**Introduction**

Since its rise to prominence in the 1970’s to meet the English needs of overseas students pursuing university studies in the UK (Harding, 2007), English for Specific Purposes (henceforth, ESP) has provided new grounds from which to approach language teaching and learning. Over the years, ESP has gained in popularity worldwide and has evolved and branched into many specialized courses such as: English for Business Purposes (EBP), English for Medical Purposes (EMP), English for Occupational Purposes (EOP), English for Professional Purposes (EPP), English for Science and Technology(EST) and English for Vocational Purposes. In the current paradigm, the definition of ESP has expanded to incorporate any approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.

As English has spread across the globe ESP is now blossoming in EFL settings where more and more learners are needing specific language skills and abilities which match their occupational needs (Chostelidou, 2010). Reviewing the literature on the topic, most ESP courses have traditionally focused on a target group of learners with L2 needs related to business, schooling, and the medical profession; however, ESP courses targeting English teachers L2 needs are difficult to find. As many English language classes around the world are now being taught by teachers whose first language may not be English (Llurda, 2004), a new important ESP stakeholder group has emerged. This is apparent in setting such as South Korea, where the majority of public school English classes are taught by Korean English teachers, and pressure for teachers to utilize English as their main language in class has been increasing with policies such as Teaching English in English promoted in the revised 7th National Curriculum (2008).

The ESP syllabus under investigation in this study was specifically designed to help in service Korean Secondary teachers of English develop their English teacher talk skills, and confidence in accordance with Ministry of Education objectives. This study aims to examine whether or not this ESP syllabus was suitable and effective based on a critical evaluation of its ability to meet specific internal and external factors. By doing so, we hope that this study can serve as a reference for how similar ESP courses in the future can be effectively developed and implemented.