## 3.2 Research Design

This study was exploratory in nature as research into the topic under investigation is still in its beginning stages and no pre-existing framework or empirical findings were used to guide it (Eisenhardt, 1989). Additionally, the exploratory nature of this study focused on providing a better understanding of the phenomena being studied rather than offering conclusive evidence on the issues. Thus, this study lent itself best to qualitative inquiry which allowed for data to be collected in an open and flexible manner, and results to emerge from the data gleaned (Dörnyei, 2007, p. 39).

The main objective of this study was to investigate the core competencies Korean in-service secondary school teachers of English require to fulfil their roles, and how pre-service secondary language teacher education programs and teacher educators in the South Korean context may better prepare pre-service teachers for the realities of their job in the public system. As the phenomena under exploration and objectives of this study were quite broad in focus and differing perspectives were likely to exist, for validity purposes it was important to piece together understanding of the issue using multiple data sets collected longitudinally with a variety of participant sample groups. Thus, the stages of exploration I present below were strategically planned to investigate the topic from different angles and foster richer data sets by building and expanding upon emergent trends. Additionally, the different stages and data collection procedures allowed for triangulation within and across stages adding to the credibility (trustworthiness, validity) of the collected data.

Stage 1 aimed to build a descriptive profile of the core competencies required by Korean in-service secondary school English teachers in the global era through examining different stakeholder perspectives and observing Korean in-service secondary school English teachers in action.  This stage was be guided by the following research question:

1. What core competencies (knowledge, skills, abilities) do Korean public secondary school English teachers in South Korea need in their role as an English teacher today?

Stage 2 aimed to examine factors that positively and negatively contribute to the growth and development of the core competencies identified in stage one and future suggestions for pre-service teacher education programs in the country. This stage was be guided by the following research questions:

1. What main factors contribute positively and negatively to the development and growth of these core competencies in Korean public secondary school English teachers in South Korea?

2. How can pre-service teacher education programs in South Korea be designed to contribute towards the growth and development of the core competencies needed by Korean public secondary school English teachers in South Korea today?

3. What is required by teacher educators for them to be able to foster core component growth and development in teacher-learners in South Korea?

The stages outlined above are presented in further detail in the sections below. Specifically, a description of the participants, data collection strategies, and analysis, as well as the rationale behind the research design is provided.

### 3.2.1 Participants

This study recruited a purposive sample of participants that fit a specific set of parameters which aligned with this project’s research questions, goal, and purposes (Patton, 2002; Tracy, 2012). There were two distinct sample groups based in South Korea who were considered able to provide different insights into the issue under investigation; Korean in-service secondary school English teachers, and teacher educators of Korean in-service secondary school English teachers. The rationale for eliciting responses from these two stakeholder groups was to gain both insider (Korean in-service secondary school English teachers who experience the realities of language teaching firsthand) and outsider (Korean in-service secondary school English teacher educators who often vicariously experience the realities that in-service teachers face) views that could be combined to form a richer, multifaceted data set, and allow the researcher to go beyond surface understandings, and explore the deeper contextual meanings surrounding the issue (Geertz, 1973). By triangulating and cross-analyzing different data sources (in-service Korean in-service secondary school English teachers, and Korean in-service secondary school English teacher-educators) the credibility of the findings could be upheld by striving to overcome limitations related to a single sample group’s perspectives on the issue, or single data collection strategy (see Patton, 1999, 2002).

To narrow the scope of this study, the group of 15 Korean in-service secondary school English teachers that were recruited to participate consisted of individuals who fit the following criteria: 1) a Korean in-service English teacher of secondary school 2) having more than 2 years of experience as a in-service public secondary school English teacher. The reason for specifically recruiting Korean public school English teachers was that they are required to go through rigorous education and testing in order to qualify to become a public school teacher, therefore they have wide a range of experience both as teacher-learners and as in-service teachers from which they can draw from in relation to the topics being investigated in this study. The same requirements are not applied to non-Korean English teachers of public school who may obtain a position by holding a B.A. and a certificate in TESOL. Additionally, the context and requirements for teaching in the private sector in Korea are also less rigorous and more varied than the public system. Thus, Korean in-service English teachers were deemed to be the most suitable stakeholder group to obtain relevant data which could contribute to fulfilling the aims of this study and its research questions. Additionally, as was discussed in the literature review, it has been widely documented that teachers endure a type or ‘reality shock’ (Veenman, 1984) during their first year of teaching due to the sudden transition from the ideals of teacher education programs to coping with the demands of the job and new working context (Farrell, 2006; Freeman & Johnson, 1998; Richards & Pennington, 1998). By selecting in-service teachers with 2 years of experience or more, it was felt that teachers would have settled into their workplace and professional role. The researcher felt that with both teacher education experience and work experience this selected group of participants would be able to draw upon both their teacher education knowledge and work knowledge when discussing the core competencies required for their job and how these competencies may be fostered. Finally, due to various developmental processes that learners go through from birth to puberty, it is widely acknowledged that there are different competencies required for elementary teachers who teach young learners, and secondary teachers who teach teenagers to young adults (13-18 years old). This is the reason why many institutes around the world offer a separate course for teaching young learners of English. In the Korean context, elementary teachers of English are not required to major in English or any related subject in order to teach it. Often, it is the teachers who are interested in teaching English over anything else that take on the English teaching responsibilities in Elementary school and this role can be reassigned every year to few years. For the purposes of this study the researcher specifically narrowed the sample group to secondary school English teachers to focus on the stakeholder group that has the most specialized training and experience in English teaching in the South Korean context. The following table provides the detailed background information of the Korean in-service secondary school English teachers that participated in this study.

Table 1. In-service teacher participant information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participant Number** | **Gender** | **Levels Taught** | **Highest Degree Obtained** | **Years as a Korean In-Service Secondary School English Teacher** |
| 1 | F | * Middle school (7) * High school (5) | BA (Major French Minor English) | 12 |
| 2 | F | * Middle school (2) * High school (8) | MA (English Education) | 10 |
| 3 | F | * High school (13) | BA (English Literature & English Education) | 13 |
| 4 | F | * Middle school (2) * High school (10) | MA (English Educations & English Materials Development) | 12 |
| 5 | F | * Middle school (2) * High school (8) | BA (Home Economics Education & English) | 10 |
| 6 | F | * Middle school (3) * High school (4) | BA (Educational Psychology & English Literature) | 7 |
| 7 | M | * High school (7) | MA (English Education) | 7 |
| 8 | M | * Middle school (6) | MA (TESOL) | 6 |
| 9 | F | * High school (14) | MA (English Language Teaching) | 14 |
| 10 | F | * High school (7) | MA (English Education) | 7 |
| 11 | M | * Middle school (3) | MA (English Materials Development) | 3 |
| 12 | F | * Middle school (3) * High school (5) | BA (English Education) | 8 |
| 13 | F | * Middle school (8) | MA (English Materials Development) | 8 |
| 14 | F | * High school (7) | MA (English Education) | 7 |
| 15 | M | * Middle school (10) * High school (5) | MA (English Language Teaching) | 15 |

Similar to the case with teachers entering the profession, teacher educators also need time to transition from a teacher to a teacher educator role (Murray & Male, 2005; Ritter, 2007). The sample group of 15 Korean in-service secondary school English teacher educators, therefore, include participants who had a minimum of 2 years firsthand experience in educating secondary Korean in-service secondary school English teachers in order to elicit contextually experienced insights. This group of participants included individuals who fell under the categorical definition of a teacher educator which as previously mentioned includes any professional teaching position involved in the training and/or development of Korean in-service secondary school English teachers. Thus, this study included teacher educators working in university undergraduate and graduate school programs, public teacher training institutes, and teacher certificate programs with experience educating both pre- and in-service teachers. The following table provides the detailed background information of this sample group.

Table 2. Teacher-educator participant information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participant Number** | **Gender** | **Programs Taught** | **Highest Degree Obtained** | **Years as an English Teacher Educator in South Korea** |
| 1 | M | * Public in-service English teacher training programs | MA | 3 |
| 2 | F | * Public in-service English teacher training programs | MA | 6 |
| 3 | M | * Public in-service English teacher training programs * TESOL certificate program | MA | 5 |
| 4 | M | * Public in-service English teacher training programs | MA | 2 |
| 5 | M | * Public in-service English teacher training programs * University MA program | MA | 3 |
| 6 | M | * Public in-service English teacher training programs | MA | 2 |
| 7 | F | * Public in-service English teacher training programs | EdD | 5 |
| 8 | M | * University MA program * University PhD program * Teacher education organization administrator | MA | 5 |
| 9 | F | * Public in-service English teacher training programs | EdD | 2 |
| 10 | F | * University BA program * University MA program * University TESOL certificate program | MA | 8 |
| 11 | M | * University MA program * Public in-service teacher training program | MA | 3 |
| 12 | F | * Public in-service teacher training program * University MA program | MA | 8 |
| 13 | M | * University MA program * Public in-service teacher training program * TESOL certificate program | PhD | 10 |
| 14 | F | * University MA program * Public in-service training program * TESOL certificate program | PhD | 20 |
| 15 | M | * University BA program * TESOL certificate program | PhD | 2 |

Since the sample group included teacher-educators who have worked closely with Korean in-service secondary school English teachers for an extended period of time they were able to draw from their knowledge and experiences with these teachers to provide invaluable insights from an outsider vantage point regarding the core competencies that they feel that these teachers require.

### 3.2.2 Data Collection Strategies

The sections below outline the data collection strategies that were used in the 3 stages outlined above. Each stage of data collection probed further into the issue with stage one collecting data from different stakeholders’ perspectives in the form of semi-structured interviews and video observations to examine the core competencies Korean public school secondary English teacher require in their professional role, stage two revisiting stage one interview data and expanding further how these core competencies may be fostered or developed, and stage three culminating the findings of stages one and two to provide the grounding for an overall discussion of the possible future directions of local pre-service language teacher education programs. An overview of the stages and data collection strategies are found in the following table; however, a detailed description of each stage is provided in following sections.

Table 3. Data collection stages and strategies

|  |  |  |  |
| --- | --- | --- | --- |
|  | Data Collection Strategy | Participants | Period of Data Collection |
| Stage 1 | Semi-structured Interviews | 15 Korean in-service secondary school English teachers | April 2018 – November 2018 |
| 15 Korean in-service secondary school English teacher educators |
| Video observations | 10 Korean in-service secondary school English teachers | March 2019 – July 2019 |
| Stage 2 | Semi-structured Interviews | 15 Korean in-service secondary school English teachers | September 2019 - |

As previously mentioned, stage 3 did not involve data collection however, I have added the stage to the table above for the purpose of clarity.

#### 3.2.2.1 Stage 1 Semi-structured interviews and video observations

Stage one aimed to collect foundational data that was explored further in stages two and three of this project. As previously mentioned, this stage was guided by the following research question:

RQ1. What competencies (knowledge, skills, abilities, etc.) do public secondary school English teachers in South Korea need to fulfil their role as an English teacher today?

*Semi-structured Interviews -* In this preliminary stage, data collection procedures involved single session qualitative semi-structured life-world (see Kvale, 2008) interviews with individuals from both sample groups; Korean in-service secondary school English teachers, Korean in-service secondary school English teacher educators As posited by Kvale (2008), semi-structured life-world interviews are most often used by researchers to understand the lived daily world from participants own viewpoint. At the heart of this type of interviewing is interest and value in hearing people's stories and perspectives about their life (Seidman, 2013). Interviews are unique to other data collection strategies as the interview process allows for dialogue between the researcher and participant. Through this interaction knowledge is co-constructed where both parties can leave the interview with new insights, which can be beneficial and rewarding to all of those involved (Kvale, 2008).

Semi-structured interviews were specifically chosen as a data collection strategy in this stage as it provides a platform to listen to the lived daily experiences of Korean in-service secondary school English teachers and Korean in-service secondary school English teacher educators. It provided a dynamic context in which they could discuss issues that they may not normally have had the opportunity to discuss, where new thoughts and perspectives on these issues could emerge. This was an opportunity that I felt was a rare opportunity for teachers to have their voices heard and to be able to discuss things freely without fear of negative repercussions. This is because teachers and teacher educators’ thoughts and opinions are subdued in the Korean context by general principles of Confucianism that exist within the Korean education system (Robertson, 2002) and the system being organized in a hierarchically authoritative manner (Lee, 2001). Under the current system, the majority of teachers within the country must follow what is mandated by those in positions above them regardless of their own beliefs and values. Being at the bottom of the hierarchy makes most teachers reluctant to challenge or express views that are different from their superiors in fear of being seen as rebellious or an outcast (Cho, 2012; Kumaravadivelu, 2008).

Prior to formal data collection through semi-structured 2 interviews interview schedules were created; one for each sample group. Following the suggestions of Patton (1980) and Polit and Hungler (1993) the creation of the interview schedule began with outlining the broad categories relevant to the study: demographic information, roles and duties, core competencies, and teacher education programs. Following the establishment of core categories, questions were developed under each section and included a mixture of direct and indirect questions to investigate the issues from different angles. The researcher also included possible follow-up questions that would allow probing if the participant was not providing enough detail and requests for specification in the case of ambiguity in respondents answers. Both interview schedules followed a similar format and were focused on eliciting information on the same topic however, the questions were tailored to the specific participant sample group (see Appendices # & #). In line with Berg (2001), initial questions focused on demographic information in order to understand the professional background of each participant as well as to develop rapport with them. The roles and duties section included questions that explored their current professional role and what it involves. The core competency section elicited participants views on the competencies they felt were required to fulfil the role of a Korean public secondary-school teacher of English. The teacher education program section focused on obtaining participants views of their teacher education experiences and suggestions for future pre-service teacher education programs for Korean public secondary-school teachers of English. The last section of the interview provided an open-ended question which allowed the participant time to discuss things further or add their own thoughts or comments on the issues being explored. Following the suggestion of Silverman (2013) and Berg (2001), prior to formal data collection the interview schedule was piloted with 2 Korean in-service secondary school teachers or English and 2 teacher-educators to allow the researcher to become familiar with the interview schedule and ensure that the questions were eliciting data in line with the research questions of this study. Minor adjustments were made to the wording of some questions for clarity purposes and additional questions were added to ensure enough detail was being elicited under each category. Once the validity of the interview schedule was established formal data collection procedures commenced.

To begin the process of formal data collection interview schedule arrangements were made between the interviewer and participant via email correspondence for a mutually convenient time and location. In line with Kvale (2008) who states that, “In common interview studies, the number of interviews tends to be around 15 +/- 10 ” (p.64), a target of 15 participants were recruited from each sample group (Korean in-service secondary school English teachers, and Korean in-service secondary school English teacher educators). As suggested by Tracy (2013) prior to the interview, each participant was emailed a copy of the interview questions to allow them time to reflect on what was going to be asked and think through their responses which contributed towards eliciting a richer data set. It also allowed them an opportunity to look over the questions beforehand and clarify anything that may have been unclear to before the interview commenced. It was felt that pre-emptive clarification of any issues or questions would help to reduce any misunderstandings during the interview which could have negatively affected the flow of interaction. Prior to each interview participants were briefed on the study and were then given a chance to ask questions or clarify anything that may have been unclear. Participants were then asked to complete the informed consent document and provide a signature which acknowledged their agreement to participate in the study. Each interview was conducted face-to-face or via video call and ranged from 45 to 90 minutes in length. All interviews were recorded using either a smartphone recording application for face to face interview or an audio recording tool if the interviews were conducted via. video call. Immediately following each interview there was a short debriefing session in which interviewees were thanked for their time and were given a chance to ask any further questions they may have had. Consistent with Corbin and Strauss (1990), interviews were conducted to the theoretical saturation point in which categories were well developed and no new or relevant data seemed to be emerging. It was found that the saturation point for the in-service teacher interviews seemed to be satisfied by the 10th interview, however and additional 5 interviews were conducted to ensure that this was in fact the case. For the teacher educator interviews, the saturation point was felt to be reached at the 12th interview, however, an additional 3 interviews were conducted to ensure that it had in fact been reached.

Overall, I felt that participation in these interviews provided the participants with the unique and rare opportunity to self-reflect and voice their honest opinions on educational issues in a safe and non-judgmental environment resulting in new insights for both the participants and the researcher. Using a semi-structured format for interviewing participants allowed me to have a discussion with participants about their perspectives on the core competencies required for their job in a structured but flexible manner. The flexibility and adaptability of a semi-structured format allowed me to go beyond the answers to prepared questions when necessary to clarify things that were unclear or probe deeper into topics that required further detail (Berg, 2001). This was important in ensuring that valid, quality data was collected in which responses were fully understood by the researcher and were useful in answering this study’s research questions (Kuzmanić, 2009). Additionally, a semi-structured format was helpful in reducing the power gap between the researcher (myself) and interviewees by making the interview more like a conversation (through 2-way communication) rather than an interrogation. During the interview, ideas could be shared, and knowledge was co-constructed through the interaction between myself and the interviewee (Kvale, 2008). As I previously stated, I believe that this not only helped me to understand the interview participant better but also helped the interviewee understand themselves and the topic better through self-reflection and increased awareness of their own stance on these issues.

*Non-participant Recorded Video Observation -* An additional data collection strategy was also used in stage one of this project in the form on non-participant classroom video observation. As outlined by Cohen, Manion, and Morrison (2007), the distinctive feature of observation as a data collection strategy is that “… it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place *in situ* rather than relying on second-hand accounts.” (p. 398). Thus, observations are a useful and powerful data collection strategy that can be used together with semi-structured interviews to understand and analyze what people actually do, as opposed to what they think they do, or would like others to think they do (Caldwell & Atwal, 2005; Silverman, 2013).

Observation through video recordings is a data collection strategy that has become a popular choice in education and social science research as a non-intrusive method which allows the researcher to preserve various aspects of interaction that can be observed repeatedly (Roschelle, 2000). Through video recordings, audio and visual data are preserved in context providing a rich data set which can be revisited over and over again. With each repeated viewing a researcher is able adjust their focus and notice things that they may have overlooked at first or focus in on specific phenomena in more detail (Erickson, 1992; Fetterman, 1998). As summarized by Dufon, (2002), video recordings allow researchers “…more time to contemplate, deliberate, and ponder the data before drawing conclusions, and hence serves to ward off premature interpretation of the data. Even a rare event, when captured on tape, can be replayed repeatedly for a thorough analysis so that it can still be studied intensively.” (p. 44). This is an advantage that real-time observation lacks (Erickson, 1992).

Another advantage of non-participant video observation is that researchers can minimize the observer’s paradox in which teachers and learners adjust their behavior due to the researcher presence resulting in the contamination of data (Labov, 1972). Although natural behavior may initially be altered with the presence of a camera, researchers have found that with the use of non-obtrusive data recording equipment (i.e. cell HD cell phone video recording) students and the teacher soon become accustomed to having a camera in the classroom and sometimes even forget that they are being recorded especially once involved in classroom tasks (Jordan & Henderson, 1995; Roschelle, Jordan, Greeno, Katzenberg, & Del Carlo, 1991; Scherr, 2009). Thus, through non-participant video observation the researcher is able to capture a more authentic recording of a natural classroom setting.

Based on these various advantages of collecting and analyzing video recordings, following the completion of semi-structured interviews, I collected additional data through non-participant video recordings of 10 Korean in-service secondary school English teachers to see how core competencies (knowledge, skills, and abilities) manifested themselves in actual classroom practices. Originally, I planned to collect 3 self-recorded videos of Korean public middle and high-school classes from 5-7 voluntary participants within my in-service teacher interview sample group. Unfortunately, all of the participants retracted their participation due to the difficulty and burden of obtaining informed consent from their principal, their students, and the students’ parents. I therefore fell back on my plan B and contacted the government run in-service Korean English teacher training institute which I used to work at. For over 20 years, this institute has been responsible for running professional development programs for in-service Korean English teachers which they are required to attend once every 5 years. While I worked at the institute it had set-up a partnership with local middle and high schools in order for the in-service teachers to get authentic practice and feedback in the Microteaching course. The students came to visit the institute to partake in lessons prepared by the teacher trainees (in-service Korean secondary school teachers of English). Prior to coming to the institute informed consent was obtained from parents and students to be video recorded as well as the videos to be used for future training and research purposes. Additionally, teacher trainees also provided informed consent to be recorded prior to starting the program and granted permission for their videos to be used for future training and research purposes. The students were recorded at a wide-angle view at the back of the classroom as in the diagram below where the happy faces represent the students:

Figure 1. Video recording set-up

Whiteboard

The identity of the students in the videos is completely unknown to me, and their school affiliation is extremely difficult to track down since administrators who were in charge of these school visits have since retired. Thus, they remain completely anonymous.

Participants from the original interview sample group were contacted to request permission for use of their recorded teaching videos from the institute based on their demographic background and teaching situation. To provide insights into both middle and high school teaching contexts as well as the teaching behavior of different genders, a mixture of male and female Korean in-service secondary school English teachers teaching in different classroom contexts (5 middle school, 5 high-school) with a range of teaching experience were specifically selected in order to obtain a wide view of the situations secondary school teachers face in the classroom. Once I had received informed consent to use the recorded teaching videos from all 10 participants, I then needed to obtain gatekeeper access from the institute in which they were recorded. I contacted the director of the institute directly and explained my doctoral project in a face-to-face sit-down meeting. I explained that I wanted to use the teacher trainees’ classroom video recordings to analyze the core competencies that they require in their roles as English teachers. I explained that my focus is mainly on the teacher’s behavior, the classroom environment, and common situations that they face. Students would only be discussed in relation to the situations that teachers had to deal with within the lessons in order to exemplify the core competencies under scrutiny. Additionally, I explained that nobody other than myself will view these recordings, or any other visual representation of the videos, as recordings are only being used for data analysis. After the discussion the director completed and signed the informed consent document giving me access to use the recorded teaching videos of the trainees who agreed to participate in this portion of the study. In order to uphold high ethical standards in this process all information from which teacher participants, students, their school affiliations, and the institute in which the videos were recorded can be identified were removed from all written work. The video recordings were stored on a single password protected drive which only I have access to. Each video recording consisted of a participant teaching a 30-50 minute class in line with the curriculum set by the Ministry of Education for a total of 10 individual recorded lessons (5 middle school, 5 high school). The following table provides further details about the participants and their recorded lessons.

Table 4. In-service teacher recorded video observation participant information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participant Number** | **Gender** | **Levels Taught** | **Highest Degree Obtained** | **Years as a Korean In-Service Secondary School English Teacher** | **Level Taught in Video Recording** |
| 2 | F | * Middle school (2) * High school (8) | MA (English Education) | 10 | High school |
| 3 | F | * High school (13) | BA (English Literature & English Education) | 13 | High school |
| 6 | F | * Middle school (3) * High school (4) | BA (Educational Psychology & English Literature) | 7 | Middle school |
| 7 | M | * High school (7) | MA (English Education) | 7 | High school |
| 8 | M | * Middle school (6) | MA (TESOL) | 6 | Middle school |
| 10 | F | * High school (7) | MA (English Education) | 7 | High school |
| 12 | F | * Middle school (3)   High school (5) | BA (English Education) | 8 | Middle school |
| 13 | F | Middle school (8) | MA (English Materials Development) | 8 | Middle school |
| 14 | F | High school (7) | MA (English Education) | 7 | High school |
| 15 | M | * Middle school (10)   High school (5) | MA (English Language Teaching) | 15 | Middle school |

Recorded in-service teaching videos allowed me to see firsthand the natural behavior of Korean in-service secondary school English teachers and the required core competencies that emerged in their classroom practices. Combining observation with semi-structured interviews provided me with multiple data sets that could be cross analyzed with one another, and through this data triangulation the overall credibility of this study was enhanced (see Patton, 1999).

#### 3.2.2.2 Stage 2 Semi-structured interviews

Stage two of this study explored Korean in-service secondary school English teachers’ perspectives on factors that contribute positively and negatively to the growth and development of the core competencies elicited in stage one. As previously mentioned, stage two focused on addressing the following research question:

RQ 2. What main factors contribute positively and negatively to the development and growth of these core competencies in Korean secondary school English teachers in South Korea?

RQ 3. How can pre-service teacher education programs in South Korea be designed to contribute towards the growth and development of the core competencies needed by English language teachers today?

RQ 4. What is required by teacher educators for them to be able to foster core component growth and development in teacher-learners in South Korea?

Individual semi-structured interviews were set-up with the same 15 Korean in-service secondary school English teachers from stage one of this study who all opted for the interview to be conducted via. video call. Only in-service teachers were selected for stage 2 data collection since it was concluded that they were the only group that would be able to discuss the topic of this stage from firsthand experience. This stage was specifically designed to revisit stage one interview data and ensure the perspectives held a year before were still valid and expand further into examining how core competencies may be fostered of developed. Procedures for these interviews mirrored the stage one interviews but also included a few important additions. Like stage one, in line with Patton (1980) and Polit and Hungler (1993) formulating relevant categories matching the purposes of this stage of data collection. The categories included revisiting first interview content in regard to core competencies and the effectiveness of pre-service teacher education, evaluating teacher education programs, evaluating teacher educators, developing core competencies, and future suggestion for pre-service teacher education programs. Questions were then created for each section and included a mixture of direct and indirect questions to investigate the issues from different angles (see Appendix #). The researcher again included possible follow-up questions that would allow probing if the participant was not providing enough detail and requests for specification in the case of ambiguity in respondents answers. Initial questions focused on revisiting their interview content from stage 1 to refresh their memory as well as to give them time to further discuss what was discussed. The evaluating teacher education programs section included questions that explored their experiences in teacher education programs and specifically what they felt was helpful or not helpful in developing their core competencies. The evaluating teacher educators section elicited participants views on the ideal pre-service teacher educator; what they require what how they can better prepare Korean secondary teachers of English for their professional role and duties. The development of core competencies section focused on obtaining participants views of what has been most helpful in developing the core competencies. The future suggestions drew all previous sections together and aimed at drawing out detailed suggestions for future pre-service teacher education programs for Korean public secondary-school teachers of English so that they can better foster the core competencies needed by Korean secondary English teachers. The last section of the interview once again provided an open-ended question which allowed the participant time to discuss things further or add their own thoughts or comments on any of the issues discussed in interview stages 1 and 2.

Prior to formally conducting follow-up interviews the interview schedule was piloted with 2 in-service teachers. Upon confirming the validity of the interview schedule each participant was contacted via an email to notify them of the upcoming second stage interviews and giving them the option of conducting the interview face-to-face or via. video call. A copy of the interview questions was attached to the email to allow them time to reflect think through their responses and glean a richer data set. Additionally, as suggested by Tracy (2013) a copy of the first interview’s transcripts was also attached so that they could reflect on what they said previously and clarify or modify their responses in the follow-up interview if they wished to do so. Each interview session was arranged between the interviewer and participant for a mutually convenient time as all participants opted to do the interviews via. video call. Interviews lasted approximately 45 minutes to 1 hour. Each interview began with re-briefing them on the study and allowing them time to ask questions about the study or the interview schedule that was sent to them. They were also requested to re-confirm their informed consent for stage 2 interviews. All interviews were recorded using audio recording software on the computer. Following each interview, there was a short debriefing allowing interviewees to ask further questions or discuss anything that was on their mind. Interviews were again conducted to the theoretical saturation point which again seemed to be satisfied by the 10th interview, however and additional 5 interviews were conducted to ensure that this was in fact the case. Through time triangulation procedures - interviewing the same participants at different times in regard to the issue at hand - the validity and reliability of the collected data could be enhanced (see Cohen, Manion, and Morrison, 2007).

#### 3.2.2.3 Stage 3 Data synthesis

Stage three focused on combining, analyzing, and interpreting the findings from stages one and two in order to discuss the possible implications for teacher education programs and teacher educators in South Korea and beyond, as well as discuss possible future research directions. As previously mentioned, this stage aimed to address the following research questions.

Addressing the research questions above involved the critical analysis of the current literature on language teacher education and language teacher education programs in relation to the findings of my studies. In this stage, the main goal was to provide possible and realistic future paths for pre-service language teacher education, and educators in South Korea as well as additional language education settings and identify avenues for further research on the topic.

### 3.2.2 Data Analysis

In line with the considerations and procedures outlined by Tracy (2012), all interview data in stage one was transcribed verbatim with the assistance of otter.ai. The transcription process involved listening to the recordings multiple times to ensure that the transcriptions were accurate and complete. All transcriptions were then entered into NVIVO 12 qualitative data analysis software for further analysis which involved formal coding procedures outlined by Saldaña (2015) and Tracy (2013).

The data coding procedures in this study involved inductive data analysis techniques borrowed from grounded theory practices (Glaser & Strauss, 1967), and therefore were data-driven (where ideas, themes, and trends emerge from the data itself) rather than theory-driven (guided by specific ideas or hypotheses to be assessed) (see Namey, Guest, Thairu, & Johnson, 2008). Constant comparative analysis procedures outlined by Charmaz, (2006) were also followed where codes and data were under constant review allowing for ongoing modifications during the coding process. I began the interview data coding process of stage one interview data with data immersion, where the entire breadth of the data was explored through a detailed reading, analysis, re-reading, re-analysis process. Following data immersion, the elicited data was analyzed and coded. Primary-cycle coding followed standard procedures outlined by Saldaña (2015) and Tracy (2013), where qualitative responses were first closely examined and compared for similarities and differences. After searching for similarities and differences amongst the coded data, and the relationships between them, responses were then grouped into general categories for further analysis (Gibson & Brown, 2009). Secondary cycle coding (Saldaña, 2015; Tracy, 2013) organized the data into emergent themes which involved the critical examination of the preliminary codes while organizing, categorizing and synthesizing them into interpretive concepts. During this process, codes were reorganized into second level codes that will helped to explain, theorize and synthesize emergent trends (Tracy, 2013).

The analysis of video data from in class-observations began with data immersion in which the recordings were viewed multiple times to identify core competencies that manifested themselves throughout these teachers’ lessons. While viewing, detailed notes regarding these core competencies were written into .doc files for further analysis in NVIVO 11 software. All audio from the videos were also transcribed verbatim for each lesson with the assistance of otter.ai. Observation data coding procedures combined field notes as well as video transcripts and followed the same primary and secondary cycle coding procedures that were used for interview data. However, at the end of secondary cycle observation data coding an additional stage of coding was conducted which cross analyzed and synthesized observation and interview findings. The final coded data set for stage one of this study therefore, incorporated all interview and observation data collected in this stage.

Stage two interview data analysis followed the exact same procedures as stage one interview data analysis outlined above which involved transcription of recordings followed by primary and secondary coding procedures.

As previously mentioned, the various data collection procedures with different sample groups were used to create rich data sets that could be cross-checked amongst one another for consistency and offset possible biases or inaccuracies of data collected from a single source (Spicer, 2012). In the following chapter the findings from both stages one and two are presented under thematic subheadings that emerged as the result of the formal coding processes described.