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'Developing Effective Teacher Talk': A Critical Self-Examination of an ESP Course Designed for Korean In-Service Teachers

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This paper presents and examines the suitability and effectiveness of an ESP (English for Specific Purposes) course entitled 'Developing Effective Teacher Talk' which was designed to meet the occupational needs of Korean secondary English teachers, and also satisfy the aims of the institutional administration and the Korean Ministry of Education. In order to investigate the suitability of the course, feedback data was collected through surveys as well as oral feedback meetings with Korean in-service secondary school English teacher trainees, course instructors, and administrators over the course of 6 one-month intensive training programs at Korea's largest provincial government-supported training center. Further survey data was collected from in-service teachers one month after the completion of the course to investigate its overall effectiveness. Criteria within existing literature were used for systematic review and critical examination, and this included investigating to what extent learners, course instructors, and administrators were satisfied with the course; and to what extent the learners' teacher talk was affected. The results of this investigation found that the 'Developing Effective Teacher Talk' course satisfies various key internal and external evaluation criteria components and thus, may serve as a positive model for similar courses around the world.

Keywords: Language teacher education, South Korea, ESP, In-service English teachers, English for specific purposes, English for teaching purposes, teacher talk, course design

Introduction

Since its rise to prominence in the 1970s 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 come to include a variety of specialized courses that cater to the vocation or job-related needs of a target learner group. Such courses include English for business purposes (EBP), medical purposes (EMP), occupational purposes (EOP), professional purposes (EPP), science and technology (EST), and vocational purposes (EVP). With such a variety of courses emerging under the umbrella of ESP, the term itself has progressively come to refer to any approach to language teaching in which decisions as to content and method are predominantly based on a specific learner group's English language needs.

As English language learning and teaching has spread across the globe, ESP is now blossoming in EFL settings where an increasing number of learners require specific English language skills and abilities in-line with their occupation (Chostelidou, 2010). One important ESP stakeholder group that has emerged over the years is teachers of English. Many English language classes around the world are now taught by teachers whose first language is not English (Llurda, 2004), and many of these teachers require English specifically for teaching purposes. However, reviewing the literature on the topic uncovers a dearth of writing which recognizes this situation as ESP. To date, the general focus in this area has been on target groups of learners with L2 needs related to business, academia, and the medical profession.

In South Korea (hereafter Korea), the majority of public-school English classes are taught by Korean English teachers, and there has been pressure for teachers to utilize English as the dominant language of instruction since the introduction of the Teaching English in English (TEE) policy which appeared in the revised 7th National Curriculum (2008). This pressure peaked between 2009 and 2014 when TEE training and certification programs were put in place by the Ministry of Education, and English teacher recruitment tests included an English interview and micro lesson conducted in English (Choi, 2015; Hwang et al., 2012). However, the TEE certificate policy received backlash from teachers who felt it was an extra burden for them (Lee, 2010), and the certificate policy was replaced with a teacher training course certification in many regional offices of education (Jeon & Lee, 2017). Although TEE pressure has decreased in recent years (Choi & Leung, 2017), the requirement for Korean English teachers to be able to use English effectively in their classrooms still exists; therefore, many in-service professional development programs in South Korea still include a focus on developing teachers' English teacher talk.

This study outlines the creation and implementation of a professional development course titled 'Developing Effective Teacher Talk' which was specifically designed according to ESP principles to help in-service Korean secondary teachers of English develop their English teacher talk skills and classroom confidence in the language. Given that to date, few studies have set out to investigate the effectiveness of ESP courses (Basturkmen, 2014; Dudley-Evans & St. John, 1998), and even fewer have examined the effectiveness of ESP courses for English teachers, this study aims to contribute to this area of knowledge and understanding by examining whether or not the 'Developing Effective Teacher Talk' course is suitable and effective for the South Korean context based on a critical evaluation of its ability to meet specific internal and external needs. By doing so, we hope that this study can serve as a reference for how similar ESP courses in South Korea and beyond can be effectively developed and implemented.

Literature Review

ESP Course Design: Key Considerations

A framework of four broad and overlapping aspects of course design will be used to structure the presentation of how an ESP perspective can be used to shape the course design process.

Course objectives

The ESP movement brought skepticism towards the idea of self-evident objectives for language teaching (Richards, 2001), and instead aims towards the teaching and learning of specific skills and language required by a particular set of learners for a certain professional purpose (Dash, 2015; Dudley-Evans & St John 1998; Hutchinson & Waters, 1987). Accordingly, the primary objectives for a course are narrowed to the practical application of language for a specific context (Robinson, 1991). Although ESP courses are not necessarily incompatible with broader educational aims, the mood of ESP turned away from both the goals of a more traditional liberal education (see for example Richards, 2001, p. 114) as well as counter-traditional objectives, such as those found in Freirean Critical Pedagogy. Furthermore,

given that ESP courses are typically short in duration (Dudley-Evans & St John 1998), these broader goals may also be less amenable to the typical situations in which an ESP approach is employed.

As a consequence of the overarching aim of developing applicable language for specific contexts, ESP course objectives are more likely to focus on language functions rather than language forms (Huhta et al., 2013). Curriculum planning advice suggests identifying necessary skills for relevant language events and frames specific language forms as support for these skills (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). Accordingly, communicative and task-based goals will commonly ground the design of an ESP course (Basturkmen, 2014).

Learners' needs

The obligation to identify contextually significant language skills made needs analysis the sine qua non of ESP (Dudley-Evans & St John, 1998), and the ESP movement is often credited with popularizing this approach (Richards, 2001). The needs analysis aims to identify what will be most beneficial for the learners and is conducted to gain valuable insights into the learners' context to provide perspectives through which the ESP course can be tactfully constructed. As Flowerdew (2013) describes, a needs analysis is carried out to establish the "what" and the "how" of a course and provides the foundations for ESP course development including curriculum design, materials selection, methods used, and assessment and evaluation.

Dudley-Evans and St. John (1998) contend that needs analysis in ESP should encompass (but not be limited to) the following: professional information, personal information, English language ability information, learners' language difficulties, and what is wanted or expected from the course. By gathering this information, course developers can identify and validate stakeholders' needs, and establish priorities among them (Pratt, 1980). However, it is important to note that the needs elicited through a needs analysis cannot be treated as absolute, rather, once identified, they continually need to be monitored and re-examined to ensure that they remain significant for the students involved.

Typically, information about the learners is collected through a questionnaire (Richards, 2001), but interviews and observations may be conducted (Nunan, 1988), and detailed ethnographic-style approaches (e.g., as seen in Sešek, 2007) have been recommended to support a more critical perspective towards the target language context (Boswood, 1994; Flowerdew, 2013).

Theories of language and learning

There is no necessary connection between ESP and theories of language, and the ESP literature often presents a variety of theories interpreted through an ESP perspective (Basturkmen, 2014; Lynch & Maclean, 2000). Notably, however, Hutchinson and Waters (1987) present a synthesis of theories about language learning and propose a learning-model for ESP teachers and course designers which is based on the idea of network-learning and takes into account both affective and mental processes.

Although a range of teaching approaches can be compatible with the goals of ESP, with use of language as the primary consideration, content-based approaches are generally most appropriate (Belcher, 2006; White, 1988). Moreover, it is commonly recognized that the practical focus of ESP can find harmony with a task-based learning (TBL) approach since this approach aims to develop language skills through the mimicry of real-world tasks (Basturkmen, 2014; Dudley-Evans & St John, 1998; Van Avermaet & Gysen, 2006). Long and Crookes (1992) outline an approach to designing task-based ESP courses by first identifying the learners' needs, analyzing the real tasks to create pedagogic tasks, sequencing these pedagogic tasks appropriately, and finally developing evaluation models using task-based criteria.

Wider educational context

No course exists in isolation, and the context in which an ESP course is designed plays an important influencing role. Although ESP puts primary importance on learners' needs, appreciation of cultural and institutional factors can shape decisions relevant to all three areas mentioned above (Chostelidou, 2010).

Most language teaching occurs within an institutional setting, and not only does the institution often provide the initiating force to develop an ESP course, but institutional structures can provide additional objectives beyond meeting the learners' language needs. These can include requirements for the course aims and evaluation of the learners, as well as limitations on available time and resources for the course.

The narrow focus of ESP courses means the learner-group often contains a significant element of homogeneity, and this means culture can also play an important role in directing course design choices. For example, teaching methods need to be suitable for the cultural expectations of the learners, and thus while TBL may seem like a prudent choice for an ESP course, when learners' are not familiar with this approach and carry expectations of a more formal language learning setting, the imposition of an unfamiliar methodology is likely to result in conflict and lessen the learning potential of a course (Bax, 1995). In addition, needs analysis should operate in a culturally sensitive manner. This can include careful interpretation of responses to a needs analysis questionnaire, such as taking into consideration acquiescence bias, which can vary by culture (Johnson et al. 2005). Furthermore, an understanding of the cultural context of the learners may mean that realistic goals that may be chosen by the course designer that differ in important ways from the learners' presentation of their own needs (Huhta et al., 2013).

Empirical Research on ESP and English Teachers in South Korea

Designing language-teacher education courses in South Korea

The English-language literature on designing language-teacher education courses in Korea is sparse, and although course evaluation studies can indicate relevant contemporary issues, their focus is often at institutional rather than design level. Systemic issues that have been identified include: a mismatch between course objectives, national education goals, and the practical context of language teaching (Mikio, 2008; Chang, 2016); both domestic and foreign teacher trainers who lack contextual sensitivity and experience (Na, Ahn, & Kim, 2008; Yang, 2009); and that language-teacher training often focuses on general language proficiency at the expense of time spent on developing teaching skills (Shim, 2010). This final point is notable given that Korean English language teachers express a desire to prioritize language over pedagogic development (Na, Ahn, & Kim, 2008; Park, 2006; Yang, 2009) and many in-service teacher training courses are organized in various districts around the country that focus solely on developing language skills (Choe, 2016). Berry (1990) suggests that this attitude might extend across East Asia.

Against this background, studies which do mention the design process for language teacher-training place particular emphasis on the importance of considering teacher trainees' needs when designing courses. This is notably demonstrated in Jung's (2001) attention to the educational and technological context of trainees in an outline of the development of an online training course. However, often, needs analysis is not conducted far enough in advance to allow for teachers' input to be reflected in the course design. As Chang et al. (2010) describe, the ability to effectively exploit needs analysis data can be hampered by the practice of government organizations selecting trainees only days before teacher training courses begin, thus providing insufficient time to adapt plans to specific needs.

Designing language-teacher education courses as ESP

Kennedy (1983) can most likely be credited as the first to frame language-teacher education as a form of ESP. Noticing that the ESP movement produced training courses that taught language-teachers to

consider the needs of their students but contained limited indication that teacher-educators followed this practice themselves, he outlined how foreign methodologies such as ESP are often inappropriate to export wholesale. He continues by presenting core questions for the needs analysis of trainee teachers to support contextually sensitive course design for teacher education.

The few citations that this paper has received suggest that application of the concept of ESP to teacher education has only found limited appreciation. Edge (1985) briefly mentions the idea of taking an ESP perspective for course design, but how this specifically influenced the course design outlined in the paper is not clearly stated. Berry (1990) showed favor towards the idea when presenting the hope that teachers' interest in language development can be exploited as a vehicle for their professional development. Most pertinent to the present study is Sešek's (2007) description of challenging the characterization of teachers' language needs as English for General Purposes by using ESP approaches to identify the language needs of Slovenian teachers. To support this end, a needs analysis through the triangulation of classroom observations, case studies, and teacher reports was used to establish the needs of the Slovenian language classroom, but unfortunately lacking in the article is discussion of how this information may be utilized for course development.

Designing language-teacher education courses in South Korea as ESP

The only research in South Korea to date that framed language teacher education through ESP was conducted by Chang (2016). In her study, she examined a professional-development ESP curriculum designed for in-service Korean secondary school English teachers and concluded that the course was not in fact aligned with target learners' occupational and contextual needs. However, this study fails to provide any specific framework for the evaluation of the program and also does not include empirical evidence for the conclusions drawn. Since the claims are based on a single one-month program as experienced from the researcher's perspective the validity of the claims can be called into question.

In sum, there have been few studies conducted which have explicitly looked at course design for Korean English-teacher training, and by using the lens of ESP to design a course for teacher trainers, this study aims to contribute to a better understanding of contextually sensitive design processes for in-service teacher training courses, and in particular, for courses focusing on the development of English teachers' classroom language.

Background

Designing the 'Developing Effective Teacher Talk' Course

Course objectives

Following institutional direction, the course evaluated in this paper was designed to develop the English teacher talk skills of Korean in-service English teachers. ESP was chosen as the approach to the course design because a short time-frame meant that targeting a small range of language forms and functions was necessary (Dudley-Evans & St John, 1998), and in combination with the practical goal, the conditions for the course are well-suited for the focus of ESP. Additionally, given prior criticism regarding the poor contextual appreciation of in-service teacher-training instructors in Korea (Na, Ahn, & Kim, 2008; Yang, 2009), the ESP approach was hoped to provide methods to overcome this common shortfall.

The length of the course spanned 13 two-hour lessons. Given the limited time available and drawing on prior knowledge of Korean teachers' English abilities, the three instructors for the course agreed that 13 lessons on 'Developing Effective Teacher Talk' could not provide enough time to become an expert in applying effective teacher talk. Accordingly, two narrow objectives were decided upon: that a) trainees would be able to prepare a 40-minute lesson plan based on a current public-school textbook and b)

trainees would be able to teach the lesson plan using predominantly English to work towards achieving the 80% TEE objective set by the Ministry of Education (Jeong, 2001).

Learners' needs

Needs analysis data that was collected over the course of a year in the form of a pre-course need analysis survey. In line with Dudley-Evans and St. John (1998), the questionnaire investigated teachers' professional teaching context, personal information regarding teaching, general language ability, general language difficulties, the percentage of classroom talk delivered in English, difficulties with English teacher talk, and what they expected from the course.

Institutional conditions were more limiting than those reported by Chang et al. (2010), and the survey was administered only on the first day of each training session. We must note that in the first training session, the needs analysis data was used to begin the process of creating the ESP course, however, it was not possible between the time of data collection and course commencement to create the course from scratch, and therefore existing course content was used. However, over each training session, needs analysis data were cross-analyzed with the previous session data in order to identify specific overlapping trends within the target learner groups. In line with Nunan (1988, 1989), this information was then used to select the content of the course and tailor it to their general desires. The course content was slowly revised during and between training sessions over the year period that the needs analysis was administered. The final version of the course represented in this paper was completed two months after the final training session in which needs analysis data was collected.

Cross-analysis of the collected data indicated that the teacher trainees were highly proficient (averaging CEFR B1 level for speaking), however, they voiced a strong desire for wanting to learn how to use English effectively in the classroom in order to make classes more communicative, a need which matches previous findings (Kim, 2009). Specifically, the pre-course needs analysis data showed a desire to learn how to better use their current language ability through practicing and receiving feedback and by exposure to samples of effective English teacher talk. Most teachers voiced the biggest difficulties in classroom English use were 1) their confidence in using English, 2) students not understanding their instructions when given in English 3) high-stakes testing objectives at odds with the TEE policy, 4) Korean being more comfortable and efficient for them. It is perhaps notable then, that the nature of the specific course goals provided the kind of overlap of language skills and pedagogic skills that Berry (1990) hoped to leverage, such that the trainees expressed willingness to improve their teaching efficacy and thus supported the course to compensate for the lack of professional development as identified by Shim (2010).

Theories of language and learning

In light of learners' needs within the context of the practical course objectives, the task-based approach (see Willis, 1996) was chosen to create an environment for the ESP teacher trainees to get hands-on practice and gain control of the linguistic skills they need to increase their English teacher talk in their classrooms. Korean teachers have limited time for professional reflection in their daily work (Yin, 2018), so realistic task-based activities were hoped to prompt self-analysis of their teacher talk habits. Samples of English language teacher talk by Korean teachers were analyzed to identify the key issues that warranted attention, and these were used to plan appropriate pedagogic tasks. No specific language theory was used as a foundation for the course design.

Wider educational context

As previously mentioned, the ESP course aims and objectives must fall in line with what is expected of teachers in the classroom. Although various stakeholders expect English language teachers to be able use English in their classroom practices, it has been well documented that throughout the history of language teaching in Korea teachers have rarely needed to use English in the classroom as GTM and Audiolingual methods persist as the dominant approaches to teaching and learning (see for example Moodie & Nam, 2016; Whitehead, 2017). One of the most noted reasons for this is the washback from high-stakes testing (Choi, 2008; Whitehead, 2016). This has resulted in the present situation where although teachers' level of English proficiency is quite high, their confidence in using English in class is quite low. This is all despite the fact that the Ministry of Education encourages a communicative approach to teaching language and has even published the following objectives for Korean English teachers:

> … teachers should teach students to speak in English, not just to do grammar exercises. English teachers should aim, not only to teach English in English (Ministry of Education (MOE) proposes that at least 80% of teacher talk should be in English.) but to exploit the authentic situations that arise in the classroom for meaningful interaction. (Jeong, 2001, p. 19)

Thus, in addition to target learners' needs, this course was designed with the interplay of the classroom reality, the expectations of the MOE, and the institution (which acts under the MOE) in mind.

Course design

The 'Developing Effective Teacher Talk' course (See Appendix) was thus designed around the needs of the target group with the orientation of helping teacher trainees with intermediate to advanced fluency develop language modification techniques and strategies which could help to increase the amount of L2 spoken and the quality of instruction. Drawing from the analysis of classroom language, the course was carefully designed to guide teacher trainees through a series of practical and realistic classroom application tasks from which they could learn and develop. In order to sequence the material coherently and cohesively as well as to maximize trainees' practice time and focus on teacher talk, the ESP course followed the Stanford Microteaching cycle (see Allen & Ryan, 1969) shown below which is cyclical in nature and allowed trainees to plan, act, receive feedback, and repeat the process as needed. This participatory approach has been viewed favorably for supporting the development of teaching and language skills in general (Bax, 1997), and in Korea in particular (Kim, 2009). Furthermore, it allows for elements of community reflection which has been argued to be critically important for teacher training in Korea (Na et al., 2008)
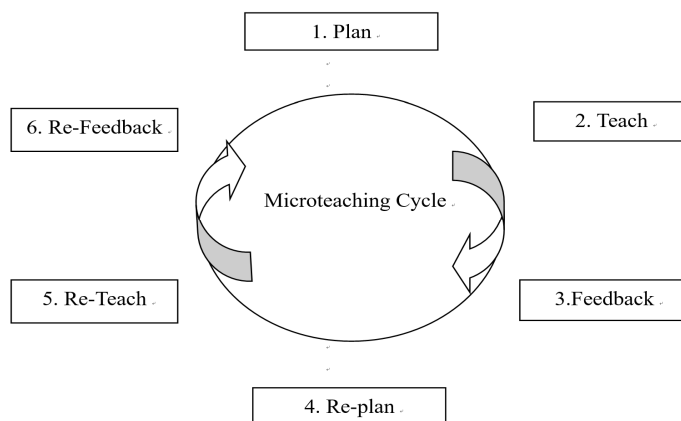

Figure 1. Microteaching cycle.

This model displays the iterative nature of the 'Developing Effective Teacher Talk' course which involved the constant recycling and practice of learned content with the steady addition of new language features. This model was thought to be suitable to this situation because, through its cyclical nature, key concepts are reinforced which can facilitate effective application of new skills in a short period of time and thereby support the confidence of the trainee teachers.

In consideration of the existing expertise of the teacher trainees, an output-to-input approach was used (Lynch & Maclean, 2000), which pushed the trainees to the limits of their current ability and aimed to find which aspects of their English classroom language most required improvement. In the teach stage, trainees were exposed to examples of effective and less effective English teacher talk produced by their peers. In the feedback stage, the instructor helped identify positive elements and modeled preferred alternatives for the less effective aspects of the trainees' talk. These plentiful samples of teacher talk were anticipated to support the reflection and improvement of the trainees.

Evaluation of teacher-trainees

A major evaluative focus was placed on what trainees learned from their practice teach and the adjustments they made to better the lesson and teacher talk for their final teach. This is why the 'Microteaching Cycle' (Figure 1) was used both for teacher talk practice and the mock lesson, and immediate feedback discussions followed each teaching performance. Trainees were evaluated on how well they could reflect on what they had learned in the course in feedback sessions following both the practice teach and final teach. In their feedback discussions with their instructor, trainees were required to discuss: 1) things that worked well, 2) areas for improvement, and 3) what they learned from the process. If trainees had truly grasped the concepts, knowledge, and skills from the ESP course they were easily able to do this in detail with reference to course content. Therefore, the mock lesson was not presented as a final product, as the development of teaching skills and teacher talk is an ongoing endeavor. The 13 lessons in 'Developing Effective Teacher Talk' course did not provide enough time to become an expert in applying effective teacher talk, and for that reason, the teaching was not graded against an ideal standard but was rather a checkpoint to note their development in their teacher talk skills learned thus far.

Method

Evaluative Framework

As put forth by Weir and Roberts (1994), "the purpose of evaluation is to collect information systematically in order to indicate the worth or merit of a program or project (from certain aspects or as a whole) and to inform decision making" (p. 4). Evaluation is used to determine the worth of the object under investigation and includes the gathering of information for use in judging its overall value (Worthen & Sanders, 1987). However, as emphasized by Dudley-Evans and St. John (1998), the way in which ESP evaluation is approached and carried out differs according to the situation.

The framework for this study arose from the working definition of language program evaluation provided by Brown (1989) which he describes as having two purposes, "… the promotion of improvement as well as the assessment of effectiveness." (p. 223). He goes on further to stress that "… evaluation is necessarily site-specific in the sense that it must focus on a particular curriculum and will be affected by and bound to the institutions which are linked to the program, whether they be parent-teacher associations, university administration, national or local governments, etc." (p. 224).

In line with Brown (1989), this study takes into account various site-specific factors and therefore includes not only a broad examination of how well the course meets the requirements of an ESP course, but also how well it meets various stakeholders' needs. The evaluation of the 'Developing Effective Teacher Talk' course consisted primarily of outcome evaluation (addressing how well a course achieves

its intended results) (Brown, 1995). Thus, the following were selected as the key evaluation factors that were investigated they researchers in this study.

> Evaluation Factor 1: How satisfied are the stakeholders (trainees, course instructors, and administrators)?
>
> Evaluation Factor 2: To what extent does the course meet its intended objectives?

Participants

The participants in this study included 500 Korean public in-service secondary English teachers that partook in the 'Developing Effective Teacher Talk' course. All of the participants had at least three years of public secondary school English teaching experience. For all of the participants, this was their first time taking an ESP course focusing on developing their English teacher talk.

For data triangulation purposes, additional stakeholders' perspectives that had vested interest in the course were also collected. The additional sample groups included all three 'Developing Effective Teacher Talk' course instructors as well as all five administrative supervisors working at the institute in which this course was run. All participants in this study took part voluntarily and were free to withdraw themselves and their collected data at any time. Informed consent was gathered from all participants prior to the commencement of this study.

Data Collection

The 'Developing Effective Teacher Talk' course was thoroughly evaluated by the trainees, the course instructors, and administration after the completion of each training period. Following ethical approval from the Institutional Review Board (IRB), data were collected longitudinally over the course of one year and included pre-course needs analysis data and post-course feedback from six separate training programs in which the course was implemented. The triangulation of the varied data sources and collection methods allows the complexity of the program to be captured more effectively than other studies which used only single data collection methods (e.g., Na, Ahn, & Kim, 2008; Yang, 2010)

As mentioned earlier, a pre-course needs analysis survey was administered on the first day of each training session which investigated teachers' English language needs, the percentage of classroom talk delivered in English, and difficulties with English teacher talk.

Following the completion of the program, a post-course feedback survey was conducted by the administration to elicit responses to the following questions from trainees who participated: 1) How satisfied are you with the course? 2) What was the most helpful thing you learned/ gained in the course? and 3) Do you have any suggestions for improving the course? Additionally, taking into account the lack of consideration of long-term outcomes in the context (Chang et al., 2010), a post-course follow-up survey was sent out by course module instructors one month after the completion of the program to investigate the impact of the course on trainees' teacher talk once returning to their classrooms, as well as their ongoing difficulties.

With the consideration that survey feedback is often insufficient to gain a deep understanding of trainees' perspectives (Yang, 2010), verbal feedback data from trainees was also collected by the three module-instructors on the last day of class. Time was reserved to discuss with trainees their thoughts and feelings about their experience in the course as well as suggestions that may improve the quality of the course. The information that was collected during this time was logged in instructors' personal diaries and then discussed in a larger meeting held with administrative staff on the day following training session completion.

The post-course feedback meeting held between administrative staff and instructors was held to consolidate and discuss all of the feedback data that was collected on both sides. This was also a time where ideas were shared for future improvements to the modules. During this meeting, field notes were

recorded by the primary researcher. A short follow-up meeting was then conducted with the three course instructors and module supervisor in order to consolidate and probe deeper into their satisfaction and suggestions for the future of the course.

Data Analysis

Data analysis involved the researchers separately analyzing the ESP course as well as the feedback data from teacher-trainees, course instructors, and administrators. Findings were then cross-analyzed and reviewed for reliability purposes. The following findings presented below are the collaborative result of the formal analysis procedures which involved the evaluation of the course in relation to various internal and external factors, as well as the numerical and non-numerical analysis of stakeholders' course feedback in which positive and negative feedback was counted and positive and negative comments were thematically categorized (Saldaña, 2015).

Results and Discussion

Evaluation Factor 1: How Satisfied Are the Stakeholders?

In order to investigate the suitability and effectiveness of the 'Developing Effective Teacher Talk' course, it was important to collect and assess stakeholders' feedback in regard to its implementation. The most important stakeholder in an ESP course is the learner; in this case, the teacher trainees.

Trainee feedback

In the feedback data that was collected post-course over the six separate training periods, the overall trainee satisfaction in the 'Developing Effective Teacher Talk' course was quite positive. In the first feedback question which asked trainees to mark on a Likert scale (see Figure 2.), How satisfied are you with the course? Of the 500 trainees that gave feedback on the course, 475 (95%) reported that they were completely satisfied. An additional 20 trainees (4%) reported being somewhat satisfied and 5 (1%) being neither satisfied nor dissatisfied with the course. There were no responses stating any dissatisfaction with the course. Importantly, this result is higher than reported in post-course surveys of similar teacher education programs in Korea (Chang et al., 2010; Na, Ahn, & Kim, 2008). Since there are multiple factors that may have led to this finding, it would be a mistake to assume that this was a direct result of the ESP course design. However, it does indicate that various features within the design and implementation of this course had positive effects on how they perceived their experience.
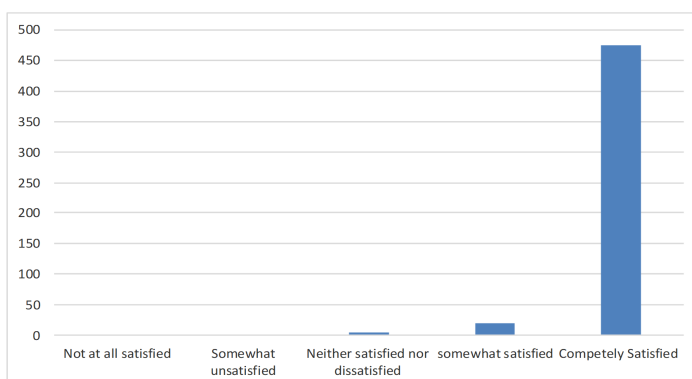

Figure 2. Course satisfaction feedback from teacher-trainees.

When asked "What was the most helpful thing you learned/ gained in the course?", thematic coding of open-ended responses found that the most commonly reported benefit of the course was that it helped boost teachers' confidence in using English in their classroom through the constant practice and feedback provided in the course. Given that teachers' language confidence has been suggested to be an important factor in addition to proficiency (Park, 2006), this is a positive result. It also indicates that although the aim of developing teaching skills rather than language proficiency goes against the common desires of Korean English teachers (Na, Ahn, & Kim, 2008; Park, 2006; Yang, 2009), courses can be designed focusing on pedagogy development which are perceived as both satisfying and beneficial.

Another commonly reported feature was that the course helped them to develop a deeper understanding of what effective teacher talk involved. Through this deeper understanding, many trainees reported that they were no longer were worried about modeling themselves after a native speaker of the language and were more focused on using language that was comprehensible to their target learners. This raises a challenge towards teacher training which embraces the myth than native speaker English is an appropriate target (Park, 2006), and thus questions the value of sending Korean English teachers to English speaking counties for language-focused professional development (e.g., as in Choe, 2016).

The analysis and coding of responses that trainees provided to the open-ended question 'In what ways that this course can be improved?" included the following suggestions that they felt would help bring them closer to the Ministry's goal:

1) Waiting for the situation to change. 80% of teacher talk in English is neither practical nor possible with the current state of English education and high-stakes testing system in South Korea. A new testing system needs to be implemented with communicative objectives to provide the proper environment that provides the opportunity for teachers to use English as their dominant classroom language. (436 responses)
2) Extending the period of training in order for teachers to get more practice and feedback before returning to their classrooms. (350 responses)
3) Having more teacher training courses provide the opportunity to focus on this issue and incorporating courses like this into pre-service training programs as well as in-service programs. (311 responses)
4) Providing stronger guidelines on where and when L1 can and should be used. (284 responses)
5) Spending more time and effort to conduct research in actual classrooms to examine where more training could be provided to help teachers achieve the 80% goal. (100 responses)

Although these suggestions were thoroughly discussed in post-course feedback meetings, satisfying many of the suggestions extend beyond the power of the course designers and the institute. Most of the above suggestions would have to be implemented by the Ministry of Education, and as mentioned above, this may be challenging until a new, productive-focused testing system is introduced to the system. However, the data collected from in-service teachers in this study implies that there is a strong need for a focus on developing effective classroom English, and this is something that should be considered from the very beginning of language teacher education.

ESP instructor feedback

In addition to trainees' overall satisfaction in the course, there was also a high-level of satisfaction voiced by all three ESP instructors during course feedback meetings over the six training sessions. The three course instructors reported a high-level of trainee participation and involvement in class, as well as noticing marked improvements in the quality trainees' teacher talk being produced in the final teaching performances.

All three instructors noted that a crucial part of the course was helping learners discover features of effective classroom talk and moving away from the prejudice that they cannot use English in the

classroom effectively because they are not native speakers. This involved a new understanding of teacher talk in relation to comprehensibility (Krashen, 1982) rather than overall fluency. Therefore, teachers were focusing on making their teacher talk easy to understand for students by adapting their language to the current level of students' comprehension, and using non-verbal techniques such as gestures and visual aids to support their speech. The ESP instructors noted that this new perspective of English teacher talk really affected the ways in which teachers viewed themselves and was the starting point in their own teacher talk development.

Instructors also specifically mentioned their satisfaction with taking a task-based approach to the course as it provided trainees with realistic practice that mimicked situations they would face when they return to their classroom. In the past, instructors had noticed resistance by the trainees to new and potentially foreign ideas, and it was recognized that by grounding the practice in a real-life context, teachers were more receptive to considering routes to improvement. The instructors aimed to provide the trainees with a safe place to develop their skills, and this low-stakes environment of the training classroom was viewed as successfully supporting the trainees to try out their new language and feel comfortable receiving real-time feedback from their peers and the instructors. This is one of the reasons they felt that trainees' confidence in their classroom English increased along with their enthusiasm to apply what they had learned when returning to their school.

The positive feedback from instructors suggests that in course design and implementation, having instructors take part in the course creation process can contribute positively to their satisfaction with the course, allowing them to better appreciate positive outcomes in their classrooms and in student development. However, more research is needed to examine how these factors contribute to this sense of fulfillment and also what factors may contribute to feelings of dissatisfaction.

Administration feedback

Although post-course trainee feedback data showed that the 80% classroom English objective was still far off, and the communicative aspect in classrooms, though increased, still requires further work, all five administrators voiced a high-level of satisfaction in the course during post-course feedback meetings. During these meetings, the administration acknowledged that the training period was simply too short to expect trainees to return to their classrooms and immediately fulfill the stated objectives.

Administrators were the most satisfied with the high-level of satisfaction being reported by the teacher trainees. Since the trainees were the primary stakeholders in this course, their satisfaction meant the most to administration. This satisfaction from trainees ultimately led to the administrators' satisfaction in the course design and its implementation, and with the addition of positive ESP instructor feedback, administrators were able to see the value of the ESP teacher trainee course and how the course initiates the journey down the road towards fully meeting the objectives of the MOE.

This situation highlights the value of context knowledge when designing a course. During the time when the course was being developed, members of the administration had indicated that they felt improving the general English proficiency of the trainees was the appropriate route to improving teacher talk. This approach was considered likely to be less effective than a narrower language focus, and the ESP course was instead created. This could be done because the designers of the course knew that administration highly prized trainee satisfaction. Thus, while it is true that the design of an ESP course should listen to the needs of all stakeholders, development of contextual sensitivity is recommended for course designers so that explicit declarations of needs can be interpreted in consideration of unspoken norms.

Overall assessment

By taking into account the internal and external factors that affect the ESP course and developing a course that aimed to meet the needs and objectives of those factors, as presented above, a high level of

satisfaction from all internal parties was reached. As the MOE is not in constant direct contact with the training institute, they do not participate in feedback sessions are therefore their thoughts and feedback on the ESP course are unknown.

With multiple evaluative components continually providing up to date needs of trainees, course creators were able to modify the course accordingly. This feedback revision cycle allowed the course to constantly evolve and adjust itself to remain suitable to its context and stakeholders. In our estimation, this is another one of the reasons that the ESP course received such high satisfaction ratings from the trainees, teacher trainers and administration.

Evaluation Factor 2: To what extent does the course meet its intended objectives?

In order to examine the effectiveness of the course, it is important to look at the extent to which the course reached its intended objectives. Most of the objectives written in the syllabus (See Appendix) are clearly covered within the course implementation procedures. However, to examine the extent to which the course affected the participants' teacher talk in their actual classrooms a post-course follow-up survey was sent to teachers one month after returning to their classes. This survey mirrored the pre-course needs analysis questions which asked teachers 1) What percentage of your classroom talk is delivered in English, 2) What difficulties do you have with classroom English? The post-course data showed an overall increase in classroom teacher talk reportedly delivered in English. As shown in the charts below, the majority of trainees reported an average of 30% or less of their classroom talk being in English prior to taking the course as opposed to the majority reporting over 50% post-course.
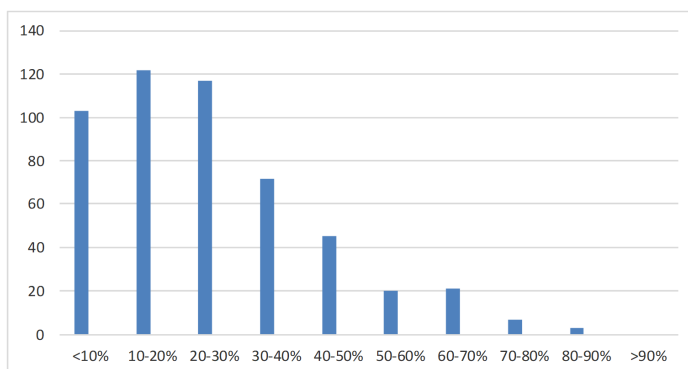

Figure 3. Amount of English teacher talk reportedly used pre-course.
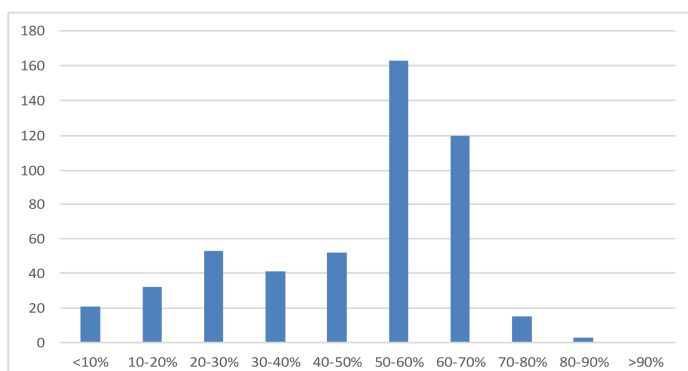

Figure 4. Amount of English teacher talk reportedly used post-course.

Although other factors may be involved in this reported increase, taken at face value, the results of the post-course follow-up survey suggest that that the 'Developing Effective Teacher Talk' course did have a positive effect on the quantity of teachers' classroom usage of English. However, teachers reported the

following ongoing qualitative difficulties that restrict the implementation of what they learned during the course:

1) High-stakes testing objectives do not match a TEE environment (300 responses)
2) Students demand the teacher to use L1 (153 responses)
3) Lack of time to cover all curriculum objectives using English, so L1 is more efficient (93 responses)
4) I am still not confident (87 responses)

The results of the post-course follow-up survey indicate that the ESP course may be effective in fostering teachers' understanding and confidence in their English teacher talk resulting in an attempt to speak more English in their lessons. However, this increase seems to be limited by the various contextual constraints mentioned above.

From these results, no firm conclusion can be made as to the overall effectiveness of the course in relation to its impact on classroom language since the data is self-reported in nature. To really know the extent to which this course was effective, further research needs to be done to verify the reported post-training increase in English teacher talk use. This would be best done through classroom observation and comparison of teacher talk in actual classroom lessons conducted pre- and post- participation in the 'Developing Effective Teacher Talk' course.

Conclusion

This paper has discussed the creation, implementation, and stakeholder feedback of the 'Developing Effective Teacher Talk' ESP course to examine its overall suitability and effectiveness in the South Korean context. Of key concern when examining the suitability of any ESP course is looking at how well the course has accounted for the learner group's contextual needs and wants. In the case of this course, the stakeholder group consisted of Korean in-service secondary English teachers with both the need and desire to incorporate more English into their daily teacher talk. Overall, this course seems to have made a strong effort to meet the needs and wants of the main stakeholder group (the teacher-learners), as well as internal administrative objectives, and Ministry of Education objectives. Since the course was constructed with a high consideration of various stakeholder objectives, it is not surprising that the overall feedback from various groups was extremely positive (c.f. Chang et al., 2010; Na, Ahn, & Kim, 2008). This high level of satisfaction with the course indicates that it is meeting the needs and wants of the stakeholder groups suggesting that it is both highly relevant and appropriate within the South Korean context.

When evaluating the effectiveness of an ESP course we must look at how well the course meets its intended objectives. In the case of this course, we cannot definitively say that it resulted in an increase in classroom English talk when teachers returned to their classrooms since there is no concrete evidence. However, post-course follow-up data does show an increase in participants reported English usage which could indicate that they are at least trying to use English more in their daily instruction or are at least more aware of the communicative importance of doing so.

Through the thorough evaluation of this course it is suggested that this course is in fact suitable for the Korean in-service secondary English teacher target learner group; however, determining its overall effectiveness is a complicated matter. Since this studied relied on self-reported feedback we do not know the extent to which this course impacted teachers beyond the walls of the institute. Additionally, the contextual constraints that teachers face also can affect the extent to which they can implement what they learned and practiced in the course. For example, middle school teachers may be more able to use more English in their classrooms when they return from the course due to less high-stakes testing pressure, high-school teachers on the other had have key objective of preparing learners for the English portion of the university entrance exam in which incorporating more English into their daily lessons may be more

challenging. In order to understand the extent to which this course is effective requires further research in the post-training stage over an extended period of time to see if the course has actually impacted their classroom language and whether those changes are maintained long-term.

With South Korea moving towards more communicative objectives in language teaching and learning, a tailor-made ESP course like the one evaluated in this paper which fosters English for teaching purposes (ETP) is an important step forward. However, it seems that until various contextual constraints like high-stakes testing washback are addressed, a significant increase in classroom English teacher talk is not likely to be seen. It is hoped that through the analysis of the ESP syllabus presented in this paper, key issues are brought to the attention of course designers around the world. The key takeaway being, when designing a course (not only ESP courses) it is important to consider various internal and external contextual factors i.e., needs of various stakeholders, the educational context, educational objectives, contextual constraints. Through the careful consideration of evaluation factors like the ones used in this paper, a solid point of departure can be established which can lead to the creation of courses full of relevance and purpose that satisfy the various stakeholders involved.

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Appendix

Developing Effective Teacher Talk: An ESP Course for Korean Secondary English Teacher

COURSE AIMS:

In the ESP course, trainees will be introduced to a variety of techniques to make the teaching of English more effective/ enjoyable and communicative. The primary focus of the course is for trainees to understand how to appropriately use L1 and L2 in the classroom in order to develop effective teacher talk through practice and reflection.

As part of "End of course" evaluation, Teacher Trainees must demonstrate the knowledge and skills required for effective teacher talk, including eliciting, formulating and asking Concept Checking Questions (CCQ's) and instruction-giving language. Teacher Trainees will be evaluated in the setting up and running of activities and in completing Peer Feedback. Teacher Trainees will also receive guidance in developing reflective teaching strategies in order to continue developing their teacher talk skills post-training.

COURSE OBJECTIVES:

A) Trainees will draw upon techniques, skills and activities learned in the training program (to prepare a 40 minute lesson plan based on a current Gyeonggi-do public school textbook to be used in a TEE practicum in lessons 12/13.

B) Trainees will be able to teach the lesson plan **using predominantly English** to help them achieve the 80% TEE objective set by the Ministry of Education.

C) Trainees should not only be speaking in English but they should be focusing on learner comprehension and providing comprehensible input (I+1) (Krashen, 1981) by using the language and skills learned in class.

D) Trainees will give and receive feedback on the actual teaching of lessons with a primary focus on teacher talk.

E) Trainees will reflect on their application of effective teacher talk skills, recognize their own strengths and weaknesses and consider ways of continuing their development as language teachers.

COURSE OVERVIEW:

Lesson	Objectives
1 Meet and Greet Introduction to ESP Needs Analysis Collection + Discussion	Establishing rapport 　　　　Specification of ESP Course and objectives Discussion of students purpose for coming to with specific focus on their needs and expectations of the ETP course
2 Lesson Planning Assignment details Introduction to Teacher Talk	Trainees will be familiarized with lesson planning and what is required for their end of term practicum. Trainees will engage in a whole class discussion focusing on teacher talk in trainees' current classroom situation. Trainees will also discuss the difficulties of using English in the classroom.
3 Teacher Talk Habits Videos	Awareness raising and discussion of teachers' good and bad habits in their classroom talk. Trainees will have a chance to watch videos of real lessons as well as previous practicum lessons to get a clear idea of what effective and ineffective teacher talk is.

4 Teacher Talk	Trainees will be shown techniques of how to effectively use English in the classroom. Trainees will also learn how to use L1 effectively in the classroom. Trainees will practice effective teacher talk techniques.
5 Teacher Talk cont.	Trainees will practice effective teacher talk techniques.
6 CCQs/ ICQs	Trainees will practice creating CCQs and ICQs and as well as incorporating them into their teacher talk.
7 Classroom Management	Trainees will discuss classroom management issues and possible solutions. Trainees will be introduced to language and language techniques that facilitate classroom management Trainees will practice using what they have learned by reacting to classroom management situations cards previously handed out to their peers.

8	
Running Activities	Trainees will get a chance to setting up and running new activities to put everything they have learned into practice: effective teacher talk, ICQs, CCQs and classroom management techniques.
9 Lesson Plan Consultation *(ROUGH L.P DUE)* In class Preparation Time	Trainees will receive lesson plan guidance through private consultations between teaching groups and their Microteaching instructor. Trainees may use in class time to work on their lessons and practice running their activities in front of their peers with specific focus on effective teacher talk
10 & 11 Micro-Teaching Practice Teach *2nd draft of LP DUE* Feedback	Trainees either teach (for practice) or act as students participating in the lesson. The first 2 groups teach here. After performing the lesson feedback is provided from the teacher trainer as well as fellow trainees with specific focus on their teacher talk.
12 & 13 **Final Teach + Formal Peer Observation** *(Final L.P Due)* **Trainer Feedback**	Trainees **teach real students!** (**for evaluation**) or do formal peer observation tasks (**for evaluation**) After completing the "teach", immediate feedback discussion is held between the trainee who taught the peers who completed observation tasks and the instructor. At this time the trainee who taught is to first discuss areas of strength and weakness in their teacher talk as well as how they feel they have progressed.