

A Desirable Direction for English Teachers' In-Service Training Program in the Future

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Abstract. The purpose and result of this article are as follows: First, the current evaluation system, norm-referenced evaluation, should be substituted for criterion-referenced evaluation based on the practical analysis on teaching-learning and evaluation. Second, the evaluation should follow the direction; from 'collective-standardized' to 'various-individualized', from 'product-centered' to 'process-centered', from 'traditional paper test' to 'various examination via ICT'. Third, based on the analysis on the reality and system of current English teacher training, the training circumstance appropriate for communicative language teaching should be prepared under criterion-referenced evaluation. Fourth, based on the analysis of the reality and system of current English teacher training, the right direction of training appropriate for the changed paradigm should be established.

Keywords: in-service training program, criterion-referenced evaluation, curriculum, English teacher, English education

1 Introduction

Education focuses on the future rather than the present. In this study, the change of paradigm of English education according to the upcoming change of its environment, and the required training of English teachers are discovered. For this aim, the aspect of the changing environment of English education should be clarified first. On the basis of the statistical data (2014), a number of students will have decreased, and it would be 400 thousand in 2023 due to the declining birthrate of Korea. Accordingly,

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the average number of students per class is likely to be reduced. It would foster the authentic communicative English learning environment. Besides, the rapid development of ICT (information communication technology) gets the circumstantial change of teaching and learning to be realized. Hence, individualized instructions utilizing a variety of ICT are expected to be feasible, evolved from the traditional lecture-centered teaching. According to the announcement of the Education Ministry (2014.12.26.), the criterion-referenced evaluation will be applied to College Scholastic Ability Tests from 2017. Therefore, it accelerates the communicative language teaching focused on productive skills and unburdens students' meaningless competitions and test stress.

As the environment changes, the teaching-learning paradigm should change: from 'teacher-centered' to 'learner-centered', from 'traditional lecture-centered' to 'various activity-centered', from 'text/board-centered' to 'ICT utilized'. The evaluation, also, should follow the direction; from 'collective-standardized' to 'various-individualized', from 'product-centered' to 'process-centered', from 'traditional paper test' to 'various examination via ICT'. Following this change, the training of English teachers should change; from 'general' to 'tailored', from 'standardized' to 'level-differentiated', from 'teacher-centered' to 'learner-centered', from 'teaching-learning centered' to 'evaluation-centered'.

2 Environmental changes in teaching English

According to the statistics (2014), the number of students per class is expected to decline due to the constant decrease in population ration and the number of graduated high school students. Therefore, an English lesson on a small scale can occur, whereby it would enlarge the opportunities for students to communicate and create the environment for various teaching, activities, and evaluation to be utilized in the lesson. Thus, the training coursework for English teachers is required, which guides them to cope with the environmental changes on their own.

The rapid development of ICT influences the whole society recently. The dependence on Internet increases dramatically, so that means of communication changes into messenger, blogs, SNS from email (Korea Communication Commissions, 2010). Considerable teaching/learning networks are already established, but more various, convenient, and qualified education networks are expected to appear in time. Also, this education service will be combined with the development of Media such as cell-phones, LAN, or PDA, and then it would prompt the ubiquitous society transcending spatiotemporal restrictions (Sung Tae-Jae, 2013). According to the statistics, in 2013, cell-phone retention ratio of teenagers is 91.5% which doubled in two years. It means that students are already used to ICT, and that the educational environment utilizing ICT can be established which promotes the change of teaching-learning activities and evaluation. Therefore, the training for English teachers should be followed.

One of the more significant environmental changes of English education is the application of criterion-referenced evaluation to college Scholastics Ability Tests, especially in English tests, in 2017 (the Education Ministry, 2014.12.26.). If it occurs,

the high school curriculum focusing on career education, developing creativity and morality is expected to be prepared via the reduced burden of students in studying. Also, it leads the transfer from 'English for test' to 'English for communication'. Until now, education for college-admission has been prevalent, but the communicative language classroom can be realized if the test stress is reduced due to the criterion-referenced evaluation (Kang Tae-Jung, 2014).

3 Survey analysis of teacher training

From the perspective of the proposition 'the quality of Education cannot exceed the quality of a teacher', the teacher's competence must precede the environmental change of English education. According to the research(Hwang Jong-Bae, 2012), 23.3% of high school English teachers have attended the intensive training for more than 6 months. Also, the data of the Education Ministry (2015.2.), about 10 thousand teachers have attended training coursework managed by about 20 institutions. Various training for improving teachers' competence has occurred constantly and very extensively. However, as Lee mun-bok (2013) suggested, most of the teachers agree that English productive skills must be necessary, their professionalism is insufficient in performing communicative language teaching effectively. When it comes to the evaluation, the same problem, namely teachers' professionalism, has occurred, whereby communicative language teaching cannot be realized in a practical way. It means that current training system does not be matched with the activation of communicative language teaching, indeed. For example, 1,050 English teachers attend the training in 2015, but 910 teachers attend the 'English competence' course. Only 140 teachers attend 'teaching competence' course. The former cannot be unnecessary but 'teaching competence' must be acquired, considering its efficiency.

Teacher's responds of the survey in this study are as follows. First, currently, 62.8% of English teachers have less than 50% of their lessons for productive skills in one chapter. But 54% of them think they should have more than 50% of the lessons for productive skills if they are willing to get used to the environmental changes. Secondly, 64.4% of teachers teach less than 50% of their lessons in English. But 54% of them think they should teach more than 50% of the lessons in English for the environmental changes. Third, 85.5% of the teachers respond that it is necessary to attend the training for communicative language teaching. Fourth, about the right direction of communicative language teaching, 44.2% of them choose 'reinforcing student-centered activity' and 32.8% of them choose 'reinforcing productive skills'. Fifth, about which competence is required, 40.1% of them choose 'teaching-learning methodologies for student-centered activity' and 40.6% of them choose 'the methodologies for productive skills'. Lastly, about the necessity of level-differentiated training curriculum according to the teachers' competence, 80.5% of them respond positively.

4 Conclusion

On the basis of discussions so far: the paradigm of English teaching, learning, and evaluation according to the change of English educational environment is expected to change, and thus it will establish the right direction of them in order to activate communicative language teaching, the appropriate training for English teachers' improvement of competence are suggested conclusively.

First, the current evaluation system, norm-referenced evaluation, should be substituted for criterion-referenced evaluation based on the practical analysis on teaching-learning and evaluation, whereby it promotes the paradigm of English education to be transferred. According to Sung Tae-Jae(2013)'s suggestions, the teaching-learning paradigm should change: from 'teacher-centered' to 'learner-centered', from 'traditional lecture-centered' to 'various activity-centered', from 'text/board-centered' to 'ICT utilized'.

Second, the evaluation should follow the direction; from 'collective-standardized' to 'various-individualized', from 'product-centered' to 'process-centered', from 'traditional paper test' to 'various examination via ICT'.

Third, based on the analysis on the reality and system of current English teacher training, the training circumstance appropriate for communicative language teaching should be prepared under criterion-referenced evaluation. As the respond of the survey in this study, 53.8% of the teachers think 'too much workload' is the most difficult factor for them to attend training coursework. Hence, accompanying the decrease of the factors, alternative approaches should be discovered to activate their training.

Fourth, based on the analysis of the reality and system of current English teacher training, the right direction of training appropriate for the changed paradigm should be established. Following this change, the training of English teachers should change; from 'general' to 'tailored', from 'standardized' to 'level-differentiated', from 'teacher-centered' to 'learner-centered', from 'teaching-learning centered' to 'evaluation-centered'.

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