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Exploring What Korean Teachers of English Need for Effective Professional Development: from Peer Trainers' Perspectives*

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This research aims at exploring what Korean teachers of English need for their effective professional development, particularly from the perspectives of peer trainers who are school teachers as well as teacher trainers. The research is based on an assumption that despite the critical roles of peer trainers in the changing process of English education, very little attention has been paid to listening to their voices. Having an awareness of the meaningfulness of their voices in teacher education, the researcher collected and analyzed the data, employing a questionnaire responded by 32 peer trainers and in-depth group interview with 6 peer trainers who responded the questionnaire. The research findings suggest that the majority of peer trainers believe that the priority should be put on teaching practice rather than language competence for Korean English language teacher development. It has been found that they believe that teacher learning within the workplace with some support from outside experts is the most effective way of making classroom change possible and keeping teachers' professional development sustainable. Finally, the research suggests school-based professional development as an alternative strategy to satisfy their needs on effective and sustainable professional development.

[effective professional development/school-based professional development/peer trainer]

I. INTRODUCTION

Korean government announced a new national English ability test (NEAT) to be introduced in 2016, which includes 4 language skills, and is expected to bring a significant

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change into English education in Korean schools(MEST, 2011). In line with the preparation for the introduction of a new national test, the national curriculum of English has been revised with more emphasis on the improvement of communicative competence than ever before. In particular, assessing speaking and writing skills is expected to strongly encourage Korean teachers of English to transition from their conventional teaching approach; Grammar and Translation Method (GTM).

The dramatic change seems to give much impact on Korean teachers of English in two ways: on one hand, it may give teachers much stress and burden with a particular concern about the low capability of teaching speaking and writing at schools and the possibility of the increase of private education expenditure. On the other hand, it is expected to promote teachers' awareness of their professional development and participation in teacher training programs (MEST, 2011).

Considering the general assumption that educational change cannot be achieved without teacher change, particular attention should be paid to the effective ways of helping teachers be aware of what and how they develop in the process of changing English education in relation to the introduction of NEAT. In this line, there has been much concern about how to help teachers make real change in their classrooms. Being aware of the importance of teachers' professional development, many researchers have been interested in the quality of teacher training programs. (Chang, Lee & Chung, 2011; Jin et al, 2010; Kim & Ahn, 2011; Kim, Kim, Lee & Woo, 2010; Lee, 2010; Lee, Lee & Cho, 2010). It has been observed that many teacher training programs have put too much focus on teachers' language competence development (Jin et al, 2010; Kim & Ahn, 2011) and that a lack of link between teacher training and daily classroom practice has been a critical issue in teacher education (Chang et al, 2011). The poor quality of teacher trainers as one of the most serious problems in teacher training programs has also been critically pointed out by many researchers (Kim et al, 2010).

To overcome those problems raised, many suggestions have been made. Kim et al (2010) suggest that teacher training programs should consider teachers' needs and better quality of teacher trainers. Chang et al (2011) recommend a balanced framework including language improvement, methodology and teaching practice and more continuous support for trainee teacher should be provided. It has been recommended that a model of teacher education program that integrates daily teaching practice and off-site teacher training, such as ICELT(In-Service Certificate in English Language Teaching)[1], can be an alternative to cope with the lack of integration between training programs and teachers' real teaching

[1] ICELT (In-service Certificate in English Language Teaching), developed by Cambridge ESOL and provided by the British Council, Korea in Seoul, is a highly practical course-based award which provides in-service teacher training and development for practising English language teachers with three main components; Language tasks to sharpen teachers' classroom English skills; Assessed teaching practice and methodology assignments. It is usually run as a part-time face-to-face course.

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practice in daily school lives (Lee, 2010).

Although many researchers and the current Korean government have been aware of the importance of teachers and teacher education in the process of educational change (Oh, 2011), little attention has yet been paid to practical and effective teacher development that can give direct and sustainable impact on classroom change. In this circumstance, it is evident that much attention should be paid to the development of effective teacher development, evaluated by the level of impact on teachers' daily teaching practice, since the main goal of teacher education is the provision of better quality of teaching and learning practice at school levels (Desimone, 2009; Oh, 2011). Although peer trainers are teachers themselves as well as teacher trainers and have played pivotal roles in teacher education and educational change, their voices have still not been attracting any particular attention from educational researchers (Jin et al, 2010; Kim et al, 2010). It is worth paying attention to what peer trainers think of effective professional development for Korean teachers of English because they are key individuals who have the both perspectives of teachers and teacher trainers in the field of effective teacher development.

Having this critical awareness of the needs for effective teacher development, the current research aims to analyze the needs for Korean teachers of English in terms of effective teacher development and make implications for improving the current teacher education, particularly by listening to the voices from the peer trainers who are current school teachers as well as teacher trainers. In order to meet these aims more specifically, the current research addresses the following research questions:

1. What is the priority that peer trainers put in teacher development for Korean teachers of English?
2. Which way do they think is most effective for teacher development?
3. What is the direction for effective professional development of Korean teachers of English?

II. LITERATURE REVIEW

1. Key terms for understanding effective teacher development

Having an awareness of the fact that teacher training outside of schools cannot help teachers to cope with the rapid change of societies and increasing demands on them, teacher development, as a new concept compared to teacher training, was introduced by OECD (OECD/CERI, 1998). Many educational experts and policy makers have made many efforts to conceptualize teacher development as a main strategy for teachers' continuous learning based on an assumption that educational development cannot be

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achieved without teacher development.

Teacher development in this research is defined as an ongoing learning process in which teachers primarily aim at doing a better job with personal and professional growth and meeting the expectations and needs of the students by examining, reflecting and changing. While the concept of teacher development focuses on the continuous process of teacher learning in the long term, teacher training addresses building specific knowledge and skills of teaching - how to sequence a lesson and how to manage the classroom, for instance (Freeman, 1989; Larsen-Freeman, 1983).

According to location and way of teacher learning, the distinction between off-site teacher training and school-based teacher development has been suggested by Craft (2001). Off-site training means that teachers come together out of school for a pre-determined period of training. It is normally a course-led model with the much goal at new knowledge and skills about teaching, though it also provides some opportunities to exchange ideas and experiences with teachers from other schools and can be useful in saving time and money. But in addition, school-based professional development has arisen as an alternative to off-site training, mainly focusing on the specific teaching context where teachers work together with their colleagues and students. School-based teacher development is expected to have a direct impact on practice. The facilitator or leader of the program, teachers' experience of and attitude to working together with colleagues and students, organizational culture, structure, academic field, and the characteristics of members are required to make the program successful (Lee, 2007).

2. Effective teacher development

It has been highlighted that when professional development focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content, it has strong positive effects on practice (Blank, de las Alas, & Smith, 2008). This implies that effective teacher development should be measured by its impact on classroom change and student learning. Such an approach of the link between teacher professional development and students' achievement seems to lead to more complexity in clearly defining what effective teacher development is and how it can be measured.

Despite its complexity, there seems to be a consensus among researchers about at least some of the characteristics of effective professional development that are critical to increasing teacher knowledge and skills and eventually improving their practice (Desimone, 2009; Hawley & Valli, 1999). Hawley & Valli (1999) strongly recommend that the essential characteristic of effective professional development embeds upon the eight principles: goals on student performance, teacher involvement, school-based, collaborative and supported, information rich, theoretical understanding, part of

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comprehensive change process. These involve continuous teacher and administrator learning in the context of collaborative problem solving.

Another effort to figure out how characteristics of effective professional development are shown has been made by Desimone (2009). By analyzing literature on effective teacher development, she suggests five critical features shown commonly in most research findings: content focus, active learning, coherence, duration, and collective participation. She argues that content focus is seen as the most important part in effective teacher development since it considers the link between what teachers learn, how much teachers improve in their daily teaching practice and to what extent students learn better. In the context of in-service teacher education for the Korean teachers of English, in which there has been a gap between what teachers learn from teacher training centers and what they actually do in their daily teaching practice (Chang et al, 2011; Kim & Ahn, 2011), it seems very important to consider this feature in the process of developing effective teacher development. Active learning is compared to general passive learning such as listening to lecture or getting some teaching materials. Rather it fosters teachers to engage in various activities in which they observe colleagues or their own classrooms, followed by interactive feedback and reflecting the feedback into their classrooms. Coherence is concerned with the consistency of educational policies at school, local and national levels with what is actually taught in teacher learning. Duration is another essential feature in effective teacher development by accepting the general assumption that teachers need sufficient time for teacher change. Collective participation is also viewed as an essential component of effective teacher development. Many research findings show that formal or informal learning communities among teachers can act as powerful mechanisms for teacher growth and development (Little, 2002; Joyce & Showers, 2002). Joyce and Showers (2002) propose that if a teacher or a community of teachers engages in a curriculum area and regularly studies implementation and consequent student learning, then student achievement will rise substantially.

3. Issues regarding effective teacher development for Korean teachers of English

Effective teacher development has been a main issue in the changing process of English education in Korea. The dramatic change in English education in Korea with much emphasis on the improvement of communicative competence, particularly productive language skills, expects that Korean teachers of English change their roles from knowledge transferor to facilitator. It also requires teachers to change the priority in teacher education for Korean teachers of English from the improvement of teachers' language competence towards teaching practice (Oh, 2011). To do this, the government has provided a variety of

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teacher development programs including off-site teacher training programs such as 6-month intensive training or an overseas training program and on-site teacher development systems such as classroom observation or workshop with colleagues.

Despite these efforts to help teachers engage in the process of educational change, however, it has been critically argued that there has been a big gap between what teachers learn from teacher training programs provided by the majority of regional office of education and from universities; thus, causing little impact on the classroom change (Kim & Ahn, 2011; Kim et al, 2010). It is also argued that the lack of follow-up after taking the off-site teacher training program has led to the ineffectiveness of the off-site teacher training programs (Chang et al, 2011).

Having a critical awareness of high demands on the change of Korean English teacher education, the Korean government has made an effort to reform the current intensive teacher education programs based on various needs from teachers and foster peer trainers and leading regional offices of education to reform the teacher education systems (Oh, 2011). In these circumstances, the concept of continuous professional development (CPD) has emerged as a main agenda in the process of English education change in Korea. According to Chang (2007), CPD includes attributes such as developmental strategies, reflection, learning by doing, trainee-centered bottom-up approach, teachers as a subject of change and practical knowledge compared with training strategy, imitation and repetition, knowledge-transmitting, trainer-centered, top-down approach, teachers as objectives of change and applied linguistics in competency-based teacher education .

Although there seems to be a strong consensus about the imperative demands on specific ideas of effective teacher development among many educators, policy makers and researchers, little attention has yet been paid to researching this agenda with the involvement of teachers and teacher trainers. This has led to failure in providing school teachers with effective teacher development models. It is highly likely to be certain that it is worth looking at what is necessary to help teachers engage in effective teacher development so that they can gain their personal and professional knowledge and skills and eventually help students learn better.

III. RESEARCH METHODS

1. Data collection

This research aims to explore what Korean teachers of English need for effective and sustainable professional development, particularly listening to the voices of peer trainers who are currently school teachers and teacher trainers. In order to meet the aims, the

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research employs a comprehensive approach that involves a quantitative questionnaire survey and qualitative semi-structured in-depth group interviews.

The questionnaire survey aims to explore what general attitudes and issues Korean peer trainers of English have regarding the current approach of teacher education. It was developed based on relevant literature and a pilot study as preliminary investigation, in which the researcher visited 2 middle schools and 1 high school, met 8 teachers of English and listened to what general issues teachers of English raised as regards to the current change in English education and effective ways of teacher development. The questionnaire was distributed to 32 peer trainers who had been working as middle and high school teachers and peer trainers in Seoul Metropolitan Office of Education (SMOE), where the research was conducted. All of the 32 peer trainers responded the questionnaire. All of the respondents worked in different schools. The issues in the questionnaire survey are as follows.

TABLE 1

Issues in the Questionnaire Survey

1.	Key players in the process of educational change
2.	Priority in the contents of teacher development
3.	Effective ways of teacher development
4.	Change in teachers′ roles
5.	Weakness of off-school teacher education
6.	Voluntary teacher development within schools
7.	Peer trainers′ attitudes towards the integrated teacher development program of off-and on-schools

Group interview with 6 peer trainers was conducted to collect more information on peer trainers' opinions of effective and sustainable teacher development. All of the interviewees are well-known peer trainers among Korean teachers of English and supervisors in Seoul. Most of them have also been invited by teacher training centers in other regional offices of education. Interviewees discussed their personal experiences and judgment of the current teacher education programs including off-site teacher training programs, virtual teacher training programs and teacher development systems within schools. In addition, the data was expected to help explore alternative ways to tackle the problems of the current various teacher development programs, which is the lack of direct impact on classroom change from various teacher education programs provided by the government. Semi-structured interviews were employed considering the fact that interviews are used as a complementary method and to triangulate the information collected by the questionnaire survey (Munn & Derever, 1995). Moreover, taking into account that the interview data written in Korean had to be translated into English, the transcription of the whole data appears very time-consuming and

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undesirable because it could cause misinterpretation of the raw data.

The details of informants are as follows:

TABLE 2

Interviewees' Information

1. **Mr. B**: a high school teacher and peer trainer in 40s, MA degree, a leader of English teacher association
   Ms. L: a high school teacher and peer trainer in 50s, TEE Master Certificate[2]
3. **Mr. S**: a middle school teacher and peer trainer, in 40s, MA degree, a leader of English teacher association
4. **Ms. C**: a high school teacher and peer trainer in 40s, Master teacher, TEE Master Certificate
5. **Ms. J**: a middle school teacher and peer trainer in 40s, TEE Master Certificate
6. **Mr. K**: a middle school teacher and peer trainer, MA, CELTA Certificate[3]

2. Data analysis

The data from the questionnaire was processed using the Statistical Package for Social Scientists (SPSS), and the frequency data of the responses are provided in order to give the overall picture of respondents' attitudes towards the current issues regarding professional development for Korean teachers of English.

The data gathered from interviews with Korean peer trainers was transcribed in a selective way since selective transcription reduced the time for the work itself and the time spent reading transcripts later. As the interview was conducted to get more insight of peer trainers' views on effective teacher development based on the results of questionnaire survey, the collected data was classified into categories according to the questionnaire questions. The interview data was transcribed in Korean first since the interview was carried out in Korean in order to get in-depth stories of the interviewees by setting up more comfortable rapport among interviewees and the researcher and translated into English.

[2] The TEE Certificate is awarded to the Korean teachers of English when they pass the two different tests, tests of teaching knowledge and practice. There are two types of the TEE Certificate, TEE-Ace (TA) and TEE-Master (TM). In order to apply for the TA Certificate, applicants need to obtain more than 3 years of teaching experience and more than 30 TEE points. For the TM Certificate, applicants are required to have more than 7 years of teaching experience and more than 80 TEE points.

[3] CELTA(Certificate in Teaching English to the Speaker of Other Languages) is an initial qualification for people with little or no previous teaching experience developed by the University of Cambridge, ESOL examinations and is one of the most widely taken qualifications of its kind.

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IV. FINDINGS

1. Key Players in the Process of Educational Change

It has been found that 87.5% of respondents think that teachers are the key players in the process of educational change. This means that the majority of teachers believe that they are responsible for educational change.

TABLE 3

Key Players in the Process of Educational Change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	28	87.5	87.5	87.5
	Student	3	9.4	9.4	96.9
	MEST officials	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Teachers' belief of their critical roles in the process of educational change is also found in the interview. Teachers' past experience regarding the implementation of the new revision of the national curriculum seems to affect their attitudes toward this issue. It is interesting to listen to the following story from two of the interviewees.

> The key person who prepares for and implements educational change is a teacher. Teachers are the key persons who actually start any kind of change in education, as we have seen it every time when the national curriculum changes. Without teachers, you cannot do anything, any curriculum change or whatever in education. (Ms. L, a female high school teacher and peer trainer in 50s)

> You can't expect any success in educational change without teachers' active participation. It is not surprising. Do you remember what happened to the 7th revision of the national curriculum? People say that it was half success but half failure. Why? I think it was because teachers didn't fully understand and support the differentiated curriculum. (Mr. S, a male middle school teacher and peer trainer in 40s)

Considering that there has been big change in English education policy in the past 4 years which has led Korean teachers of English to get more stress and attention to their professional development, the results imply significant needs for supporting teachers

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effectively. The findings also strongly suggest that policy makers should take into account the fact that teachers commit to learning when the professional development learning and their daily teaching practice are related and relevant along with the improvement of student achievement (Kim, 2009).

2. Priority in the Contents of Teacher Development

The survey shows that 68.8% of the respondents put the priority on teaching practice in professional development for Korean teachers of English, which is followed by language competence (15.6%) and teaching methodology (15.6%).

TABLE 4

Priority in the Contents of Teacher Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Language Competence	5	15.6	15.6	15.6
	Teaching Methodology	5	15.6	15.6	31.3
	Teaching Practice	22	68.8	68.8	100.0
	Total	32	100.0	100.0	

Interestingly, this result is different from those of the previous studies in which the priority was given to language competence as a main content of professional development for Koran teachers of English was given (Chang et al, 2011; Kim et al, 2011; Lee et al, 2011). The reasons for this different attitude towards the priority in teacher development components seem to be found in two aspects. On the one hand, the change shown in this survey can be understood as the result of sufficient provision of professional development programs for improving language competence and the change of English education policy and English learning environment. The following illustrates it clearly.

> Recently there has been much improvement in English language teaching environment at schools. Since a main teaching strategy in English education has been changed from teacher-centered to student-centered, as you can see TEE Certificate assessment criteria, teaching practice seems to get more attention than teachers' language ability… I think student-centered classroom is to share the responsibility of learning between teachers and students… So teaching practice is getting more important than language ability and become a hot issue these days. (Mr. B, a male high school teacher and peer trainer in 40s)

It is also found that the majority of peer trainers believe that the high command of English

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does not always guarantee the high quality of language teaching and that teaching competence is more important than language competence. Interestingly enough, they find the evidence from the experience of co-teaching with native English speaking teachers.

> I think because we saw some very fluent English speaking teachers, like a native English speaking teacher or an English conversation teacher, have problems in their teaching practice, we started to get more confidence in ourselves…. I also think we Korean teachers of English have reached a certain level of English competence and don't need to put too much emphasis on language ability now. (Mr. S, a male middle school teacher and peer trainer in 40s)

> Before I worked with native English speaking teachers, I thought they would be very good at teaching because they were native English speakers. But when I observed their lessons, I realized I was wrong… They used easy English and I started to think that I could give better lessons to my students with that level of English…. And as a co-teacher, I sometimes need to evaluate my co-teacher, a native English speaking teacher. As I have many opportunities to evaluate native English speaking teachers, I feel that I can do it better. I believe my colleagues have the same experience and feeling as I did…. These days, my focus is not on my language ability improvement but rather on teaching practice. (Ms. J, a female middle school teacher and peer trainer in 40s)

> As my school is a specialized school, we have several native English speaking teachers who graduated from very famous university like Harvard University. I have observed their lessons and realized that even native English speaking teachers from high quality of university do not guarantee good quality of teaching. (Mr. K, a male middle school teacher and peer trainer in 30s)

Some interviewees found the rationale of putting the priority on teaching practice as a key component in teacher development from their experiences of participating in teacher training programs and 'model lessons'[4].

> I participated in the ICELT course and the key component of this ICELT is TP, I mean, teaching practice. Most other teacher training programs that I had taken before ICET focused on mainly individual teachers' language improvement…. I

[4] A Model Lesson is a kind of formal system for teacher development within schools through peer observation, in which an observe teacher demonstrates a lesson and his/her colleagues observe the lesson and give some feedback on it in the meeting after observation.

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> was also very familiar with a model lesson. As you all see, a model lesson has a fantastic opening part, various activities in which students actively participate, which is a bit different from our normal lessons, and lots of beautiful teaching materials. It is a show, isn't it?.... ICELT made me shocked, letting me start to think of what the lesson is…. TP in ICELT made me keep an eye on the process of learning. I think TP is an essential part of classroom teaching and teacher learning. Eventually, I had to look at my classroom systematically for my classroom change. I think TP should be in the center of teacher education. (Ms. L, a high school teacher and peer trainer in 50s)

On the other hand, the different levels of language competence between peer trainers and other normal teachers may cause this difference. Not surprisingly, peer trainers have relatively higher command of English ability compared to normal teachers, since they are sometimes asked to give teaching demonstration in English as a model of TEE (Teaching English in English). It seems highly persuasive that they have made many efforts to develop their language competence as well as teaching competence and become peer trainers. There is still consensus on the importance of teachers' language competence in the quality of English education among English teachers, policy makers and teacher educators (Oh, 2011).

The provision of a variety of teacher training programs for Korean teachers of English and the recruitment of new teachers with high command of English competence, however, seem to change the priority of English language teacher development in Korea from language competence towards teaching practice.

3. Effective way of teacher development

The majority of respondents (78.1 %) answered that teacher development within schools combined with off-site teacher training were expected to be the most effective way of teacher development. It is followed by off-site teacher training along with teaching (12.5%) and voluntary teacher development within schools (9.4 %). This result implies a very significant point in the improvement of teacher education, considering the fact that a great number of teacher education programs were provided in the form of off-site teacher training, which provides various lectures on skills and knowledge of teaching and language improvement. It has been critically reviewed that this off-site teacher training has led to inefficient implementation of teacher education due to the lack of impact on and sustainability of trainee teachers' daily teaching practice and too much emphasis on language improvement components (Kim & Ahn, 2011; Lee, 2010).

Voluntary teacher education within schools such as a model lesson or informal peer

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observation has been said to be an alternative of off-site teacher education along with teaching in that the former could save time and has the possibility to use what they learned from the teacher education program to the teaching English directly.

TABLE 5

Effective Way of Teacher Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Voluntary-based TD within schools	3	9.4	9.4	9.4
	Off-school TT along with teaching	4	12.5	12.5	21.9
	TD within school combined with Off-site TT	25	78.1	78.1	100.0
	Total	32	100.0	100.0	

* TD stands for teacher development and TT stands for teacher training.

The following comments indicate how voluntary-based teacher development with working with colleagues within schools works successfully.

> I think I should always open my classrooms because I am a 'master teacher'[5]. When I opened my classroom first, 6 teachers visited my classroom. After observation, we had a meeting to talk about my lesson. I gave them observation sheet with the questions I want to know, actually I wanted to share what I, as a teacher, did in my lesson and what my students did. It was different from normal observation sheet we often use. They told me that the process of observation was different from what they did before and some of them who talked to me a lot asked me to observe their classroom. We had lots of very constructive meetings. (Ms. C, a master teacher at a high school in 40s)

> I was supposed to help several student teachers this April. I asked them to observe one teacher's class and we had a post-observation meeting with the observee teacher…. We had talk about how much the teacher talk and how we can reduce the amount of teacher talk, if the teacher talk is too much. Lots of new ideas came up from student teachers and I thought sharing ideas with colleagues was brilliant for our professional development. I believe that we teachers can do this work within schools without any support of outside experts, once you start to open your classes. (Ms. C, a master teacher at a high school in 40s)

[5] Korean government introduced a new teacher personnel system including master teacher as a new job position in 2012. The applicants should satisfy the minimum requirement that each local educational authority presents and pass the exam. Master teachers are expected to contribute to school-based teacher development within their schools. There are 3 master teachers of English in Seoul currently.

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However, it has been critically argued that voluntary teacher development within schools was carried out as an annual ritual event since it functioned as neither appraisal nor professional development (Lee, 2007). The case presented by Ms. C is not common since she has played a very pivotal role as a master teacher, leader and facilitator not only professionally, but also emotionally in implementing school-based teacher development using peer observation. A very interesting point found from her comments is that her case gives a clue to the development of effective teacher development. As Kim's research (2009) shows, her story also tells us that when teachers believe teacher education program is highly related to their daily teaching practice and the improvement of their and students' achievement, they are willing to contribute to their learning and change. This implies that when teacher development programs provide practical objectives relevant to their daily school life with systematic and emotional support, they are willing to participate in it voluntarily and actively.

It is also recommended that each school has different needs and school-based teacher development programs should consider this diversity. Also, the issue regarding the quality of voluntary school-based teacher development without any proper support from outside experts was raised.

> I am working at a high school, which is very different from my previous school. If the schools are different, what teachers are interested is different. Teachers needs can be different depending on where and who they teach. (Mr. B, a high school teacher and peer trainer in 40s)

> I think it is natural teachers rely on outside experts for their professional development. Even if you are very interested in your professional development, in reality, it is often put aside because our daily school life is so busy… So I prefer the combination model of inside and outside of school. (Ms. J, a middle school teacher and peer trainer)

> I think it may be dangerous if teacher development is reliant on just voluntary school-based teacher development system. You can't guarantee the quality of it and time management. (Mr. Kim, a middle school teacher and peer trainer in 30s)

> Peer observation or model lessons have been carried out just officially without any real benefits for our professional development. This is why most teachers don't like this system. Moreover, nobody wants to be observed and evaluated by your colleagues. (Mr. S, a middle school teacher and peer trainer in 40s)

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Another interesting point to note is that interviewees strongly recommend the training of peer trainers. This is similar to what many researchers have recommended to improve the quality of teacher training programs (Chang et al, 2011; Kim et al, 2010)

> If NEAT is introduced, I am sure there will be dramatic change in our classrooms and we need leaders who will help us change our classrooms. British Council or other teacher training institutes need to develop high quality of teacher trainer training programs. (Mr. B, a high school teacher and peer trainer in 40s)

> I think teacher change definitely requires a master teacher or leader who can guide teachers within the same work place. (Ms. C, a master teacher at a high school in 40s)

4. Change in teachers' roles

The change of English education in Korea expects the change of teachers' and students' roles in the process of educational change. Korean government has encouraged teachers to change their roles in the language classroom from as a model for correct speech and writing towards a facilitator and monitor (Oh, 2011). This should be along with the change of students' roles. Teachers and students are expected to become cooperative learners.

65% of respondents are positive about the idea that if a teacher changes his/her role in the classroom from knowledge transferer to facilitator, the burden regarding linguistic competence including pronunciation will be reduced and he/she can develop better teaching expertise.

TABLE 6

Change in Teachers' Roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	25.0	25.0	25.0
	Agree	13	40.6	40.6	65.6
	Disagree	11	34.4	34.4	100.0
	Total	32	100.0	100.0	

Although 65% of peer trainers agree that the change of teacher role will reduce their burden particularly regarding linguistic competence, 34.4% of responders still disagree with the idea. Some peer trainers point out that despite many efforts to change the way of teaching from teacher –centered toward student –centered, it would take long time because

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the change of teaching method is similar to the change of teaching culture. They also argue that the change of teaching culture requires general acceptance among educational key stakeholders including teachers, parents, students, administrators and other community members. A support system is also recommended for the change of classroom culture. The following shows what peer trainers think of the change of teachers' and students' roles.

> My school has tried to change the way of teaching but it is really difficult because both teachers and students still believe that transferring much knowledge within limited time is good teaching….. I tried to change my teaching practice with my colleagues but it didn't work well. I think we need supporting systems for classroom change. (Ms. J, a middle school teacher and peer trainer)

> I think everyone agrees that our classroom culture should be changed from teacher-centered to learner-centered. Regional offices of education have tried to change this by introducing various systems or activities such as consulting, supervision, teacher researcher competition and so on. However, they are implemented in a segmental way so they don't work effectively. It is necessary to implement these systems or activities in an integrated way. (Mr. S, a middle school teacher and peer trainer)

5. Weakness of off-school teacher education

Comparing off-site teacher training programs with teacher development within schools in regard to its impact on classroom change, 62.5% of respondents agree that off-site training programs are less effective.

TABLE 7

Weakness of off-school teacher education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	15.6	15.6	15.6
	Agree	15	46.9	46.9	62.5
	Disagree	11	34.4	34.4	96.9
	Strongly disagree	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Listening to the following peer trainers' stories will help us to understand why they think so.

> The biggest problem of off-site teacher training is the lack of direct influence on classroom change after even taking 6- month intensive training programs. I think it's because the current environment where the current SAT still has been a big

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barrier. … I sometimes feel guilty because I, as a peer trainer, often demonstrate something great and very desirable to teachers but in my real classroom, it is not very different from other normal teachers… (Ms. Lim, a high school teacher and peer trainer in 50s)

Teachers seem bored of on-line training programs these days. I often see teachers just clicking, clicking, clicking, which means the on-line course starts assessment and they want to complete the course. It doesn't affect classroom change at all. I think we need alternative. (Mr. B, a high school teacher and peer trainer in 40s)

6. Voluntary teacher development within schools

Respondents (68.8%) are generally positive about the idea that voluntary based teacher education within the school should be encouraged in that it considers its impact on classroom change and teachers' daily lives.

TABLE 8

Voluntary teacher development within schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	12.5	12.5	12.5
	Agree	18	56.3	56.3	68.8
	Disagree	10	31.3	31.3	100.0
	Total	32	100.0	100.0	

An interesting point is that one of the reasons why they prefer voluntary teacher development within schools is due to the high rate of female teachers. Considering the fact that the majority of Korean teachers of English are female in between 30s and 50s and they may have some difficulty in taking some time for their own professional development after school, it seems worth taking into account this gender issue in improving teacher development policy which is currently very much dependent on off-site teacher training.

My school has 6 English teachers including myself. We have only 1male teacher and 1 single female teacher. And other 4 teachers are married female teachers with children. I am living with my mother and I am relatively quite free when using my time for attending the course after school. But my other colleagues are different. They are like a clock. Coming to school on time and going back home on time…. Even if you want to take some time for yourself, you know it's really difficult for working moms to do it. (Ms. J, a middle school teacher and peer trainer in 40s)

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Despite the generous consensus on the usefulness of voluntary teacher development within schools among peer trainers, a critical issue regarding the current teacher culture characterized by individualism (Lortie, 1975) has been raised.

> I do believe that classroom change requires not just teaching skill change but rather teachers' attitudes change, I mean changing the way of thinking. You can't expect a teacher would take part in various activities for his or her classroom change voluntarily without any systemic support or force. (Mr.S, a middle school teacher and peer trainer in 40s)

> There is not much communication among teachers at school…. Everyone is smart in their own way. I hope they don't boast and work alone but work with others. These too smart teachers still avoid opening their classrooms. (Mr. B, a high school teacher and peer trainer in 40s)

7. Peer trainers' attitudes towards the integrated teacher development program of off- and on-schools

All of the respondents (100%) agree with the idea that we need to develop a new model integrating the strong points of off-site and on-site teacher development programs. This seems to imply that Korean teachers of English want to not only expand their knowledge and skills from outside experts but also improve their daily teaching practice. This also shows that peer trainers still put emphasis on knowledge about teaching and learning as well as language competence, as shown in the recent research by Chang et al (2011) in which teachers want to get balanced training programs with all main components of non-native language teacher development; language improvement, teaching methodology and teaching practice.

TABLE 9
Peer trainers' attitudes towards the integrated teacher development program of off- and on- schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	50.0	50.0	50.0
	Agree	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

The respondents and interviewees made some suggestions for the successful implementation of this new integrated model. The suggestions include the change of

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teachers' attitudes toward their own professional growth, support from school principals and the change of teacher development policy. The details are as follows.

> We need another program to support successful school-based professional development at each school level. I mean we need to know how to work together with other colleagues for our own professional development. English teachers tend to work alone, for example if you want to improve your language competence, then you don't need to work with others. I think we need something that gets them to come out of themselves, or individualism. (Mr. S, a middle school teacher and peer trainer in 40s)

> We need support particularly from our school principal. If the principal support this kind of program, it will work very well. This is because this new model should be done at each school level rather than individual level. (Mr. B, a high school teacher and peer trainer in 40s)

Interviewees make another recommendation regarding basic conditions for integrating off-site and on-site teacher education.

> It is necessary to provide a special program for mentors or leaders. They need supervision skills as well as subject knowledge…. Actually mentor programs have been provided by regional offices of education but it was a bit far from our real practice. I think we need to integrate the existing system with the school-based teacher development. (Ms. C, a master teacher at a high school in 40s)

> What we need urgently is collaborative and sustainable teacher development programs. It should not be one-off. And if your colleagues do not change the way of teaching or the way of thinking, then you can't go further. (Mr. Kim, a middle school teacher and peer trainer in 30s)

V. DISCUSSIONS

The changes in English education in Korea represented by the introduction of the NEAT have had great impact on Korean teachers of English. Given that they are stressed by the new environment in which speaking and writing are emphasized, they would expect that more professional development programs need to been provided by the government. In this context, the effectiveness of professional development programs is at issue.

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It has been stressed that professional development aiming at strong positive effects on practice focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content (Blank et al, 2008). This implies that its impact on classroom change and student leaning are key indicators to measure effective teacher development. Hawley and Valli (1999) suggest the main characteristic of effective professional development They are goals on student performance, teacher involvement, school-based, collaborative and supported, information rich, theoretical understanding, part of comprehensive change process. On the other hand, Desimone (2009) identifies five critical features by analyzing literature on effective teacher development: content focus, active learning, coherence, duration, and collective participation.

As Korean government has already invested a great amount of money and programs in English education, it is time to think of how effectively professional development programs can be provided within the constraints of time and money. To address the issue, this research explores what the Korean teachers of English need for their effective professional development, particularly from the perspective of peer trainers who are school teachers as well as teacher trainers.

This research begins with identifying the key person in the process of education change. It is very positive for the development of Korean English education that the respondents place teachers at the center (87.5%) in educational change. This means that they begin to think of themselves as 'positive actors' of educational change rather than passive actors. This implies that professional programs need to take into account how to encourage teachers' ownership and active participation. To do so, the two main issues, the priority in professional development and effective way of professional development have been addressed.

With regard to the priority professional development, 68.8% of respondents put the priority on teaching practice, which is different from the results of previous studies in which language competence was the priority (Chang et al, 2011; Kim et al, 2011; Lee et al, 2011). The change in the attitudes to the priority appears to be based on the change in English education environment in Korea. More than anything else, the improvement of language competence of Korean teachers of English, due to the provision of a variety of teacher professional development programs and the recruitment of new teachers with high command of English competence, is one of the most important factors.

Another factor is the change in English language teaching itself. As an interviewee indicated, working experience with native English speaking teachers and English conversation teachers has given Korean teachers of English to have confidence in language teaching in that 'they don't need to put much emphasis on language ability'. This issue is closely related to the role of a teacher in the classroom; a teacher as a knowledge transferer or a facilitator. It has been found that 65% of respondents are positive about the idea that

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the change in teachers' role from a knowledge transferer to a facilitator can decrease the burden regarding linguistic competence in teaching English. However, the difficulties of this change also have been pointed out. As this change means classroom culture change, well-designed supporting system needs to be introduced.

With regard to the effectiveness of professional development programs, 78.1% of the respondents are positive about teacher development programs within schools combined with off-site teacher development programs. This is related to the findings that 68.8% of respondents are positive about the idea that voluntary based teacher education within school with its high impacts on classroom change and teachers' daily lives should be encouraged while 62.5% of respondents agree that off-site training programs are less effective. Although voluntary teacher education within schools such as a model lesson or informal peer observation has its strengths of saving time and the contextualized learning, a number of barriers such as lack of peer trainers in schools and execution in annual ritual way also have been pointed out. As a result, the respondents (100%) agree to the idea that a new model integrating the strong points of off-site and on-site teacher education programs needs to be developed. The model needs to reflect the characteristics of effective teacher development.

VI. CONCLUSIONS AND SUGGESTIONS

This research is based on the awareness that it is time to develop a different approach to professional development for Korean teachers of English based on the dramatic changes in English education in Korea currently underway. It aims at exploring what Korean teachers of English need for their effective professional development, particularly from the perspective of peer trainers who are school teachers as well as teacher trainers. The research findings suggest that the majority of peer trainers believe that the priority in teacher development should be put on teaching competence rather than language competence, which is different from normal teachers' strong needs on language competence improvement, as shown in Chang and her colleagues' research (2011). It also suggests that they believe that teacher learning within workplace with some support from outside experts is the most effective way of achieving real classroom change and keeping teachers' professional development sustainable. The findings correspond with the concept of effective professional development in that it should focus on student achievement rather than teachers' individual development by providing a professional development program with the characteristics of goals on student performance, teacher involvement, school-based, collaborative and supported, information rich, theoretical understanding, part of comprehensive change process.

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The results suggest a new model of teacher development for Korean teachers of English which meets the needs for effective and sustainable professional development. Based on the understanding of the current context of English language education in Korea and listening to the teachers' voices on professional development programs, the model of school-based teacher development program is recommended. The program aims to contribute to develop Korean English teachers' teaching competence by providing them with a school-based teacher development program. This has been based on the current ELT context where more emphasis has been placed on teaching communicative skills with the introduction of NEAT and a strong demand for the change of teaching practice. It is expected to give direct impact on teachers' daily classroom practice by integrating on- and off-school teacher training. To achieve these aims, off-school teacher training needs to be directly linked to teachers' daily teaching practice. The school-based professional development program uses portfolios in evaluating trainee teachers which put an emphasis on the process of teacher learning and reduce administrative workload and burden regarding teacher evaluation in the in-service education of teachers. It is suggested that training institutes support the whole process of teacher education by providing 'input sessions' and managing the whole schedule and results of the programs.

A change in the current professional development system is needed for the model to be operated effectively. First, a new approach to teacher training needs to be introduced. Outside expert teams which coordinate on-site professional development programs need to be established. The current school consulting team can be applied towards it. The role of the team needs to be redefined as coordinators and facilitators of teachers rather than assessors or trainers. Secondly, a new credit system needs to be introduced to encourage teachers to be actively involved in the school-based professional development program. This would overcome the weaknesses of the current model lesson.

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APPENDIX

Questionnaire of professional development for the Korean teachers of English

1. Who do you think is the key player in the process of educational change, particularly in the process of implementing the NEAT which is introduced in order to achieve more communicative English education in Korea?
   1) teacher _____ 2) student _____ 3) parent_____ 4) regional offices of education _____
   5) MEST _____ 6) professors or researchers ____

2. What is the priority in professional development for the Korean teachers of English?
   1) language competence ___ 2) teaching methodology ____ 3) Teaching practice _____

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3. What is the most effective way of teacher development?
1) Voluntary-based teacher development within schools (e.g. teaching practice competition)
2) Off-school teacher training along with teaching (e.g. 30 or 60 hour teacher training) _____
3) Teacher development within schools combined with off-site teacher training (e.g.: ICET) ____

4. Do you agree or disagree with the idea that if a teacher changes his/her role in the classroom from knowledge transformer to facilitator, the burden regarding linguistic competence including pronunciation will be reduced and he/she can develop better teaching expertise?
1) Strongly agree ___ 2) agree ___ 3) disagree ___ 4) strongly disagree ___

4-1 Please write the reason for your opinion.
_____
_____

5. Do you agree with the idea that off-site teacher training programs are less effective in terms of its impact on classroom change?
1) Strongly agree ___ 2) agree ___ 3) disagree ___ 4) strongly disagree ___

5-1 Please write the reason for your opinion.
_____
_____

6. Do you agree with the idea that Voluntary based teacher education within the school should be encouraged in that it considers its impact on classroom change and teachers' daily lives?
1) Strongly agree ___ 2) agree ___ 3) disagree ___ 4) strongly disagree ___

6-1 Please write the reason for your opinion.
_____
_____

7. Do you agree with the idea that we need to develop a new model integrating the strong points of off-site and on-site teacher education programs?
1) Strongly agree ___ 2) agree ___ 3) disagree ___ 4) strongly disagree ___

7-1 Please write the reason for your opinion.
_____
_____

8. Where do you teach?
1) Primary school ___ 2) middle school ___ 3) high school _____

Thank you very much! ^_^

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Examples in: English
Applicable Languages: English
Applicable Levels: Secondary

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