

A Model of English Teacher Development in Asia Based on Surveys on Teacher Qualifications and Education Programs

Yeon Hee Choi*

Ewha Womans University, Korea

Hyo Woong Lee

Korea Maritime University, Korea

In order to propose a model of English teacher development in Asia, this study has investigated qualifications of primary, secondary and tertiary English teachers (including required degrees and English ability) and pre- and in-service education programs in 16 Asian nations including Korea, China, Indonesia, and Israel. The results of the survey illustrate that most of the Asian regions have strict controls on qualifications of primary and secondary English teachers, but not on those of tertiary teachers. A few regions have specific English proficiency requirements and not many regions have a test for teacher certification. Pre- and in-service English teacher education programs also vary with nations and school levels, but they share similar foci on English proficiency and teaching skills. On the basis of these results, the study suggests five constituents of English teacher qualifications as standards with a variation on their weighting and expected levels across regions, school levels, and teaching experiences. Finally, it proposes a model of English teacher development in Asia for progressive professional development which integrates top-down and bottom-up approaches to teacher education. A renewal system of teachers' license is also suggested.

*Yeon Hee Choi is a correspondent author; Hyo Woong Lee is a coauthor.

INTRODUCTION

As we say “the quality of education cannot exceed the quality of teachers” (Kim, 2005, p. 1), no one doubts the importance of development of qualified teachers. Teachers are a key to educational reforms, as in Hargreaves and Fullan (1992), Raheem (2004), and Choi (2007). However, training pre-service teachers into qualified ones is not a simple process, as Woodward (1991) states “Teaching and teacher training are complex events” (p. 139). In a decade Asia has been predicted to be the continent which has the largest number of English users in the world (Gupta, 2005). It is noted that teachers play the most essential role in learning English in EFL context in terms of the degree of impact, compared to L1 or ESL context (Ahn, 1992). These imply the significance of securing qualified English teacher force in Asia. Unfortunately, not much comprehensive information is available on English teachers in Asia, that is, their qualifications and qualities that are expected and their training programs. Thus, this study has conducted a survey on qualifications of primary, secondary and tertiary English teachers (including required degrees, English ability, and teaching experiences) and pre-service and in-service education programs in 16 countries: Korea, China (including Hong Kong and Taiwan), Japan, Indonesia, Malaysia, Singapore, Thailand, Vietnam, the Philippines, Bangladesh, India, Sri Lanka, Pakistan, Iran, Israel, and the United Arab Emirates. Based on the results of the survey, it will propose a model of English teacher development in Asia with a consideration on teacher qualifications and education programs which vary with school levels, regions, and teaching experiences.

The research questions for the study are as follows:

1. What are the qualifications of English teachers in Asia across different school levels? Is there a variation across school levels or Asian regions/nations?
2. What kind of teacher education programs is provided for English teachers in Asia? Is there a variation across school levels, teaching experiences, or Asian regions/nations?

3. What model of English teacher development can be proposed on the basis of English teacher qualifications and qualities that are expected in Asia? Do English teacher development programs need to vary with school levels, regions/nations and teaching experiences?

SURVEY ON ENGLISH TEACHER QUALIFICATIONS AND TEACHER EDUCATION PROGRAMS

In order to gather information on English teacher qualifications and their training programs in Asia, a survey was conducted in 16 countries in 2007. One or two English education specialists from each nation/region provided information on their nation/region. All of them are professors in ELT or English-related departments. The survey included open-ended questions on required qualifications of primary, secondary, and tertiary English teachers, their practicum (time length), and their pre-service and in-service education programs (including organizers, sponsors, length, program foci, and frequency).

Teacher Qualifications

The results of the survey on required English teacher qualifications show that required qualifications for primary English teachers are more diverse than those for secondary English teachers (see Tables 1 and 2). Japan, Vietnam, and Pakistan have no official primary English education; primary English education is not compulsory in Indonesia and Iran. While only a high school diploma and a primary school training certificate are required in Bangladesh, a diploma of two-year colleges or a BA, BS or B.Ed. in 4-year primary school education programs or English-related majors is required in most other countries/regions. A diploma or degree in primary school education is required in more countries/ regions (e.g., Korea, the Philippines, India, Israel, and the UAE) than that in English-related majors (e.g., China and Hong Kong). It can be accounted for by the fact that in most areas primary teachers teach all the subjects including English so that they

TABLE 1
Primary English Teacher Qualifications Required in Asia

Nation/ Region	Teacher Qualifications Required (degree, teacher certificate, English language proficiency requirement, national teachers licensure exam, internship, others)
Korea	BA in primary education (PE) (practicum, primary teacher certificate)
China	Junior colleges graduates, majoring in English; primary teachers with a short-term training in English (in some rural schools)
Hong Kong	BA in English-related majors with diploma/certificate in education; LPAT (English requirement)
Taiwan	BA in English-/TESOL-related majors with 20 credits of education, 1-year training program graduates after passing the MOE English exam; required teacher certificate; Intermediate High, General English Proficiency Test; required 6-month practicum; certified primary teachers with 20-credit English training
Japan	Not applicable (NA)
Indonesia	Not compulsory (BA in EFL, EYL)
Malaysia	Diploma in Education or TESL; B.Ed.; (Diploma) a credit at 'O' levels; (degree) a band 4 in MUET
Philippines	BSEEd (Bachelor of Science in PE) (practicum); Philippine Board Exam for Teachers for teacher certificate after BSEEd
Singapore	BA in any field from any internationally accredited university using English as a medium of instruction with a diploma in Education or equivalent
Thailand	BA (B.Ed.); TESOL certificate (preferred); required English proficiency test; teacher licensure exam; required 3-month practicum; annual teacher evaluation
Vietnam	NA
Bangladesh	School Leaving Certificate (high school diploma); required teacher certificate
India	Higher secondary school diploma and two-year diploma in PE (ETE); E.El.Ed.; (must have studied English till grade 12)
Iran	Two-year teacher training college graduates
Pakistan	Teacher certificate (required, issued by the teacher training colleges)
Sri Lanka	Teacher education colleges graduates (teacher certificate), graduates of Special Teacher Education for English Teaching (teacher certificate); B.Ed.; BA without teacher certificate; National GCE Advanced Level Exam in English (required)
Israel	BA in education (practicum), required teacher certificate; required English proficiency for graduation/degree
United Arab Emirates	BA in education (preferred), BA in English language or translation; English proficiency requirements for the degree

TABLE 2
Secondary English Teacher Qualifications Required in Asia

Nation/ Region	Teacher Qualifications Required (degree, teacher certificate, English language proficiency requirement, national teachers licensure exam, internship, others)
Korea	BA in English Education (EE) or English-related majors with credits in education or M.Ed. in EE (practicum, secondary teacher certificate); required English proficiency for the degree in some universities
China	BA or MA in English in normal colleges or universities (MA preferred)
Hong Kong	BA in English-related majors with diploma/certificate in education; LPAT (English requirement)
Taiwan	BA or MA in English with 20 credits of education; teacher certificate (required government test); required 6-month practicum
Japan	BA in English-/ELT-related majors with teacher certificate (67 credits for 3 years)
Indonesia	BA in ELT/English language and literature with educator certificate; good person (judged by the police records and a referent's letter)
Malaysia	B.Ed in TESL, BA in English with a diploma/certificate in education (TESL); (degree) a band 4 in MUET
Philippines	BSE (education), majoring in English, BA with credits in education or English, with practicum and teacher certificate (government test)
Singapore	BA in any field from any internationally accredited university using English as a medium of instruction with a diploma in Education or equivalent
Thailand	B.Ed. or M.Ed. (English majors preferred); TESOL certificate (preferred); required English proficiency test; teacher licensure exam; required 3-month practicum
Vietnam	College graduates or BA in ELT
Bangladesh	BA or B.Ed. for public schools
India	BA and one-year B.Ed. (must have studied English in each of the three years of BA programs; English fluency)
Iran	BA from teacher training universities; a diploma/certificate received after a two-year study in a governmental teacher training center
Pakistan	BA in education (offered by education depts. and teacher training colleges)
Sri Lanka	Teacher education colleges graduates (teacher certificate), graduates of Special Teacher Education for English Teaching (teacher certificate); B.Ed.; BA without teacher certificate; National GCE Advanced Level Exam in English (required)
Israel	BA in English (MA officially required for high school); required teacher certificate
United Arab Emirates	BA in education (preferred), BA in English language or translation; English proficiency requirements for the degree; 1-2 years of prior teaching experiences

should have the content knowledge of all the subjects and teaching skills besides English knowledge and proficiency. This is why Rivers (1981), Koster (1986), and Brewster, Ellis and Girard (1991) state that primary English teachers should have teaching skills on the basis of understanding the cognitive and affective features of primary students and these skills are more important than English proficiency. Ten countries/regions require a primary teacher certificate (e.g., Bangladesh) or a certificate/diploma in education (e.g., Hong Kong). It is issued by teacher training colleges or universities with a degree or diploma in Korea, Singapore, Sri Lanka, and Israel, as long as graduation requirements are fulfilled. Taiwan, the Philippines and Thailand have a government-held test for teacher certification or teacher licensure. Five nations/regions (Hong Kong, Taiwan, Malaysia, Thailand, and Sri Lanka) have required English proficiency levels or proficiency tests for primary English teachers, and a certain level of English proficiency is the university graduation requirement in Israel and the UAE. On the other hand, a certain level of English proficiency is assumed in Korea, China, Singapore, and India. What is noted in the survey as very distinct is the required qualifications in Singapore. A degree in primary education or major-related majors is not required; rather, a BA in any field from any internationally accredited university using English as a medium of instruction is sufficient to become primary English teachers with 1 or 2-year-long pre-service teacher training and a diploma in education or equivalent. This is also applicable for secondary English teachers.

Compared with required qualifications for primary English teachers, a BA, BS or B.Ed. in English education/TESL or English-related majors is required for secondary English teachers in most of the countries/regions rather than a degree in education. This implies that in general more professionally trained teachers with more skills or knowledge of English are required for secondary English education than for primary English education. Also, it is due to the fact that secondary English teachers teach English only while primary teachers usually teach all subjects. Most of the countries/regions require a secondary teacher certificate or a certificate/diploma in education. Like the primary teacher certificate, it is issued by teacher training colleges or universities with a degree or

diploma in some nations (e.g., Korea, Singapore, Indonesia, and Israel), or there is a government-held test in Taiwan, the Philippines and Thailand. Four nations/regions (Hong Kong, Malaysia, Thailand, and Sri Lanka) have required English proficiency levels or proficiency tests for secondary English teachers, and in Korea, Indonesia, Israel and the UAE a certain level of English proficiency is a requirement for the university degree. On the other hand, a certain level of English proficiency is assumed in China, India, Singapore, and Vietnam.

Most of the Asian countries/regions require a MA or Ph.D. in English education or English-related majors for college English teachers, whereas only a BA or B.Ed. in English or English education is required in Indonesia, Malaysia, and Sri Lanka (see Table 3). Native speakers of English are preferred in Korea and the UAE. Indonesia and Malaysia are the only nations which require an educator certificate or a certificate in education. An English proficiency test is required only in Thailand which is specifically for teaching rather than for general communication. These illustrate that compared to primary or secondary English teachers, not much strict qualifications are required for tertiary English teachers, except for the degree and major requirement. This may imply that tertiary English education is not much government-controlled; rather, each university has a responsibility for its own English education.

Student Teacher Practicum

Student teaching practice is often part of pre-service teacher education. The findings from a survey on the professional preparation of foreign language teachers in the U.S. illustrate that student teaching is the most helpful component of teacher training programs (Cooper, 2004). Thus, practicum requirements were surveyed to see their role/weight in English education in Asia. Student teaching practicum is required for primary and secondary English teachers in most of the nations/regions (see Table 4). In Korea, for example, practicum is a requirement for teacher certificate: pre-service primary teachers have to complete a 1- or 4-week practicum

TABLE 3

Tertiary English Teacher Qualifications Required in Asia

Nation/ Region	Teacher Qualifications Required (degree, teacher certificate, English language proficiency requirement, national teachers licensure exam, internship, others)
Korea	MA or Ph.D. in English-related majors, preferably with a doctoral degree, preferably with degrees from English-speaking countries; bilingual or native speakers of English (preferred)
China	MA or Ph.D. in English-related majors, preferably with a doctoral degree
Hong Kong	MA in English (TESL-related); preferably with a diploma of education; preferably with secondary school teaching experiences
Taiwan	Ph.D. in English-related majors (e.g., TESL, English literature or linguistics)
Japan	MA or Ph.D. in English-related majors
Indonesia	BA in ELT, MA for lecturers at English Depts., with educator certificate
Malaysia	B.Ed in TESL, BA in English with a diploma/certificate in education (TESL)
Philippines	BA in English or BSE in English, with an M.A. degree in English, literature, or applied linguistics
Singapore	MA in any field from any internationally accredited university using English as a medium of instruction
Thailand	MA or Ph.D. in education- (e.g., Language Education, Curriculum and Instruction) or English-related majors; TESOL certificate (preferred); required English exam on TESOL, oral exam and teaching demo by universities; required 6-month practicum; required annual teacher evaluation by universities
Vietnam	MA or Ph.D. in English, preferably with overseas diplomas
Bangladesh	MA in English-related majors
India	MA in English with at least a B+ grade (over 55% marks)
Iran	MA and Ph.D. in English-related majors (including linguistics)
Pakistan	MA in English literature; qualification in ELT/applied linguistics (optional)
Sri Lanka	BA in English (honors degree), BA in English or English-medium education for ESL lecturers
Israel	MA in English literature or linguistics
United Arab Emirates	MA in TESOL or applied linguistics; native speakers of English (preferred); more than 2 years of teaching experiences in EFL at university level (required)

TABLE 4
Practicum Requirement for Primary, Secondary, and Tertiary English Teachers in Asia

Nation/ Region	Practicum Requirement (P = primary; S = secondary; T = tertiary)
Korea	(P) varies with teacher training universities; 1-3 weeks from 1 st to 4 th year or 1 month at the 4 th year (e.g., one week for class observation, two weeks for class participation, two weeks for teaching practice twice, and 1-2 weeks for internship); (S) 1 month at the 4 th year (with 2-month pre-practicum at the 2 nd or 3 rd year); (T) none
China	(P/S/T) none
Hong Kong	(P/S) 4 months (usually two months per year); (T) no known pattern
Taiwan	(P/S) 6 months; (T) none
Japan	(P) none; (S) 3 weeks; (T) 0 to 3 years
Indonesia	(P/S) 6 months; (T) 6 months (not required)
Malaysia	(P/S/T) depends on the teacher training program (e.g., 12 weeks for a degree)
Philippines	(P/S) last two years of four-year BSEEd study; (T) case to case basis depending on the university
Singapore	(P) 2 years (part of the diploma program in education) (but not for non-graduates); (S) 1 years (part of the postgraduate diploma program in education) (only graduates are allowed to teach at secondary schools); (T) none
Thailand	(P/S/T) education dept., 1-2 semesters; other departments, at least 1 semester; for MA, depends on universities
Vietnam	(P) none; (S/T) 4 years (part of BA programs)
Bangladesh	(P) none; (S) a short practicum for B.Ed and Diploma in Ed (as assessment); (T) same as S; 3-month supervised practicum with portfolio assessment for MA in some universities
India	(P) 6 months for ETE; 2 years for B.El.Ed; (S) 1 month; (T) none
Iran	(P) none; (S) 4 years (part of the BA program); 2 years (part of the diploma/certificate program for junior secondary school teachers); (T) 6-7 years (part of the BA to MA program)
Pakistan	(P/S) (a short module); (T) none
Sri Lanka	(P/S) 1 year; (T) none
Israel	(P) none (part of the BA program in education); (S) once a week for 3 years and 4 th year internship for pre-service junior high school teachers; 1 year (two semesters) for pre-service high school teachers; (T) none
United Arab Emirates	(P) none (part of the B.Ed. program); (S) a semester or 15 weeks; (T) (whatever the requirements of a master's degree in TESOL/Applied Linguistics are)

throughout their four-year education programs or at each university year; and pre-service secondary English teachers have to complete a 1-month practicum at their fourth year (and a 2-month pre-practicum at their second or third year required in some pre-service education programs). The length of the practicum varies with the nations/regions. It is about 1 month to 2 years for primary English teachers, and about 3 weeks to 4 years for secondary English teachers. In some nations including the Philippines and Vietnam, the practicum is an ongoing practice throughout the whole pre-service teacher education programs, which means there is no specifically separate practicum period. This is why in some countries practicum is a relatively long period (see Tables 5 and 6). What is noticeable about tertiary English teacher education is that unlike primary or secondary English teachers, there is no separate period of teaching practice in most of the Asian countries/regions, while it is part of a degree program in a few countries (e.g., Vietnam and Iran) (see Table 4).

Pre-service Teacher Education Programs

Pre-service primary and secondary English teacher education programs are provided as a college or university degree program by colleges of teacher training or departments of education or English education in many of the Asian nations, as it can be inferred from the qualifications of English teachers (see Tables 5 and 6). Pre-service primary English teacher education is provided by teachers' colleges or universities in Singapore; by departments of education or primary teacher education in Hong Kong, Indonesia, the Philippines, Thailand, and India; by departments of TESL/English education/English (of teachers' colleges or universities) in Korea, China, Malaysia, Vietnam, Iran, and Israel. On the other hand, pre-service secondary English teachers are trained by English education or English-related departments in most of the Asian nations/regions (e.g., Korea, China, Japan, Indonesia, Malaysia, Vietnam, Iran, Israel, and the UAE), while they are trained by education departments or teacher training colleges/universities in Hong Kong,

TABLE 5
Pre-service Primary English Teacher Education in Asia

Nation/ Region	Department/College in Charge; Frequency/Length; Program Focus
Korea (K)	English education depts. of the national universities of education; PE depts. at the Korea University of Education and Ewha Womans University; 4 years (e.g., 6 credits in English and 4 credits in English teaching); English skills (e.g., conversation, or classroom English), teaching methodology, practicum, pedagogic theories, etc.
China	English dept. of normal college; 2-3 years; same as K except for practicum
Hong Kong	Education dept. or faculty of education (B.Ed) (e.g., English majors); 3-4 years; same as K and knowledge of English
Taiwan	NA; 1-semester practicum (teacher certificate)
Japan	NA
Indonesia	PE depts.; 4 years; (EYL programs in some universities)
Malaysia	TESL; 2 years for diploma/4 years for degrees; content, theory, pedagogy (all aspects of ELT for primary teachers)
Philippines	Education dept. at Philippine Normal University/other normal schools; 4 years; same as K except for English skills
Singapore	National Institute of Education or the Nanyang Technological University; (graduates) 1 year/(non-graduates) 2 years; pedagogic courses, teaching practice (of the specific subject opted to specialize in mathematics, English, etc.), etc.
Thailand	Education depts. (programs in education and languages); ELT training and practicum for non-major candidates; 5 years (including one-year teaching practicum); teaching methodology, pedagogic courses etc.
Vietnam	English depts. at teacher's colleges or universities; 4 years; practices in English teaching and pedagogic theories
Bangladesh	Education or English dept. of government agencies/NGOs; (degree) 2 years; (diploma) 1 year; (certificate) 3 months; English teaching theories and method
India	(ETE) District Institutes of Education and Training (DIET) under the State Council of Educational Research and Training; (B.El.Ed.) Education Dept., University of Delhi; (ETE) 2 years/(B.El.Ed) 4 years; (ETE) pedagogic courses, teaching of English, practicum, etc.; (B.El.Ed.) pedagogic courses, language acquisition, nature of language, core mathematics, computer education, special education, English I (reading & writing skills & TESL), etc.
Iran	English depts.; 2 years; same as K and knowledge of English
Pakistan	Education depts. and teacher training institutions; 1 year; same as K and knowledge of English
Sri Lanka	Ministry of Education-English Unit; 2 years; same as K and knowledge of English
Israel	English depts. at teacher training colleges; 4 years; English proficiency courses, pedagogical subjects (including practical work), English literature/ linguistics; some general courses (research methods, etc.)
United Arab Emirates	The Higher Colleges of Technology (the government institution) (B.Ed.); 2 years; same as K and knowledge of English

TABLE 6
Pre-service Secondary School English Teacher Education in Asia

Nation/ Region	Department/College in Charge; Frequency/Length; Program Focus
Korea	English education or English-related depts.; English education majors of the graduate schools of education; 4 years for BA/5 semesters for M.Ed.; English skills, teaching methodology, classroom management, practicum, knowledge of English, English literature/linguistics, pedagogic theories, etc.
China	English dept. of teachers colleges or normal universities; 4 years; same as K
Hong Kong	Education dept. or faculty of education (B.Ed) (e.g., English majors); 3-4 years; same as K
Taiwan	NA; 1-semester practicum (teacher certificate)
Japan	English language and literature dept.; 3 years; ELT theory and practice (with 2-3 week practice teaching)
Indonesia	English dept.; 4 years (plus a 36-40 credit teacher certificate program)
Malaysia	TESL; 4 years; content, theory, pedagogy; all aspects of ELT required for secondary teachers
Philippines	Education dept. at Philippine Normal University/other normal schools; 4 years; teaching methodology and English
Singapore	National Institute of Education or the Nanyang Technological University; (graduates) 1 year/(non-graduates) 2 years; pedagogic courses, teaching practice (of the specific subject opted to specialize in mathematics, English, etc.), etc.
Thailand	Education depts. (programs in education and languages); 5 years (including one-year teaching practicum); (education majors) educational psychology, teaching methodologies, etc.; (language majors) language and literature, etc.
Vietnam	English dept. at teacher's colleges or universities; 4 years; practices in English teaching and pedagogic theories
Bangladesh	Education or English dept. of government agencies/teacher training colleges; (degree) 2 years/(diploma) 1 year; English skills, teaching methodology, practicum (for assessment), knowledge of English, pedagogic theories, etc.
India	Education depts.; 1 year; pedagogic courses, teaching methodology (TESL or teaching of English literature), practicum, computer education, special education, etc.
Iran	English dept. of teacher training universities (English language and literature and English translation dept.); 4 years; same as K
Pakistan	Education dept. and teacher training institutions; 1 year; same as K
Sri Lanka	Ministry of Education-English Unit; 2 years; same as K
Israel	(junior high school teachers) English dept. at teacher training colleges; (high school teachers) school of education (after a BA in English literature/linguistics); (junior high school teachers) 4 years; (high school teachers) 1 year after BA; (junior high school teachers) English skills, pedagogical course, English literature/ linguistics some general courses; (high school teachers) teaching method, practicum, and pedagogic theories, etc.
United Arab Emirates	Education faculty; Dept. of EE; 4 years; same as K

the Philippines, Singapore, Thailand, Bangladesh, India, and Pakistan. In Bangladesh, interestingly, the education or English department of government agencies or non-governmental organizations (NGO) offer pre-service primary English teacher training rather than a university, which is related to the fact that a university degree is not required to be a primary English teacher. Moreover, governments (e.g., the ministry of education) or government institutions provide pre-service primary English teacher training program in India, Sri Lanka, and the UAE. In the countries/regions where pre-service English teacher education is part of a regular college or university degree program, it is about 3-5 years, whereas it is shorter (3 months to 2 years) in the countries/regions where it is not part of a degree program (e.g., 3 months in Bangladesh for a primary English teacher certificate and 2 years in Sri Lanka for both primary and secondary English teachers) or part of a special degree program (e.g., 2 years for B.Ed. in the UAE for primary English teachers). Basically, all of the programs focus on pre-service teachers' development of English proficiency, teaching skills, class management skills, knowledge on pedagogical theories as well as practicum, which are basically for 'knowledge' and 'skills' in the four constituents involved in language teaching (knowledge, skills, attitude, and awareness) in the model of Larsen-Freeman (1983) and Freeman (1989). Since primary teachers teach all the subjects including English, pre-service primary English teachers also study the content of other subjects as in Korea, Singapore, and India. Unlike pre-service primary English teacher education programs, pre-service secondary English teacher education programs offer courses on English literature and linguistics, which implies that more content knowledge of English is required for secondary English teachers (e.g., Korea, China, Hong Kong, Thailand, Bangladesh, Iran, Pakistan, Israel, and the UAE).

Compared to pre-service primary and secondary English teacher education programs, most of the Asian countries/regions do not provide any specific pre-service tertiary English teacher education program (see Table 7), except for China, the Philippines, Thailand, Vietnam, and the UAE. In these five nations pre-service tertiary English teacher education programs are mainly a

TABLE 7
Pre-service Tertiary School English Teacher Education in Asia

Nation/ Region	Department/College in Charge; Frequency/Length; Program Focus
Korea	None
China	English Dept of teachers' colleges or normal universities; 4-6 years; English skills, practicum, teaching techniques, language/linguistic theories, pedagogic theories, classroom management, research methodology, etc.
Hong Kong	None
Taiwan	None
Japan	None
Indonesia	None (English dept (MA program) and educator certificate); (7 years); (pedagogical subjects in the certificate program)
Malaysia	None
Philippines	Education or English Depts.; 4 years for BA in English; 2 years for MA in English language teaching; (Using the curriculum recommended by the Commission on Higher Education) English language, teaching techniques/ methodology (i.e., a survey of different ways of teaching it) (but no practicum)
Singapore	None
Thailand	English-related depts.; 2 years for MA; 6 years for Ph.D.; varies; usually teaching methodology curriculum and assessment for MA and second language acquisition and research for Ph.D.
Vietnam	English Dept.; 4 years; Teaching methodology
Bangladesh	Not mandatory, but those who do TESL are trained in English/education dept.; 3 months to 1 year; English skills, teaching techniques, knowledge of English language, pedagogic theories, and practicum
India	None
Iran	None
Pakistan	None; the few ELT depts. and Applied Linguistics courses, which exist in the country, take into consideration the modern educational research in their curriculum
Sri Lanka	None
Israel	None
United Arab Emirates	TESOL; 2 years for MA; English skills, practicum, teaching techniques, knowledge of English, pedagogic theories, classroom management, etc.; more specialized courses in pedagogy and assessment

degree program (e.g., four years for a BA and two years for an MA) rather than a specialized training program. It is noted in the survey that tertiary English teacher programs place a focus on research besides English proficiency, practicum, knowledge of English, teaching skills, pedagogical theories, and classroom management.

In-service Teacher Education Programs

In-service primary and secondary English teacher education programs are provided and funded by national/state or regional/local governments in all of the Asian nations/regions except for the UAE, in which they are organized by an association called TESOL Arabia (see Table 8). This illustrates that in-service teacher education is a governmental way of controlling the quality of education in each nation/region. It is also sponsored by schools in some countries/regions (e.g., China, Taiwan, Indonesia, Bangladesh, India, and Pakistan) or self-funded (e.g., Hong Kong, Indonesia, and Pakistan). In the Philippines and Thailand, a variety of non-governmental (e.g., Thailand TESOL) or international agencies (e.g., the British Council) provide in-service teacher training. The time length of in-service primary or secondary English teacher training varies with programs in most of the nations/regions, for example, 2-36 hours in Singapore, 15-800 hours in Korea, and 1 month to 1 year in China. The program is provided once or twice a year (e.g., Indonesia, the Philippines, Vietnam, Sri Lanka, Israel, and the UAE), intermittently (Bangladesh), or ongoing throughout a year (e.g., Korea, Hong Kong, and Singapore). It is a required program only once or twice throughout the whole teaching years in some nations/regions (e.g., Korea), or once per year (e.g., China and Taiwan). In Japan, secondary English teachers must complete a program at their first and 10th year of teaching. In-service primary and secondary English teacher education programs mainly deal with teaching skills and English proficiency. The priority is given on the former, as it is assumed that English teachers have an adequate level of English proficiency in some nations/regions (e.g., Hong Kong and Singapore).

TABLE 8**In-service Primary, Secondary, and Tertiary English Teacher Education in Asia**

Region	Organizer/Sponsor	Frequency; Length	Program Focus
Korea	(P) Teacher training centers run by local governments or university-affiliated teacher training centers; local government-funded	(Regular programs) 180 hours (required only once, offered regularly twice a year); (special English programs) 15-800 hours (optional)	(regular programs) general subjects (e.g., physical and cognitive development of primary school students), pedagogic courses (e.g., analysis of class), primary school subjects (e.g., Korean, English, art); (special English teaching programs) English conversation, teaching techniques
	(S) Same as P	Same as P	(regular programs) English conversation, teaching skills, CALL, etc.; (special programs) conversation, co-teaching, etc.
	(T) Varies with universities	Varies with universities (e.g., one-day orientation or workshop per semester)	Teaching techniques, class management, orientation on grades, etc.
China	(P) School- or self-funded	Usually once a year; 1 month to 1 year	English proficiency, teaching skills, etc.
	(S) Same as P	Same as P	English proficiency, teaching skills, etc.
	(T) Same as P	1 month to 1 year	English proficiency, linguistic and pedagogic theories, materials development, research methodology, etc.
Hong Kong	(P) Government- or self-funded	Ongoing; 30 credit hours	Comprehensive topics in TESL
	(S) Same as P	Same as P	Same as P
Taiwan	(P) Government-, school-, publisher-funded	minimum 18 hours per year per teacher	Teaching skills, assessment, IT, teaching materials, various teaching strategies, etc.
	(S) Same as P	Same as P	Same as P
	(T) Same as P	Voluntary	Same as P
Japan	(S) Local government- or school-funded	First and 10 th year; varies	(For novice teachers) 210-hour program; (10 th year teachers) three levels according to the trainees accomplishments (Level 1, 34 hours; Level 2, 30 hours; and Level 3, 26 hours)
Indonesia	(P) Government-, school-, self-funded	Varies in length (10-60 hours)	Teaching skills and English proficiency
	(S) Same as P	Once a year; varies in length (8-100 hours)	Same as P
Malaysia	(P) Government	Depends on government	ELT topics including English proficiency courses

Region	Organizer/Sponsor	Frequency; Length	Program Focus
	(S) Same as P	Same as P	Same as P
Philippines	(P) Government/non-government and international agencies; school divisions	Once a year on the national level; programs by school divisions; 10 days (60 hours)	Teaching skills in CLT and other related topics (e.g., reading, speaking, grammar, literature, materials development); English proficiency (a favorite theme)
	(S) Same as P	Same as P	Same as P
	(T) University-funded programs; degree/non-degree programs sponsored by foreign organizations	Varies with the university (no fixed number of hours)	(INSET programs for teachers) teaching skills in CLT and other related topics (e.g., critical reading, teaching literature more productively); English proficiency (a favorite theme)
Singapore	(P) Government	Ongoing; 2-36 hours	Class management, language specific courses, etc.
	(S) Same as P	Same as P	Same as P
	(T) Same as P	Same as P	Same as P
Thailand	(P) MOE, universities, Thailand TESOL, foreign organizations	Varies; a couple of days or 10 days	Teaching methodology, English proficiency, classroom management, teaching young learners
	(S) Same as P	Same as P	Teaching methodology, English proficiency, IT, testing and assessment, etc.
	(T) Universities, Thailand TESOL, foreign organizations	Same as P	Research as professional development, writing for publication, assessment, IT, innovation in ELT
Vietnam	(P) Government	NA; 60 hours	Teaching skills
	(S) Foreign organizations	Once a year; 60 hours	Same as P
	(T) Same as S	Every 2 years (or more often)	Teaching skills, English proficiency, etc.
Bangladesh	(P) Government, school	Intermittently; 30-50 hours	Teaching skills and English proficiency
	(S) Government, schools	Intermittently; 60 hours	Teaching skills, English proficiency, classroom management
	(T) Self-funded	Intermittently; 36-60 hours	Theory, methodology, materials design, language study, etc.
India	(P) Governments, sometimes schools	2-3 months once in 5 years; 60	Nature of language and language learning, primary reading or writing

Region	Organizer/Sponsor	Frequency; Length	Program Focus
		hours (approx)	skills, material design, demonstration lessons, etc.
	(S) Governments, teachers colleges, ELT centers	3 weeks once in 5 years; 90 hours (approx)	ET (IT) materials, how to teach poetry, prose and stories, teaching listening or writing skills, evaluation, etc.
	(T) University Grants Commission, universities	2 programs of 1 month (for promotion); 120 hours (approx)	Largely genre- or subject-oriented
Iran	(P) Government	No pre-planned programs; 60 hours	Teaching skills
	(S) Same as P	Same as P	Same as P
Pakistan	(P) Government scholarship (public school teachers); self- or school-funded (private school teachers)	Varies in length (e.g., 2 years for MA, 1 year for diploma)	Teaching skills (methodology) and English proficiency
	(S) Same as P	Same as P	Same as P
	(T) Same as P	Same as P	Same as P
Sri Lanka	(P) Government	Once a year; depends on the program	Teaching skills and English proficiency
	(S) Same as P	Same as P	Same as P
	(T) University, self-funded	Depends on universities	Depends on universities
Israel	(P) MOE	Once a year; 56 hours	Teaching methodology, linguistics, literature, grammar
	(S) Same as P	Same as P	Teaching methodology, linguistics, grammar, and special focus on literature
	(T) Departmental or professional organizations	Once or twice a year	Teaching skills for EAP reading
United Arab Emirates	(P) TESOL Arabia	2 times per year; 10 hours	Teaching methodology for young learners
	(S) Same as P	Same as P	Teaching methodology
	(T) Same as P	2 times per year; 16-20 hours	Teaching methodology, assessment

In-service tertiary English teacher education programs vary across the nations/regions, as shown in Table 8. No specific training program is available in Hong Kong, Japan, Indonesia, Malaysia, and Iran. It is a university-funded program in Korea, the Philippines, Thailand, India, and Sri Lanka so that it varies with universities. On the other hand, national or regional governments (Taiwan, Singapore, and the Philippines) or non-governmental agencies (Thailand and the UAE) provide a training program. The length of the program varies from 2 hours (e.g., Korea and Singapore) to 1 year (e.g., China). It is a voluntary program in some countries/regions (e.g., Korea and Taiwan), unlike in-service primary and secondary English teacher training programs. It focuses on the development of teaching skills rather than that of English command. It places a focus on a variety of contents. For example, it includes research methodology in China and focuses on skills for teaching EAP reading in Israel.

A MODEL OF ENGLISH TEACHER DEVELOPMENT

Before a model of English teacher development is proposed, it is needed to clarify a few issues: whether teachers are professionals, whether the terms training, education, and development can be interchangeably used, and whether there are standards for English teacher qualifications in Asia and whether they are needed if not. These issues are discussed below before the model.

Teachers as Professionals

Doctors or lawyers are classified as professionals. Then, are teachers professionals? The answer is 'yes' in Ur (2002). Teachers, including EFL teachers, are members of a specific professional group sharing certain skills, knowledge and conventions (e.g., TESOL in the US, IATEFL in the UK, and Asia TEFL in Asia) which have a regular conference or publish journals or

newsletters. Teachers are professionals learning to be competent in their work (e.g., pre-service or in-service teacher training). There are standards they are expected to reach. That is why there are teacher examinations in many countries, as for EFL teacher's certificate in Asian countries. But, not all teachers are professionals. For example, there are EFL teachers who do not reach the set standards, that is, who do not have enough teaching skills or English ability to teach. Nevertheless, a significant progress has been made toward professionalism of English teachers, as stated in Ur (2002). Professionally competent teachers are "principled and knowledgeable in addition to skillful" (Pettis, 2002, p. 394). In order to reach the level of professionalism, teachers including EFL teachers need to pursue their professional development through their own work, self-learning, or institution-level training or education. This professional development needs to be understood as a long-term, ongoing continual process, as described as "a process of continual intellectual, experiential, and attitudinal growth" (Lange, 1990, p. 250). It requires personal commitment. In this study, English teacher education is viewed as an ongoing professional development process, which is the basis for a model of English teacher development proposed in the study.

Teacher Training, Development, and Education

Teacher training, teacher education, and teacher development are sometimes used as interchangeable terms. But, each of them implies different orientations. Thus, a discussion on their concepts is needed to provide a model of English teacher development.

Freeman (1982) uses 'teacher education' as a superordinate term which includes 'teacher training' and 'teacher development.' Teacher training is a knowledge-transmission process within a fixed time period with a focus on 'knowledge' and 'skills' in the four constituents involved in language teaching, while teacher development is an open-ended process with a focus on 'attitude' and 'awareness.' Freeman (1989) views these two as "two basic

educating strategies that share the same purpose: achieving change in what the teacher does and why” (p. 41).

On the other hand, ‘training’ is often differentiated from ‘education,’ as Widdowson (1983) defines training as “convergence and a reliance on established technique” and education as “divergence and a readiness to break from the confinement of prescribed practices” (Woodward, 1991, p. 141). Prabhu (1987) also differentiates two types of procedures in language education: equipping and enabling procedures. The former equips language learners “in specific ways with knowledge, skills, or patterns of behaviors that they will need later to be useful and productive,” while the latter provides language learners with “the opportunity and support necessary to realize their own potential” (Woodward, 1991, p. 141). These distinctions can be applied to foreign language teacher education, as Woodward (1991) raises the following questions: “Is it training or education that language teachers require? Is it equipping or enabling procedures that are needed?” (p. 141). Prabhu suggests enabling procedures for professional teacher development. However, two sets of terms can be applied to different levels of teacher development: training or equipping procedures for pre-service teachers and education or enabling procedures for in-service teachers.

Teacher training can also be differentiated from teacher development, as shown in Figure 1 (Woodward, 1991). As Figure 1 implies, teacher education should be viewed as a gradually evolving process, from teacher training to teacher development (though Woodward does not specifically suggest the direction). ‘Teacher development’ and ‘teacher education’ are often used interchangeably, while they are differentiated from ‘teacher training.’ As in Freeman (1982, 1989), teacher education is often used to cover teacher training and development. It can be suggested to use ‘teacher development’ for in-service or experienced teacher education and ‘teacher training’ for pre-service or inexperienced teacher education. In the study, however, teacher development is selected as a term referring to both pre-service and in-service teacher education since the process of becoming a teacher is a continued ongoing process. Pre-service teacher education programs are usually a compulsory program

FIGURE 1
Teacher Training – Teacher Development Associations
(Woodward, 1991, p. 147)

teacher training	teacher development
compulsory	voluntary
competency based	holistic
short term	long term
one-off	ongoing
temporary	continual
external agenda	internal agenda
skill/technique and knowledge based	awareness based, angled towards personal growth and the development of attitudes/insights
compulsory for entry to the profession	non-compulsory
top-down	bottom-up
product/certificate weighted means you can get a job	process weighted means you can stay interested in your job
done with experts	done with peers

to become a teacher and provided within a fixed time period (e.g., a 4-year B.Ed. program) and students are viewed as an empty mug. Thus it can be called training rather than development. However, pre-service teachers undergo gradual changes throughout the program. At the beginning they may be an empty mug; however, they may become a thinking person with their own ideas and experiences, as they are educated more and have more field experiences including practicum. Therefore, pre-service teacher education is also called teacher development in this study. The model proposed for English teacher education is called a model of English teacher development.

English Teacher Qualification Standards and Teacher Certification

The findings from the surveys on English teacher qualifications have illustrated diversity across Asian nations/regions and school levels. In most of the Asian nations/regions, it seems to be assumed that college or university degree programs and/or pre-service teacher education programs adequately educate pre-service teachers as qualified ones, though Tedick and Walker (1995) point out the problem that “course work and seat-time determine an individual’s readiness for second language teaching, rather than more global evidence of proficiency with the language and culture and competence in instructional settings” (pp. 501-502). The results of the survey have not provided the information on whether each nation/region has clear standards of English teacher qualifications like ‘Qualifications of Secondary School Teachers of Modern Foreign Languages’ (Modern Language Association) or ‘Qualifications and Guidelines’ presented by the TESOL association nor whether pre-service teachers are tested against them to receive a teacher certificate, except in Taiwan, the Philippines and Thailand, which have a government-held teacher licensure or certificate exam. A teacher certificate is issued with a college/university degree as long as graduation requirements are fulfilled in some countries/regions (e.g., in Korea and Israel). Then, a question emerges: Is it necessary to set up standards for English teacher qualifications in Asia? The answer is ‘yes’ to secure qualified English teachers, enhance the quality of English education, and help Asian learners develop their communicating skills in English, as lack of qualified teachers and standardization of teacher education or teacher trainees are noted as serious problems in English education in Asia (e.g., Koike (2007) for Japan, Sadtono (2007) for Indonesia, Raheem and Devendra (2007) for Sri Lanka, Le (2007) for Vietnam, and Gargesh (2007) for India). Furthermore, those who demonstrate as qualified against the standards should receive a teacher certificate, as teacher certification or licensure should be reformed from seat-time requirements in courses to the requirement of measurable competencies.

Then, what should the standards be like? The results of the survey have

illustrated that in most of the nations/regions the English teacher education programs basically place a focus on English proficiency, knowledge of English (including literature and linguistics) and pedagogy, teaching skills and practicum, though a variation was noted across school levels. They are basically knowledge (what to teach) and skills (how to teach) in Larsen-Freeman's constituents of teaching (1983), not including awareness and attitude. In this study, five components are suggested as common standards with a variation on their weighting and expected levels across Asian nation/regions, school levels, and years of teaching experiences (e.g., entry stage (the early stage of pre-service teacher education), developing stage (the later stage of pre-service teacher education), beginning of in-service teacher stages, and experienced teacher stage) (see Table 9).

- English skills for classroom teaching (superior, advanced, intermediate high, intermediate, intermediate low, low)
- knowledge of English and culture (superior, adequate, minimal)
- pedagogical skills and knowledge (superior, adequate, minimal)
- attitudes toward teaching, self, activities, and learners (superior, adequate, minimal)
- awareness on knowledge, skills, and attitude (superior, adequate, minimal)

Learning or teaching a language is different from learning other content areas since it involves learning or teaching it as a communication means, that is, "a vehicle for communicating content" (Tedick & Walker, 1995, p. 499) rather than 'object' such as phonology, syntax, or notions and functions (Tedick & Walker, 1995). Thus, English command must be an essential part of English teacher qualifications, as English teachers' lack of proficiency is noted as a serious problem in Bangladesh (Rahman, 2007) and Indonesia (Sadtono, 2007). It should be context-sensitive. In other words, it should be specifically adequate for actual classroom teaching performance rather than

TABLE 9
Required Levels of English Teacher Qualification Standards Across
Regions and School Levels

School Levels	ESL/EFL Context	Teacher Qualifications				
		English skills for classroom of English teaching	Knowledge of English and culture	Pedagogical skills and knowledge	Attitudes	Awareness
Primary	EFL	Intermediate high	Minimal	Adequate	Adequate	Adequate
	ESL	Advanced	Adequate	Adequate	Adequate	Adequate
Secondary	EFL	Advanced	Adequate	Adequate	Adequate	Adequate
	ESL	Superior	Adequate	Adequate	Adequate	Adequate
Tertiary	EFL	Superior	Superior	Adequate	Adequate	Adequate
	ESL	Superior	Superior	Adequate	Adequate	Adequate

just for communication with others in English, as stated in Banathy (1968). In other words, the objective-based proficiency standard should be set up, as used for primary and secondary English teachers in Hong Kong and tertiary English teachers in Thailand. Moreover, the standards of English command must vary with teaching context. For example, higher level of English proficiency should be a requisite to teacher certification in ESL context (e.g., Singapore, Malaysia, and Sri Lanka) than in EFL context (e.g., Korea, Japan, China, Indonesia, Bangladesh, and Iran). A different level of English command should also be required across school levels; for example, a higher level should be required for tertiary teachers than primary or secondary teachers. However, an adequate level of English skills should be required for primary teachers, even if they teach all school subjects.

The results of the survey on English teacher qualifications have illustrated that not much control is placed on the quality of tertiary teachers, compared to primary and secondary English teachers. Most of the Asian nations/regions do not have any required qualifications besides master or doctoral degrees in English-related majors. Even a teacher certificate is not required, except in Indonesia and Malaysia. This may be due to the fact that tertiary education is not centrally controlled in Asia, except in China (Wen & Hu, 2007). As English education places a key role in the economical and technological

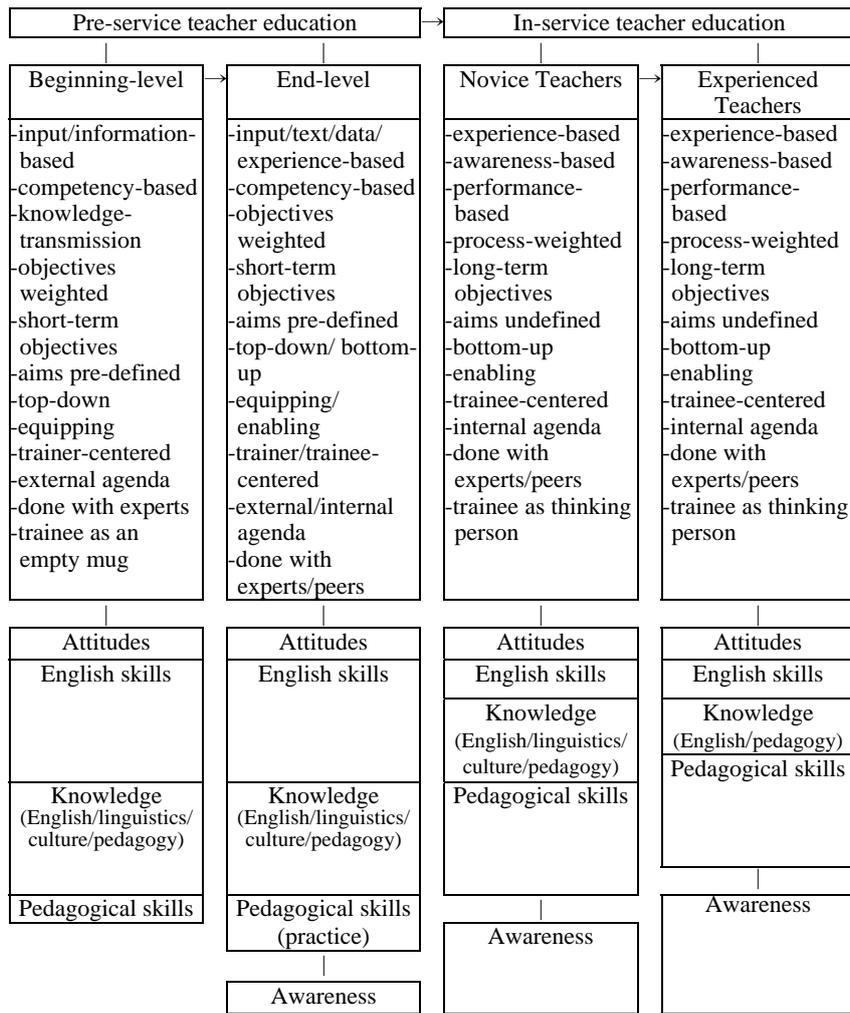
development of each Asian nation/region and the number of English-medium college/university courses gradually increases in Asia (Choi, 2007; Wen & Hu, 2007), it is needed to give a thought on setting up standards of tertiary English teacher qualifications and the provision of pre- and in-service teacher education programs.

A teacher certificate is life-long in most of Asian nations/regions and automatically issued in some Asian nations/regions as long as pre-service teacher education or seat-time requirements are fulfilled. In order to control the quality of English education and keep up with changes in pedagogy, however, teacher licensing should be renewed every 5 or 7 years, as suggested in Lange (1983), or a three-tier teacher licensing system should be adopted which was proposed by US Education Secretary Riley in 1999: “an initial license for up to 3 years for new teachers ...; a professional license ...; and a voluntary advanced license” (Shultz, 2000, p. 519). Besides, it should be considered to set up appropriate levels of competences in different standard components depending on teaching experiences.

A Model of English Teacher Development

Teachers are key to educational reforms and school improvement (Hargreaves & Fullan, 1992) so that qualified English teachers are needed for the improvement of English education and the implementation of any innovations in Asia (Chew, 2007; Choi, 2007; Raheem, 2004; Raheem & Devendra, 2007). As discussed before, teacher development should be an ongoing process which requires personal commitment. Figure 2 is a model of progressive professional development of English teachers which integrate a top-down and bottom-up approach to teacher education, and integrate competency- and performance-based teacher education (Maley, 1987). It illustrates a variation across developmental stages. The weighting of different components of teacher development is illustrated in their size across the stages. As illustrated in Figure 2, teacher attitudes are important throughout

FIGURE 2
A Model of English Teacher Development in Asia



all the stages. The weighting of English skills, knowledge, pedagogical skills, and awareness varies with the stages.

At the beginning stage, pre-service English teachers are trained to acquire an adequate level of English command and knowledge of English, culture and pedagogy with some microteaching practice. Thus, it is fundamentally a knowledge-transmission stage of training with predefined aims and objectives which is top-down and trainer-centered, and in which trainees are viewed as an empty mug.

The second stage is the second part of pre-service teacher education. This stage is integrated with more practice/experiences before trainees become a real teacher, as American foreign language teachers pointed out a necessity of longer practical teaching experience including pre-student-teaching field experiences and longer student teaching internships (Cooper, 2004). In this study, the stage is viewed as a transition stage from top-down to bottom-up, competency-based to performance-based, external agenda to internal agenda, and trainer-centered to trainee-centered. Thus, pre-service teachers raise their awareness on knowledge, skills, and attitudes towards teaching, and do some reflection on their qualifications as English teachers.

The third stage is in-service teacher education for novice teachers, which is a transition stage from objectives-weighted to process-weighted. It is a stage for upgrading teaching skills based on real classroom teaching experiences. It is also a stage in which received knowledge from pre-service education is interacted with experiential knowledge acquired through teaching. As shown in Figure 2, teacher awareness on knowledge, skills, and attitude plays a more essential role for professional development from this stage.

The last stage is a continual ongoing process-weighted stage. The key is the teacher's internal agenda. But, teachers' English skills should not be ignored even at this stage, since they are the content of English class (Tedick & Walker, 1995).

Figure 2 does not illustrate variations across Asian nations/regions or school levels. As discussed before, a common model like Figure 2 can be proposed for Asia and other areas; however, it should be context-sensitive. In other words, it should be adapted for different needs of teachers across nations/regions and school levels, as they progress through the developmental stages.

CONCLUSION

The survey on English teacher qualifications and pre- and in-service teacher education programs in Asia has illustrated commonality and variations among Asian nations/regions. Each nation/region has required qualifications for English teachers across school levels; however, control on the quality of teachers does not seem systematic and it is not clear whether pre- and in-service teacher education programs actually educate pre- and in-service teachers as professionals. Thus, it is suggested that each Asian nation/region should set up context-sensitive standards of teacher qualifications across school levels and construct a way of testing/assessing pre- and in-service teachers against these standards for teacher certification or licensure and renewal of teacher certificate, which should be both competence- and performance-based. It is not easy to establish the standards, but what is more difficult is devising valid and reliable measures of them. This calls for great efforts, professional consensus, and school-based research, as Schulz (2000) notes the need for “researching and defining essential teacher behaviors and performance skills, and for formal assessment of teacher competences as prerequisite for certification and licensing” (pp. 517-518). Thus, it is suggested here that Asian ELT specialists cooperate to set up a standardized test/formal assessment which permits variations in nations/ regions (including national curriculum), school levels, and teacher developmental stages (multiple levels of professional licensing). Further empirical research is also needed on English teacher education in Asia to validate the model suggested in the study. As the lack of empirical research on teacher education is noted (Watzke, 2007) and the problem of foreign language educational policies which are not empirically based is noted in Korea (Choi, 2007) and Vietnam (Le, 2007), more empirical research is required to standardize qualifications of English teachers in Asia and their education programs.

THE AUTHOR

Yeon Hee Choi is currently professor of English Education at Ewha Womans University in Seoul, Korea. She received her Ph.D. in Applied Linguistics from the University of Illinois at Urbana-Champaign. Her primary interests include discourse analysis and TESL/TEFL (reading and writing). She has published books on English language teaching and a number of articles on L2 reading and writing.

Email: yhchoi@ewha.ac.kr

Hyo Woong Lee is professor of English Language & Literature Department at Korea Maritime University, Korea. He received his Ph.D. in English Education from Kyungbuk National University. He founded Asia TEFL (The Asian Association of Teachers of English as a Foreign Language) on March 15, 2003. He is president of Asia TEFL. He was president of KATE (Korea Association of Teachers of English) and PKETA (Pan-Korea English Teachers Association). He is mainly interested in language learning motivation and strategies and effective English teachers. He has published a number of articles on those areas.

Email: hwlee@hhu.ac.kr

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