investigate what students do in various situations or how students acquire certain linguistic or pragmatic features in writing. For examples, some 'Learners Traits' studies attempted to examine learners' revision behaviors in EFL writing process, learners' perception on peer feedback or teacher feedback in high school classes, or to explore college students' identity in writing English. On the basis of students' writing samples, the use of demonstratives in argumentative essays, referential markers or connectors in essay writing were analyzed.

Only 16% of the studies were concerned with finding out what teachers do in their teaching or what teachers could do in writing classes or be concerned with researching teachers' perceptions on various issues (e.g., educational policy, best practices in the class). Some studies suggested best practices for teachers to apply to their classes or instructional methods for teaching writing. For examples, one of the studies reported the effectiveness of on-line writing program for in-service teachers. Others were related to editing skills in writing or the role of writing teachers during a writing conference between a teacher and a student.

Lastly, 10% of the studies evaluated characteristics of a specific program (e.g., content analysis of high school textbooks) or specific educational issues (e.g., new educational policy, national curriculum). One study criticized the accuracy of 7th national English curriculum in elementary English education and suggested the introduction of written English to 3rd graders. Also, the proposal for mapping out a writing plan for textbooks and the analysis of writing sections in high school textbooks were appeared.

Table 6 shows the educational settings of writing-related studies. Eighty percent of the studies were conducted in tertiary settings, whereas only 16% of the studies were conducted in secondary educational settings. Considering the increasing importance of

writing instruction in secondary education settings, more research needs to be conducted in this context (Matsuda & De Pew, 2002; Eunsook Shim, 2009; You, 2004).

Table 6
Educational Setting of Studies on Writing

Topic	<i>ET</i> No. of RA (%)	<i>MEE</i> No. of RA (%)	Total
Primary (K-6th) Education	0 (0%)	2 (18%)	2 (4%)
Secondary (7-12th) Education	6 (15%)	2 (18%)	8 (16%)
Tertiary Education	33 (85%)	7 (64%)	40 (80%)
Total	39	11	50

V. CONCLUSION

This study attempted to investigate research focus and methodological orientation in the field of writing and writing teacher education by examining published research articles in two journals for the past five years. Findings revealed that (a) more quantitative studies than qualitative ones were dominant, (b) more studies on learners' language proficiency or performance in tertiary education settings than the teachers' performance in secondary education were conducted, and (c) little studies on writing teacher education were found. Among the total number of 417 research articles in the sample, only fifty studies were related to writing practice. Furthermore, most writing-related studies were concerned with students' performance or proficiency in writing practice. A small number of writing-related studies tended to investigate what teachers do in various situations or how teachers should make pedagogical decisions to provide effective writing instruction for their own students. A notable characteristic of writing-related studies found in this study was the research setting. A majority of studies were conducted in tertiary educational settings and little studies were done either in primary or secondary education settings. Given the fact that the importance of writing instruction in secondary education settings has steadily increased, more research needs to be conducted in this context.

In recent years, teacher education tends to move away "from the traditional master-apprentice model towards a practice which aims to enable teachers to analyze their context and needs more critically and devise their own local methodologies" (McMorrow, 2007, p. 375). Though various approaches discussed earlier (e.g., peer coaching, collaborative seminar, or a small group teacher meeting) can be applied to enhance teachers' writing instruction, two suggestions can be stressed here: (a) empirical research

for the development of teaching skills and instructional skills for pre- and in-service teachers: (b) collaborative action research in secondary education contexts. Clearly, we cannot overlook the importance of general writing skills. Yet, writing teaching skills should be the most important qualifications for language teachers and should be trained through on-going teacher training education programs (Hyun-Jin Kim, 2009). In addition, teachers can be encouraged to conduct collaborative action research in order to provide concrete examples of research that teachers could do themselves in their own classroom. Teachers might find it more useful to pursue the methodological process. As Shawer (2010) suggested, EFL teachers can play an active role as “curriculum-developers,” “curriculum makers” and “curriculum transmitters” because they can influence the curriculum development, curriculum implementation and teacher training (p. 173). Teacher educators can urge pre- and in-service English teachers to develop “their own theories of practice, rather than waiting for the next visiting ‘expert’ to enlighten them” (McMorrow, 2007, p. 375). Throughout on-going discussion on various issues in the field of writing and writing teacher education, we can design and develop more effective teacher training programs which can assist English teachers to become better L2 writing instructors.

REFERENCES

- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 62, 139-147.
- Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.
- Bowman, C. L., & McCormick, S. (2000). Comparison of peer coaching versus traditional supervision effects. *Journal of Educational Research*, 9(3), 256–262.
- Britton, L. R., & Anderson, K. A. (2010). Peer coaching and pre-service teachers: Examining an underutilized concept. *Teaching and Teacher Education*, 26(2), 306-314.
- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.). *Handbook of research on teaching* (pp. 1-20). Chicago: Rand McNally.
- Cheng, F. (2008). Scaffolding language, scaffolding writing: A genre approach to teaching narrative writing. *The Asian EFL Journal*, 10(2), 167-191.
- Cochran-Smith, M. (2003). Learning and unlearning: The education of teacher educators. *Teaching and Teacher Education*, 19, 5–28.
- Coxhead, A., & Byrd, P. (2007). Preparing writing teachers to teach the vocabulary and grammar of academic prose. *Journal of Second Language Writing*, 16(3), 129-147.

- Ferris, D. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing, 16*(3), 165-193.
- Ferris, D., & Hedgcock, J. (2005). *Teaching ESL composition: Purpose, process, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Hirvela, A., & Belcher, D. (2007). Writing scholars as teacher educators: Exploring writing teacher education. *Journal of Second Language Writing, 16*(3), 125-128.
- Im, Byung-Bin. (2007). A Proposal for a developmental paradigm of teaching English through a reflection of Korean English education. *Modern English Education, 8*(1), 171-190.
- Jeon, In-Jae. (2008). Korean EFL teachers' beliefs of English-only instruction. *English Teaching, 63*(3), 205-229.
- Jo, Seongja. (2008). English education and teacher education in South Korea. *Journal of Education for Teaching, 34*(4), 371-381.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly, 40*(1), 235-257.
- Kim, Eun-Jeong. (2005). Reflective teaching through small group teacher meeting in a college English program. *English Teaching, 60*(4), 465-485.
- Kim, Eun-Ju. (2008). An exploratory study of curricula in English teacher (pre-service and in-service) training programs for primary and secondary schools in Korea. *English Teaching, 63*(2), 261-281.
- Kim, Hyun-Jin. (2009). Beliefs about language teacher competence and microteaching in the in-service teacher training program. *Modern English Education, 10*(3), 42-61.
- Lee, Moonbok, Shin, Dongkwang, & Chon, Yuah Vicky. (2009). Online corpus consultation in L2 writing for in-service teachers of English. *English Teaching, 64*(2), 233-254.
- Leki, I. (2001). Materials, educational, and ideological challenges of teaching EFL writing at the turn of the century. *International Journal of English Studies, 1*(2), 197-209.
- Manchón, R. M., & Haan, P. (2008). Writing in foreign language contexts: An introduction. *Journal of Second Language Writing, 17*, 1-6.
- Matsuda, P., & De Pew, K. E. (2002). Early second language writing: An introduction. *Journal of Second Language Writing, 11*, 261-268.
- McMorrow, M. (2007). Teacher education in the postmethods era. *ELT Journal, 61*(4), 375-377.
- Na, Yoon-Hee, Ahn, Byung-Kyoo, & Kim, Hyung-Sun. (2008). Evaluating an in-service English teacher training program from multiple perspectives. *English Teaching, 63*(4), 273-302.
- Samimy, K., & Brutt-Griffler, J. (1999). To be a native or nonnative speaker: Perceptions of nonnative speaking students in a graduate TESOL program. In G. Braine (Ed.),

- Non-native educators in English language teaching* (pp. 127-144). Mahwah, NJ: Lawrence Erlbaum.
- Shawer, S. F. (2010). Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education*, 26(2), 173-184.
- Shim, Eunsook. (2009). An investigation of secondary English teachers' perceptions of writing instruction. *Modern English Education*, 10(1), 114-130.
- Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, 16(3), 194-209.
- Yang, SoYoung. (2009). A study of the intensive in-service English teacher training program in Korea. *English Teaching*, 64(3), 175-194.
- Yi, Jyi-yeon. (2009). How should English teachers as raters be trained for writing assessment. *Modern English Education*, 10(3), 217-241.
- Yi, Youngjoo. & Shim, Eunsook. (2009). *Current trends and challenges for English language teacher education: An emphasis on writing teacher education*. Unpublished manuscript.
- You, X. (2004). New directions in EFL writing: A report from China. *Journal of Second Language Writing*, 13(4), 253-256.

Eunsook Shim
Department of English, Sangju University
660 Woosandong, Wonju, Gangwondo
Tel: (033) 730-0221/ H.P.: 010-9992-0048
Email: shim0098@sangji.ac.kr

Received 31 January 2010

Revised 29 March 2010

Accepted 11 April 2010