

**Korean English Teachers' Experiences of Participating
in a Long-Term Professional Development for
TETE (Teaching English through English)**

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Presentation Overview

1. Purpose of the study

2. Literature Review

3. Research Methodology

4. Study Findings

5. Conclusions

Purpose of the Study

- This study explored Korean K-12 English teachers' self-efficacy about TETE implementation and their experiences of participating in the long-term professional development (PD) program (six-months).

Theoretical framework

- Teacher self-efficacy (TSE), or teacher perceptions of their confidence and preparedness, can provide important insights relevant to teacher professional development (Tschannen-Moran & Hoy, 2007).
- Tschannen-Moran and Hoy (2007) defined TSE as “a self-assessment of the competence to perform a specific task within a certain context, or a judgment of the ability to perform a desired activity” (p. 9).


TETE Implementation in the EFL context

- Previous research has shown that non-native English teachers in the EFL context strive to enhance their communicative competence to fluently implement TETE (Butler, 2004; Hu & McKay, 2012; Richards, 2017).
- These studies have documented that promoting TETE can play a significant role in enhancing English teachers' self-efficacy, expertise, and experience in ELT (Andrews, 2001; Calafato, 2019; McKay, 2009; Richards, 2017).

TETE Implementation through PD

- Research conducted by Park and Kim (2011) examined long-term (4 months) TETE PD with six secondary English teachers.
- The study found: (1) English teachers felt it was their responsibility to implement TETE so their students could be exposed to an authentic language environment, which allowed them to receive more opportunities to use English in classrooms, and (2) teachers were keenly aware that they needed to be a successful language learner role model for the students. These findings showed that English teachers were not only able to identify the benefits of TETE but also found an additional role to their presence in the classroom.

Research Questions

- RQ1: To what extent does elementary and secondary school teachers' self-efficacy about TETE implementation compare before and after PD training?
 - RQ2: How do elementary and secondary school teachers describe their experiences of participating in a professional learning community after the TETE PD program?
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Data sources

- The data consisted of a pre-survey and post-survey distributed to English teachers (n=40), in-depth individual interviews with volunteered teachers (n=6), and researchers' classroom observations from the PD institution and universities in Korea.

Table 1. The overview of PD program	
1.PD program objectives	<p>A. Improving the quality of curriculum for effective English teaching-learning methodology</p> <p>B. Cultivating English skills for elementary and secondary English teachers' TETE implementation</p> <p>C. Preparing teachers for successful completion of an entire intensive training program that will take place at both the PD site and other universities</p>
2.Program directions	<p>A. The program consists of core modules, club activities, CALL labs, idea shares, field trips, TETE contests, and various other activities</p> <p>B. The program provides opportunities for teachers to participate in various activities, and improve their English proficiency and the use of TETE methodology and techniques</p> <p>C. The program aims to foster teachers' confidence and provide support and feedback in organized teaching practices</p>
3.Program summary	<p>Name of the program: Intensive teacher training program for elementary and secondary English teachers</p> <p>Duration: March, 2019 ~ August, 2019</p> <p>Participants: 15 Elementary school teachers 25 Secondary school teachers</p>

Research Context

- The intensive PD lasted six months, including 1) two months in the language teacher PD institution in Korea, 2) two and a half months at three different universities in Korea, and 3) a month in a university that has a TESOL program in Australia.

Interview Participants

Table 2. Interview participants

Teachers	Schools	Teaching years	Previous PD experience	Gender
Teacher 1	Elementary	9	1	Female
Teacher 2	Elementary	11	2	Female
Teacher 3	Elementary	5	0	Female
Teacher 4	Secondary	8	1	Male
Teacher 5	Secondary	10	1	Female
Teacher 6	Secondary	13	2	Female



Study Findings

- First, before having PD, many English teachers were generally not confident because they were unsure how to effectively conduct a class using TETE. However, after completing the PD program, their self-efficacy in TETE implementation was generally improved with knowledge and expertise.
 - Second, the long-term PD program was a place where many English teachers felt they could develop their expertise and pedagogy of TETE implementation. The PD program provided an avenue for Korean English teachers to improve their TETE while being actively involved in the professional learning community.
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Study Findings

- The data analysis also revealed some critical differences in terms of teachers' self-efficacy of TETE implementation between the two groups of teachers. Specifically, elementary English teachers showed more satisfaction with the PD courses and materials, and they showed higher self-efficacy with the idea of implementing TETE after the PD program. On the other hand, secondary English teachers responded that their self-efficacy and their ability to implement TETE was slightly increased after the PD program, although they suggested some limitations in TETE implementation in their context.
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Interview Transcript 1

- During the six months, I think that we critically reflected on what we learned. Some materials we learned had to be modified to make them fit better and more relevant for my teaching context. In that case, I sought advice, and many teachers were willing to share their knowledge and expertise. One thing I liked about the long-term PD was that we are all teachers and students at the same time (Teacher 3).

Interview Transcript 2

- One of the difficulties I had with TETE implementation is an alignment of assessment with other teachers who are teaching the same subject. Since four English teachers instruct the same grade, let's say grade 10, one teacher will be responsible for teaching only four classes out of a total of 12 classes. I can do the TETE with four classes, but when it comes to assessment, all four teachers should discuss together how to assess students. If other teachers do not teach using TETE, then the assessment could not be unified. If other teachers do not agree with the assessment based on TETE implementation, I have limited space to do things differently (Teacher 5).

Suggestions

- One of the ways is to make teachers prepare different TETE lessons that are scaffolded for different ELL proficiency levels and practice them through intensive micro-teaching activities.
- To make PD programs using TETE more effective, coordinators and supervisors of long-term PD need to develop materials that are up-to-date, and more relatable to a practice-based program.



Thank you.

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