

EFL Secondary Teachers' Perceptions Toward Blended In-service Teacher Training

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The present study aims to offer a brief review of the characteristics of a 6-month blended in-service teacher training program (3-month non-residential training in Korea and 3-month residential training in USA) from September 2012 to February 2013. This study also explores its effects with a specific focus on teachers' perceptions towards the training program they have experienced. Thirteen secondary English teachers were involved in this study. The main instrument employed in this study was a questionnaire asking for the participants' perceptions about the effectiveness of teacher training program. Also, data were collected through a semi-structured interview with five out of the thirteen teachers who participated in the questionnaire. The study proves that the program has a significantly positive effect on improving participating teachers' classroom English proficiency throughout 6-month training. While the surveyed teachers' perceptions were found to be not overall satisfactory in the non-residential training, their overall response toward 3-month residential training was positive. The study also suggests possible ways of maximizing the effectiveness of the 6-month blended training program for future applications. This study provides a more in-depth understanding and identification of issues in teacher education research.

[teacher education/blended in-service teacher training/teacher professional development/
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I. INTRODUCTION

With the increasing acceptance around the world of the principles of communicative language teaching, the Ministry of Education and Science Technology (MEST) in Korea launched a curriculum innovation to adopt the tenets of communicative language teaching (CLT). Since CLT considers communicative language use to be of utmost importance, instructional contexts have to facilitate the meaningful and authentic language practice

(Snow, Met, & Genesse, 1989; Wesche & Skehan, 2002). With this trend, the approach of using English as an instructional language when teaching English as prescribed by the 7th National Curriculum of the MEST has become a major issue in the debate over how to improve students' communicative abilities in L2. Then, an educational reform was announced to the public in 2006; the teaching English through English (TETE) policy, a greater use of English as an instruction medium in all school levels—elementary, middle, and high schools. A number of studies have advocated the beneficial effects of English-mediated instruction or TETE in EFL contexts (S. Han & Dickey, 2001; M. Kim, 2009; S. A. Kim, 2002; Y. Kim, 2002; J. H. Lee, 2007; McGrath, 2001; H. Oh & E. Lee, 2010; Piasecka, 1988; K. H. Pyo, 2009). They have addressed that TETE provides more input and increases learners' openness to English, fosters communicative interaction with students, and thereby ultimately leads to the communicative competence required in the global society of today.

Despite the many benefits expected, it is not easy to implement TETE in the classroom particularly in EFL contexts. The success of TETE as an approach of CLT principles depends on if and to what extent the teacher creates authentic and meaningful contexts by using L2 in the classroom so that the interactive language plays a role in organizing, proceeding, and conveying information. In this vein, the teacher has to deliver language models which maximize the authentic language use (Dickey & Han, 1999). However, one of the biggest concerns is whether English teachers, most of whom are non-native speakers of English, have sufficient English proficiency to teach English through English. Nunan (1991) says that teachers' use of English is an indispensable language input particularly for students in EFL context. He adds that teacher talk in L2 is particularly important because the medium is the message. This statement points out the common presumption of teacher talk that it is a native speaker of English or a near-native speaker doing the talking.

Many empirical studies on TETE have offered a broad sketch of the psychological difficulties on non-native teachers of English (NNTes) (Butler, 2004; S. A. Kim, 2002; S. Y. Kim, 2002; Li, 1998). They indicate that many Korean EFL teachers expressed lack of confidence in their English ability to implement TETE. According to Li (1998), many Korean teachers of English believed that their oral communication skills, compared to their English grammar, reading, writing skills, were not adequate enough to carry out CLT. Bultler (2004) also found that many NNTes desire to use English as an instructional language, their limited proficiency in speaking skills creates a psychological barrier and thus this appears to have limited their instructional options, particularly in adopting CLT in the classroom.

In addition, the educational reform has affected the English language instruction systems, in particular the preparedness of the EFL teachers for TETE policy. In this matter, the MEST required NNTes to attend a number of EFL trainings in order to enhance teachers'

English proficiency and teaching skills (Dash, 2002; S. A. Kim, 2002; McGrath, 2001). The educators and researchers have developed in-service teacher training programs under the guidance of the MEST (Y. H. Na & B. K. Ahn, 2008). Recently, more and more in-service English Korean teachers have participated in various types of teacher training programs based on the recent decisions of local educational offices, seeking a higher level of their English teaching abilities, especially classroom English (Dickey & S. H. Han, 1999).

Acknowledging the important role of NNTes for TETE policy, the Ministry of Education has accredited a couple of local educational offices or universities of education institutes to provide short- or long-term and non- or residential teacher training program to better serve the in-service teachers' needs since 2003. This emphasis is also expanded to incorporate overseas program and has led to create the blended teacher training programs such as 5 month non-residential in Korea and 1 month residential in an English-speaking country or 3 month non-residential in Korea and 3 month-residential in an English-speaking country.

Nonetheless, research on secondary school in-service teacher training programs has received relatively little attention. The purpose of this study is to describe the characteristics of a blended in-service teacher training program implemented in order to enhance the NNTes' capacities and investigate its effects with a specific focus on teachers' perceptions towards the training program they have experienced. Research questions are followings:

- 1) Do teachers think the blended in-service teacher training program is efficient?
- 2) Does the blended in-service teacher training program help improve teachers' English proficiency for TETE class?
- 3) What are the positive and negative perspectives teachers experienced in the blended in-service teacher training program?

II. BACKGROUND

1. Classroom English

Classroom language, as a refined form of teacher talk, makes use of the spontaneous and unconscious acquisition processes in a teaching and learning context. According to Salaberri (1995), classroom language "helps promote language acquisition in a variety of ways—the language is highly contextualised with many extra-linguistic clues to help comprehension and it appeals to the learners' previous experience (p. 3)." Classroom English (CE) is a kind of classroom language, any utterance by the teacher before students

in the classroom, as well as instructions given in English to accomplish any particular classroom task (Voss, 1984). Development and use of CE is in a similar line of thinking as the teaching English through English in an EFL context. Dickey and Han (1999) define CE as “English used in the classroom, in context, in a planned and appropriate level of language, together with extra-linguistic clues, for any purpose other than the teaching of that language (p. 45).”

Several educators and researchers have emphasized the benefits of CE in an EFL context (Chastain, 1971; D. Kim, 2001; E. Kim & S. H. Choe, 2010; Krashen, 1982; Savignon & Wang, 2003). Using CE can maximize authenticity and develop the cognitive process of L2 learners’ language acquisition by using CE as input of language code. Chastain (1971) stresses the cognitive awareness of language acquisition, suggesting language acquisition can be realized through active mental participation of learning, suggesting that teachers need to focus on L2 learner’s interaction to the language. Therefore, learners may be required to analyze as well as utilize the language because the meaning resides in syntactical relationships and is expressed in semantic and phonological components. So the language code should be presented with all four skills integrated and at the same time in authentic interaction. This interactive phenomenon involves other mental activities such as emotion, imagination, experiences, association, and motivation happening in a real life.

Krashen (1982)’s comprehensible input hypothesis also comes into play here. Krashen claims that one acquires language only by receiving sufficient amount of comprehensible input. While Krashen’s Input hypothesis gives theoretical support to CE in an EFL context, most of the language learners are not sufficiently exposed to language input in a natural way. One of the premises of CE is that teacher’s use of English can provide much language input for students. Students can receive extensive amount of language input from the teachers naturally.

D. Kim (2001) argues that “without teacher talk there is no language input, and consequently no output” (p. 62). In other words, CE will be a catalyst triggering classroom interaction and thus facilitating the students’ language use. E. Kim and S. H. Choe (2010) highlight that CE is the valuable process to activate English in learners’ mind by thinking, deducing and using English code in the EFL classroom. Savignon and Wang (2003) emphasize that teachers’ L2 use draws more attention from students, allows students to integrate English more effectively, and thereby facilitates English acquisition.

In addition, many empirical studies lend support to benefits, particularly as reflected in the improvement of the written and oral production of grammatical forms, enhanced speaking and listening skills, increased interest and confidence in English, and enhanced motivation and production skills (Y. Cho & S. Lee, 2009; S. Han & Dickey, 2001; M. Kim, 2009; S. A. Kim, 2002; Y. Kim, 2002; J. H. Lee, 2007; Li, 1998; McGrath, 2001; H. Oh & E. Lee, 2010; Piasecka, 1988; K. H. Pyo, 2009).

Also, the realization of CE in terms of authenticity is significantly related to CLT. S. A. Kim (2002) and J. H. Lee (2007) maintained that the pedagogical values of CE are meaningful when appropriate classroom techniques and activities exist to develop communicative competence for students. Language classes guided by CLT have some features in common, such as activities that require frequent interaction, use of authentic texts, and communication activities linked to real-world contexts. Moreover, as for the benefits of CE for teachers, S. Y. Kim (2002) suggests that the more they used English, the lower levels of teaching anxiety they experienced, and the more positive attitudes they held toward TETE.

2. Prior Research on Teacher Training Program

During the past decade, a few studies have been investigated to evaluate the effects of the secondary English in-service teacher training programs (5-month residential training in Korea and 1-month overseas training) in Korea. C. K. Min (2006) explored the effects of the in-service teacher training program for secondary school English teachers. The study analyzed teacher's level of satisfaction with the program, the effectiveness of the program in improving the teachers' language proficiency and teaching skills, and teachers' competence in applying their skills to the class activities after returning to the classroom. The results of the findings indicate that 200 teachers participated in this study show teacher's high level of satisfaction with the program and the teacher training program has been highly successful in terms of improving teachers' language proficiency and teaching skills applicable in the English classroom.

Likewise, S. Park (2004) examined the effectiveness of the in-service teacher training in terms of training goals, curriculum, organization, and training environment. Most of the trainees participated in the study seemed to be satisfied with the contents and facilities in the training session. Many of the trainees responded that the training program is effective in English Only Zone, running a small class size, Homeroom instructor system, giving a lecture only by English, various club activities, and overseas training. In addition, W. H. Kim (2007) explored the effects of in-service English teacher training program which is held at Keimyung University. Most trainees in this program provide positive reflections on the organization of curriculums, the evaluation of teaching faculty, and the facilities in both the domestic and study abroad period. But the findings suggest a need of the development of curriculums focusing on improving trainees' communicative language ability and teaching skills, and a need of hiring good instructors in order to increase the quality of faculty teaching skills and classroom management.

3. The Blended In-service Teacher Training (BISET)

This section illustrates a brief review of the context of 6-month blended in-service teacher training program implemented and then describes the characteristics of two training sessions, providing the program organization and curricular components specifically in terms of goals, sub-goals, training areas, training subjects, and training hours, and teaching activities that are used.

1) The context and characteristics of BISET

In order to enhance teachers' knowledge in EFL teaching as well as teachers' capacities in TETE, the Ministry of Education has accredited a couple of universities or institutes to provide short or long-term non- or residential teacher training program to better serve the in-service teachers' needs since 2003. This study stems from a blended in-service teacher training program supported by an Education office-in local from September 2012 to February 2013. The BISET program is based on two training sessions over 6-month period (3-month non-residential training in Korea and 3-month residential training in the USA). In a non-residential training in Korea, trainees work together from 9 to 6 on a daily basis in a designated university within a regional area where they work from September to November 2012. In a residential program, trainees participate in the training program in which they stay together in a dormitory of a designated college in the USA from December 2012 to February 2013. In addition, trainees were offered long-distance online training for their continuing professional development during the training and after the training.

2) Goals

The goals of BISET were stipulated as follows: a) improving the teachers' communicative competence so that they can function effectively in interpersonal, interpretive and presentational modes, using four skills such as speaking, listening, reading and writing and b) enhancing their instructional skills for classroom English so that they can effectively implement TETE in their classroom.

3) 3-month non-residential teacher training in Korea

In line with two major goals for the training, this training session integrates courses for English 4 skills and classroom English proficiency for TETE class and subcategorizes the content of the program into three training areas: Course for English Proficiency, Course for TETE, and Course for Special Program. Figure 1 illustrates course description of subjects

offered in each training area. *Course for English Proficiency* provides subjects for the systematic development of grammar, vocabulary and phonology, as well as four skills of English such as speaking, listening, reading, and writing in an integrated manner to express oneself and communicate effectively in formal and informal contexts. The course is conducted 23 hours per week during 13 weeks. *Course for TETE* offers subjects for developing trainees' confidence and skills in using more English in their lessons and giving them opportunities to reflect on and develop their ELT methodology. Also, it helps planning the lesson, using the textbooks and materials, and utilizing new teaching approaches and ideas into practice. The main focus of this course is to help trainees design the lesson effectively to address English 4 skills. The course is conducted 4 hours per week during 13 weeks. *Course for Special Program* aims to show how trainees can use multimedia tools, drama, and magic within the context of an English classroom. The course is conducted 3 hours per week during 13 weeks.

Course for English Proficiency (23 hours per week)	
Subjects	Course Description
Discussion Topics English	This course gives trainees the opportunity to express themselves on a range of topics and issues through a variety of speaking tasks and activities.
Presentation	This course focuses on developing trainees' accuracy, fluency, and complexity in English to express oneself and communicate effectively.
Standard Debate	This course focuses on enhancing discussion and debating skills. A variety of debates are addressed.
English Dialogue	This course focuses on developing speaking skill through engaging with a range of topics and issues in a variety of speaking tasks and activities.
Understanding American Culture	This course offers the trainees opportunities to watch authentic video with aims to raise their awareness of English language and cultural sensitivity in class.
Listen & Discuss CNN	This course focuses on developing listening skill by listening to a range of materials related to current issues and real world events.
Listen Sitcom and Movie	This course offers the trainees opportunities to watch animations, sitcoms, and films. Also, the course identifies some practical ideas for utilizing videos and films in the classrooms, so that they will be more motivated to watch films.
Reading Literature (Treasure Island)	This course focuses on improving reading skills including identifying topics, understanding details, making inferences, and recognizing coherence through reading a range of materials related to current issues and real world events.
General Writing	This course focuses on developing basic writing skills such as generating and organizing ideas, creating various types of paragraph, and linking paragraphs into cohesive and coherent essays.
Essay Writing	This course is designed to enhance writing skill through a range of topics and issues in a variety of writing tasks and activities.

Course for Teaching English Through English (4 hours per week)	
Practical Classroom English	This course focuses on practical English for the classroom management. Also, it aims to develop trainees' confidence and skills in using more English in their lessons and giving them opportunities to develop their ELT methodology.
Teaching Methodologies	This course is designed to enhance trainees' instructional skills required to design and implement TETE lessons in their classroom. In order to develop instructional strategies and teaching-learning methods appropriate for their students, course content and materials are adjusted to meet the needs of teachers.
Micro-teaching	This course helps planning the lesson, using the textbooks and materials, and utilizing new teaching approaches and ideas into practice. The main focus of this course is to help trainees design the lesson effectively to address English 4 skills. By the end of this course, trainee should be able to walk back into his/her classroom with a variety of teaching skills to apply.
Course for Special Program (3 hours per week)	
Speaking and Writing for NEAT	This course is designed to show trainees how to equip students with speaking and writing skills for NEAT.
Teaching English Through Drama	This course is designed to show trainees how to use drama (role play and skit) to raise students' awareness of the English language and culture through drama.
Teaching English Through Multimedia	This course focuses on showing how trainees use multimedia tools to create a technology-rich classroom that enhance the language learning experience.
Teaching English Through Magic	This course aims at helping trainees practice administering magic and managing them in their classroom.

FIGURE 1 Course Description Offered in Non-Residential Training

4) 3-month residential teacher training in USA

This training session provides training in two areas: intensive integrated ESL courses, and observation of ESL classroom and practicum.

(1) Intensive integrated ESL course

The training in the intensive integrated ESL course is provided in two subjects of *Advanced Writing & Discussions* and *Listening & Public Speaking*. These ESL courses which refine and expand previously acquired communicative and linguistic skills are designed to further develop trainees' English language fluency and accuracy in the four skills of speaking, listening, reading, and writing. Figure 2 illustrates the course description of the two subjects offered.

Subject	Course Description (5 hours per day)
Advanced Writing & Discussions	This course focuses on a writing process that brings trainees through the initial development of ideas to a carefully revised essay. This process teaches critical reading skills and helps trainees to become more effective editors of their own and others' writing. While reading examples of good and challenging writing, trainees write analytic, expository, and persuasive essays. Trainees are expected to produce thoughtful and lively essays that will have: a clear thesis, development of ideas, careful organization, coherent paragraphs that use the conventions of Standard Written English.
Listening & Public Speaking	Through formal and informal speaking activities, trainees develop skills in articulating ideas through speech. In this course strategies are presented for preparation and delivery of descriptive, persuasive, informative, and celebratory speeches, as well as impromptu speaking, speaking in small groups. Trainees listen to forms such as news, talk shows, movies, and famous speeches to glean main ideas, details, and inferences and complete other exercises to fully understand meaning. The course also offers exercises for improvement of pronunciation, accent reduction, and vocabulary development.

FIGURE 2 Course Descriptions of ESL Subjects Offered in Non-Residential Training

(2) Observation of ESL classroom and Practicum

As a practical application of the ELT methods and techniques the participants acquired in the regular courses, observation of ESL classroom and teaching practicum component was included in this session. Observation and practicum give trainees a good chance to know various teaching skills of ESL teachers in the school, to experience school system, and to observe ESL class in USA. Figure 3 illustrates the participants' schedule and the activity of observation and practicum. Six teachers had a chance to observe ESL classroom, to be an ESL teacher's assistant, and to develop teaching skill for ESL students: 2 trainees for 4 weeks (140 hours) and 4 trainees for 2 weeks (70 hours). As a teacher's assistant, trainees have a chance to observe and work with ESL teachers to prepare lesson plans and research for lesson plans, work closely with ESL teachers, develop and obtain resources, supervise students and participate in teaching activities under the direction of an ESL teacher, and discuss different aspect of teaching resource materials, curriculum, teaching experiences between EFL class in Korea and ESL class in USA. The remaining 7 trainees observe ESL classroom in a college and a middle school for 4 weeks (12 hours).

Number	Period	Duration	Place	Activity
2 trainees	Jan 28 - Feb 22	4 weeks (140 hrs)	a designated middle school	·Trainees observe ESL classroom, work and teach an ESL student on a one-to-one basis, and develop teaching skill for ESL students. ·Trainees deliver the presentation on Korean culture and education system in Social studies class of different grades.
2 trainees	Jan 28 -Feb 8	2 weeks (70 hrs)	a designated middle school	
2 trainees	Feb 11 -Feb 22	2 weeks (70 hrs)	a designated middle school	

7 trainees	Jan 28 -Feb 22	4 weeks (12 hrs)	a college & a designated middle school	·Trainees observe ESL classroom for 5 hours at a college and observe ESL classroom for 7 hours in a middle school.
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FIGURE 3 Participants' Schedule of Observation of ESL Classroom and Practicum

(3) Instructors

Instructors of BISET program are highly qualified and experienced. They have taught overseas and all of them have extensive qualifications in the area of teaching English as a second language and hold additional qualifications such as Master's degree in TESOL. In the non-residential training session, there are nine (6 male and 3 female) instructors, while in the residential training session, two instructors (1 male and 1 female).

III. METHOD

1. Participants

A total of 13 English teachers from secondary schools participated in the training program. The participants were selected and supported by an Education Office-in Local. They consist of 2 males (15.4%) and 11 females (84.6%), with a range in age from 31 to 56. Eleven of the participants were teaching in schools located in a local province and two participants from Seoul with teaching experiences varying from 1 to 20 years. There were more high school teachers (76.9%) than middle school teachers (23.1%).

2. Data Collection and Data Analysis

Data were collected with the full support and cooperation of the thirteen secondary Korean English teachers participated in the program. The participants were given a questionnaire to uncover their perceptions on the programs they have experienced during the program. Based on the 12 items identified, the questionnaire was developed for teachers by the researcher, consisting of three parts. The first part asked about participants' background information such as age, gender, length of teaching experience, reasons of participating in the training, the self-perceived improvement level of English proficiency through the program, and English skills to be focused for the effective TETE. The second part asked participants to measure the perceptions on the training program they experienced in terms of their level of satisfaction of overall organization of blended teacher training program, awareness of the effectiveness of the training session, and attitudes toward instructors on a 5 Likert scale. In the last section of the questionnaire were three

open-ended questions, which asked about the positive or negative perspectives of BISET, the benefits for the application of TETE class, and the considerations for the future improvement of teacher training program. The reliability analysis of the scale resulted in the Cronbach's Alphas of .84, .82, and .81 for three constructs respectively.

Also, data were collected through a semi-structured interview with five out of the thirteen teachers who participated in the questionnaire. Interview was carried out in an effort to obtain additional clarification, which existing data of the questionnaire did not address, using both closed- and open-ended questions. The interview was conducted by the researcher at the end of the training program. Interview was tape-recorded with permission from the participants and was analyzed with reference to the type of training they participate in, and their experience of the training.

The data gathered were subjected to statistical analysis using SPSS to analyze the collected data to answer the research questions. Averages and standard deviations were calculated for each task. In order to investigate the teachers' perceptions about the effectiveness of the teacher training implemented, frequency, percentage, mean score, and standard deviation of each item was calculated.

IV. RESULTS AND DISCUSSION

1. Reasons for Participating in the Training Program

The trainees' two main reasons on participating in the BISET program, as shown in Table 1, were analyzed according to frequency. Nine participants (34.6%) said improving their classroom English proficiency for TETE class was their top priority. Seven participants (26.9%) responded that they want to enhance their English proficiency in 4 skills such as speaking, listening, reading, and writing. And six participants (23.1%) expressed their intentions for the interest in the culture of English-speaking countries. Three participants (11.6%) considered the enhancement of global mind-set as their reason for participating in the training program and only one participant responded that it was required to take the training program (3.9%). From the finding, it is evident that most of the participants wanted to extend their English proficiency for their TETE class as well as their fluency in 4 skills through the training program. Thus it indicates that EFL teachers have a strong motivation for developing their English fluency through the in-service training program.

TABLE 1
Reasons for Participating in the Blended Teacher Training Program (N=13)

Reasons	Frequency (%)
Improvement of classroom English proficiency for TETE class	9 (34.6)
Enhancement of global mind-set	3 (11.6)
Requirement of teacher training program	1 (3.9)
Interest in the culture of English-speaking countries	6 (23.1)
Enhancement of English proficiency in 4 skills	7 (26.9)

2. Self-perceived Improvement Level of English Proficiency

Using 5-point Likert scale ranging from *very low* to *very high*, the trainees rated the self-perceived improvement level in their English proficiency through the training program. As can be seen in Table 2, nine participants (69.2%) rated their improvement level ‘very high’ or ‘high’ in speaking and in listening respectively, eight participants (61.5%) ‘very high’ or ‘high’ in reading, and ten participants (76.9%) ‘very high’ or ‘high’ in writing skill. Most of the participants were found to perceive that the training program is beneficial for developing their English proficiency level. This finding is supported by the previous study of C. K. Min (2006). In sum, the frequency of the participants’ self-perceived improvement level of reading skill was relatively lower than other skills. It indicates that the courses offered in this program focused on the improvement of speaking, listening, and writing skills as the following comment reveals: “Most courses offered in two sessions focused on the improvement of my English skills such as speaking, listening, and writing more than reading.”

TABLE 2
Participants’ Self-perceived Improvement Level of English Proficiency (N=13)

Skill	1	2	3	4	5	M	SD
Speaking	0(0)	0 (0)	3(23.1)	9(69.2)	1 (0)	4.0	0.31
Listening	0(0)	2(15.4)	2(15.4)	8(61.5)	1(7.7)	3.62	0.69
Reading	0(0)	2(15.4)	4(30.8)	7(53.8)	0 (0)	3.38	0.66
Writing	0(0)	2(15.4)	1(7.7)	9(69.2)	1(7.7)	3.69	0.63

1-very low; 2-low; 3-intermediate; 4-high; 5-very high

3. English Skills to Be Considered for the Effective TETE

Trainees were asked to choose the best three English skills to be considered for the effective TETE. As seen in Table 3, the respondents all (33.3%) agreed that speaking skill should be considered. Eleven participants (28.2%) rated listening skill, five (12.8%)

writing skill, five (12.8%) pronunciation, three (7.7%) vocabulary, one (2.6%) reading, and one (2.6%) grammar. The finding indicates that most of the participants want to enhance their command of the language in speaking and listening through the training program so that they can use it more confidently in their TETE class. It is because they felt less confidence in speaking and listening skills rather than reading and writing skills as revealed by the following comment, "I felt little confidence in speaking and listening skills and this made me inadequate in conducting English lessons. Practically, I'd like to improve my speaking and listening skills for TETE class."

TABLE 3
English Skills to be Focused in the Effective TETE (N=13)

Skill	SP	LI	RE	WR	PR	GR	VOC
Frequency	13	11	1	5	5	1	3
(%)	(33.3)	(28.2)	(2.6)	(12.8)	(12.8)	(2.6)	(7.7)

SP-speaking; LI-listening; RE-reading; WR-writing; PR-pronunciation; GR-grammar; VOC-vocabulary

4. Teacher's Perceptions toward BISET

In order to examine the participants' perceptions toward BISET, frequency, percentage, mean score, and standard deviation of each item was calculated.

1) Level of Satisfaction with Overall Organization

Table 4 illustrates the participants' level of satisfaction with the overall organization of two training sessions, using 5-point Likert scale ranging from *very low* to *very high*. In the non-residential training, seven participants (53.8%) rated their satisfaction level 'very low' or 'low,' while two (15.4%) rated 'high' and four (30.8%) rated 'medium.' Meanwhile, ten participants (76.9%) rated 'very high' or 'high,' one participant (7.7%) 'low,' and two (15.4%) rated 'medium' in the residential training. The result indicates that the majority of the participants were found to be overall unsatisfied in the non-residential (M=2.62), while overall satisfied in the residential training (M= 3.77).

TABLE 4
Participants' Level of Satisfaction with Overall Organization of the Program (N=13)

Training	1	2	3	4	5	M	SD
3-month Non-residential	0 (0)	7 (53.8)	4 (30.8)	2 (15.4)	0 (0)	2.62	0.66
3-month Residential	0 (0)	1 (7.7)	2 (15.4)	9 (69.2)	1 (7.7)	3.77	0.51

1-very low; 2-low; 3-medium; 4-high; 5-very high

2) Awareness on the Effectiveness of the Training Session

Table 5 shows the participants' awareness about effectiveness of non-residential training, in terms of the diversity of courses, the systematic organization and quality of courses, the use of textbooks and materials according to trainees' level, and comfortable classroom facilities. Five participants (38.5%) agreed that the training provides a variety of courses. Three participants (23.1%) disagreed with the statement, while five (38.5%) recorded unsure. As to the systematic organization and quality of courses, six participants (46.2%) responded that it was not effective. Two participants (15.4%) responded that it was effective, while five (38.5%) responded uncertain. Also, nine participants (69.2%) responded that they were not satisfied with the classroom facilities, two (15.4%) satisfied, and two (15.4%) responded neutral. Regarding the use of textbooks and materials according to the trainees' level, three participants (23.1%) responded that it was effective. Five participants (38.5%) responded that it was not effective, while five (38.5%) responded neutral.

While the non-residential training had many positive reviews regarding the development in intensive and varied program contents, there was also strong criticism of the systematic organization and quality of the courses, use of textbooks and materials according to the trainees' level, and uncomfortable classroom facilities. The trainees' comments are as follows:

I am satisfied with the diversity of courses offered in this training. Also, I had opportunities to absorb a lot of English-related knowledge in various ways. However, the course content frequently diverged from its objective and I wish it could be organized more systematically.

We dealt with various subjects as planned out from the beginning. There needs to be a more flexible curriculum in terms of course objective and amount of contents as there can always be some changes. The quality of courses (content and teaching method) should be improved.

The courses helped to develop my English proficiency and teaching theories. But, it seemed that the program lacked an understanding about the trainees' level, so it was not easy for me to catch up with what the instructor was covering in class.

Especially, most of the trainees agreed that the classroom facilities were not good for learning and teaching as follows: "Classroom is too small and is not physically comfortable," "Classroom is dark and all classes are conducted in one classroom," "I'm very depressed, because the classroom environment is not so good for the class," "The

classroom environment was poor. While the classroom was small, the audio and visual aids were not available.”

TABLE 5
Participants' Awareness on the Effectiveness of Non-residential Training

3-month Non-residential Training (N=13)						
Items	1	2	3	4	5	M SD
Diversity of courses	0 (0)	3 (23.1)	5 (38.5)	5 (38.5)	0 (0)	3.15 0.65
Systematic organization and quality of courses	0 (0)	6 (46.2)	5 (38.5)	2 (23.1)	0 (0)	2.69 0.64
Comfortable classroom facilities	2 (15.4)	7 (53.8)	2 (15.4)	2 (23.1)	0 (0)	2.31 0.73
Use of textbooks and materials according to trainees' level	1 (7.7)	4 (30.8)	5 (38.5)	3 (23.1)	0 (0)	2.77 0.75

1-strongly disagree; 2-disagree; 3-neither disagree/nor agree; 4-agree; 5-strongly agree

Meanwhile, the participants' awareness concerning effectiveness of residential training in general was positive. As can be seen in Table 6, four participants (30.8%) agreed that the training session provides a variety of courses. Three participants (23.1%) disagreed with the statement, while five (38.5%) recorded unsure. As to the systematic organization and quality of courses, seven participants (53.9%) responded that it was effective. One participant (7.7%) responded that it was not effective, while five (38.5%) responded uncertain. Also, four participants (30.8%) responded that they were not satisfied with the classroom facilities, four (30.8%) satisfied, and five (38.5%) responded neutral. Regarding the use of textbooks and materials according to trainees' level, seven participants (53.9%) responded that it was effective. One participant (7.7%) responded that it was not effective, while five (38.5%) responded neutral.

TABLE 6
Participants' Awareness concerning Effectiveness of Residential Training

3-month Residential Training (N=13)						
Items	1	2	3	4	5	M SD
Diversity of courses	1 (7.7)	3 (23.1)	5 (38.5)	4 (30.8)	0 (0)	2.92 0.72
Systematic organization and quality of courses	0 (0)	1 (7.7)	5 (38.5)	5 (38.5)	2 (15.4)	3.62 0.72
Comfortable classroom facilities	0 (0)	4 (30.8)	5 (38.5)	4 (30.8)	0 (0)	3.0 0.62
Use of textbooks and materials according to participants' level	0 (0)	1 (7.7)	5 (38.5)	6 (46.2)	1 (7.7)	3.54 0.65

1-strongly disagree; 2-disagree; 3-neither disagree/nor agree; 4-agree; 5-strongly agree

The residential training had many positive reviews over its systematic organization, the quality of courses, and the use of textbooks and materials according to the participants' level as the following comments indicate:

The course was very effective in bringing out the inner motivation of the trainees. Everything seemed consistent and the topics were ordered in a very systematic way. I was satisfied with the quality of the current courses. ESL courses with its primary focus on communicative competence were very useful and helpful for us as English teachers.

The instructor had a lot of experience of teaching and thus had an abundant amount of course materials and kept pace with the trainees based on our comprehension level. I had a lot of practical experiences with the teaching methods and skills.

Although the trainees have deepened their knowledge and extended their skills through the ESL courses, some trainees complained that the training courses were restricted to only two subjects and mentioned the need for more diversified courses:

The courses helped enhance interest and motivation for developing English 4 skills, but they provide only two subjects for English intensive course, so the courses need to be diversified.

In general, the course was well-structured. But as it is impossible to obtain productive skills such as speaking and writing skills without obtaining reading or listening skills, it would have been better if all these skills were integrated as part of the course. Therefore subjects need to be expanded and diversified.

3) Attitudes toward the Instructors

Table 7 illustrates the participants' attitudes toward instructors in the non-residential training in terms of well-organized class preparation, effective teaching methods, positive interaction with the trainees, use of additional materials or visual support for helping trainees' understanding, and adjustment of the pace according to the trainee's level. Three participants (23.1%) agreed that the instructor's class organization (planning, preparation, and use of time) was effective. Four participants (30.8%) disagreed with the statement, while five (38.5%) recorded unsure. As to effective teaching methods, six participants (46.2%) responded that it was not effective. Three participants (23.1%) responded that it was effective, while five (38.5%) responded uncertain. Regarding the use of additional

materials or visual support for helping trainees' understanding, three participants (23.12%) responded that it was effective. Four participants (30.8%) responded that it was not effective while six (46.2%) responded neutral. Also, three (23.1%) responded that instructors had a positive interaction with the trainees, four (30.8%) satisfied, and four (30.8%) responded neutral. In addition, four participants (30.8%) agreed that instructors adjusted the pace according to the trainees' level. Four participants (30.8%) disagreed with the statement while five (38.5%) responded neutral. This finding is supported by the previous study of W. H. Kim (2007) who suggests a need of hiring good instructors in order to increase the quality of faculty teaching skills and classroom management.

TABLE 7
Participants' Attitudes toward Instructors in 3-month Non-residential Training

3-month Non-residential Training (N=13)							
Items	1	2	3	4	5	M	SD
Well-organized class preparation	1 (7.7)	4 (30.8)	5 (38.5)	3 (23.1)	0 (0)	2.77	0.75
Effective teaching methods	1 (7.7)	5 (38.5)	4 (30.8)	3 (23.1)	0 (0)	2.69	0.79
Positive interaction with the trainees	0 (0)	4 (30.8)	6 (46.2)	3 (23.1)	0 (0)	2.92	0.57
Use of additional materials or visual support for helping participants' understanding	1 (7.7)	3 (23.1)	6 (46.2)	3 (23.1)	0 (0)	2.85	0.67
Adjustment of the pace according to the participant's level	1 (7.7)	3 (23.1)	5 (38.5)	4 (30.8)	0 (0)	2.92	0.72

1-strongly disagree; 2-disagree; 3-neither disagree/nor agree; 4-agree; 5-strongly agree

The participants' attitudes toward instructors were not positively perceived in the non-residential training. Some trainees felt that instructors should give specific and clear directions during class and also offer positive feedback in order to increase their motivation for the class. Other trainees were not satisfied with the instructors' teaching methods and the lack of understanding about the trainees' level as revealed by the following comments:

While the instructor flexibly adjusted the amount of assignment based on the students' level, she was sometimes distracted and unskillful in employing her teaching methods. There is a need to be considerate to the trainees' participation and give positive feedback to the trainees' motivation. The teacher-oriented teaching only results in a tragedy as the students lose their motivation.

The instructor was experienced and passionate, but his teaching methods were unskilled. It would have been great if he gave out specific and clear directions during

class and positive feedback to increase our motivation. He seems to be inexperienced in terms of designing and leading the course in accordance with the trainees' level.

Meanwhile, the participants' overall response toward instructors throughout the residential training session was very positive. As you can see in Table 8, eight participants (61.6%) agreed that the instructor's class organization (planning, preparation, and use of time) was effective, while five (38.5%) responded uncertain. As to effective teaching methods, seven participants (53.9%) responded that it was effective while six (46.2%) responded uncertain. Also, seven participants (53.9%) responded that instructors had a positive interaction with the trainees. One participant (7.7%) disagreed with the statement while five (46.2%) responded unsure. Regarding the use of additional materials or visual support for helping trainees' understanding, eight participants (61.6%) responded that it was effective. One participant (7.7%) disagreed with the statement while four (30.8%) responded neutral. In addition, seven participants (53.9%) agreed that instructors adjusted the pace according to the trainee's level. One participant (7.7%) disagreed with the statement while five (38.5%) responded neutral. Findings indicate that overall attitudes of the participants toward instructors were positive.

TABLE 8
Participants' Attitudes toward Instructors in 3-month Residential Training

3-month Residential Training (N=13)							
Items	1	2	3	4	5	M	SD
Well-organized class preparation	0 (0)	0 (0)	5 (38.5)	5 (38.5)	3 (23.1)	3.85	0.65
Effective teaching methods	0 (0)	0 (0)	6 (46.2)	5 (38.5)	2 (15.4)	3.69	0.64
Positive interaction with the trainees	0 (0)	1 (7.7)	5 (38.5)	4 (30.8)	3 (23.1)	3.69	0.79
Use of additional materials or visual support for helping participants' understanding	0 (0)	1 (7.7)	4 (30.8)	5 (38.5)	3 (23.1)	3.77	0.75
Adjustment of the pace according to the participant's level	0 (0)	1 (7.7)	5 (38.5)	5 (38.5)	2 (15.4)	3.62	0.72

1-strongly disagree; 2-disagree; 3-neither disagree/nor agree; 4-agree; 5-strongly agree

The participants' positive attitudes toward the residential training instructors were confirmed by the following comments. Most of participants felt that the instructors are very well-prepared and passionate. Also, they indicated that the instructors demonstrated the importance of establishing a personal relationship between the students and the instructor.

The instructor's passion was reflected by the various approaches she used in the class. While the instructor understood the culture students came from and encouraged participation while giving sufficient feedback, he gave us comments on our assignments and spared time for one-on-one talks if necessary.

The instructor's management of class time was well organized. She also systematically approached the lesson and designed the class in a well-structured way. Also, the instructor was very helpful as she provided various course materials for the improvement of speaking skills.

5. Positive Perspectives on the Blended Training Program

1) Observation of ESL classroom and Practicum

One of the positive perspectives the trainees had on this training program is that they had an opportunity to observe and critically analyze experienced ESL teachers, who used a variety of well-known effective English teaching methodologies. Trainees' comments are as follows:

As another source of input and modeling, we observed and analyzed ESL teachers' teaching skills and gained some practical insights and ideas for their own teaching.

By doing class observation, I could learn various methods and approaches of teaching. And thus, I hoped that the duration of class observation was longer.

2) Understanding the culture of America

Another positive perspective is that the trainees have a chance to have not only a language program but also to learn the American culture. In addition to the language program for the enhancement of language skills, they appreciate that they are able to have a cultural experience through the residential training which helps them gain confidence in explaining about the American culture as the following comments indicate:

It was a valuable time where I could have a deeper understanding of American culture by putting myself into the community.

I was able to have a lot of cultural experiences which I could share with my students. While I clearly grasped the difference between the Korean and American schools, I gained a lot of ideas that I hope to apply in class when I go back to Korea.

Trainees were very impressed to see how students' active and voluntary participation were allowed in American classrooms. Through the actual experience of American classroom culture, they reported, it was very helpful to increase their understanding of the teacher-student interaction, teaching methods, and the school educational system.

By observing ESL classes, it was great to see students' active participation in class and it was definitely a challenge for me to see how students were not only obtaining knowledge but raising questions of 'why.' Clearly, American education encourages students' creative thinking and voluntary participation by involving them in various classroom activities.

Compared to Korean teachers, the American teachers seem to be better at inducing student's active participation. While the small number of students could have been the primary reason, the instructor's efforts to answer positively even to the most absurd comments of the students were impressive as it reflected a culture that respects individual difference and diversity.

3) Collaboration with peers

Peer activity was rated as the most effective component of the program because of the authentic experience and practical applications. Trainees began to see the value of peer collaboration through class activity or lesson planning as the following comments' reveal:

We systematically learned how to write essays in a well-organized way. We also wrote journals and did peer-review once a week. Peer proofreading activity was very helpful. Through the process of peer-consulting and peer-editing, the trainees in groups wrote a draft of the essay and submitted the draft and received feedback from the instructor.

Trainees were asked to plan a lesson, incorporating ideas and techniques that have been introduced in the input and modeling session. The lesson preparation was done with trainers working in small groups, based on a particular unit of a textbook they have chosen to teach. I realized collaboration with peers in a lesson plan and delivery was very useful.

6. Benefits for the Application of TETE Class

1) The utilization of teaching methods and materials for TETE class

Most of the participants perceive that the training program is beneficial for utilizing materials and knowledge gained from the training for the TETE class and for using the communicative teaching method combined with a wide range of authentic materials and resources to encourage active learning. From this experience, the participants could acquire teaching skills and techniques they can take back to their own classrooms as indicated by the following comments:

It was an opportunity to write various forms of sentences and to learn how to write essays. By going through the process of brainstorming, selecting the topic, outlining, writing the first draft of the essay, peer editing and writing the final essay, I learned how to write the essay in a systematic way.

We applied some guiding principles behind lesson planning, discussed issues to consider when organizing pair and group activities, and practiced different types of classroom English. We also learned about and evaluated different visual aids that can be used in the English classroom. I think I would be using them in the future.

2) Development of self-confidence in conducting TETE class

Another benefit from the training is that it develops the participants' own self-awareness or self-confidence, so that they can develop their own teaching. Even though the work was demanding, the overall response was extremely positive. Some participants indicate that they had a lot of practical experiences with the teaching methods and skills. Also, they responded that the theories used in the class were appeared in a clearly relevant relationship to the teaching technique or activity they were dealing with as revealed by the following comments:

Peer micro-teaching model helped us to realize that, for the training to be realistic, teaching demonstration was conducted by each individual trainee based on a collaboratively planned lesson. The other trainees acted as students while I was delivering a lesson. This experience made me develop self-confidence in conducting TETE class. It really helped improving my teaching skills.

In a teaching demonstration that is made in front of others is still a challenging task. It made me feel nervous. It also seemed to require persistent efforts and practice for correcting my pronunciation. I have to spend much time preparing for the demonstration, but after delivering it, I felt a sense of accomplishment.

7. Considerations for the Future Improvement of Blended Teacher Training

1) A lot of opportunities to use English in and outside of the classroom should be provided throughout the training program.

The participants' comments or interviews all indicate that despite the provision of language throughout the entire 6-month program, trainees' desires for improving their English skills were not completely met, and so they want to have more opportunities to use English in and outside of the classroom throughout the program such as a language buddy or a one-to-one tutoring program with the local students. The trainees' comments illustrate as follows:

I expect to learn speaking and listening in formal and informal situations. I want to communicate with native speakers without hesitation and express my ideas. It was, however, a pity that there was not an environment where we could only speak in English after class. I hope that there could have been a one-to-one tutoring program with the local students.

I really want to have a lot of opportunities to use English with confidence. There was less time to talk to native speakers. It would have been great if we were given opportunities to learn English that are used in and outside of the classroom, for instance practicing conversation by being assigned with a language buddy.

2) Practicum should be provided more frequently in order to be more exposed to ESL classes.

Many Korean teachers have little confidence in their own English speaking ability. As for the classroom English proficiency as well as teaching skills, the participants confirmed that they were inadequate in conducting English lessons, especially with regards to the practical classroom implementation level, again calling for a program that provides sufficient opportunities for lesson planning and teaching demonstration practice. Therefore, developing in-context authentic language and using the language to accomplish real classroom tasks will help satisfy teacher needs as the following comments illustrate:

The practicum was observation-based, excluding teaching. It was ineffective to take only 6 people. In my opinion, as a way of providing equal chance of observation to every teacher, 13 teachers could divide into 4 teams and each team give the opportunity for observation and from each team one teacher be to lead the class, giving the lecture once every week, which will make about 4 lecture in total.

I hope there was more practicum. For example, the practicum opportunity should be distributed evenly every two weeks. If it is not a practicum in which the trainees have to actually teach but simply a class observation in which every trainee can participate, I believe I need more opportunities for it.

While I was able to note the difference between the Korean and American classes, a one-day observation was very insufficient to learn how the class works. Despite the fact that the practicum was originally planned to take up the largest part of this training, the trainees were only able to observe without actually teaching. Thus, it is better that the entire trainees should be divided into four teams and observe once a week.

3) The two training sessions should be connected to each other in a systematic way.

In BISET program, two training sessions were separately organized. While the language areas, ELT Methodology and micro-teaching, and teaching specific methods using multimedia, magic, games, and stories were taught in the non-residential training session, intensive language areas and ESL class observation and practicum were offered in the residential training session. As a result, some of the trainees felt that there are some overlaps among the courses. The program administrator needs to arrange those courses appropriately in two training sessions. Thus, it is recommended that more careful planning should be made in the arrangement of the courses as well as the sequence of the topics to be addressed in each course so that the trainees can clearly see both coherence and variety in the course they take.

There was a lack of consistency between the two trainings. I hope I learned and practiced expressions to be used in our TETE class. For this reason, contents for developing practical classroom English should be offered. Texts or materials that could supplement TETE class need to be developed in the second session.

We did all the micro-teaching practices in ELT methodology course in the first training session. I'd like to improve my practical teaching skills through the

practicum. I think that the program should provide a course on methodology for preparing the practicum and more practicum opportunity as I expected in the second training session.

V. CONCLUSION

Much attention on professional development for NNTE seeks to develop the short- or long-term training program to facilitate the growth of the teacher's general understanding of teaching and of himself or herself as a teacher. Recently, CLT has received a lot of emphasis in in-service teacher training programs and teachers are expected to play a critical role in implementing the communicative approach in their classrooms. This emphasis has also led to recreate the blended teacher training programs such as 3-month non-residential training in Korea and 3-month residential training in an English-speaking country.

This study re-evaluates the effect of the current in-service teacher training programs in terms of the teachers' perspectives. The results of this study confirmed the studies on the need to improve the teachers' classroom English proficiency so that they can use it more confidently in their classroom. Findings indicate that a lot of opportunities to use English in and outside of the classroom should be provided throughout the training program. The most important consideration that the program administrators should be aware of is to create a sufficient environment to use English through the curricular or the extra-curricular activities. In terms of curriculum development, communicative and instructional skills should be integrated and promote their collaborative and reflective teaching practices. Also, all classes should be conducted in English by instructors and classroom activities should be geared towards maximizing trainees' opportunities to use English in order to reduce the use of Korean and to increase English exposure. Also in teaching skills area, they confirmed that they were inadequate in conducting TETE due to lack of their speaking and listening skills, especially with regards to the practical TETE class implementation, calling for a program that provides ample opportunities for lesson planning and teaching demonstration practice. In addition, trainees could be provided to interact with native speakers of English through the extra-curricular activities such as a language buddy or one-to-one tutoring program with the local students.

Another caution should be attended to when implementing the program. For a successful program, it is crucial to take a more flexible approach which carefully takes into account the specific situation in an individual institution and the characteristic of the training program to be implemented (i.e., instructors' qualification/trainees' English proficiency). Furthermore, trainees' needs assessment should be an integral process in program

designing and implementation. In light of the findings of this study, the goals and process of a training program should derive from an analysis of the reasons why trainees need to participate in the program. The information gathered through needs assessment can help an institution make choices as to what to teach and how to teach it. For the trainees' needs and expectations, needs analysis questionnaire should be conducted before the start of, in the middle of, and after the program to gather the required information about the implementation of in-service training as a strategic approach.

This study is meaningful in that it illustrated the characteristic of the blended in-service teacher training program and investigated teachers' perceptions of the training program they experienced. The present study has some limitations that need to be taken into account. First, this study was based on a sample of 13 English secondary teachers. These subjects may not be completely representative of English teachers. Interpretation from the results thus should be made in caution. Furthermore, the findings about the teachers' perception of BISET could make a difference due to the program implemented. Therefore, the study suggests future studies explore the same issue with large sample size. Nonetheless, this study suggests possible ways of heightening the effectiveness of the 6-month blended training program for future applications and will guide in designing the blended in-service teacher training program.

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Examples in: English

Applicable Languages: English

Applicable Levels: Secondary

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