

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE IMPLEMENTATION OF IN-SERVICE TRAINING FOR
ENGLISH AS A FOREIGN LANGUAGE TEACHERS (EFL) IN
UNIVERSITIES IN YINCHUAN**

WANG YANG



UUM
Universiti Utara Malaysia

**MASTER OF SCIENCE (EDUCATIONAL MANAGEMENT)
UNIVERSITI UTARA MALAYSIA
2018**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

WANG YANG

calon untuk Ijazah
(candidate for the degree of)

MASTER OF SCIENCE (EDUCATIONAL MANAGEMENT)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**"THE IMPLEMENTATION OF IN-SERVICE TRAINING FOR ENGLISH AS A FOREIGN LANGUAGE
TEACHERS (EFL) IN UNIVERSITIES IN YINCHUAN"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **08 Januari 2018.**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:
January 08, 2018.*

Pengerusi Viva:
(Chairman for VIVA)

Assoc. Prof. Dr. Arumugam s/o Raman

Tandatangan
(Signature)

Pemeriksa Luar:
(External Examiner)

Assoc. Prof. Dr. Aziah Ismail

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Dr. Mohd Hilmi Hamzah

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Prof. Dr. Arsaythamby a/l Veloo

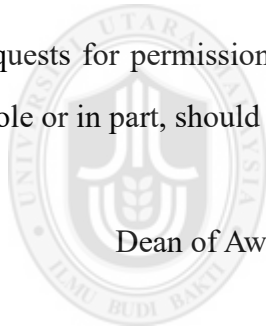
Tandatangan
(Signature)

Tarikh:
(Date) **January 08, 2018**

Permission to Use

In presenting this thesis in fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia. I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Science. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



Dean of Awang Had Salleh Graduate School of Arts and Sciences
Universiti Utara Malaysia
UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

Abstrak

Di peringkat antarabangsa termasuk China, latihan dalam perkhidmatan dalam kalangan guru EFL tidak mendapat perhatian yang lebih di peringkat universiti dan jarang mempertimbangkan keperluan dan keberkesanan latihan dalam perkhidmatan. Tujuan kajian ini adalah untuk menentukan faktor mana yang menjadi ramalan antara Kurikulum, Amalan, dan Latihan dalam perkhidmatan. Kajian ini juga meneroka kepercayaan guru-guru EFL dan isu-isu yang berkaitan dengan latihan dalam perkhidmatan untuk guru EFL di universiti-universiti di Yinchuan. Kajian ini menggunakan pendekatan kaedah campuran; Data kuantitatif dikumpulkan daripada 128 guru EFL yang dipilih melalui teknik pensampelan tujuan menggunakan instrument tinjauan dalam talian, manakala lapan guru universiti EFL dipilih secara sengaja untuk temu bual menggunakan soalan separa berstruktur. Hasilnya juga menunjukkan bahawa terdapat hubungan positif antara Kurikulum, Latihan dalam perkhidmatan dan keberkesanan latihan dalam perkhidmatan untuk guru EFL. Tiada hubungan antara Latihan dalam perkhidmatan dan keberkesanan latihan dalam perkhidmatan untuk guru EFL. Kajian ini juga mendapati bahawa latihan dalam perkhidmatan harus mempertimbangkan keperluan guru EFL, memberi tumpuan kepada pengetahuan kandungan sunjek dan pedagogi, mengubah latihan tradisional kepada cara latihan reflektif, dan juga memberi lebih banyak peluang latihan untuk guru EFL di universiti di Yinchuan. Tujuan utama latihan haruslah membina keyakinan guru EFL, dan menjadikan mereka lebih banyak nafsu untuk mengajar bahasa Inggeris. Kajian ini menyumbang untuk menyokong teori teori pengetahuan guru Shuman dan amalan reflektif Wallace, serta menyumbang kepada bidang latihan guru EFL dalam kualiti pengurusan dan bagaimana membina keberkesanan latihan dalam perkhidmatan untuk guru EFL di peringkat universiti Yinchuan, juga menyumbang kepada kaedah campuran yang digunakan dalam bidang ini.

Kata Kunci: Latihan dalam perkhidmatan, Guru EFL, Kurikulum, Amalan, Aktiviti, kepercayaan guru EFL

Abstract

Previous studies showed that the in-service training for EFL teachers did not draw much attention at university level in China. The EFL teacher's needs, the curriculum designs, the implement of reflective practice, and training activities were rarely considered in service training. Therefore, the purpose of this study is to determine the curriculum, reflective practice, and activities of in-service training, which are the predictors in-service training for EFL teachers as well as to investigate the teachers' beliefs and the issues related to in-service training in universities in Yinchuan, China. In addition, mix-method approach was employed in this study. 128 EFL teachers were selected through a systematic sampling technique, using the on-line survey instrument in quantitative data collection; on the other hand, eight university's EFL teachers were selected for interviews, using semi-structured questions in qualitative data collection. The results showed that the curriculum, reflective practice were the predictors of in-service training. Activities of in-service training was not the predictor of in-service training. It also found that in-service training should consider the needs of EFL teachers, focusing on subject and pedagogical content knowledge, transforming the traditional training into the reflective training way, and providing more training opportunities to EFL teachers. Interviewees showed that the key purpose of training was to build up the confidence of EFL teachers to teach English. The main issue was that no department was in charge of the in-service training in universities in Yinchuan. Finally, this study contributed to supporting Shuman's theory of teacher knowledge and Wallace's reflective practice as well as contributed to building the effectiveness of in-service training for EFL teachers in universities in Yinchuan, and providing new insights, using mix-method applied in this field.

Keywords: In-service training, EFL teacher, Curriculum, Reflective Practice, Activities

Acknowledgement

All praises be unto God for his unending love in leading me through this incredible academic journey and this work cannot be accomplished without the support from so many people and to each I express appreciation.

First and foremost, I specially wish to express my appreciation to my supervisor, Prof. Dr. Arsaythamby Veloo for unfailing confidence and guidance, wise counsel, boundless encouragement, mentoring and unflagging support throughout the thesis process. You are indeed a bunch of blessing and your countless suggestions, dedication, time, interest, and standards of excellence has made this thesis a successful one. May God reward your good work.

My appreciation also goes to the panel for my proposal defence. I wish to acknowledge Dr. Abdul Halim Panel, Dr. Ismail Hussein Amzat, Dr. Khaliza Saidin and all other members of staff of School of Education and Modern Languages for their support throughout my study period. I want to thank Prof. Li Yuhong and Prof. Melisa from the Foreign Language Department, Ningxia University; for their expertise during the development of the instrument used for data collection.

A special appreciation to the management of Yinchuan University, for granting me study leave throughout my Master Programme and to all the members of staff of the Faculty of Foreign Language School, for their support and encouragement.

To my husband, Yang Tao and my parents, Mr & Mrs. Wang thank you for being supportive to my family. I appreciate all my family members, in-laws, friends, colleagues at UUM whose name are too numerous to be listed here. Thank you and God bless you all!

Table of Contents

Permission to Use.....	ii
Abstrak.....	iii
Abstract.....	iv
Acknowledgement.....	v
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
List of Appendices.....	xi
List of Abbreviations.....	xii
CHAPTER ONE INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the Problem.....	3
1.3 Research Objectives.....	7
1.4 Research Questions.....	7
1.5 Hypotheses of Study.....	8
1.6 Conceptual Framework.....	9
1.7 Significance of the Study.....	11
1.8 Operational Definition.....	13
1.9 Summary.....	16
CHAPTER TWO LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 The concepts of in-service training for EFL teachers.....	18
2.3 Review of in-service training for EFL teachers	20
2.4 In-service training for EFL teachers in China.....	25
2.5 In-service training Model for EFL teachers.....	29
2.6 Theories.....	31
2.6.1 Shulman's theory.....	32

2.6.2 Wallace’s theory.....	33
2.6.3 Foord’s theory.....	34
2.7 The Curriculum of in-service training for EFL teachers.....	36
2.8 The Reflective practice of in-service training for EFL teachers.....	44
2.9 The Activities of in-service training for EFL teachers.....	47
2.10 Teachers’ beliefs toward in-service training for EFL teachers.....	54
2.11 The issues of the In-service training for EFL teachers.....	60
2.12 Summary.....	64
CHAPTER THREE RESEARCH METHODOLOGY.....	66
3.1 Introduction.....	66
3.2 Research Design.....	66
3.3 Quantitative method.....	67
3.3.1 Population and sampling.....	69
3.3.2 Instrument.....	70
3.3.3 Pilot Test.....	73
3.3.4 Factor Analysis.....	76
3.3.5 Data collection.....	80
3.3.6 Data Analysis.....	81
3.4 Qualitative method.....	82
3.4.1 Participants and Sampling.....	82
3.4.2 Data Collection.....	84
3.4.3. Data Analysis.....	86
3.5 Summary.....	88
CHAPTER FOUR FINDINGS.....	89
4.1 Introduction.....	89
4.2 Quantitative Findings.....	89
4.3 Qualitative Findings.....	94
4.3.1 Curriculum of in-service training for EFL teachers.....	94

4.3.2 Practice of in-service training for EFL teachers.....	104
4.3.3 Activities of in-service training for EFL teachers.....	107
4.3.4 EFL teachers' beliefs for in-service training.....	119
4.3.5 The issues of In-Service training for EFL teachers.....	131
4.4 Summary.....	138
CHAPTER FIVE DISCUSSION AND CONCLUSION.....	139
5.1 Introduction.....	139
5.2 Research Summary.....	139
5.3 Discussion of Findings.....	145
5.4 Implications of the Study.....	153
5.4.1 Practical Implication.....	153
5.4.2 Empirical Implication.....	155
5.4.3 Theoretical Implication.....	156
5.5 Limitations of Study.....	158
5.6 Future Research.....	159
5.7. Summary.....	160
REFERENCES.....	161

List of Tables

Table 3.1 Population and Sampling.....	70
Table 3.2 Total items for each Dimension & Questionnaire Sources.....	71
Table 3.3 Reliability analysis for Views about the In-Service Programs Questionnaire predictors.....	76
Table 3.4 Factor loading for the Curriculum	77
Table 3.5 Factor loading for the Reflective Practice	78
Table 3.6 Factor loading for the Activities.....	79
Table 3.7 Factor loading for the Training factor.....	80
Table 3.8 The Basic information for Participants in Yinchuan University.....	84
Table 4.1 Regression result between Curriculum, Reflective Practice, Activities and In-service training for EFL teachers.....	93



UUM
Universiti Utara Malaysia

List of Figures

Figure 1.1 Conceptual Framework.....	10
Figure 2.1 Shulman’s theory.....	32
Figure 2.2 Wallace’s theory.....	33
Figure 2.3 Foord’s theory.....	34
Figure 4.1 Regression Standardized Residual.....	90
Figure 4.2 Scatterplot of standardized residual against predicted value.....	91
Figure 4.3 Normal probability plot of regression standardized residuals.....	92



UUM
Universiti Utara Malaysia

List of Appendices

Appendix A Research Questionnaire (English Version)	172
Appendix B Research Questionnaire (Chinese Version)	179
Appendix C Evidences of Validated Instrument.....	188
Appendix D Research Interview Protocol	195
Appendix E Sample of Transcribed Interview.....	198
Appendix F SPSS Output.....	205



List of Abbreviations

EFL	English as a Foreign Language
MOE	China's Ministry of Education
EURYDICE	Education Information Network in the European Union
TESOL	Teaching English to Speakers of Other Languages



CHAPTER ONE

INTRODUCTION

1.1. Background

The challenges that the 21st-century poses to college students, are globalization, competitiveness, communication and information technologies. These collectively demand that they develop a higher proficiency in English in order to have access to better opportunities in the labor market (Cubillo, Ramírez,& Gaubil, 2015). At the same time, the continuation of China's reform and opening-up policy, has led to a great increase in the political, economic, diplomatic, and cultural exchanges between China and other countries (Liu, 2015)

In a macro-level, the “One Belt and One Road” which refers to the Silk Road Economic Belt and the 21st-Century Maritime Silk Road policies mentioned by President Xi, are responses to these challenges and opportunities. Similarly, in order to fulfill the implementation of the Western China Development strategy in Ningxia Hui Autonomous Region, the “China-Arab States Economic and Trade Forum” is held by the Ningxia government every two years. Given this backdrop of increased globalization, ‘English’ has been declared an issue of national interest in China, especially for the Yinchuan city, Ningxia Hui Autonomous Region, started in 2008.

Therefore, university students are encouraged and pressured to achieve higher levels

of English before graduation. Such requirements made the Universities in China face new challenges related to the reform of EFL (English as a foreign language) Teaching, the changing of EFL teachers' role, the designing of in-service training, and the professional development for EFL teachers (Yu, 2013) are, but a new reforms is pressuring on EFL teachers in universities to increase and improve their English proficiency; in developing their professional knowledge and skills on how to teach English effectively. Hence, the in-service training for EFL teachers becomes more essential than ever in the university system in China. (Chen, Yang & Li, 2013)

In addition, China's Ministry of Education (MOE) structured their in-service training system like a pyramid. At the top of the pyramid, the MOE is in charge of policy making, macro management, and state-level senior teacher training projects. Provincial Education Commissions, under the MOE's supervision, carry out similar functions. Otherwise, universities implemented the school-based training for their teachers specifically, which is similar under the supervision of Provincial Education Commissions. Due to the demand for teacher training, the former closed pyramid system has to be more open (Chen, Yang & Li, 2013).

1.2. Statement of the Problem

The in-service training system for EFL teachers, focus on continuing development of EFL teachers who are already working full-time. It aimed first at improving the teachers' English proficiency and teaching methodology, and then at tackling the ultimate goal of a more proficient student population (Cubillo, Ramírez, & Gaubil, 2015). EFL teachers today, need to take on many responsibilities, such as to handling the diversity in the classrooms, incorporating the needs of individuals of different backgrounds, and armed with an efficient use of technologies, and equipped with constant knowledge and new learning methods (Johnson, 2016). Therefore, in-service training opportunities can be of great help in mitigating the gap in building in high-quality EFL teachers (Altan, 2016). However, according to Farrell, (2016) studies, he mentioned more in-service training did not fulfil demands of EFL teachers, lack of improving the planning of in-service training for teacher self-development needs, because a more inclusive planning process will lead to more effective transfer of knowledge and skills in in-service training.

In China, the system of in-service training was arranged by the MOE. According to Xu, Zhang and Xu (2012), had mentioned there were many departments in charge of in-service training, the MOE, the local education bureaus, the publishers and the universities. Similarly, Pawan, Fan, and Miao (2017) stated, in-service training based on MOE were more diversified which appeared that MOE was the main department to design the policies and regulations. The publisher's companies were responsible

for disciplinary knowledge, and school-based training models were commonly implemented by university system. It has made the in-service training only focusing on General Knowledge for all general college teachers, with no special and specific training referral to subject content knowledge and pedagogical content knowledge for EFL teachers. Moreover, Zhao (2015) and Pawan and Yuan (2017) argued, pedagogical training based on EFL teaching in the universities system is insufficient. Therefore, lacking the reasonable training curriculum designed for EFL teachers becomes the main issue among in-service training in the university system. These shortfalls have an impact on improving the EFL language proficiency and teaching skills for EFL teachers, as well as may cause a decline in English teaching and learning.

Additionally, English teaching neglects the reflective practice phenomenon, which was very common in universities in China now (Liu, 2015). According to Pawan (2016) report, there were about 1,126,696 (Decision of the CCCP, 2014) Chinese ELTs, approximately 400 million Chinese are studying English. The faculty to student ratio comes to about 1 ELT for each 400 students. It indicated that EFL teachers in China had more teaching workload than other countries, especially in the university level. According to Liu (2015), overload situation had led to both EFL teachers rarely to consider the real needs of students and neglect the reflective practice in English teaching. However, Akbari (2007) stresses the importance of reflection practice which can make the better learning and more efficient teacher

performance. Similarly, Chiang (2008) and Liu (2015) stated that the in-service training programs should provide EFL teachers with opportunities in order to develop reflective practice. In fact, the importance of reflective practice among the in-service training still were not pay more attention by the EFL teachers and administrator in university level in China (Pawan, Fan, & Miao, 2017).

According to Zhao (2015), the school-based training model was the main type of in-service training in the university system in China. The activities of in-service training for EFL teachers only had three ways to fulfil their professional developments, which is getting a master or PhD candidate, who participates in the special training of English teachers organized by some domestic organizations, who selects excellent English teachers to study abroad. In addition, Pawan and Yuan (2017) mentioned, much of the in-service EFL teacher professional development was school-based and involved working in “jiaoyanzu” groups. (jiaoyanzu is translated from Mandarin as “teacher research groups,” which are defined primarily by peer mentoring activities in all aspects of teaching). Those three types and activities of in-service training were very insufficient and also could not cover the huge population of EFL teachers, especially, in the university level. In addition, Pei, Pawan, and Jin, (2017) , mentioned, the training opportunities were very limited for a huge workforce of EFL teachers in China. Those researches revealed that the activities of in-service training in universities were deficient, and still problematic.

In relation to this category, these problems have caused the in-service EFL teacher

training to become more insufficient and less effective, ultimately unable to achieve its stated goals. Thus, educators are now conducting research to determine the best ways to revitalize in-service training for EFL teachers around the world. While, there are some studies on the in-service training programs in China, few focus specifically on the ‘northwest’ context and environment of China's colleges and universities. Little is known about the curriculum, reflective practice, activities of the in-service training and the in-service training for EFL teachers in this region, and even less is known about the EFL teachers’ beliefs towards the in-service training and the issues relating to the in-service training for this region.

With this background, this research will accomplish it within the context of Yinchuan city, Ningxia Hui Autonomous Region, China, as an example of the northwestern regional context in China. It is the researcher’s hope that these findings will prove useful for the administration and leader of the Human Resource Department to create the reasonable and efficient in-service training models for EFL teacher in university in Yinchuan.

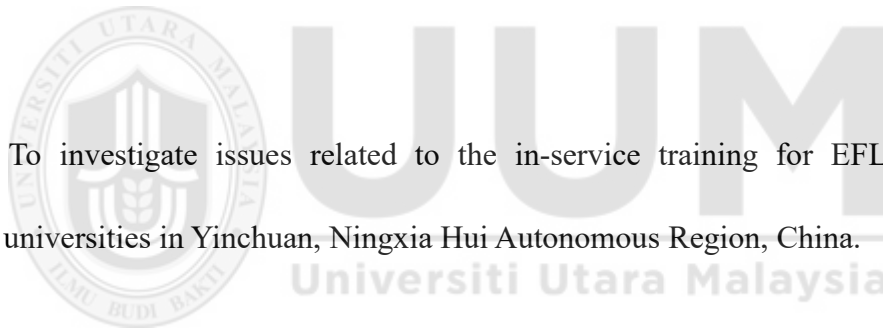
1.3. Research Objectives

The research objectives, formulated as guidelines for the study, are as follows.

- i. To determine which of the three aspects of Curriculum, Practice, and Activities of in-service training are predictors of in-service training for EFL teacher in universities in Yinchuan city, Ningxia Hui Autonomous Region, China.

- ii. To investigate the EFL teachers' belief towards in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China.

- iii. To investigate issues related to the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China.



1.4. Research Questions

The research questions formulated as guidelines for all further enquire, are as follows:

- i. Which aspects in Curriculum, Practice, and Activities of in-service training are predictors of in-service training for EFL teacher in universities in Yinchuan, Ningxia Hui Autonomous Region, China?

ii. What are the beliefs of EFL teacher toward in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China?

ii. What are the issues of the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China?

1.5. Hypotheses of Study

Based on the past empirical studies reviewed for this study, as well as the researchers' personal experiences, the following alternative hypotheses were articulated:

HA1. Curriculum of in-service training is a significant predictor among the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China.

HA2. Reflective Practice of in-service training is a significant predictor among the in-service training for EFL teachers in universities in Yinchuan Ningxia Hui Autonomous Region, China.

HA3. Activity of in-service training is a significant predictor among the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China.

1.6. Conceptual Framework

Figure 1.1 is a conceptual framework for this study; this framework is based on the Shulman's theory of teacher knowledge, Wallace's theory of reflective practice, and Foord's theory of activities. According to the China's Ministry of Education (MOE), the national policy requires that the in-service training for EFL teacher can be divided into three module which are Curriculum, Reflective Practice, and Activities (Chen, 2013). Curriculum includes 3 dimensions such as, Subject content knowledge, Pedagogical content knowledge, and General content knowledge. Subject content knowledge refers to knowledge that can enhance the competence of teachers' English capability, research skills and academic proficiency. Pedagogical content knowledge is knowledge used by teachers, to make the content of their instruction relevant and accessible to the student. General content knowledge emphasizes scientific spirit, human qualities, and a synthesis of knowledge with a focus on career planning, political character, history and so on (Johnson, 2009). Reflective practice refers generally to the use of critical analysis process for learning and teaching English, thus encouraging teachers to take responsibilities for their teaching plans and strategies and to work on self-improvement (Korthagen, 1993).

Activities' refers to in-service training opportunities and training programs. There are five different kinds of these activities': Qualifying programs, General programs, Job refresher programs, Special programs, and Overseas programs. All the programs are

designed to be offered to EFL teachers in the university. Qualifying programs are designed to train novice EFL teachers in order to obtain qualification to teach. General programs are designed to improve and update current EFL teachers' knowledge due to the rapidly advancing technologies in their fields. Job refresher programs are designed to refresh professional skills needed by EFL teachers. Special programs are designed to send the EFL teachers to a higher language study in universities, institutions or research organization for one or two semesters, in order to conduct EFL teaching and learning, improving their research competence or gain an advanced degree as part of their professional development. Finally, overseas programs are designed for excellent EFL teachers who are selected and sent overseas for a period or study, similar to special programs (Guan, 2011, Chen, 2013, Liu, 2015, Zhao, 2015). Figure. 1.1. Conceptual Framework

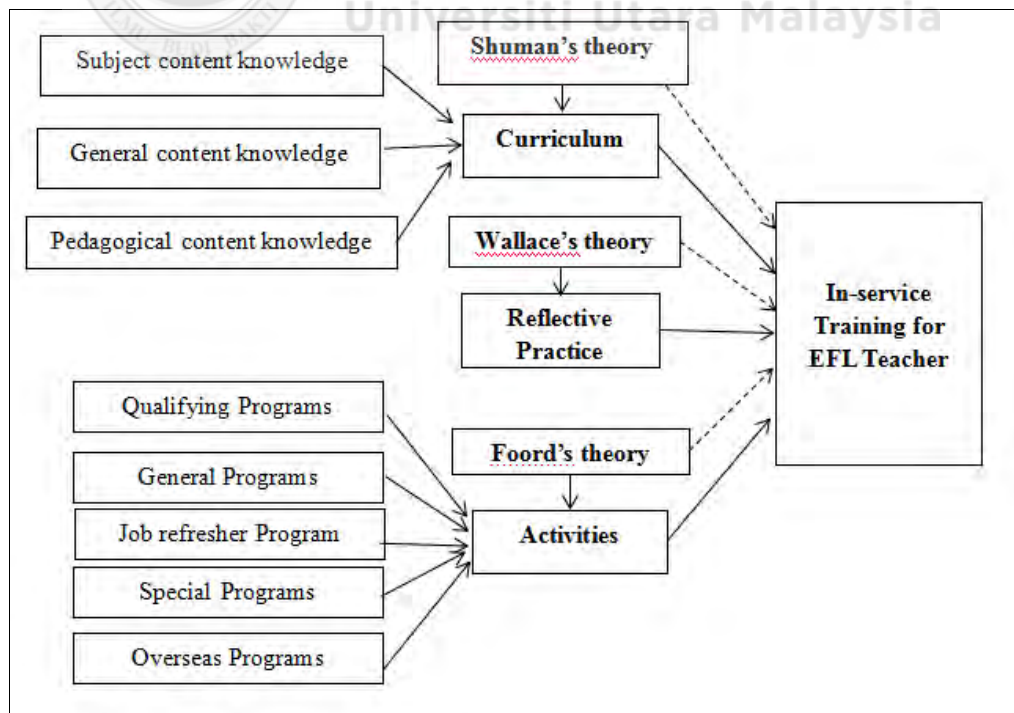


Figure. 1.1. Conceptual Framework

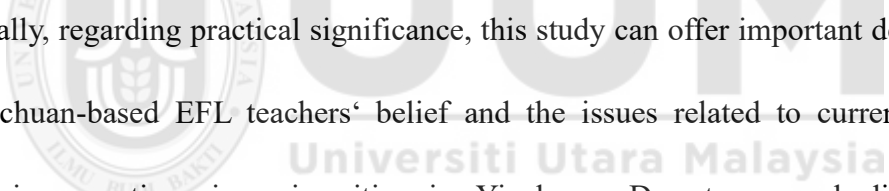
1.7. Significance of the Study

At present, in the modern educational systems in the world, in-service training is no longer seen as a remedy for deficiencies in EFL teaching, but rather is considered as long-term, continuing education. In many countries, it is recognized as a part of lifelong learning process. With the rapid development of societies and technologies, it is important and necessary for EFL teachers to maintain or improve their competence that they have acquired from a lifelong learning process (Chen, 2013).

In general, the purpose of in-service training for EFL teachers is to improve students' English performance and proficiency by enhancing the competence and skills of the EFL teachers (Casey& Grosso, 2013). This study makes a contribution to the field of higher education by providing descriptive analysis on the current state of in-service training for EFL teachers in the university system in Yinchuan, Ningxia, China.

Through this study, scholars and teachers can better understand the three areas of in-service training, as defined by the MOE curriculum, practice, activities and the in-service training for EFL teachers. It can further help the administrators and leaders in various universities to create reasonable, efficient, and effective in-service training models for EFL teachers at the university level, and it can help EFL teacher to understand the importance of the training for their own professional development.

Regarding theoretical significance, this study is based on Shulman's theory of teacher knowledge, Wallace's theory of reflective practice, and Foord's theory of activities. This thesis can enrich and develop the relevant theories by determining which aspects are predictors of in-service training for EFL teachers of the three types listed by the MOE—in the Yinchuan city university system. As in-service EFL teachers' training can offer teachers development and improvement for their professional skills, most EFL teachers deeply recognizes impact in-service training can have on their careers (Chen, 2013). This study can further deepen our understanding of the ways in which in-service training can lead to positive or negative outcomes for teachers.



Finally, regarding practical significance, this study can offer important description of Yinchuan-based EFL teachers' belief and the issues related to current in-service training practices in universities in Yinchuan. Due to several difficulties in implementation of the in-service training, most EFL teachers based in Yinchuan are not enthusiastic or willing to participate in various programs that are offered. This is because most of the programs lack relevant practical theory to the teachers' contexts. In order to strengthen in-service training for EFL teachers based on curriculum, reflective practice, and activities, the study of improving teacher's quality is important and needs to relate research to provide certain guidance and reference. These insights can help teachers, administrators, and scholars to design more effective in-service training models, to better meet the needs of EFL teachers in Yinchuan.

1.8 Operational Definition

1.8.1 In-service Training

In-service training is a variety of activities and practices in which teachers become involved in broadening their knowledge, improve their skills and ability to assess and develop their professional approaches.‘ It was defined by the Education Information Network in the European Union (EURYDICE)

1.8.2 EFL teacher

The teacher who teaches the English as a Foreign Language (EFL)

1.8.3 Curriculum of in-service training for EFL teacher

The curriculum is an organized plan or set of standards for learning outcomes that defines the content to be learned in terms of clear, definable standards of what the in-service teachers should know and be able to do. In this study, the Curriculum related to the training content knowledge are divided into General content knowledge, Subject content knowledge, and Pedagogical content knowledge.

1.8.4 General content knowledge

In this study, the general content knowledge is related to knowledge; is a wide range

of subjects, focusing on political character knowledge, historical knowledge, and career planning. It also emphasizes on the human qualities, a scientific spirit, computer skills and a synthesis of other knowledge.

1.8.5 Subject content knowledge

The Subject content knowledge is referred to emphasize on enhancing or improving the quality of the English teacher in consolidating and strengthening the comprehensive academic level. Lee Shulman was the first person to describe the idea of subject content knowledge. In this study, it is related to the English language proficiency.

1.8.6 Pedagogical content knowledge

Pedagogical content knowledge refers to the English language teaching methods, skills and strategies.

1.8.7 Reflective practice

Reflective practice related to the practice of in-service training which offers the training to improve the EFL teacher's capacity to reflect on action and to engage in a process of continuous learning and teaching.

1.8.8 Activities of in-service training for EFL teacher

The word activities, as used in this study are referred to the different training programs that are provided in the workplace or by the government.

1.8.9 Qualifying programs

Qualifying programs: are designed to train candidates to become the qualified EFL teacher. The programs address the language learner who needs to get the certification as a qualified EFL teacher, especially for the novice EFL teacher.

1.8.10 General programs

General programs related to the one training activity which is designed to enhance teachers' knowledge of liberal arts and update their knowledge a rapidly advancing field like science and technology.

1.8.11 Job refresher programs

Job refresher programs relates to the one training activities which are designed to consolidate the professional skills of an English teacher, the training content focuses on the English proficiency and teaching skills. Usually these activities are offered by the Press or Publish Company in China.

1.8.12 Special programs

Special programs is the one training program which involves sending the trainee to a higher educational institution, research organization, or the higher language study universities for a short or long visit or study, to conduct researches or language teaching and gain an advanced degree on professional development.

1.8.13 Overseas programs

Overseas programs are the similar training program with special programs; except that the trainees go overseas for a period of a few days to a few years. This programs usually is provided by the government in China.

1.9. Summary

In this chapter, the researcher offers an overview of the thesis at hand. Research is conducted based on the rising importance of in-service training for EFL teachers around the world. This chapter further describes the attention given to the three factors on Curriculum, Reflective Practice, and Activities in the Chinese university system, as each comprises part of the in-service training options offered to EFL teachers and EFL teachers' belief towards in-service training and the issues that currently face in-service training.

Improving the quality of English teaching and promoting the EFL teacher professional development in universities in Yinchuan city is the purpose of this study. This thesis, may aid in the ultimate goal of enhancing the quality of EFL teaching in Yinchuan and assists students in obtaining a high-level for English language proficiency. The central problem which serves as the focus of this thesis is discussed, and narrated research objectives, research questions, and the research framework were stated. Finally, a discussion of limitations and a list of the definitions of terms are also included.



CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This segment presents a review of past studies on in-service training for EFL teacher. It includes the concepts of in-service training for EFL teachers, in-service training models, theories, the curriculum, reflective practice, and activities of in-service training for EFL teacher, also includes the EFL teacher's beliefs towards the in-service training, and the issues related to in-service training.

2.2. The concepts of in-service training for EFL teachers

The in-service training is a form of teacher education relating to the teaching of teachers in a particular subject or activities. Based on Perron (1991) claimed that the Education Information Network in the European Union (EURYDICE) defines in-service training as "a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach." Similarly, Saiti and Saitis (2006) had shown that in-service teacher training is an organized activity to improve the performance of all EFL teachers. Finally, Altan (2016), mentioned that in-service training is considered to be a deficit model and is usually associated with assumption that people in authority should provide teachers with information or skills.

In relation to this category, in-service training for EFL teacher is a lifelong learning process after teachers had received certification in English teaching and had worked

in a professional position. It is also an effective approach to increase the skills, knowledge, and raise positive attitudes or beliefs of EFL teachers through the in-service teacher training (Locke, 1984). Similarly, Sapp (1996) defined; in-service EFL teacher training is the term under the heading of Professional Development. Through the in-service training, it will be the improvement of EFL teachers' knowledge and it also becomes a key factor in influencing the EFL teachers' professional development. In addition, Bezzina (2006) stated, EFL teacher training deals with enhancing skills and knowledge for EFL teachers, fulfilling the occupational role development of EFL teacher, as well as enabling the EFL teachers to teach more effectively.

Moreover, the purpose of in-service training is to improve teachers' performance in classroom through a designed methodology. The training goals can be the identification of students' behavior problems or to enhance English learning capabilities (Bolam, 1981). Aubrey (1986) pointed out; in-services teacher training provides strategies for teachers that can easily be implemented in practice teaching methods. Therefore, Freeman (2002) argued, EFL teacher training should build the specific EFL learning and teaching skills: such as of how to plan the English teaching or how to teach listening or speaking skills, etc., on the other hand, it needs to focus on the individual teacher---reflection thus change the current situation that will lead to a better performance of their EFL teaching, achieving personal and professional growth. The training should also address a certain immediate need that is helping the

EFL teacher to build up their confidence in English teaching. Finally, in order to enhance their abilities and more effective teaching, teachers should participate in the in-service training. The result will be a more competent teacher and a better the quality of the student learning.

2.3. Review of in-service training for EFL teachers

Teacher training began in Germany in the first decade of the 18th century (Harish Bansal, 2007). It has mainly and rapidly developed in the latest decades. In fact, the purpose of the teacher training was providing the opportunity to teachers who trained both theoretically and practically. It is an emphasis on the subjects of instructions and the teaching methods (Dutto, 2003).

However, currently English language teacher training and education had many factors and originated from the theory and practice of general teacher education (JoAnn, 2000). The general knowledge educational theory and practice has a strong impact on the direction of in-service EFL teacher training with more focuses on practical experiences of English teaching, such as the practice of classroom-centered with English teaching, observations, EFL teacher research, English curriculum and materials development (Johnson, 1996, Crandall 2000, Pennington 1995, Richards, 1990), and EFL teachers' attitude or beliefs and the teacher cognitive component in EFL teacher education (Freeman 1996; Freeman & Johnson, 1998). As a matter of fact, using both the micro and macro levels to develop EFL teacher education, it was

become the main trend for the development of EFL teacher training in the last decade (Freeman and Johnson 1998, Johnson 1996, Larsen-Freeman 1990, Richards 1990).

Based on Freeman (2002), it was pointed out that the in-service EFL teacher training emphasized on certain needs; such as how to encourage the EFL teacher to grow and how to explore the fresh and new ideas for teachers' professional development. A life-long learning and continuum of experience theories deeply influence the EFL teacher training and professional development. According to this point, the excellent EFL teacher needs have the characteristics of the practical, life experience, and reflection. The training programs and workshop impacted on the in-service EFL teacher training and professional development, becoming more important in educational reforms. The point is that EFL teacher and trainer need to focus on EFL teaching experiences, considering it as a key resource in EFL teacher training. (TESOL report, 2002)

The Empirical study from Wang and Zhang (2008), shown that in-service training for English teachers in Universities in Japan included two ways, one to take the training in school, the other was training outside of school. The training in school mainly refers to the training activities, such as teaching and research groups, group seminars; observation of teaching; and visits to other school and etc... The training outside of school refers to the various training courses organized by the city level education committees, as well as various studies organized by the provinces and universities.

On-campus training was instructed by an experienced teacher or instructor, combined with the school's daily teaching activities, inclusive of lesson preparation, teaching, teaching materials, class management and so on. Off-campus training focused on the education center and other institutions in taking lectures and internship, in order to enhance the international experience of teachers from the international exchange opportunities. It also mentioned English teachers in university having few options to improve their teaching skills. Some go abroad to observe English classes for non-native speakers of English. Alternatively, they may be trained at graduate school while studying TESOL or TEFL. Joining an English teaching seminar is another option. Some universities offer English teaching seminars led by TESOL-qualified teachers. However, because of their busy schedules or misguided pride, few teachers are willing to join such seminars. Therefore, self-training seems to be the most effective and feasible way of improving teaching skills for university teachers.

Karakas, (2012) claimed that, generally, current EFL teacher education in Europe is mainly aimed at contributing to teachers' professional development via self-reflection. The EPOSTL (European Portfolio for Student Teachers of Language) is mainly viewed as a competence-oriented reflection and self-assessment tool for language teacher education (Mehlmauer-Larcher, 2012). On the other hand, the EPLTE (European profile for language teacher education) offers a frame of reference, emphasizing the importance of teachers' linguistic competence and teaching practice. Both the EPOSTL and EPLTE provide lists of required

professional competencies. In short, such European references or tools seek to improve the quality of teacher education programs (Agudo, 2017).

Finally, Agudo, (2017) argued because of the globalization, English became the most influential language of international communication. Thereby, the need to train highly qualified and competent language teachers leads to the highlighting the importance of EFL teacher education programs. However, only a few published studies has been researched and written about the evaluation of EFL teachers training, which is not very much and enough. (Peacock, 2009; Coskun & Daloglu, 2010; Karakas, 2012; Akcan, 2016). Additionally, all these researches were mainly concerned with the implementation of such education or in-service training in their own settings. Lacking of research in wide and deep, therefore, further studies are needed in different countries.

Concerning the central role of the reflection, Wallace (1991) highlighted the importance of promoting the skill or reflection or reflective practice in teacher training programs. In the same vein, Chong and Cheah (2009) argued that EFL teachers need to develop the skills necessary to learn from experience through reflection. Lastly, Mehlmauer-Larcher (2012) regarded reflection as an essential component for teacher learning processes and, an overall, for professional improvement. Generally, in-service EFL teacher training programs seem to be especially weak in several areas. Perhaps the main weakness is the so-called divide

or lack of connection between theory and practice. By reflecting on their teaching practices, student teachers are able to establish the link between theory and practice.

However, Richards (2008) reminded us that EFL teachers often fail to put such knowledge into practice, in their classrooms during teaching practices. This ‘carry-over problem’, which has long been discussed by researchers still remains unresolved, constitutes one of the greatest challenges facing EFL teacher training and education. Additionally, EFL teacher training programs are often criticized for being either excessively theoretical or unpractical in the existing real current classrooms and schools. In this respect, researchers like Lampert (2010) and Akcan (2016) reported that EFL teachers complain that professional preparation courses delivered too much theory and too little practice.

In this sense, Mehlmauer-Larcher (2012) recognized the demand for quality control within EFL teacher training, which has recently been stressed in the field of language teacher education. In short, current EFL teacher training with a strong focus on quality control requires constant adaptation so as to be able to adapt to new conditions and demands of a constantly changing world. Moreover, current EFL teacher training needs to take into account teachers’ extended roles and responsibilities because, as Mann (2017), argued, ‘How prepared language teachers are to fulfill all these new roles, and to carry out the corresponding responsibilities as teachers and learners depend greatly on their training and professional development.’

The changing reality brings new challenges, so the EFL teachers need to be able to adapt their multiple roles and responsibilities as the new requirements and conditions to carry out their job competently. To be able to meet the new challenges of the 21st century, EFL teachers need to be well equipped with complex professional competencies. Additionally, Musset (2010, p. 3) reminded us that teaching is a complex and demanding intellectual work, one that cannot be accomplished without adequate preparation. No doubt, teachers' professional growth is essentially a question of time and personal dedication as Kelly et al. (2004, p. 19) claimed language teacher education is a lifelong process. Finally, it can be concluded that quality EFL teacher is the key to quality education for learners (Mann, 2017).

2.4. In-service training for EFL teachers in China

In-service teacher training system was arranged by China's Ministry of Education (MOE). The MOE oversees policy making, macro management, and state-level senior teacher training projects. Provincial education commissions, under the MOE's supervision, carry out similar functions but within the provincial scope. However, the school-based training model was commonly used in the university in China. (Chen & Li, 2013). Similarly, Xu (2012), mentioned many departments in charge of the in-service training for EFL teacher, the universities, the publishers, the local education bureaus, with some organizations focusing on the teaching skills or professionals specialized who can hold the seminars for EFL teachers.

According to Gu (2008), the local education bureau training was mainly aimed at excelling teachers, so the opportunities for the participation were few; the training projects were more generic; it was not specifically for professional training. Although the in-service training for EFL teachers has diverse forms and abundant contents, the professional training is less than another form of training. Moreover, Pei, Faridah and Jin, (2017), mentioned that many pieces of in-service training had significant gaps between expectations and outcomes which fell short of the expectations of EFL teachers in China.

In-service training for EFL teachers based on publisher's companies which usually referred to the textbook training. Liu (2015) mentioned several major presses which made a lot of investments to preparing the national textbooks for the college students. To make EFL teachers get better understanding of the textbooks, the presses designed a variety of research workshops and meetings. The purpose is to guide EFL teachers as to how to use the teaching materials efficiently. The presses would choose the most widely popular topics for training contents which is of interested to the EFL teachers and would invite experts in fields to be the lecturers. Actually, the training of publishers is mainly focused on the training of teaching materials. Some also related to the training of English teaching methods, others are just research topics for training, e.g. Information technology, Multimedia training, and Language skills training. This showed that the in-service training was held by the press companies

whose target was to promote their textbooks and the usage of how their books for English teaching purposes. It was not focused on the needs of EFL teachers, with a lack of the subject content knowledge training.

In addition, Gu (2008) claimed the training which was held by the publishing companies was not enough. The training time was short, and the training contents were outlined. The training effect was not significant or effective generally. It did not get the teachers' affirmation and also contains other issues involved. Moreover, this kind of training lacks of the training of language proficiency. Mostly training were used the Chinese language with small training classes using the English as the main language. It does not involve in the EFL teachers' need in the training process. At present, this project has continued to develop in depth. (Zhao, 2015)

In fact, the university commonly implemented school-based training for their teachers. It was under the supervision of Provincial education commissions. Due to the demand for teacher training, the formerly closed pyramid system has to be more open (Chen, 2013, Yu. 2013,). According to Pawan, and Miao, (2017), in the schools, much of the in-service EFL teacher professional development (PD) or in-service training was school-based and involved working in "jiaoyanzu" groups under the guidance of senior and experienced teachers. (Although jiaoyanzu is literally translated from Mandarin as "teacher research groups," they are defined primarily by peer mentoring activities in all aspects of teaching.) Each group consists of six to

eight teachers, including a head teacher assigned by the principal. Usually a “backbone” or model teacher (mó à jiāshī is also in the group, that is, someone most experienced in the subject area, and who may also be the head teacher. New teachers are also assigned mentors from the jiaoyanzu who provided individual support.

In addition to the school-based meetings, jiaoyanzu teachers are expected to attend district-level weekly or biweekly meetings to be updated on all aspects of teaching, including best practices, test preparation, and upcoming initiatives at the district, provincial, and governmental levels. In addition, during these meetings, senior members of the jiaoyanzu group often reported best practices they observed while attending national teaching competitions in other provinces. Finally, as part of the jiaoyanzu, the teachers have to take part in research projects as a means of teacher learning. Each project’s focus is determined by the principal or leader of the research group. That is the most common way for in-service training for EFL teachers, and is the same as for the EFL teachers in the university system. (Pawan, and Miao, 2017)

However, the school-based training has its own limitations that only focusing on General Knowledge for all general college teachers who had no special and specific training for EFL teachers, as well as a lacking of the training for subject content knowledge and pedagogic content knowledge. (Sun, 2004, Guan, 2011, Gu, 2008, Chen&Li, 2013, Liu, 2015) Moreover, Liu (2015) argued that the University is the main body to carry out in-service training for EFL teachers. The school-based

training should provide the training to promote the development of English teaching; in improving the language proficiency for EFL teachers, and to help the teachers to fulfill professional development, as the improvement is closely related to the school's persistence of development. However, most of the EFL teachers show their attitude that has a large gap between the effectiveness of training and the purposes of training. In addition, Pei and Jin, (2017) argued, pedagogical training base on EFL teaching in the universities system is insufficient. Therefore, lacking the reasonable training curriculum designed for EFL teachers becomes the main issue among in-service training in the university system in China.

2.5. In-service training Model for EFL teachers

According to Wallace (1991), determined the three major models of EFL teacher training: The first one is a craft or apprenticeship model which is for the teacher who doesn't have much experience in teaching English who can learn by watching and observing; the second is a theory-to-practice model for in-service teacher who has the theories and knowledge of English learning and teaching, then applied it to English teaching; and the third one is a reflective model for those EFL teachers who reflect, self-evaluate, and self-actualization after teaching. Similar to Freeman (1996): "teaching as doing; teaching as thinking and doing and teaching as knowing what to do." All EFL teachers need these three models to fulfill their teachers' professional development, it will be used at different levels, and it will depend on the experience and understanding of EFL teacher. Actually, the EFL teachers needed more

opportunities and various activities than those three-training model, to reflect their teaching practices, their teaching attitude, and beliefs. After that, the EFL teacher could rebuild their own personal theories of EFL teaching and learning (Sachs, et al. 1996).

Problem-oriented training model was mentioned by Widdowson (2003). He pointed out the EFL teacher training as "...implication that teachers are to be given specific instruction in practical techniques to cope with predictable events." It refers to the solution-oriented teacher training. Base on this theory and the theoretical principles and particular practices, the EFL teacher training was developed to the problem-oriented training at the present, which means the trainer only focuses on how to illustrate the problems in English teaching, but offers fewer solutions (Widdowson, 1997). Therefore, this kind of training model was it limitations for only it focused on the problems or issues encountered.

In China, the school-based training model is more commonly used in universities. It is under the Education Administrative Departments, and the universality is a basic training unit for teachers to participate in. The main goal of this training is to improve the quality of teacher's education and teaching abilities for teachers. The universities use the school-based teacher training to improve the professional level of training an effort to adapt to the continuous development of English teaching reforms, therefore, some of them set the Teacher Development Center responsible for the

in-service training but there still have many issues of the training (Sun, 2004, Xu 2012, Yu, 2013, Liu, 2015). However, the school-based training objectives are not clear, the lack of support system for the long-term training of English teachers, the training is insufficient, and the training effect is not prominent. On the other hand, it is a waste of training resources; it is also difficult for EFL teachers to get the depth of professional knowledge. In addition, the school-based training focuses on General Knowledge for all general college teachers, without any special and specific training; referring to subject content knowledge and pedagogical content knowledge for EFL teachers. (Sun, 2004, Gu, 2008, Guan, 2011, Liu, 2015, Fan, 2014).

In addition, Zhao (2015), mentioned, the in-service training for EFL teachers in universities mainly includes three modes: the first is getting a master or PhD candidate; the second mode is participating in the special training of English teachers organized by some domestic organizations; thirdly, the school is selecting excellent English teachers to study abroad, which is the quickest way to improve the language application ability in advanced teaching methods, in a short time. However, these types of training are limited by objective conditions, which mean the limitations of training opportunities and source of funds.

2.6. Theories

This section relates to the three theories used in this study, which is Shuman's theory, Wallace's theory, and Foord's theory. These refer to the curriculum, reflective

practice, and activities of in-service training.

2.6.1. Shulman's theory

According to Johnson (2016), Shuman (1987) proposed to investigate a theoretical framework that distinguished between three categories of content knowledge: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge. Figure 2.1 Shulman's theory

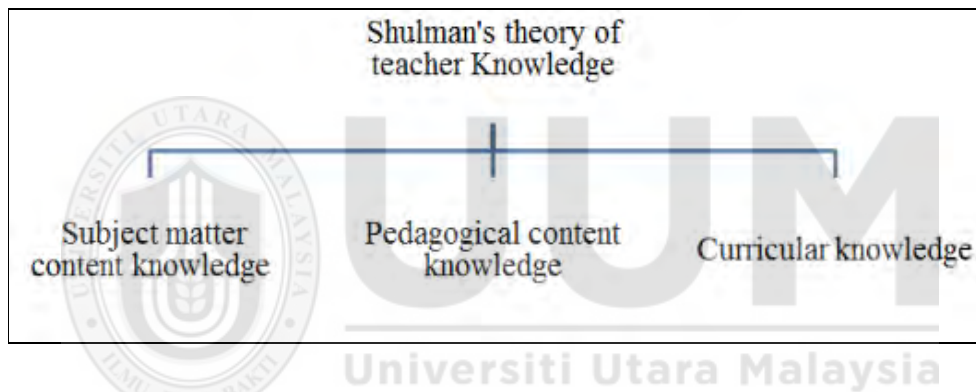


Figure 2.1. Shuman's theory

Based on Shuman's theory of teacher knowledge, subject matter knowledge includes the knowledge of the content of a subject discipline, that is, the major facts and concepts in that discipline and their relationships. Pedagogical content knowledge refers to the representation of content knowledge by the use of analogies, examples, illustrations, explanations and demonstrations in order to make it comprehensible to students. Curricular knowledge refers to knowledge of the programs and available material designed for the teaching of the topic at a given level. (Grossman, 1990 Shulman, 2004, Wong, 2012,). However, this study focuses on two: Subject matter

knowledge and Pedagogical content knowledge. The General content knowledge concept was from Chen's study related to in-service teacher training in 2013.

2.6.2. Wallace's theory

One famous teachers' growth formula was mentioned by the American educational psychologist Posner, which was $\text{growth} = \text{experience} + \text{reflection}$. It indicated that the excellent EFL teacher in the process of growth cannot be separated from the continuous reflection of teaching (Farrell, 2016). In addition, Wallace puts forward the reflective practice model which was named Training Foreign Language Teachers: A Reflective Approach. Wallace (1995) pointed out that teachers reflect on their own behavior and their supportive ideas contribute to the construction of knowledge, reflection practice is an effective way to promote teachers to learn. Given the prominent role of reflection and its centrality in EFL teacher education program which aims at mediation between theory and practice. Figure 2.2. Wallace's theory

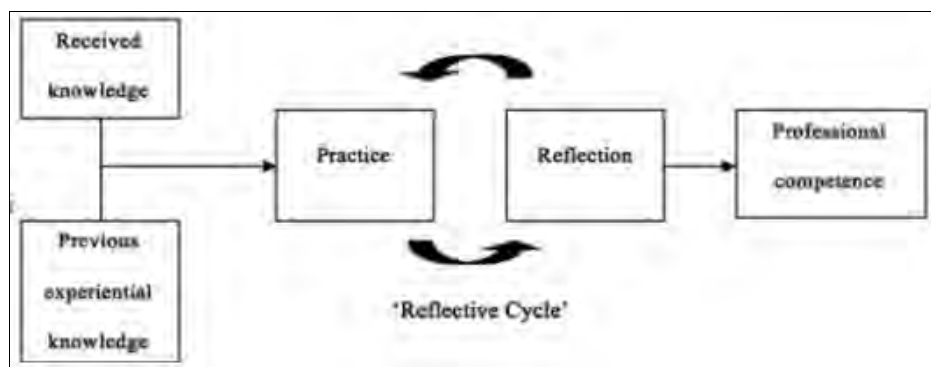


Figure 2.2. Wallace's theory

With the reflective model, Wallace first distinguishes and later brings together two types of knowledge: received knowledge and experiential knowledge. Professionals,

in our case teachers, receive different types of knowledge - research proven, speculative and anecdotal. They also gain knowledge from their own experience while applying received knowledge in the profession, which Schon (1983) calls ‘knowing-in-action’. Therefore, EFL teacher undergoes in-service training to refresh their existing knowledge and also to gain newly developed concepts.

2.6.3. Foord’s theory

Foord’s five circles of professional development emphasizes the teachers’ professional development connecting with the development of the school a ring within a set of a rings, the teachers’ self-reflection and the collective collaboration supplement each other, at the same time, the schools should be responsible for creating a better platform and provide more opportunities for teacher training and self-development. The training and developmental activities can be divided into five categories and can be represented in five concentric circles(Foord, 2009). Figure 2.3

Foord’s theory

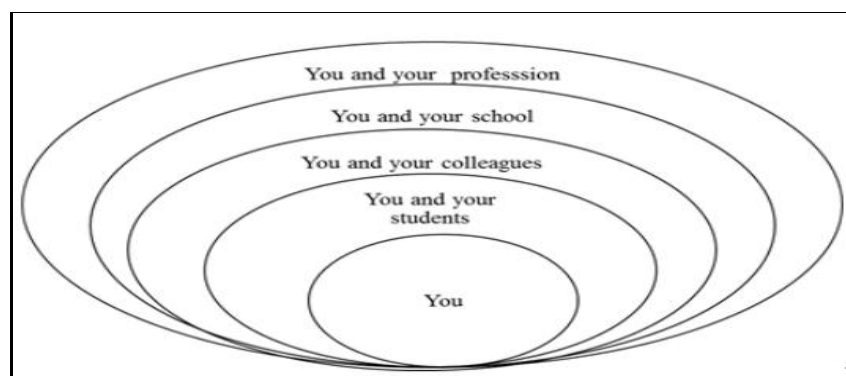


Figure 2.3. Foord’s theory

Foord (2009), pointed that the teacher should be the kernel of in-service training. The

teacher's development should include getting feedback from students about teaching or trying out new materials. The third circle is about activities including peer observations, team teaching, and staffroom support. The fourth circle is 'you and your school', includes teachers' meetings, carrying out projects, and interactions with the management and other members of the staffs. The fifth circle is 'you and your profession'. Examples would be attending and presenting at the conferences, with membership to professional communities, and paper presentations."

According to Foord (2009), teachers need to share and communicate with colleagues and students; to obtain the recognition from the social and leader. The teacher development and in-service training need to encourage and stimulate colleagues to communicate with each other, thus increasing the motivation and new ideas for EFL teachers to fulfill the self-professional development. In addition, by working together and interacting with each other whilst providing emotional and academic support to each other, teachers will not feel isolated and helpless. It will make the transformation for EFL teachers on problem-solving. Moreover, it would be promoting the awareness of collaboration, and make the EFL teachers, students, colleagues, and schools the total beneficiaries of in-service training. Therefore, Foord's theory becomes the crucial theory for EFL teachers to participate in the activities of in-service training to fulfill professional development.

2.7. The Curriculum of in-service training for EFL teachers

Based on Shuman's teacher knowledge theory, (1987), he proposed an investigation into a theoretical framework that distinguished between three categories of content knowledge: subject content knowledge, pedagogical content knowledge and curricular knowledge. However, in this study, curricular knowledge was replaced by the general content knowledge which was adopted from Chen's study (2013) about in-service training in universities in China.

Ferguson (1991) claimed that, teachers professional knowledge has a major influence on student learning, which can be measured through students' examination performance and the depth of teaching experience. Darling-Hammond (1993) suggested, development of the subject knowledge learning and teaching methods are important factors in creating an effective teacher. Borko (2004) also mentioned that, it should emphasize the content of in-service training; as it is the main reason for the success of in-service training. Of course, the training content should match the development of EFL teachers' need. Moreover, Borg (2015) argued that, teachers should have solid understanding on the training contents, and transfer the knowledge, skills, and ability to the students. Teachers' professionalism will be fulfilled by enhancing these characteristics.

According to Wang and Zhang (2008), in Japan, English is the first foreign language in the school education, also is a compulsory course. Therefore, English learning and

teacher training are essential. The training subjects for English teachers involved many aspects, mostly the use of English language skills training, Education practice, Cross-cultural exchanges, and English education. It also includes the linguistics, phonetics, as a second language acquisition, including English literature, Intercultural Communication. Moreover, the in-service training includes the introduction to English education, English history and national geographical study. According to Japan's national English education research association (JACET) questionnaire, linguistics and phonetics has been designated as a compulsory subject. This indicates that the teachers' language proficiency is considered to be the most important factor for EFL teachers to have, as well as the MOE is attention to improve the teachers' language proficiency and teaching ability.

Subject content knowledge

Huang and Brown, (2009) pointed out One of the most interesting things about English language teaching is that you never stop learning. This is shown that the role of the EFL teachers is both in the language teacher and language learner, as well as the need to improve their language proficiency through the in-service training for English teaching and learning. He also mentioned that the in-service training must consider both the expressive and receptive English communicative and teaching, which included English listening skills, speaking skills, reading skills and writing skills.

TESOL (Teachers of English to Speakers of Other language, Inc.) defined, the EFL teacher training or education are include the contents which are the applied linguistics, education, languages and literature. It provides the subject content knowledge base and opportunities for developing English teaching and learning skills to the prospective and experienced teachers (Crandall 2000). Moreover, Shulman's teacher knowledge theory, pointed out the subject matter knowledge, which is a central aspect of classroom life. (Wong, 2012). Up to now, the core of EFL teacher education applied linguistics that referred to subject content knowledge. In China, Xu (2012), found that most of EFL teachers preferred to participate in the in-service training which related to the English listening, speaking, reading, writing and other comprehensive abilities, the English teaching method, and the teaching theory. This indicated that the four skills of English studying were the main points for the in-service training for EFL teachers.

Based on Bailey (2006), pointed out the skills are ~~the~~ "how of teaching" and knowledge is the ~~what~~ "of teaching." The former includes methods, technique, activity, materials/tools, and the latter includes subject matter, knowledge of students, and sociocultural /institutional contents. These items are the basic requirement necessary for teachers when they teach in classrooms. In addition, Fernandez (2014) claimed that the most important ability of English teachers in English teaching and learning is the English listening skills, because the listening ability has direct impacts on the understanding of communication, and oral expression. He also mentioned

English speaking is the other side of the coin for listening.” It is shown that the listening is the process of language input, on the other side, the speaking is the process of language output. These two aspects are directly related to the English communication. At the same time, the EFL teachers’ language proficiency will directly impact on their teaching effectiveness and classroom interactions.

Fernandez also mentioned about the English reading and writing skills. For English as the second or foreign language learners, reading is a crucial skill. They need to develop, for they are compelled to read English materials on other topics. Therefore, the EFL teachers need to help students attain skills in comprehension and on written materials, in order to increase their knowledge, ability to read other materials with ease and enjoyment. Meanwhile, English writing skill is another channel for language output. It is the output of language based on English reading. Poblete (1999) pointed out in teaching English as a second or foreign language, writing means the carefully guided marks in paper that teacher assist students in making. This indicated that English writing skills is to acquirement of English vocabulary in English listening, speaking, and reading, requiring EFL teachers to have a high level of writing skills to guide the students in write good articles.

However, Wong, (2012) pointed out, the subject matter knowledge had been very much neglected in the research on teacher knowledge. He observed that little attention had been paid in the methods in which subject matter was transformed from

the knowledge of the teacher into the content of instruction, and how a particular formulations of that content relates to what students know or misconstrues. He referred to the lack of study of subject matter knowledge among the various research paradigms for the study of teaching as the ‘missing paradigm’. Furthermore, Chen (2013), stated that the subject content knowledge should emphasize more than the general content knowledge and pedagogical content knowledge for EFL teacher training. Patricia Córdoba Cubillo (2015), pointed out, the training courses integrating the skills-oriental that the EFL teacher most needed are listening, speaking, reading and writing, with a few writing tasks included in the linguistic courses. The grammar, pronunciation, and culture included into the development and consolidation of the language skills and proficiency.

Pedagogical content knowledge

The Pedagogical content knowledge refers to the representation of content knowledge using analogies, examples, illustrations, explanations and demonstrations to make it comprehensible to students. For a representation to be effective, teachers need to understand, what makes a particular topic easy or difficult for, what are the students’ preconceptions and misconceptions and what strategies are effective in dealing with these misconceptions. It is related to the classroom management, teaching strategies and skills, curriculum development, education, psychological development, subject instructional design, teaching capacity. (Xiao, 2012, Wong, 2012, Chen, 2013, Pawan, Fan, & Miao, 2017).

Possessing subject matter knowledge (theoretical/applied linguistics and English language knowledge, in the case of language teachers) is, of course, essential. Equally important for achieving effective teaching and learning is understanding how knowledge is communicated and understood both by EFL teachers and students, and how context influences the transmission and interpretation of knowledge in the classroom (Johnson & Golombek, 2003, Johnson, 2006). Smith (2008) mentioned that the pedagogical content knowledge had to the successful teaching, namely the transformation of subject content knowledge into forms of representation that are accessible to learners. The transformation process requires an adequate understanding of the subject content knowledge, knowledge of learners, curriculum, context and pedagogy. So, the knowledge is always mixed, interrelated, and also is inseparable from the dependent one. In China, the pedagogical training and professional development in comprehensive universities is insufficient (Sun, 2004, Gu, 2008, Xiao, 2012, Chen&Li, 2013, Liu, 2015, Pei, Pawan, & Jin, 2017).

Additionally, Agudo, (2017) discussions on the usefulness of practice teaching was evident in comments like ‘We were encouraged to practice teaching skills’ and ‘Classroom practices and simulations were highly helpful’. Several respondents expressed that ‘We need more formal training in pedagogical aspects’ and ‘We need more resources at our disposal’. In short, such emphasis on pedagogical competence through training which prepares them to become successful teachers is evidenced in these comments. Reviews discussed in Erozan (2005), Seferoglu (2006) and Coskun

& Daloglu (2010) clarified that these programs generally appeared to lack training opportunities. In relation to the theory/practice, the truth is that EFL teachers continually demand less theory and more practice, namely practical implications detailed and concrete examples of teaching activities in classroom situations.

In relation to this category, Agudo, (2017) also found that some EFL teachers complained about the way some courses were conducted. They mentioned the importance of teachers' having a good knowledge of their students, with comments such as Many aspects are overlooked because they are assumed as already known.'

Last but not least, there were also comments that specifically referred to the lack of pedagogical knowledge or training, as evidenced in remarks such as At times the context for which we are training is overlooked'. Researchers like Peacock (2009) and Karakas (2012) in fact stressed the need for increasing the amount of training the teaching practice.'

General content knowledge

The required general content knowledge training courses emphasized humanistic qualities, a scientific spirit and the synthesis of knowledge, such as the Chinese historical knowledge, and the future career planning. It required basic principles of Marxism, Mao Zedong Thought, Socialism with Chinese Characteristics Introduction to Systems Theory, Modern Chinese History, Ethical and Legal Foundations, Current Affairs, Computer Basics, and Career Development, etc. In China, all in-service

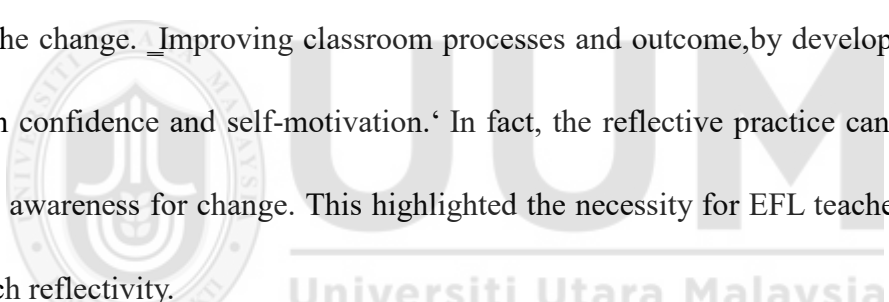
teachers in colleges should include the general education courses and the teacher training department in arranging the class training program (Sun, 2004).

However, Agudo, (2017) pointed out that the general content training is more theory based, however, many participating EFL teachers are in favor of a more practice-oriented training. In this sense, several respondents expressed their opinions on the excessively theoretical, formal and impractical nature of courses, providing comments such as ‘Less theory is preferable with more useful teaching tips for the EFL classroom’. In this respect, other EFL teachers made suggestions on ‘Emphasis on practical aspects of teaching with, more practical teaching sessions to learn the best method to teach’ and ‘The need for the simulation of practical classroom situations before entering the school.’ These findings showed that the weaknesses of training general content knowledge emerged from their comments that is the overemphasis on theory without the accompanying practical teaching.

Finally, Guan (2011), pointed out, the core of EFL teachers training is to improve the trainees' English comprehensive ability and to enhance their English teaching ability. Ensuring efficiency of both, building the language awareness becomes the common foundation among the EFL teachers and administrators, with improvement the language proficiency.

2.8. The Reflective Practice of in-service training for EFL teachers

According to Wallances' reflective practice theory, the reflective practice is an important feature and a key component of EFL teachers' in-service training, as well as the key to the continuous professional development of language teachers (Richards, 1998, Bartlett, 1990). Reflection in English teaching refers to EFL teachers learning from the critical analysis of their own teaching and subjects to their own beliefs and attitude of English teaching and learning, with more responsibilities for their actions (Korthagen, 1993, Manning & Payne, 1993). Similarly, Pennington (1995) argued that EFL teachers' professional development requires this awareness of the change. Improving classroom processes and outcome, by developing for their own confidence and self-motivation. In fact, the reflective practice can bring about this awareness for change. This highlighted the necessity for EFL teacher training to teach reflectivity.



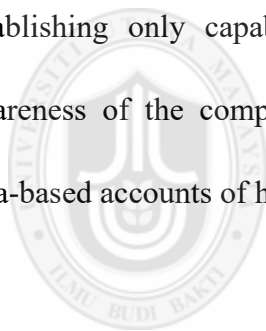
In addition, Akbari (2007) stresses the importance of reflection practice when he argues that the actual purpose of reflection ought to be better student learning and more efficient teacher performance. The formation of EFL teacher development group is the way that can promote reflective practice for EFL teachers. To form groups for EFL teachers that can discuss and reflect on their own experiences, It is a useful method of encouraging the EFL teachers to use the reflection in English teaching and learning. Therefore, it is a good opportunity to have reflective practical experience for EFL teachers through out the in-service training. This required EFL

teachers to have both a deep understanding of their own teaching experiences and a transfer of the related knowledge into their teaching. On the one hand, the practice-based reflection can help in-service EFL teachers to promote their own professional development and provide motivation for a lifelong learning process (Barbara, 2012).

Moreover, the reflective activities as the term reflection-for-actions, is concerned with future actions and describes this kind of reflection as proactive in nature. On the other hand, the backward-oriented reflection is as retrospective reflection form to using in training process. However, this type of reflection directed towards future events are often neglected as the focus of interest is usually on retrospective reflective processes (Freeman, 2002, Farrel, 2007). With reflection taking up a central role in EFL teacher education, designers of study programs are faced with the challenge of providing opportunities for structured reflection within EFL teacher education and training courses, in particular in connection with integrated field experiences of EFL teacher. However, Richard mentioned the problems of the teacher training was the high-level capability cannot be skillfully trained; it is the result of the long-term reflection (self-reflection) (Barbara, 2012). Therefore, teacher in-service training programs need to provide EFL teachers with opportunities in order to develop reflective teaching practices (Kazemi, 2014).

Based on Mann (2017), Reflection and reflective practice continue to have a central

position in professional education and in-service training for EFL teacher. As Grayling (2003:179) argues ‘the best thing any education can bequeath is the habit of reflection and questioning.’ The importance of reflective practice has been established. It is widespread and a ubiquitous part of the teacher education and in-service training landscape. However, Reflective Practice is often described in ways that are elusive, general and vague, which may not be particularly helpful for practitioners. This is largely due to the lack of concrete, data-based and linguistic detail of Reflective Practice, in practice and its institutional nature, lack of specificity, and reliance on written forms. However, most of the article is concerned with establishing only capable or ‘low-level reflection’ because there is a lack of awareness of the complexity of the classroom. Which needs more concrete and data-based accounts of how this may be managed (Farrell, 2016).



UUM
Universiti Utara Malaysia

In addition, Mann, (2017) stated the relationship between Reflective Practice and in-service teacher training is a reflexive one; reflections improved the teacher development that in turn promotes further reflection. Reflection and development are inextricably entwined in a professional dialectic. Mann and Walsh (2013), for most EFL teachers, the class-based research might appear somewhat daunting – teachers are not automatically equipped with classroom observation skills and may know even less about how to process (Nunan, 1990). EFL teachers normally are too busy to take on such a commitment, as most have not been trained in class-based research techniques.

In China, reflective practice was rarely mentioned through the in-service training. During the training, the trainer always emphasized the reflection was a crucial step after class, but few about how to do the reflective practice and what was the real meaning of reflection (Liu, 2015). Another reason for teaching without reflection phenomenon is a ratio problem. According to Pawan (2016) reported, there are about 1,126,696 (Decision of the CCCP, 2014) Chinese ELTs, approximately 400 million Chinese are studying English. The faculty in student ratio came to about 1 ELT for each 400 students. It indicated that EFL teachers in China had more teaching workload than other countries, especially in the university level. The work overload did not allow EFL teachers to consider the real needs of students and neglected the reflective practice in English teaching (Liu, 2015).

2.9. The Activities of in-service training for EFL teachers

Based on the Foord (2009), theory mentioned in-service training relating to the different activities designed for EFL teachers with interactions with students, in colleges, school and teaching. Chen (2013) pointed out about the five main training programs relating to the in-service training for EFL teachers in China. They were Qualifying programs, General programs, Job refresher programs, Special programs, Overseas programs. However, Peacock (2009), mentioned that all EFL in-service training programs should be subjected to critical reviews, incorporating a procedure for overall internal evaluation by regularly assessing its strengths and weaknesses thus making suggestions and recommendations for program improvement.

Freeman (2016) makes it clear that current programs are based on prescriptive understandings of what we think teachers should know and do and how one thinks about learning this. In general, the main components of the current EFL teacher education programs comprise field knowledge (linguistic competence), teacher education (pedagogic competence), general knowledge and teaching practices (Karakas, 2012). One of the issues recently discussed by researchers in all fields of teacher training is, as Mehlmauer-Larcher (2012) reminds us, is the actual impact that teacher training programs has on the behavior of teachers in classroom settings. Although there is very little research evidence available on the impact of EFL teacher training programs (Bartels, 2005), recent research studies by (Grossman & McDonald, 2008) conducted in a variety of settings, question the value of professional education for teachers. In fact, Grossman (2008) argues that what is taught in EFL teacher training _may be quite different from the immediate needs of practitioners’.

Qualifying programs

These program was designed for new EFL teacher who got the qualified certification for English teaching. These programs addressed teacher qualifications and certification for some new EFL teachers who were not a pre-service teachers; they were just language students when they were in the college. The Candidates were nominated by the school Human Resources Department and given final approval, by the training programs that ran for about 15 days, during school vacation. Upon the completion of a qualifying program, the trainee's certificate was an entitlement as

entrance into EFL teachers' training in the university system (Chen, 2007 & Ye, 2008). Nevertheless, it is not enough to provide novice teachers with theories of classroom management, lesson planning and pre-packed teacher training to adequately equip novice teachers. In addition, teacher training programs need to provide teachers with opportunities to develop reflective teaching practices (Gu, 2008, Chiang, 2008, Liu, 2015, Pawan, 2016).

General programs

General programs are designed to enhance teacher's knowledge of liberal arts and pedagogy and update their knowledge with rapid advancement in fields like sciences and technologies. Programs are generally offered during school vacation. ICT courses and some qualifying programs are incorporated into the general programs (Chen, 2007 & Ye, 2008). However, the main weakness highlighted in this training for EFL teachers was the lack of language awareness mainly due to the lack of communicative practice in classes and with specialization. According to Liu (2015) emphasis on this kind of training is that theory (received knowledge) rather than practice (experiential learning).⁴ It is shown that the in-service training for EFL teacher should be based on the language awareness with less theory and more practice.

According to Birjandi and Hesari, (2010), they pointed out, the results of their study with trainer and EFL teachers, revealing that almost all of them complained about the

policies and programs of the Education Office. They asserted that the Education Office mandated that the classes held quite extensively in a short periods would undoubtedly lead to anathema and boredom which in turn could a demotivating effect on both teachers and instructors.

Job refresher programs

Job refresher programs: are designed to refresh the professional skills of those teaching professionals who have been absent from teaching. These programs are offered over a set period of time and by selected training institutions. These programs contain the workshop, discussion, forum, seminars, conferences and on-line learning etc. 80% training projects were offered by the Publish Company of the Language Book, for example, Shanghai foreign language Education Press and Foreign Language Teaching and Research Press. However, these training were more focused on the English teaching skills, and teaching strategies, Second language acquisition, and theories learning, was usually used by the Chinese to take the training, neglecting the language usage an issue related to language proficiency (Xu, 2012).

Agudo, (2017) found that the most interviewee expressed ‘our English mastery is poor’ and ‘more communicative interaction and practice in English is needed in classes.’ In this sense, such comments made by almost a third of the respondents suggested that the preparation for English proficiency development is not enough or adequate. Such limitations and deficiencies in their self-perceived English

communicative competence may be the result of the lack of the training in the EFL the program. Needless to say, good EFL training always rests on the target language, although this is not the only aspect that we need to take into consideration. Since a reasonably good command of English is seen as a gateway to success, teacher education program then need to provide more thorough preparation in English language subject knowledge.

In the same vein, Peacock (2009) suggests increase time for English proficiency development. Erozan's (2005) study concludes that the language improvement courses are generally effective. Similarity fining from the interview by Agudo, (2017), mentioned some EFL teachers showed that There should be more speaking practice opportunities for native speaker teachers to be able to use English natural with spontaneity and with More opportunities for teaching practices abroad. In short, more courses addressing EFL teachers' linguistic competence are really needed. The need for more practice component in the language improvement courses is also discussed by Erozan (2005).

Mann, (2017) pointed out the lack of input on classroom management skills as mentioned in interviews the in-service training weakness. Little or almost no attention is devoted to classroom management techniques in this training. This is in line with Eisenman et al. (2015) who recognized the lack of attention that classroom management receives in many teachers training program.

Special programs

Special programs are offered to teaching professionals who have an outstanding performance record. Training, in this case, typically involves sending the trainee to a Chinese higher education institution or research organization, or the higher language study universities for a short or long study tours, in order to conduct research and language teaching by gain an advanced degree on professional development (Xu, 2012). However, Birjandi and Hesari, (2010), the findings from the interviews that shown by twenty-three teachers mentioned that it would be a good idea to have different training designs for EFL teachers of different levels. Visiting and studying from other schools, would be the one way to fulfill the professional development. Moreover, some of these EFL teachers believed that these visitations would provide teachers with enough opportunities to exchange ideas.

Overseas programs

Overseas programs are like the special programs, except that the trainees are sent overseas for a period of a few days to a few years. Potential candidates must have a consistent record of notable contributions to school developments and during the programs; they must also be involved in a study visits or an advanced degree program. According to the National Study in fund management committee, the overseas programs offer a different project for EFL teacher in the university system (EPOSTL,2012).Based on empirical study from Wang and Zhang (2008), the

implementation of the "English teachers overseas training" system was the most popular training program in Japan, it refers to sending EFL teachers to the United States and Britain and other countries for two to six months or one years' visit, for studying and training. The government establishes the implementation of the teacher in the graduate school "graduation training system"; so, the EFL teachers can use the overseas system to improve language and to further their study.

Based on Xu, (2012) shown that the rank order for different training programs such as, the overseas study, the second was the short-term in other colleges and universities to learn; the third was the foreign teachers training regularly for school teachers; with expert guidance under the guidance of teaching and researches. Finally is a continue us for study masters or doctorate degrees. It indicated that most of the EFL teachers preferred to attend the training activities which related to improvement their language proficiency and teaching ability; moreover, they want to participant of the in-service training which is more effective and useful in their teaching.

Finally, Kazemi, and Ashrafi, (2014) declared that the in-service training program which they attended lacked proficiency. The EFL teachers are the vital part of the in-service programs, so the programs should be designed for teachers. These programs could not provide an opportunity for teachers to exchange their experiences and opinions, as teachers had not receive proficiency training, thus making teachers demotivated because of this. To put it in a nutshell, according to the interviews done

teachers did not hold a positive opinion about the current in-service training programs, they expressed that these programs were not effective nor fruitful, and needed revision. This fact was also indicated in several researches.

However, Kazemi, and Ashrafi, (2014), revealed that the EFL teachers expressed some inadequacies in the in-service training programs and their expectations. It can be concluded that participants expressed negative perceptions towards the present in-service training programs, mostly the weakness mentioning, some positive points that should be considered as the strengths of these programs. Trainees also highlighted many weaknesses. The participants believed that the in-service training program was not academically adequate, and useless. They maintained that the topics and content of these programs were not relevant to teachers' need and teachers' need was not considered in organizing the program. The in-service training did not convey any new knowledge to the teachers. Teachers were less motivated to participate in the program, since it did not increase their level of proficiency and their knowledge. The in-service programs were too intensive and exhausting lasting 20 hours between 2-3days. This issue should be solved in further studies.

2.10. Teachers' beliefs toward in-service training for EFL teachers

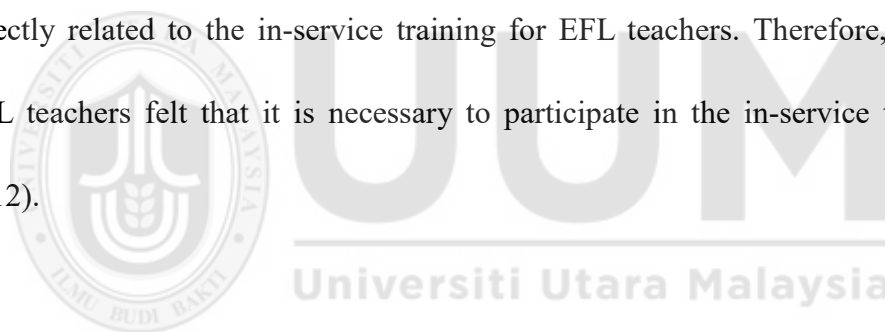
This section relates to the EFL teacher's beliefs toward the in-service training, included the importance and the purposes of in-service training, and the suggestions of in-service training for EFL teachers.

The importance of in-service training for EFL teachers

In modern education systems, in-service training is considered as continuing education and a long-term process even it becomes a part of lifelong learning in many countries. It is important for the EFL teachers to maintain or enhance the English proficiency in the in-service training and lifelong learning (Mustafa, 2010). Similarly, Kazemi (2014) mentioned the English have played a vital role in international communication. Globalization needs English as an International Language. Teaching English as a foreign language has gained considerable importance. It has exerted itself as an educational field that is worth developing within the general educational system. The need for qualified English teachers is felt even more than before. Therefore, EFL teachers should improve their knowledge and skills and adjust themselves to the new circumstances. To keep up with these changes, EFL teachers need to be trained continuously and become more efficient in their jobs.

In addition, Abdullah, (2016), claimed that, ~~the~~ challenges teachers face such as changing interests among students, growing expectations of parents, increased needs of stakeholders, tremendous advancement in information technology worsened by dramatically increased current social problems among students. This creates a need for the EFL teachers to undergo in-service training to increase their capabilities thus making their presence in the classroom more meaningful". Therefore, the in-service training is very necessary and essential for EFL teachers, because it is related to the lifelong learning and Professional development.

In China, some policy mentioned by the government, emphasis the educational reform in the whole country. According to the Higher Education Department of the Chinese Ministry of Education (2007), "College English is not only a language course that provides basic knowledge of English but is also a high powered course that helps students to broaden their horizons to learn about different cultures in the world". Therefore, Learning the English language becomes popular and crucial in China. The EFL teachers were considered to be the key to determining the English educational reform (Sun, 2004, Guan, 2011). English teaching and learning are directly related to the in-service training for EFL teachers. Therefore, most of the EFL teachers felt that it is necessary to participate in the in-service training (Xu, 2012).



With such a background, the in-service training for EFL teachers becomes the most popular topic in teachers' professional development field, with more research focused on this point in recently in China. The reasons are multifaceted and diversified which is the high increasing of educational reform and teaching innovation, especially for the changing of curriculum development to the international direction; appearing a large number of experimental research and the new theories were mentioned (Pawan, 2016). Most EFL teachers realized that the current knowledge does not meet new challenges. Moreover, new situations and new language teaching theories conflict with EFL teachers' ideas. It is a necessity and

urgency for EFL teacher to develop themselves in all aspects. Therefore, EFL teachers always seize the opportunities to participate in the in-service training, because it is the teacher's own needs (Liu, 2015).

The purposes of in-service training for EFL teacher

The major purpose of the in-service training for EFL teachers is to improve English proficiency and teaching skills and aims to cultivate students who need knowledge and skills in the globalization era (Herlina Wati, 2011). However, Ali Kazemi (2014), stressed that, updating teachers English teaching is the real purpose of the in-service training, which should help EFL teachers get insight into these issues.

The other purpose mentioned by Abdullah (2016), most of the EFL teachers expressed “the aspect of planning the in-service training has a significant relationship with increasing teachers’ professionalism. It is proven that the in-service training contributes to enhancing teachers’ professionalism by improving the teachers’ knowledge, skills and their daily routines within the classroom. The training given is effective in giving teachers opportunity to obtain lifelong learning thus enhancing their professionalism in teaching”. Therefore, the in-service training is the best way to help the EFL teachers to fulfill the Professional development.

The suggestions of in-service training for EFL teacher

The purpose of in-service training for EFL teachers become more diversified and

plural, but still some new improved and well developed suggestions mentioned by researchers and teachers. Freeman and Magerko (2016), suggested that in-service EFL teacher training should focus on a single subject content; concentrate on the EFL teachers' needs; be sustained; solve the 'real-life' problems; provide for meaningful engagement; help EFL teachers to build and develop collaborative relationships; and encourage EFL teachers to reflect on their English language teaching. Moreover, Pawan, Wiechart, Warren, and Park (2016) stressed that, EFL teachers should update content-knowledge, teaching skills and competencies constantly.

Dutton (2003), stated that the design for in-service EFL teacher training required the administrators and teachers to face the challenges for them in the future. EFL teachers must be in position to have their own personalized training or professional development plan; not only being professionals of subject content knowledge continually learned but also being competent and expert EFL teachers; reflective professionals for EFL teachers developed to create the new patterns of teaching action and continuous reflection based on their own experience; and using the academic research, training content and valuable resources to innovate and improve the EFL teaching and learning. In addition, EFL teacher training should be more concerned with what EFL teachers requirement, within flexible working hours and teaching times. The training should be more associated with EFL teachers' subject matter and new approaches to instructional strategies and methods. (Ali Kazemi,

2014)

Birjandi & Hesari, (2010), suggested that EFL teachers and trainers should work in harmony. The trainers should provide the EFL teachers with sufficient feedback, and stating their weaknesses and strengths. EFL teachers should seize the opportunity to participate in these training to refresh their knowledge both theoretically and practically. The trainers should make their teachers critical thinkers not to merely think of "what" of teaching but to think of "how, & why" of teaching. The findings also suggested that, the trainers should provide teachers with appropriate motives to enthusiastically take part in these training, to highlight the teachers' weaknesses and strengths.

Similarly, Patricia Córdoba Cubillo (2015) suggested that the selection of a highly qualified team of trainers was essential to make the in-service training more successful and effective. In addition to their regular teaching responsibilities, the trainers had to build a supportive learning environment; to motivate the EFL teacher to participate in in-service training; to build confidence for EFL teachers to teach; to heighten their professional image, and to build up the awareness that EFL teachers should be appropriately trained.

Abdullah (2016) stressed that, in-service training should relate teachers improvement on professionalism, enhancing skills, knowledge and abilities as excellent teachers.

He also claimed that the planning mentioned by teachers for in-service training was important for successful training. “Teachers involved with the in-service training expressed their opinion on adding the “hands on” training where this will help EFL teachers in sharing experiences on ways of learning. This element should be added to the planning of in-service training.”

2.11. The issues related to in-service training for EFL teachers

Birjandi and Hesari, (2010) suggested that most EFL teachers believed that they lacked adequate motivation to participate in in-service training programs, since they believed that the classes that they had participated in were mainly theoretical not practical as expected although most of them assumed knowledge, skills was added. Most instructors were not also satisfied with the present in-service training, and they were looking for reforms in the educational plans and programs. Moreover, Furthermore, most of these teachers believed that these in-service classes could ameliorate the general teaching skills such as classroom management, though they cannot boost teachers’ level of proficiency.

Similarity, Kazemi, and Ashrafi, (2014) claimed that the EFL teachers should be motivated to participate in in-service training programs. According to their study, the EFL teachers agreed that teachers “motivation was of great importance that should be considered”. They believed that they were not motivated to participate in the present in-service programs. The reason being the contents of the present in-service

programs were not in line with teachers' need. However, Abdullah (2016) discussed that management did not fulfill demands of the teachers involved in the in-service training. Also indicated was that the in-service training activities were general, with non effective models; listening rather than doing, and poor reflections or feedback.

Another issue mentioned by Agudo (2017), was the in-service training relating to the language proficiency. Based on his study, he found that nearly half of the respondents complained about their poor level of English proficiency due to poor communication skills and practices in classes. Many EFL teachers feedback was such as I think we are not sufficiently.' It indicated that the subject content knowledge and English learning skills were not enough to help teachers to improve their language proficiency, and the training without looking into the teacher's needs.

The key issue was the teacher's self-motivation. Sandholtz (2002) statement, training topics were selected by administrators, and presented by "outside experts" who drew upon their own experiences. Although the training motives were good, the traditional practice of hiring an expert to speak to EFL teachers resulted in unsatisfying and complaining. Many EFL teachers believed that in-service training activities were unimportant. Findings by Wayne, Yoon, Zhu, Cronen, and Garet (2008), a long duration of training may reduce the motivation level and commitment of teachers to complete their training. Therefore, the key issue in the in-service training involves attitudes and motivation.

However, in China, the ‘top-down’ in-service training model was effective for EFL teachers training. When the national language policy was changing, the reform of the new curriculum becomes inevitable. The implementation of new courses cannot be separated from the preparation and use of new teaching materials. In-service training and education programs were often set up by the government or by publishing companies for the promotion of new textbooks. Because of this part, the in-service training for English teachers are often forced rather than chosen by teachers voluntarily (Sun, 2004). This indicated that the EFL teachers generally considered that the in-service training activities lacked contents with relevance to special classroom practices, and training activities lack follow-up guidance for EFL teachers (Yan, 2014).

Gu (2008), claimed that the EFL teachers who had graduated from Normal Colleges or Foreign language universities had received a certain degree of vocational training in schools, where most of the EFL teachers with teaching experience have only had some pre-service training before teaching. They lacked the system training with a combination of theory and practice. In recent years, a large numbers of master’s degree students who were studied the English were joined the higher education system. But the English teaching was not improve rapidly, the main issue was that the EFL teachers did not get formal, systematic teaching methods training. She stressed the in-service training provided by the publish company, which lacked the

latest educational theories, the teaching experience, language skills, and the capabilities to solve the classroom problems, and also provided the limited chances to improve English teaching.

In addition, Xu (2012) discussed that EFL teachers were not very satisfied in the evaluation of the current in-service training; especially the school-based training. Few of the training refers to the component of skills in teaching proficiency, teaching design ability, classroom activity design, classroom performance ability, speech expression ability, teaching reflection ability, classroom management ability.

Liu (2015) also discussed that the workload of English teachers in universities is generally relatively large. As the country vigorously develops higher education in recent years, the momentum of enrollment diminished, and the number of teachers cannot keep up with the number of students enrolled, many colleges require teachers to 12 per week, and even more classes. And the number of students in each class exceeds the majority of 40 people. The time of extracurricular counseling for students was mostly within 2 hours. Therefore the overload of teaching and working pressure cannot be ignored for EFL teachers in universities in China. .

Discussions were supported by Pawan (2016)'s reported, there are about 1,126,696 (Decision of the CCCP, 2014) Chinese ELTs, approximately 400 million Chinese are studying English. The faculty to student ratio comes to about 1 ELT for each 400

students. It is indicated that EFL teachers in China had more teaching workload than other countries, especially at the university level. These situations of English teaching in China had many issues related to the in-service training for EFL teachers.

The “School-based” in-service training model was the most commonly used in universities in China. It had many negative effects which hindered the teachers' self-development, and professional development. This made it difficult for the EFL teacher to have a deep understanding of training theories. It also disregarded the students' needs about learning and emotions. Teachers adhered to the tradition in the formation of the traditional teaching philosophy and teaching practice making it difficult to really improve the quality of teaching, with students' satisfactions (Liu, 2015, Pei, 2017).

2.12. Summary

This chapter is the continuance of chapter one which reviewed past studies on the four variables identified in this study which were the curriculum, the reflective practice, the activities of in-service training for EFL teachers, and the in-service training for EFL teachers. The dependent and independent variables were reviewed and the justification for carrying out this study. This chapter also reviewed the previous studies on EFL teachers' beliefs towards in-service training and the issues related to the in-service training for EFL teachers. These reviews revealed that the in-service training for EFL teachers still needs more researches from all over the

world. To answer the research questions raised, the methodologies were designed in chapter three of this study.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Based on research objectives and research questions, this chapter discusses the research paradigm, research design, research population and participants of the study, research instrument as well as method or procedure for data collection and analysis, pilot test and chapter summary.

3.2 Research Design

For this study, a mixed-method approach is adopted, including both qualitative and quantitative methods each for their own specific study. Creswell and Plano Clark (2014, p565) defined mixed-methods research design as:

“a procedure for collecting, analyzing, and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem. The basic assumption is that the use of both quantitative and qualitative methods, in combination, and to provide a better understanding of the research problem and question than either method by itself. It consists of merging, integrating, linking, or embedding. Finally, the data are ‘mixed’ in the mixed methods study.”

Based on the purpose of the study, the explanatory sequential research design was used in this study because this design used to answer quantitative method followed

by qualitative approach (Creswell,2014). The first research question intended to answer aspects of curriculum, reflective practice, and activities of in-service training that were the predictors of in-service training for EFL teacher in universities in Yinchuan, Ningxia Hui Autonomous Region, China. For investigating qualitative research, the researcher intended to investigate the beliefs of EFL teachers towards in-service training and the issues involved in the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China.

3.3 Quantitative method

A quantitative study was designed to determine the possible predictors between curriculum, reflective practice, and activities of in-service training and the in-service training for EFL teachers. The researcher chose to collect data to perform multiple regression analysis. This design seemed to be suited appropriately to answer RQ1, which anchored the development of this study. Participants in the study were randomly selected from all universities in Yinchuan, Ningxia Hui Autonomous Region, China.

Creswell (2005) defined quantitative research as an inquiry method that was functional for describing trends and interpreting the relationship between variables. When employing such approach, instruments, either developed or adopted, is utilized to collect data. In education, several instruments have been developed and adapted to assess in-service training for EFL teachers as well as to survey general curriculum,

reflective practice, activities of in-service training, as types of in-service training for EFL teachers. For these instruments, data is typically produced through self-reporting scales and other instruments to assess consistency, to describe relationships, and develop predictions.

For this study, a survey was utilized to capture the perceived effectiveness participants. Surveys are helpful tools and can be used to keep academic policy analysts informed (Weisberg & Bowen, 1977). Accordingly, using a survey can provide the researcher with a picture of the target population and will investigate the research problem at hand. Based on objective data, it can help to prioritize the researcher's actions; to establish a benchmark for the results of the investigation. A researcher can see whether target populations relative to the research problem are getting positive or negative result (Super Survey, 2007).

This study focuses on the analysis of the statistically significant predictors, namely curriculum, reflective practice, activities of in-service training and in-service training for EFL teachers in universities in Yinchuan, Ningxia, China. The independent variables in this study are the curriculum, reflective practice, and activities of in-service training. The dependent variable for this study is the in-service training for EFL teachers.

Due to the author's extensive knowledge of the region, the decision was made to

select English teacher in universities in Yinchuan city as subjects for the investigation. During 13 years of experiential teaching English in Yinchuan, the researcher was able to observe the connections between the types and quality of various curriculum, reflective practice, activities, and the results of in-service EFL teacher training in many cases and contexts. Thus, this study continued focus on Yinchuan as this is case for this study. The Views about the In-service Programs Questionnaire (VINSPQ) (Birjandi and Hesari, 2010) measured the dimensions of independent variables and the dependent variable and to perceive the in-service EFL teacher training by 49 items.

3.3.1 Population and Sampling

The population of this study is teachers teaching foreign language at four universities in Yinchuan city which named Beifang University of Nationalities (65 EFL teachers); Ningxia University (80 EFL teachers); Ningxia Medical University (36 EFL teachers); and Yinchuan University (29 EFL teachers). The total number of EFL teacher in Yinchuan city was 210 EFL teachers based on year 2014-2016. A list of EFL teachers were obtained from the Ministry of Education in China. The number of EFL teachers currently employed in each university were requested from the key personnel, with information obtained were used to create a pool of all EFL teachers in the selected university systems.

Based on the information of the research site, systematic sampling was employed in

this study. The sample size of the present study was 136, suggested by Krejcsie and Morgan's (1970). The sample size table represented sample size in this study. Table

3.1 Population and Sampling

Table 3.1

Population and Sampling

University	EFL teachers	Population (%)	Sampling
1.BeiFang University of Nationalities	65	30%	41
2.Ningxia University	80	38%	52
3.Ningxia Medical University	36	17%	23
4.Yinchuan University	29	15%	20
Total	210		136

3.3.2 Instrument

This study utilized an instrument known as the Views about the In-Service Programs Questionnaire (VINSPQ) to measure the related-curriculum, reflective practice-related, and activity-based in-service training that would be valuable for their professional development. Therefore, this questionnaire contained 49 items in total.

VINSPQ was developed by Birjandi and Hesari (2010); originally with 26 items focusing on investigating the in-service training. The Birjandi and Hesari had an open invitation to other researchers to use the instrument for just this purpose. The VINSPQ adapted from Cubillo, Ramírez, and Gaubil (2015), was aimed at investigating the curriculum design for in-service EFL training; with items adapted from Impedovo (2016) who aimed at investigating the reflective practice in

in-service training; Several other items adapted from Kusumoto (2008) who investigated the training activities of in-service training; was also from Özyürek (1981) who did the same investigation. Table 3.2 Total items for each Dimension & Questionnaire Sources

Table 3.2

Total items for each Dimension & Questionnaire Sources

Questionnaires of the factors	Adapted from	Dimensions	Items
Curriculum	Birjandi and Hesari (2010)	General content knowledge (12 items)	19
	Kusumoto (2008)	Subject content knowledge (4 items)	
	Cubillo, Ramírez, and Gaubil (2015)	Pedagogical content knowledge (3 items)	
Reflective Practice	Birjandi and Hesari (2010) Impedovo (2016)	Reflective Practice (8 items)	8
Activities	Birjandi and Hesari (2010)	Qualifying programs (2 items)	10
		General programs (2 items)	
	Kusumoto (2008)	Job refresher programs (2 items)	
	Special programs (2 items)		
		Overseas programs (2 items)	
In-service EFL Teacher training	Birjandi and Hesari (2010) Özyürek (1981)		12
Total			49

For this study, the items mentioned in the above table were used and adapted because it was deemed appropriate for capturing a fuller and richer spectrum of in-service

training for EFL teachers. The questionnaire presented respondents with each item, in turn, asked them to rate their disagreement on a 5-point scale, from Strongly Disagree (1) to Strongly Agree (5). A rating of a great deal indicated that the respondents perceived that he or she was capable to bringing about a positive result. The first section of the survey collected basic demographic information, such as name, age, gender, university, experience, and position. Section A was about Curriculum, Section B was about Reflective Practice, Section C was Activities, Section D was more generally about the in-service training for EFL teachers.

Face Validity for VINSPO

To ascertain the content validity of the instrument that was used in this study, three experts in EFL education, management and test and measurement were consulted. A copy of the questionnaire was given to expert in the field of EFL education testing services, teaching/lecturer evaluation consultant who were either professor or professor emeritus for validation. The researcher printed out the soft copy and sent to them, and the experts were requested to make necessary comments on the hard copy and send a scanned copy back to the researcher with all their suggestions for incorporated. Later, the corrected copy was sent to 5 potential respondents to check face validity. A copy of the questionnaire was given to each of them to seek their opinions about the appropriateness of the items, statement in terms of their wordings, the instructions, general formatting, and understandability of the scales to detect if there were any difficulties that may arise in filling the questionnaire. Therefore, some

of the suggestions made were incorporated in to the final copy of the questionnaire in the pilot test.

3.3.3 Pilot Test

Before collecting data, a pilot test was conducted to examine the validity of the items and reliability of the survey instrument (Bryman, 2004; Saunders *et al.*, 2003, Hair *et al.*, 2010). 30 EFL teachers from universities in Yinchuan were selected for the pilot test. Data collection of the pilot study was used in online survey. From 1st May 2016 to 25th May 2016, Data collected using the online survey tool, Sojump—participants were given the link <http://www.sojump.com/jq/8172162.aspx>. After the data collection, SPSS statistical software was used to analyze the result. Problematic items were reviewed, improved, and in some cases removed by the researcher. The EFL teachers were given an opportunity to provide some feedback regarding the validity and clarity of the instrument after they finished the online survey.

Reliability of VINSPO instrument

Reliability is defined as the stability and consistency of the instrument used, and it is one of the indicators of goodness of measure (Creswell, 2014). The Cronbach Alpha coefficient was used to determine the internal consistency of scaled items via the investigation of the average inter-item correlation. The Cronbach's alpha coefficients calculation reveals whether the items are correlated or not, and which items should be deleted or modified. In this regard, according to Kaplan and Sacuzzo (2017), the

Cronbach's α of 0.70 to 0.80 is generally acceptable; Cronbach's α is among 0.8 to 0.9 is good; Cronbach's α coefficients' which is greater than 0.9 is excellent. In this study, the Cronbach's α was used to assess the reliability of VINSPO instrument factors. The overall results are reported here: the value of Cronbach on curriculum is 0.95(i.e. Excellent), Reflective Practice is 0.88(i.e. good), Activity is 0.74 (i.e. acceptable), and section on in-service training is 0.92(i.e. Excellent), and this indicates that each of the items has acceptable internal consistency reliability.

Curriculum of in-service training for EFL teachers

24 items were used to assess the curriculum-based of in-service training that was available for EFL teachers in universities in Yinchuan. After the pilot test, 5 items, i.e. C2, C4, C6, C8, & C18 were additionally deleted because their Corrected Item-Total Correlation was below 0.3, and the Cronbach's α value of the remaining items was 0.95 (see in Table 3.3), and this was deemed to have an acceptable reliability. In the remaining 19 items, there were 12 positive items (C1, C3, C5, C7, C9, C11, C13, C15, C17, C19, C21, & C23) and 7 negative items (C10, C12, C14, C16, C20, C22, & C24). Then the researcher re-coded all these negative items. After the test, the Corrected Item-Total Correlation showed that the values ranged from 0.4-0.8, all considered as acceptable.

Reflective practice of in-service training for EFL teacher

The VINSPO had a total of 10 items as a second predictor—reflective practice-related of in-service training. After pilot test, item P2 and item P4 were deleted, because the Corrected Item-Total Correlation were all below 0.3. 8 items P1, P3, P5, P6, P7, P8, P9, and P10 were retained, as their Cronbach's α value was 0.88 (reported in Table 3.3). Of the remaining 8 items, 5 items P1, P3, P5, P7, and P9 were positive and 3 items P6, P8, and P10 were negative. Then the researcher re-coded all these negative items. After the test, the Corrected Item-Total Correlation showed that the remaining 8 Practice items values ranged from 0.4-0.8, were considered as acceptable.

Activities of in-service training for EFL teachers

Third, the section was related to the activities of in-service training which consisted of 14 items. After the pilot test, four items were deleted (A1, A3, A6, and A8), because the Corrected Item-Total Correlation was below 0.3. The remaining 10 items A2, A4, A5, A7, A9, A10, A11, A12, A13, and A14 were kept as an accepted Cronbach's α value of 0.74, Table 3.3, and with an acceptable Corrected Item-Total Correlation ranging from 0.3-0.5. (see table 3.3)

In-service training for EFL teachers

The final section, which assessed the in-service training for EFL teachers in universities in Yinchuan, consisted of 12 items. After the pilot test, no items were

deleted, because the Corrected Item-Total Correlation was all above the 0.3, and the Cronbach's α value was 0.92, which was acceptable reliability. In the remaining 12 items, 6 items were positive (T1, T3, T5, T7, T9, & T11), and 6 were negative items (T2, T4, T6, T8, T10, & T12). Then the researcher re-coded all these negative items. After the test, the total 12 items of the Corrected Item-Total Correlation values ranged from 0.4-0.8.

Table 3.3

Reliability analysis for Views about the In-Service Programs Questionnaire predictors

VINSPQ	Total items	Corrected Item-Total correlation	α
Curriculum	19	C1. 0.74, C3. 0.63, C5. 0.52, C7. 0.44, C9. 0.82, C10. 0.54, C11. 0.87, C12. 0.58, C13. 0.89, C14. 0.58, C15. 0.87, C16. 0.59, C17. 0.81, C19. 0.73, C20. 0.64, C21. 0.84, C22. 0.51, C23. 0.88, C24. 0.59	0.95
Reflective Practice	8	P1. 0.64, P3. 0.74, P5. 0.66, P6. 0.44, P7. 0.77, P8. 0.52, P9. 0.80	0.88
Activities	10	A2. 0.39, A4.0.38, A5. 0.26, A7. 0.27, A9. 0.52, A10. 0.42, A11. 0.52, A12. 0.40, A13. 0.52, A14.0.44	0.74
In-service training for EFL teachers	12	T1. 0.46, T2. 0.55, T3. 0.76, T4. 0.59, T5. 0.78, T6. 0.57, T7. 0.84, T8. 0.64, T9. 0.87, T10. 0.58, T11. 0.82, T12. 0.70	0.92
Total	49		

3.3.4 Factor Analysis

Curriculum of in-service training for EFL teacher

The Curriculum of in-service training for EFL teacher instrument had a total of 19 items. They were used to measure the design of curriculum for in-service EFL

teacher training. Table 3.4 showed that the KMO value was 0.91, a value that exceeded 0.50 (minimum requirement), and a significant Bartlett's sphericity of ($p < 0.5$) that indicated that factor analysis is appropriate

Table 3.4

Factor loading for the Curriculum predictor

Items	General content knowledge	Subject Content knowledge	Pedagogical Content knowledge
C1	0.98		
C2	0.93		
C3	0.88		
C4	0.87		
C5	0.82		
C6	0.81		
C7	0.71		
C8	0.64		
C9	0.85		
C10	0.85		
C11	0.91		
C12	0.73		
C13		0.89	
C14		0.88	
C15		0.81	
C16		0.71	
C17			0.53
C18			0.84
C19			0.76
Eigenvalue	10.61	3.22	1.09
% variance	53.03 %	16.08%	5.46%
KMO			0.91
Bartlett's			2504.16
p			.00

Reflective Practice of in-service EFL teacher training

A total of 8 items were used to measure the 'Reflective Practice' of in-service training. Table 3.5 provides the results of the factor analysis on these items, showing

a KMO of 0.85, which exceeds the 0.50 (minimum requirement), and a significant Bartlett's sphericity of ($p < 0.5$). The evaluated items were deemed capable of measuring the reflective practice of in-service training for EFL teacher.

Table 3.5.

Factor loading for Reflective Practice predictor

Items	Reflective Practice
P1	0.87
P2	0.90
P3	0.79
P4	0.84
P5	0.89
P6	0.85
P7	0.93
P8	0.93
Eigenvalue	1.42
% variance	51.5%
KMO	0.85
Bartlett's	1000.71
p	.00

Activities of in-service EFL teacher training

Activities of in-service training for EFL teacher were measured by 10 items. Table 3.6 presented the overall KMO of 0.82, a value that exceeded 0.50 (minimum requirement), and a significant Bartlett's sphericity of ($p < 0.5$) that indicated that the validity of activities of in-service EFL teacher training was acceptable. Table 3.6 presented the results of factor analysis.

Table 3.6

Factor loading for Activities predictor

Items	Qualifying program	General program	Job Refresher program	Special program	Overseas program
A1	0.84				
A2	0.70				
A3		0.67			
A4		0.46			
A5					
A6			0.57		
A7			0.84		
A8				0.86	
A9				0.90	0.83
A10					0.79
Eigenvalue	3.95	2.18	1.9	1.8	1.6
% variance	22.65%	10.43%	8.21%	4.14%	4.24%
KMO	0.81				
Bartlett's p	1019.98				
	.00				

In-service training for EFL teacher

Finally, the section which assessed the perceived the in-service training for EFL teacher consisted of 12 items. The overall KMO is 0.90 (over 0.50) and a significant Bartlett's sphericity of ($p < 0.5$) was observed. Table.3.7 shows the result of factor analysis.

Table 3.7

Factor loading for In-service Training for EFL teachers

Items	In-service training
T1	0.85
T2	0.90
T3	0.87
T4	0.77
T5	0.86
T6	0.86
T7	0.96
T8	0.91
T9	0.52
T10	0.67
T11	0.99
T12	0.84
Eigenvalue	6.70
% variance	55.99%
KMO	0.90
Bartlett's	1298.34
p	.00

3.3.5 Data Collection

Data collection process was conducted by mail and internet surveys. An email and/or fax requesting participation in this study was sent to the coordinator. Then, a cover letter and a copy of the survey were mailed by the coordinator to each EFL teacher at a university in Yinchuan. The cover letter attached to the survey explained the purpose of the study and invited EFL teachers to participate, informing them that their identity would be strictly anonymous with confidential, final provided the link to the online survey platform.

A coordinator for each university involved was appointed. After obtaining permission

from coordinator to start the data collection, packets of survey materials were mailed to the selected participants who would be selected through a stratified random sampling based on the proportion of numbers of EFL teachers and gender, highest degree obtained, age, and years of teaching experience. Each package contained a cover letter, the questionnaire, and a stamped return envelope.

Providing respondents with the return envelope was a strategy for convenience to speed up the process of collecting completed questionnaires. Respondents were given three weeks to return their packets. After the given time frame, the coordinator would also send two follow-up emails followed by telephone calls, to remind those who failed to respond within the specified time. Appreciation letters were sent to respondents who had returned the completed questionnaires. All questionnaire responses were coded with their respondent number, to protect privacy and confidentiality in this study.

3.3.6 Data Analysis

To analyze the questionnaire responses, the statistical package for social science (SPSS) version 24 was utilized. First, factor analysis was conducted to ascertain the validity and reliability of each item. Then, the researcher began the process of analyzing the data to address the research questions, hypotheses and to determine factors in the Curriculum, Reflective Practice, and Activities were predictors of the in-service training for EFL teacher in universities in Yinchuan and what factors had

significant or not significant influence on the in-service training for EFL teacher in universities in Yinchuan, China.

To test the hypotheses of the in-service training for EFL teacher, multiple regression analyses were conducted to determine significant predictors which were Curriculum of in-service training, Reflective Practice of in-service training, Activities of in-service training.

3.4. Qualitative method

The second study employed a qualitative method to gain a deeper insight into the nature of in-service training currently provided for EFL teachers in Yinchuan, as well as and the teachers' beliefs regarding the value of in-service training in universities in general. Considering the nature of the phenomenon to be researched, this study followed the advice of Strauss and Corbin (1998) who explained that "qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, attitudes, and emotions that are difficult to extract or learn about through more conventional methods."

3.4.1 Participants and Sampling

According to the literature review and research questions, purposeful sampling seemed to be apt for this study. In purposeful sampling, the researcher intentionally selected individuals and sites to develop a deeper understanding of the central

phenomenon (Patton, 1990). For this study, concept sampling was carried out. As Creswell (2014, p 230), pointed out, “concept sampling is a form of purposeful sampling in which the researcher samples individuals or sites because they can help the researcher generate or discover or specific concepts within the theory.”

Moreover, the researcher sites in this study were the colleges or universities located in Yinchuan city, Ningxia Hui Autonomous Region, China. Based on Creswell (1998), it was necessary to conduct between five and twenty-five interviews for a phenomenological study. For this study, 8 participants from the universities in Yinchuan were invited to participate who were all full-time EFL teachers in the university system. The first participant (P1) was an American foreign teacher with 15 years of teaching and training experience in the university in Yinchuan, and who ran their own EFL teacher training center in Yinchuan. P2 was a Professor of English with twenty-six-years of teaching experience at the university level. P3 was an Associate Professor with more than twenty years of teaching experience with one year study tour in England, funded by the China Scholarship Council. P4 was a famous senior lecturer with twelve years of teaching experience who has participated in many competitions of English teaching and learning, as well as in-service training. She was the main coordinator for her department in her workplace. P5 and the P6 were two lecturers, each with five years of teaching experience at the university level P7 and P8 were assistant English teachers, with less than five years of teaching experience. All participants were individuals that the researcher knew personally as

colleagues from universities in Yinchuan. Table 3.8 present the basic information is here:

Table 3.8

The Basic information for Participants in Yinchuan University

	Status	Age	Years of teaching	Position
1	Foreigner EFL teacher	46	15 years (teaching in China)	Dr with Associate Professor
2	EFL teacher A	55	26 years (teaching)	Dr with Professor
3	EFL teacher B	52	21 years(teaching)	Associate professor
4	EFL teacher B	37	12 years (teaching)	Senior Lecturer
5	EFL teacher C	34	10 years (teaching)	Senior Lecturer
6	EFL teacher D	32	6 years (teaching)	Lecturer
7	EFL teacher E	28	3 years (teaching)	Assistant
8	EFL teacher F	26	1 year (teaching)	Assistant

3.4.2 Data Collection

In educational research, the ‘one-on-one’ interview is the most popular method within the qualitative approach, and it is ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably (Creswell, 2014). According to Fontana and Frey (2000), it is: ‘one of the most powerful ways in which we try to understand our fellow human beings’. In this study, one-on-one interviews is conducted with each of the 8 participants ranging in length from 10 to 30 minutes. Each interview is recorded and transcribed verbatim to facilitate subsequent data analysis.

Each interview consisted of several open-ended questions designed to elicit responses about the current situation of the in-service training for EFL teacher in Yinchuan, and about EFL teachers' attitudes and perspective regarding their training and professional development in universities in Yinchuan. An interview protocol was developed to ensure consistency between interviews. It contained the project name, time, and place of the interview, interviewee name, and position, or title, and interviewers' name. It also included an explanation of the purpose of the study. The five questions discussed in each interview were listed below:

1. According to your own experience, how do you evaluate the in-service training for EFL teacher in your university?
2. Based on your opinion, do you think that the in-service training is important and essential for EFL teacher in university system? Why?
3. Please describe your own experience with the in-service training for EFL teacher and professional development in your university.
4. Regarding the three factors of curriculum, practice, and activities talk about your views on the in-service training for EFL teacher in your university.
5. According to the present situation, what are the current issues facing in-service training for EFL teachers? How to improve?

After the questions, the interview protocols included some closing comments, to thank the participants and assure them of the confidentiality of their responses. Finally, each interviewee signed and dated the protocol. The full interview protocol

can be seen in Appendix (C).

3.4.3. Data Analysis

All data collected in the one-on-one interviews was analyzed using thematic analysis. This was because Percy et al. (2015) suggested that generic qualitative inquiry was best analyzed using thematic analysis. It was a process of pinpointing, analyzed and reporting patterns with data. The themes patterned in the data sets were important to the description of a phenomenon and were associated with a specific research question (Daly, Kellehear, & Gliksman, 1997).

Creswell's (2012) process for thematic analysis was used to guide the researcher's first steps in developing an understanding of the data. This method of thematic analysis involved categorizing major themes that emerged from the interviews. The analytic process involved multiple readings of the data in identifying linguistic instantiations of reoccurring themes that were addressed in the study's central research question. Emerging themes (Miles & Huberman, 1994; Miles, Huberman, & Saldaña, 2013) were coded throughout the interactive process of data reduction, verification and further data analysis. The approach was chosen because the researcher had some predetermined themes which were taken from the quantitative study. However, the possibility that new emerging themes were also taken into consideration.

To obtain information about the interviewees' beliefs regarding in-service EFL teacher training the interviewees were first asked to describe their roles. They were also asked about their beliefs towards the in-service training for EFL teacher. What were the issues related to the in-service training for EFL teacher. The audio-tape recordings of feedback were used among EFL teachers during a six-day period. The transcripts were rated independently by the researcher. Examples from transcripts of beliefs toward in-service training for EFL teacher were included in Appendix (D).

Within two weeks of transcribing the interviews, follow-up interviews were conducted with all participants. To deepen understanding of the participants' definition of in-service training for EFL teacher, they were also asked to identify examples of these activities in transcripts of their recorded audiotapes. The written transcriptions were returned to the participants to check for accuracy of the researchers' interpretations.

After organizing and transcribing the data, the next steps in the analysis consisted of exploring the data and developing codes or themes. Simple exploration was the first step to obtain a general sense of the data. Coding was the latter step to in identifying themes and patterns in the data. Coding was a process of segmenting and labeling text, via identification of broad themes (Creswell, 2014). The researcher used the Nvivo11 to conduct coding on data that generated from the transcripts. This process was guided by overarching RQ2 and 3. The final themes that emerged reflected

evidence of the participants' evolving understanding of in-service training for EFL teacher in the universities in Yinchuan, China.

3.5 Summary

Finally, this study use questionnaire-the VINSPO and semi-structured interviews as the primary data collection instruments. The pilot test was used to test the validity and reliability as measures before conducting the survey. Then the survey data was used to test the hypotheses and to fulfill the research objective of 128 EFL teachers from universities selected from Yinchuan, Ningxia Hui Autonomous Region, China.

In addition, this chapter described both the quantitative and qualitative dimensions of this research on the status of in-service training for EFL teachers in Yinchuan. The beginning of the chapter showed the research design. The explanation of the quantitative method was the second topic of the chapter. It also provided the participants, the sample, data collection, the instrument, independent and dependent variables, the reliability and validity used to measure the variables. The third topic was the qualitative method procedures which explained the basic information about the interview, interview protocol and the collection of data. It also explained as to how the study was conducted.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presented the results of analysis both for the quantitative data that were collected via the questionnaire designed for this study and the qualitative data that was carried out using semi-structure interview to provide information to answer research questions which addressed the teacher's beliefs and the issues related to the in-service training for EFL teacher in universities in Yinchuan. The first aspect of the analysis which dealt with the quantitative data collected through the responses from the survey. The second phase of the findings dealt with the qualitative data that was gathered through interviews, which included the five themes and 13 sub-themes in this analysis. The last section was the summary for whole chapter.

4.2. Quantitative Findings

Regression between Variables of the Study

Normality

Outliers were identified from both a univariate and multivariate perspective. From the univariate perspective, Z score of the variable was used for the identification of outlier. Cases with Z score greater than 4 were considered outliers ((Hair et al., 2010).

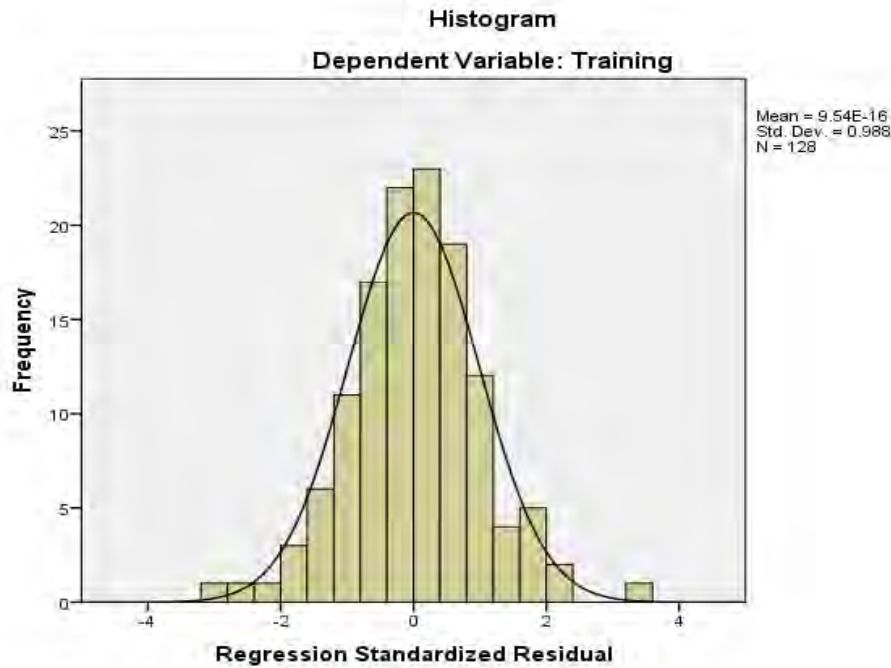


Figure 4.1. Regression Standardized Residual

Assumptions Underlying Multivariate Analysis

Since this study utilized multiple regression analyses, the following assumptions: linearity, homoscedasticity, independence of residuals, and normality had to be met (Hair et al., 2010). Therefore, the data were evaluated for the above-mentioned assumptions. The following section reports results of the assessment of these assumptions for the collected data, to justify the use of regression analysis.

Linearity, Homoscedasticity, and Independence of Residuals

Residual plots were used to assess: 1) the linearity of the relationship between dependent and independent variables, 2) if the presence of variance is constant, and 3) if each predicted value is independent. The examination of the scatterplot of residuals against predicted values showed that residuals disperse randomly about zero with no

clear relationship between the residuals and the predicted values (Figure 4.2). Apart from that, the normal plot of regression standardized residuals for the dependent variable showed a relatively normal distribution (Figure 4.3). These observations indicated that the assumptions of linearity, homogeneity, and independence of residuals were not violated.

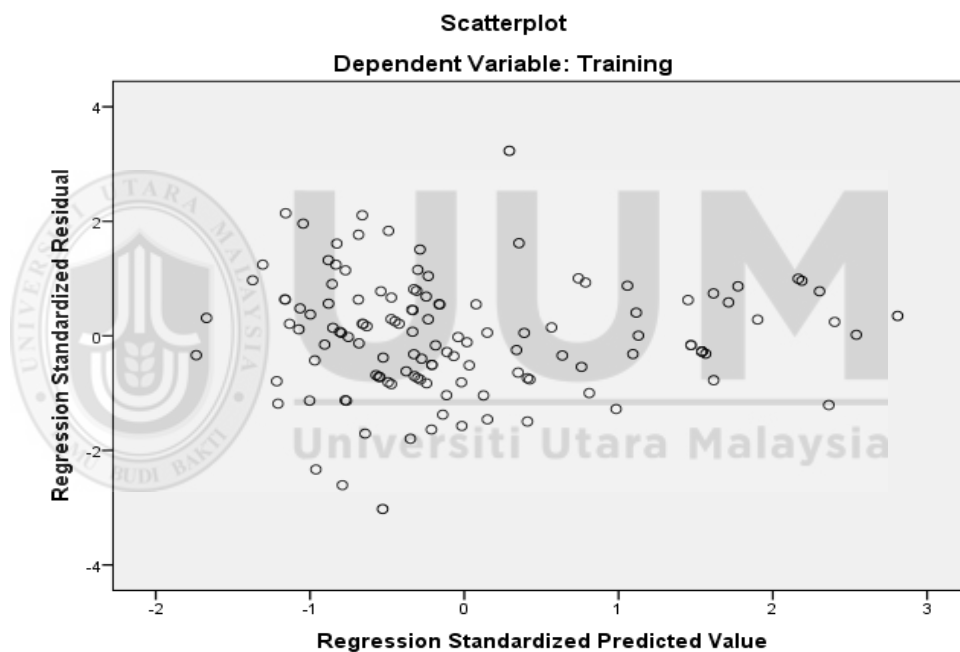


Figure 4.2. Scatterplot of standardized residual against predicted value

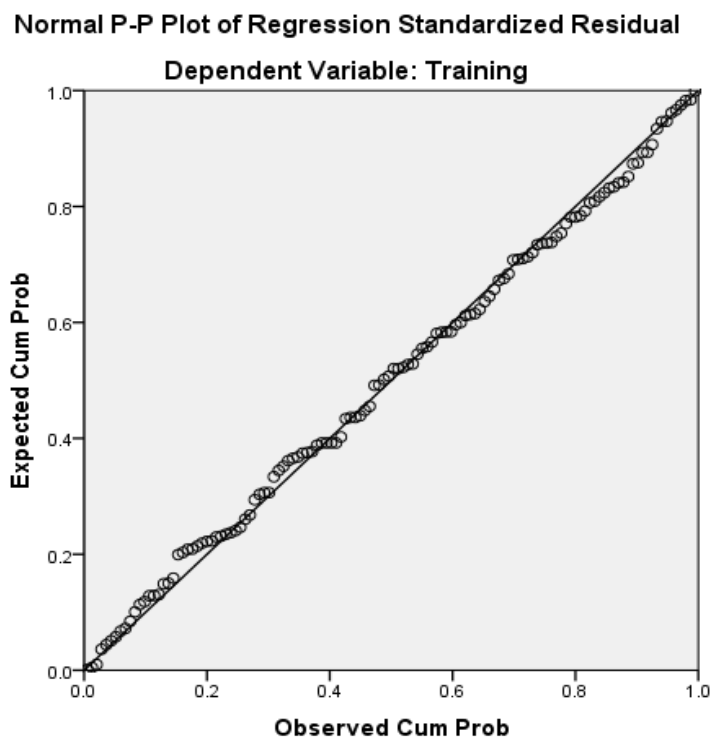


Figure 4.3. Normal probability plot of regression standardized residuals

Factors in Curriculum, Reflective Practice and Activities are predictors of in-service training for EFL teacher in universities in Yinchuan

The primary purpose of this study was to determine the extent of the EFL teachers' training predictors contribution to in-service training for EFL teacher. The EFL teachers' predictors (Curriculum, Reflective Practice, and Activities) were found to be associated with in-service training for EFL teacher. Among the three predictors, Curriculum ($\beta=0.47$, $t=5.23$, $p< 0.01$) had the highest and significant standardized beta coefficient, which indicates that it was the most important predictor contributing to in-service training for EFL teacher. The next important contributor was Reflective Practice ($\beta=0.27$, $t=0.27$, $p< 0.01$). On other hand, Activities was not significantly related to the overall the in-service training for EFL teacher. ($\beta =0.005$, $t=0.10$, $p>0.$)

Table 4.1

Regression result between Curriculum, Reflective Practice, Activities and In-service training for EFL teacher

Model	Un-Std Beta	Std.Error	Std Beta	t	p
(Constant)	1.08	0.19		5.65	.000
Curriculum	0.47	0.05	0.58	9.42	.000
Practice	0.27	0.05	0.35	5.23	.000
Activities	0.005	0.05	0.006	0.104	0.92

a. Dependent Variable: In-service training for EFL teacher

Model of CRPA and In-Service Training for EFL teacher

$$IST = 1.08 + 0.47 \text{ Curriculum} + 0.27 \text{ Reflective Practice} + 0.05 \text{ Activities} + e$$

(t= 9.42*)
(t=-5.23*)
(t= 0.104)

Table 4.1 showed that the Curriculum of in-service training was a significant predictor of in-service training for EFL teachers. ($\beta=0.47$, $t=9.42$, $p< 0.01$) It indicated that as the curriculum increased, the level of in-service training for EFL teacher also increased. Hence, hypothesis 1 was supported.

Table 4.1 showed that the Reflective Practice of in-service training was a significant predictor of in-service training for EFL teachers. ($\beta=0.27$, $t=5.23$, $p< 0.01$) This means that as the Reflective Practice increased, the level of in-service training for EFL teachers also increased. Hence, hypothesis 2 was supported.

Table 4.1 showed that the Activities of in-service training were not a predictor of in-service training for EFL teachers. ($\beta =0.005$, $t=0.10$, $p>0.$) Hence, hypothesis 3 was not supported.

4.3. Qualitative Findings

4.3.1 Curriculum of in-service training for EFL teachers

First, regarding curriculum-related in-service training, the most EFL teachers thought that three types of content knowledge, which are subject, general, and pedagogical, the first—subject content knowledge—is the most important, because it is related to improve the language proficient for EFL teachers. Moreover, the good quality of English teaching depends on the teachers themselves having high-level language proficiency themselves. Therefore, in-service training can improve English capability for EFL teachers. This will clearly help them to offer better classes for their students.

As T2, T7, and T6 say below:

...the training of subject content knowledge should be the most important one, because it is referred to your language proficiency, so it should be put the first position. (T2)

...the first and the most important is the subject content knowledge because, without the good language proficiency, the EFL teachers could not prepare the teaching very well. This is the foundation and basic knowledge of English teaching. (T7)

...the training content must be closely related to the professional development. This means that the training of subject content knowledge should be placed the first place. After all, in China, English is not the native language and the second language, it is the foreign language. So, the EFL teachers not only are the teacher for English teaching but also the language learner. (T6).

Second, the pedagogical content training was considered more important than general content, but less important than subject content knowledge. This is mainly because EFL teaching methods, theories, and techniques are constantly changing and improving, and also because different teachers have different needs or methods

relative to their teaching contexts. T2, T7, and T6 elaborate below:

The second one should be the training of English teaching skills because we cannot always use the old way to teach. We should learn the new idea and new way to teach for our students and keep the same speed with the student, that need us to study all the time. So, the key to improving our teaching is still learning and upgrading the teaching skills and knowledge. (T2)

The next is followed by pedagogical knowledge. It related to the teaching methods and skills. (T7)

...I will put the pedagogical content knowledge to the second place. This training should consider the teacher's own situation and their English teaching methods or teaching practice issues to carry out. Because we are talking about in-service training for EFL teacher, it is totally different with the non-EFL teacher. In English teaching, we do not have the relevant language environment to arouse students' motivation and interest in learning a foreign language. We have a lot of problems like this. We need to participate in teacher training and rely on the in-service training to solve the problems which appeared in English teaching. (T6)

Finally, most of the interviewees expressed that general content knowledge was least important for their development as EFL teachers, because it was useless and enough .

Another reason was the language teacher should put the language proficiency training for the first place.

...The last one is the training of the general content knowledge. Because it is useless. (T2)

...Finally, it is the learning of general content knowledge. The current in-service training are full of the general content knowledge.(T7)

...The third one will be the general content knowledge. It should be less than the subject and pedagogic content knowledge, because we are the EFL teacher, the language proficient is our basic compatibly. (T6)

On the other hand, the interviewees thought that three kinds of knowledge are all important; if EFL teachers have great subject content knowledge but poor

pedagogical knowledge, it will be difficult to teach well. In general, it seems that EFL teachers need to have a broad foundation in theoretical knowledge. Therefore, most teachers thought that these three spheres were interdependent, supporting and relying on each other. The subject content knowledge is foundation; without it, teaching is truly impossible. Yet pedagogical knowledge is what helps EFL teachers to output the knowledge to the student and to teach well. Finally, general knowledge can enhance the concept of modern teaching for EFL teachers.

...Usually, the training will focus on the theoretical knowledge, so they might name about the same aspect of English language. And I think they are all important, but the professional knowledge might be more important than anything else. I mean if you have the professional knowledge without theoretical knowledge, it will be the problem. But the teachers need have the huge foundation in theoretical knowledge. Some foundation is in general knowledge, it is time for them to develop their professional knowledge (T1)

I think that all three kinds of knowledge are different, but they are all interdependent and interrelate and also support each other. The subject content knowledge is the foundation for all of all, without this foundation it is hard to fulfill the teaching. The pedagogical knowledge is the method that will teach you how to output your knowledge to the student and to show you which is the best way to teach. The purpose of general education is to enhance the concept of modern teaching. (T8)

To sum up, the subject content knowledge was the foundation and most essential knowledge for English teachers, as well as the most important factor for in-service training for EFL teachers. Pedagogical content knowledge provided important tools and necessary methods for EFL teachers to use in the classroom. General content knowledge was integrated into teaching English, using a variety of knowledge and tools to achieve their vision, and enhancing and modernizing teaching for EFL teachers. Overall, all three kinds of knowledge were interdependent and interrelated.

Therefore, this qualitative findings explained the reason why the curriculum is the significant predictor with the in-service training for EFL teachers in universities in Yinchuan.

Subject content knowledge

Given the language environment of China—in particular, western China—EFL teachers don't have many opportunities to use or practice English themselves. For this reason, most interviewees believed that the in-service training for subject content knowledge should be the top priority, as it is most closely related to improving the language proficiency of EFL teachers. T6 elaborates below:

...So, the training must be more related to the subject content knowledge. ... the training of subject content knowledge should be made available in the first place. (T6)

...we should consider the language environment. We don't have more opportunities to practice English, therefore, the in-service training should be responsible for provided the training to improve the language proficiency. (T6)

Likewise, a typical EFL teacher only uses English in class; the opportunities to practice English are very rare. Thus, the training of subject content knowledge was necessary and important, because the regression of teachers' English proficiency and the phenomenon of language degradation are both fundamental problems for EFL teachers to face in China. Similarly, the subject content knowledge is most foundational for student success, because of the quality of the English classes depends on the teachers' language proficiency. Therefore, to maintain high-level language proficiency, both the EFL teachers and the university should highly

prioritize in-service training of the subject content knowledge. T7, and T2 elaborate below:

...the most important training is the subject content knowledge. It is the foundation and basic knowledge for EFL teachers to prepare the teaching courses because the higher professional level will be done the better teaching. (T7)

I remember that I took part in a high-level International English Test last year. Although I already practice it from the material of IELTS (International English Language Testing System) and also learn some information about the exams, and before that, I already pass the Band Four and Band Eight Examination for English major students when I was the degree student. But it still feels awkward to do the English listening part. Actually, I practice my English when I am teaching but still feel deeply for lack of specialized knowledge and professional ability. So I still think that we should continue to learn and improve our English language knowledge and skills. (T2)

The training of English skills--Listening, Speaking, Reading, and Writing

According to the interviews, the training of subject content knowledge is most often related to the four language skills of listening, speaking, reading, and writing.

Because the four aspects are interrelated, training or improvement of one of these can

perhaps lead to progress in the others as well. T2, T3, and T4 elaborate below:

When I was a student, we have “language improvement” class for one semester. The lecturer is from America. We are all very enjoy this class, because we all make great progress in English Listening, Speaking, Reading and Writing. It make the deep impressions in my mind. It was not only improve my English, but also learn some strategies for how to learn the English. However, in recent years, I just focus on my teaching, practice it less. so I feel the regressing in English were very serious. It is so limited when I using the English. It is a degradation of the language, so I feel that the subject content knowledge training is necessary and essential. (T2)

Actually, we don't have the in-service EFL teachers training to practice the English listening, speaking, reading and writing. But I believe that the training those skills are very important. We cannot separate four skills, because they are interrelated, training or improvement of certain aspects can promote other aspects of the progress. (T3)

...we don't have any in-service training about English Listening for both EFL teachers and students. (T4)

...we need more training for learning the skills of English listening and speaking, ... the EFL teacher will improve their the language proficiency through the in-service training, this is very important.(T4)

I did not participate in the training on English speaking, because we don't have this kind of training in my workplace. But I really want to take part in it, because I want to communicate with foreigner more confidently and smoothly. (T4)

...the training of the English reading always focus on the some smart way for examination. ... actually, the students could not really understand what is the real reading of English. Because the training only provides the smart way for EFL teachers and student to deal with the exam. No one really cares about the English reading. (T4)

... the English writing as same as the English reading. Focusing on examination skills. In fact, the writing is based on the reading. To accumulate the reading, there will be output for writing. But in China, our English writing is based on reciting the template of writing. (Laugh)(T4)

Typically, in China, subject content in-service training focused heavily on first reading and then listening and writing. Oral English is often completely ignored. The interviewees agreed that the in-service training should seek a better balance of these four skills, with less focus on reading, a similar focus on listening and writing, and increased focus on oral practice.

Additionally, regarding reading, most current training programs seem to be focused specifically on vocabulary and English grammar and did not actually offer development for reading skills. Most interviewees said that skills were more important contents because if the teacher knows more skills, they can help the student to gain these skills and develop many different strategies to practice English

and handle various difficulties when studying English. Therefore, recommend that in-service training should be skill-oriented, not the content-oriented. T1 elaborates below:

...I think they are all equaled important for English teacher. But I think in China, in general, they are much more focus on reading than anything else, and then they focus on listening and writing, and then the oral get ignored. I think they could be less focus on reading, keep the same focus on listening and writing, but add more oral practice. So it will be balanced. And in the teachers training, they always focus on reading, that was the teachers teaching and they always get together mostly talking about the reading, the vocabulary and English grammar, they talk about reading most, especially for intensive reading, but they don't talk about reading skills and that part is to teach student how to learn on their own. You teach them the reading skills no matter what they read, they can read. You teach them reading and they only can read the reading you teach them. And for writing, it is the same. They just focus on examination, if you just teach them the examination, what they learn is too limited. But if you teach those reading skills, writing skills, listening skills and speaking skills, then you train them for many different strategies. If you just teach them the content that was they learn is limited. If you teach them the skills, that is broad, really broad, what they learning is how much more they can learn. (T1)

Actually, if they will teach the skills instead of content, they may prepare the student even better than the examination, because you never know for the reading content for examination, but if you teach them the reading skills, it doesn't matter what the content is on the exam, they can still pass it. (T1)

To sum up, all of the interviewees believe that training for English listening, speaking, reading and writing are imperative, necessary and essential, as, without them, regression and degradation of their English proficiency are both more likely and more serious. Fortunately, as the four aspects of English are interrelated, to train or improve one skill will often influence the other three skills in the process. Based on this phenomenon, interviewees recommend that in-service training balance their focus on all four skills—increasing emphasis on oral English and decreasing on reading—and should also be skills-oriented. By developing their own skills, teachers

can then help students to read, write, speak and listen in English. In sum, subject content knowledge should be given top priority among the three different kinds of knowledge, because of these language environment issues in China.

Pedagogical content knowledge

Most interviewees agreed that it is vital for EFL teachers to develop their pedagogical knowledge, because it related to new teaching methods, processes, and concepts. In particular, it can offer practical help for teachers, as they solve various problems in their classes. Additionally, interviewees mentioned that EFL teachers need pedagogical training to help them update their English teaching style and integrate new teaching skills into their repertoire. T1, T2, T3, T4, T6, T7, and T8 elaborate below:

Last year. I was honored to be invited to participate the in-service training which held by the Ministry of Education Information Committee. The organizers invited some famous professors who are from Beijing Foreign Studies University and Beijing Second Foreign Language University and to do some workshops for the EFL teachers are from all around China. I have benefited a lot from this in-service training because I got a lot of new ideas, new teaching methods, and concepts about EFL teaching. So I think this training is very necessary. (T2)

I believe that the training of the EFL teaching method and skills are very important. Because that knowledge can guide the EFL teachers how to solve the teaching problems, and improve English teaching. We want to know some useful and practical teaching method from the processors. We could fashion our thoughts according to the thought of the new teaching ideas. (T7)

...I think the EFL teaching knowledge is more important. Because I am a new English teacher, so I think I have a lot of problems in EFL teaching methods and teaching planning, so that I need to solve those teaching problems through the in-service training. (T3)

Yes, of course, is important, it is vital. Likes the teachers talk to each other when

they need. They do talk about the class management and other questions they met in their teaching and they have to try to solve the problems together. I think it should come up, it should be planned, and it should be part of the training. It should be a discussion that the people planned and then they reading and ask teachers what are the problems you have in this year for everyone. What kind of the strategies could solve the problem? It should be broader and planned. They need more pedagogical training and more focus on teaching skills and also they need to move focus on teaching skills instead of content. (T1)

I will put the pedagogical content knowledge to the second place. This training should consider the teacher's own situation and their English teaching methods or teaching practice issues to carry out. (T6)

We already have some in-service training of pedagogical content knowledge. Usually, some famous or rich experience professor would do the workshop or lecture for academic staff. It is good and useful for us to learn some teaching method or skills from the experts. ...we really appreciate this kind of training (T4)

... the training of the English teaching method, which is very essential. ... without to refresh the teaching idea and teaching method, the English teaching will become more boring and also the students will not interest this English course. So we need the training of this kind of knowledge to change our English teaching. (T8)

General content knowledge

Firstly, most teachers thought that training of general content knowledge offered by their universities were too general, covering too wide a range of knowledge. Only a few teachers were eager to attend these types of programs. However, these remain a requirement for the conferring of academic titles to EFL teachers. T2 and T3 elaborate below:

...the general content knowledge training is mostly design for the conferring of academic titles. It is the one requirement for EFL teachers. The EFL teachers should accomplish those courses and get the certification from the department of government. Maybe only a few people eager to learn the general content knowledge through the training. (T2)

... the training of general content knowledge was held by the university is too

general.... it is covering a wide range knowledge, this made the significance of in-service training becomes meaningless. (T3)

However, Some EFL teachers still believed that general content knowledge was very useful and helpful because it could help EFL teachers increase their knowledge and broaden their vision. The training of general content knowledge was still necessary, it should be more appropriately proportioned given its lack of specific relevancy to EFL teaching. And if possible, it should be more specifically targeted on specific topics. (T5, T8, T3,T4,)

I think this kind of knowledge of the training is still necessary. (T3)

It is necessary, but do not demand too much., ...our in-service training is full of the general content knowledge than other knowledge. (T4)

...general content knowledge could increase our knowledge and can broaden our vision. (T5).

... It is necessary, it can be more diversification... (T8)

...sometimes the contents of the training are very broad from the general knowledge, and sometimes the training themes are the fire prevention, disaster prevention and so on. I believe that all kind of knowledge is useful and helpful. (T3)

Overall, the EFL teachers interviewed have the three different attitudes toward the general content knowledge. The first is that general content knowledge is useless, because it is only designed for the conferring of academic titles for EFL teachers, and also because it is too general, broad, and irrelevant for EFL instruction. The second is still necessary for EFL teachers to participate into the training of general content knowledge. It should be specific target-based and less frequent. The last is very useful and helpful, it can increase the knowledge and broaden the vision of EFL

teachers.

4.3.2 Reflective practice of in-service training for EFL teachers

In this section, the author discussed the interviewees' comments regarding the Reflective practice of the in-service training for EFL teachers. Most interviewees had rather critical views. Firstly, most of the in-service training didn't actually involve any training for reflective teaching practices. Rather, teachers often only created a reflective practice description for the school inspections. In terms of their actual teaching process, many did not know how to reflect and develop their own teaching skills and practices. T1, T2, T3, T4, T6, and T7 elaborate below:

... it makes me remind the Young Teachers Competition that I participated in recently. This contest is divided into three areas: The first part is the teaching plan of competitions. The second part is the teaching presentation. The third part is to write the reflection of the teaching. In order to prepare for this contest, the school provides a specialized teaching reflection of a template for everyone to recite; this template is any curriculum can be applied. This is my experiences with teaching reflection project training in recent. However, our school has not been arranged the system training for teaching reflection aspects, even for English teaching. (T2)

...The discussion after the teaching demonstration is the only form of the collective reflection of teaching practice. we had required the teachers should write the teaching reflection after class, and this part will be shown in the teaching plan. Actually, there were few teachers do a reflection of teaching most of them just deal with the school inspection, and this kind of reflection makes no sense for practice. (T2)

...our school's training is not involved in the reflective teaching of the training. But, we have the one procedure in teaching plans that require us to write the teaching reflection after we finish this lecture for each unit. In fact, the current situation is only to handle the check from the school. It cannot really achieve its own purpose. There is no real reflection of teaching and no training for that. We don't know how to reflect and what kind of reflection will affect the teaching. (T7)

... there is no collective reflection on teaching, it will not fall in essence, it is just

one part of the teaching plan. (T7)

... we do not involve the reflective teaching of training... (T3)

Not really, in Ningxia University, they had the observation class activities. After watching, they will get the feedback. But I don't think that observation class could encourage the reflective practice. Individually, I think some teachers reflect it and I think the teachers who come to my English corner reflect it because I ask them to do it. It will make me reflective. I don't think that is really value or it happened naturally for some people, but it doesn't happen naturally for no one encourage them to really reflect it. (T1)

... it is depending on the different people, some people reflect their life, but some people don't. So if you naturally reflect your life then you naturally reflect the teacher. Probably, and if you don't naturally reflect on life, you don't naturally reflect the teacher, you need someone to help you to reflect and no one to help them to reflect. And now in teacher training, they always use traditional way to train, they don't use the facilitate way, if they use facilitate way, they will more focus on the reflective practice. (T1)

...the training in our school is almost not related to reflective teaching. (T6)

... the school did not provide a platform to learn how to reflect our teaching. Teachers rarely go out to attend meetings or lectures to learn how others are reflective and also do not offer training courses to teach teachers what is reflective teaching, How can we really reflect on their own teaching problems, how to improve these problems. The training is to sustain on the surface, but no more deep change. (T6)

...the in-service training that I had participated that were not involved with reflection teaching training. (T4)

However, most interviewees were aware of the gap in in-service training and teaching practices. They believed that the reflection practice was very important, because it could help EFL teachers identify and respond to problems in their teaching, as well as gain a deeper understanding of various teaching philosophy concepts. As T1 said, to be reflective' means to ask questions, let teachers think about it long and hard, and then respond. Some interviewees believed that for the most part, EFL

teachers in China need someone to help them to reflect—at least at first, it wouldn't happen naturally. Thus, it could be encouraged by in-service training. The implementation of reflective practices would depend on the teacher himself or herself. Teacher naturally reflective in their life, they will most likely be a naturally reflective teacher. Therefore, the in-service training could help to transform the traditional teaching model to facilitate reflective practice more readily. So teachers think it is necessary to emphasize the importance of reflective teaching and to strengthen training programs in this area. T1, T3, T4, T5, T6, and T8 elaborate below:

... reflective practice is quite important. Only the reflection will make the teachers action. (T5)

...but I think it should be quite important. Only through reflection will make the teachers know what problems they have in their teaching. ... I think it is necessary to emphasize the importance of reflective teaching, to strengthen training in this area. (T3)

...To be the teacher, we should reflect our teaching after the class; because it can help us to improve our teaching and motive the student to study and learn English. (T6)

...Yes, it is necessary. I think the teaching reflection is still very important... (T4)

...the reflective teaching is very important. After class, teachers should summarize their own teaching, through this reflection can deepen the understanding of some concepts in the teaching philosophy, and ultimately achieve an upgrade. (T8)

After the demonstration class, I require them to speak it. Just ask questions, what do you think what the work with your student, why or why not? How could you change it to make your student change? I will always let them reflect their own teaching. This is the real reflective practice(T1)

...the reflective is refers to the question, and you have to ask the teacher question and let the teacher think about it. And think about it, think about it, and think about it, this is the reflection. (T1)

In sum, the reflective practice is vital for EFL teachers in China because it helps teachers to know what problems that they have in teaching, and leads them to act in response, as well as developing the understanding of various English teaching theories and philosophy deeply. However, reflective practice is not actually implemented in in-service training in the universities in Yinchuan city, which means most teachers still don't know how to proactively reflect and develop their English teaching outside of class. They didn't have the habit to asking questions to identify and contemplate how to solve various problems. Moreover, they do write reflective practice descriptions for school inspections as individual teachers, as well as no collective reflective practice process. And most troubling, training opportunities for reflective practice were very limited. Therefore, EFL teachers need training to help them learn how to integrate reflective practice into their teaching styles. Finally, , in-service training have to help EFL teachers transform the traditional teaching model to facilitate reflective practice way.

4.3.3 Activities of in-service training for EFL teachers

This section discussed the interviewee's responses regarding the various Activities offered under the umbrella of in-service training for teachers in the Yinchuan area. As stated earlier, these activities include (1) Qualifying programs, (2) General programs, (3) Job refreshing programs, (4) Special programs, and (5) Overseas programs. As interviewees mentioned, they considered that each program were very important and necessary for EFL teachers, because each of them focus on different

contents, had its own purpose. However, the limited training opportunities were the biggest issue for EFL teachers to have. The qualitative findings explained the reason why the “Activity” is not the significant predictor of in-service training for EFL teacher. T1, T3, T6, and T7, elaborate below:

Based on our schools, we have some training opportunities or training programs, but only a few opportunities for EFL teachers. Maybe, this is depending on the different university; because my workplace belongs to the private university, so they will consider more about the budget for training. (T3)

For training programs, ... when the teachers come back with the new ideas, they come back with some research and also come back with the passions for teaching, because they also get improve their English speaking. (T1)

The training opportunities are very few in my university as well as they are no innovation for training. (T6)

..the school will invite the experts to do the lectures, workshop or seminars, and the training contents will be surrounded by the general content knowledge or sometimes are talking about the science and engineering. This training is not suited for the EFL teachers. We need more practical things for in-service training. (T6)

We already have some training programs in my workplace, but the opportunities are very limited and the competition is very fierce. The most EFL teachers are more interesting to apply for overseas or special programs, and they want to seize the training opportunities for professional and teaching skills, and less for general training programs. (T7)

Qualifying programs

All novice teachers were required to participate in these “qualifying programs,” because they need to adapt to the school work environment as quickly as possible, and to help them meet qualifications necessary to be an EFL teacher. However, T2 mentioned, new EFL teachers were influenced most by his or her teaching mentor.

T1, T2, T4, and T6 elaborate below:

... it is quite necessary for the new EFL teachers, because they need to adapt to the school work environment as soon as possible, as the same time they should know how to become the qualified EFL teacher through the training. (T6)

...In my view, the training for new EFL teachers is very necessary. (T2)

... when I was a new EFL teacher in my workplace, the school assigned me a senior EFL teacher to be my mentor. She uses the observation the class from each other to guide me how to teach. She also makes a detailed plan for how to mentor me. After that, I learn a lot of teaching method and skills from my mentor. So, I believe that the qualifying training that is very important and indispensable because it can make the new teachers use the short time to know how to teach and know everything about school teaching and teaching process. The new EFL teachers will be influenced most by his or her mentor from the teaching. So, I personally feel that the new EFL teacher training is still very necessary. This week, I will present my class to the new EFL teachers; this is also a demonstration class for the new EFL teachers. From this aspect, you will understand that the leader also more value about the training for new EFL teachers. (T2)

...I believe that quality training program for new EFL teacher is very necessary... (T4)

...I know some new teachers should know the policies of their university... (T1)

On the other hand, in most universities, qualifying programs were carried out by the Human Resource Department. These training programs typically only covered the rules and regulation of the school, and the culture or history of the university. Thus, these typical qualifying training activities were irrelevant to teaching and do not fulfill the real purpose of a qualifying program. T3, T4, T6, and T7 elaborate below:

...we only have the training program for new EFL teachers by Human Resource Department at my university. The purpose of this training is to make the new staffs clearly about the rules and regulation of the school... (T7)

Based on my own training experience, the qualified training is the process to study the culture and history of our university, as well as to familiar with the

regulation and rules of my workplace. (T4)

..the training only provides the regulations and rules of our university that the new EFL teachers should obey it and not refer to career planning. (T6)

... the qualifying program was designed for new EFL teachers. Before start the teaching, they should participate into the qualified training for five days, the training contents are about the regulation of school management. I already participate in this training when I was a new EFL teacher. This training is more meaningless because it didn't involve the knowledge of how to teach and how to improve your subject content knowledge or how to make the plan for your future career. So we feel it is so boring, (T3)

Likewise, the qualifying training programs should cover not only policies study, but also the teaching skills and content. In other words, cover the regulations quickly, and save more time for subject content knowledge, the English teaching process, teaching method, and teaching skills. T1, T3, and T7 elaborate below:

... I personally think that the qualified training should use the small section for learning the regulation, it should be more related to the training of teaching and subject content knowledge. (T7)

... Because we want to know more information about teaching. (T3)

I know some new teachers should know the policies about their workplace. But in my idea, the policy training could be part of the training, but the most part should be the teaching skills. (T1)

...but it should be related to the English teaching and the subject content knowledge, the new staffs should learn more about the curriculum, credit hours, teaching method, teaching skills. Not only referring to the policy study but also the teaching skills training. (T4)

To conclusion, the qualifying programs were considered indispensable by the interviewees, because it can help novice teachers to adapt quickly to the work environment and develop their teaching ability to become qualified EFL teachers.

Additionally, the mentors were the key people who can influence the novice teachers

most. However, current qualifying programs at universities in Yinchuan focus only on introducing rules, history, and more information about the university itself. Therefore, teachers strongly recommend that qualifying programs adjust their content to focus more on teaching content, method, and techniques.

General programs

General programs were necessary and helpful for EFL teachers to develop their general education knowledge—to widen the scope of knowledge and broaden their horizons. However, the general programs about general content took up too much time and priority in in-service training in current situation in Yinchua. T2, T3, T6, and T7 elaborate below:

Generally, the university was only in charge of the training for General content knowledge. (T6)

...according to the current situation, spend too much time on the general program; we should focus on the subject content knowledge training for EFL teachers. (T7)

I think it is necessary to take the general knowledge training, such as mental health training is more powerful and useful for both the EFL teachers and students. I have participated in the general training; it is more helpful for my teaching and deeply affects me on how to build the good relationship with your student. And I experience that I take part in the one training that is for how to make the “Micro-class” by computer and this training has not related to the subject content knowledge, but it is more useful to using in my own class, and it will change the quietly class to be the more activity class. After that training, I know how to make the “Micro-class”, and then the school arranges me to do one completion about the English “Micro-class”. If there is no computer-aided training and micro-software for the video system knowledge of the universal training. We could not finish this task. (T2)

...the General knowledge training is necessary, such as intercultural communication which is more useful when doing some research about the culture between the Chinese and Western. This training also can widen our scope of

knowledge and broaden our horizons. (T7)

for general content knowledge training, if the school will require the teacher to participate in, the teachers will attend, if not, the teachers will not take part in and focus on their own business. (T3)

In summary, the general programs were necessary and helpful, but it occupied too much time. The training have to reduced to make room for other training programs focused on pedagogy or subject content.

Job refresher programs

Job refresher programs were often used to consolidate or review professional knowledge for EFL teachers. Usually, these training programs were hosted by Beijing Foreign Language University Press and that of its sister university in Shanghai. Various activities provided by those two Presses include conferences, workshops or competitions in different cities in China, and training for improving the English language proficiency, teaching ability, research skills, and more. However, the training of the subject content knowledge was still quite rarely carried out at the local school level.

In addition, EFL teachers usually prefer job refresher programs, because they can obtain more new ideas or new teaching styles. Usually, the guest lecturers who were invited the famous experts in the TEFOL field, who have rich experience of research and teaching, which often leads to EFL teachers noticing the gap between the English teaching styles and levels in different universities, especially between huge urban

centers and smaller cities. All interviewees expressed great eagerness to participate in this kind of training and hope there will be more training opportunities provided by the Beiwai and Shanghai Press. T3, T5, T6, and T7 elaborate below:

As far as I know, this training of the subject content knowledge is still quite rarely from the school. (T3)

We don't have the training that named for job refresher program from our university; it related to consolidate the professional knowledge for EFL teachers. Usually, it was taken by the two-main famous publish companies which belong to the two-famous foreign language study universities, one is located in Beijing, the other one is in Shanghai. They always have the various activities for professional content knowledge training. (T7)

... the two main publishing companies were responsible for the most portion of in-service training for EFL teachers who are working in University in China. The first is the Foreign Language Teaching and Research Press which belongs to the Beijing Foreign Studies University. The second is the Shanghai Foreign Education Press which belongs to the Shanghai International Studies University. As far as I know, they always hold the meeting or conference or workshop in different city in China, training included the English teaching and researching and so on. (T6)

There is an Annual English Teaching competition organized by the publishing company. Through the competition, the EFL teachers will improve more on the English teaching than before. Which I think is also a kind of subject content knowledge training. (T5)

We have some activities for the English teacher. To present the work he or she already did, after the presentation, other EFL teachers will give him or her some suggestion for how to teach this unit. On the one hand, EFL teachers can get more idea for how to teach this unit and, he or she can find the shortage when they prepare this unit. That will make progress for their teaching step by step. So, I think such activities for the self-development of teachers is still very helpful. (T5)

And for the training of subject content courses, I think we are very active to want to participate. (T3)

However, job refresher programs—besides those hosted by the Presses—are in great

demand. Firstly, limited training time often leads to trainers giving broad outlines of content, rather than specific explanation. Secondly, participation was always limited to small group size, so many EFL teachers cannot attend. Thirdly, there was an overall belief that short-term training was rarely had any great effect. T6, T7, and T8 elaborate below:

It is limited by the training time that is too short; we want to get more detail information of professional content knowledge training. (T7)

... but some workshop or meeting only few EFL teachers can take because the time is not proper. (T7)

...but only a small amount of EFL teachers could participate in this training because we have so many EFL teachers in China and this kind of training only can focus on the small group. (T6)

It is cannot use the short-term training to fulfill the subject content knowledge training. It is a long-term process and needs some specific requirements for EFL teachers. (T8)

Moreover, interviewees believed that job refresher programs should be based on active learning—for example, workshops, demonstration classes, observation classes, and reflective practice training, as well as having a great effect. T1, T8, elaborate below:

... I just know their observations are always focusing on content. I have my own workshop for training the EFL teachers, the purpose is that I want to train the teachers who will better understand how to improve their teaching and how to solve the problem of teaching in class because I do a lot of research for that when I am a PhD student in American, and also I am a native speaker of America, so I know some new concept and new idea for EFL teaching, so when I do training, it is all training activities based. The teachers should do the demonstration class and reflection, and I require them to speak it. (T1)

Usually, we invite some expert to do the workshop in our workplace, this kind of training also using the Chinese, it can refresh the teaching idea for EFL teachers, as well as can broaden the vision for EFL teachers. (T8)

In summary, interviewees generally had a high opinion about the value of job refresher programs. Certain nation-wide programs, such as those sponsored by Shanghai and Beijing Foreign Language Presses, were very helpful for exposure to new ideas and techniques for teaching, as well as helping the teacher see the difference between English education in major urban centers and small cities. However, on the local and university level, job refresher programs are in very high demand. Most teachers could not even participate due to limitations on attendance. Teachers interviewed recommend that more programs should be created which are practical and active-learning based.

Special programs

Special programs which were provided the opportunities for EFL teachers to travel to different universities in China for study and research purpose. Interviewees believed that these opportunities were very valuable and worth applying for, especially for self-improvement. They expressed great willingness to apply for it because it could help them to learn about different English teaching styles and share their experiences with other teachers. However, EFL teachers mentioned that it has more restrictive conditions and the few opportunities to apply. T2, T6, and T7 elaborate below:

.... this program refers to apply to exchange the EFL teachers from the different

university and also you could apply for visiting scholar so that you could visit or go further study in different university. (T2)

The special program means to apply for the domestic visiting scholar, and then you will obtain the chance to go to another university for further education. (T7)

I know one of the training programs that can provide the opportunities for teachers who can go to other colleges or universities to visit or continue further study. (T6)

...As far as I know, this special program is more valuable for EFL teachers. (T2)

Such training program is still very necessary for EFL teachers. Some EFL teachers who already participated this special program share more information with me, they all enjoy this special program and benefit from it and feel it is rewarding. So, I believe that this is a more important training program. If I have an opportunity, I would be more cherish it and value it. I will not waste the time to learn everything. (Laughing) (T2)

I think these programs are very good because we cannot always use the one way or our own teaching method to teach. We should try to understand the outside world, and have the vision of future, and cannot live in the present without thinking the development in future. These special programs provide the chance that can help EFL teachers to go out and to learn other people's management experience, also can learn from other person's views, and so on. This is the good way to fulfill the self-improvement. (T6)

Unfortunately, the English course is belonging to the foundation course, so these training opportunities are less than other teachers of the subject. Maybe, the school will arrange the special program for EFL teachers in future. (T2)

I really appreciate this special program, but it has more restricted conditions, and the less opportunity for apply. (T7)

Overseas Programs

Like special programs, overseas programs give Chinese teachers opportunities and funding to travel abroad for study and self-development. Interviewees believed that this was perhaps the best opportunity to experience living or studying abroad, to get a

better understanding of the culture from living in a different country and get the best chance to use English properly and correctly to communicate with foreigners. As most Chinese EFL teachers only studied English in China, they have rarely had this kind of opportunity to interact with native English speakers. As T2 said,

...I think the overseas training program is very important for EFL teachers because the EFL teachers are all from the English major in China. If they don't have the experience of living or studying in overseas, they will not really understand the different culture from the different country. It is better for EFL teachers to experience the life in overseas countries, and it is the best chance to use the English language to communicate with foreigners. When you experience this process, you will know how to use the English properly and correctly. So, I personally feel that overseas training program is also very necessary. (T2)

As highlighted by T2, the greatest benefit of these overseas programs is that it could provide opportunities for EFL teachers to practice and improve their English proficiency, which is why most EFL teachers want to apply for overseas programs.

T1, T2, T5, and T7 elaborate below:

If I have this chance, I would apply for this training program. Otherwise, I will feel so pity for that. (T2)

In all the training programs, I am more treasure the overseas program, because I need this English language environment to practice and improve my language proficiency. (T5)

I think that is the great opportunity for English teachers to apply. (T1)

...In fact is a good training program. (T7)

However, the likelihood of selection for overseas programs is very limited, because this program relies on government funds. Usually, public universities get more opportunities than private schools. In either situation, teachers cannot expect that

they will someday be able to take advantage of this opportunity. T1, T76, and T7 elaborate below:

In Ningxia University, every year, they have two or three teachers could go aboard and two or three teachers can go to another university that is in China. I will say that has huge percent teachers could go overseas ... (T1)

...but the opportunities are very limited and with the very strict requirement. So it is the strong competition for applying for the overseas program. (T7)

For sake of the rare opportunity, the EFL teachers value about the oversea training programs. (T6)

We have the oversea training program in my schools; it relies on some project from the government, such as the visiting scholar in the overseas country, and the "Western Project" in China. (T7)

The better training program just like oversea training program it should be relying on the government to carry out. Our school didn't build up the platform for EFL teachers to get the more rich and abundant in-service training source. (T6)

... I just know some projects for EFL teachers who can go overseas for short or long term. (T1)

...it relies on some program, maybe some are the short time program, and some is a long time. (T1)

To sum up, interviewees highly value both overseas training programs, as they offer a valuable opportunity to speak and practice English in daily life with foreigners, perhaps even with native speakers. Unfortunately, access to these programs is extremely limited, giving public universities priority.

In conclusion, the Job refresher programs were very important, because it related to subject content knowledge and development of the teachers' personal language proficiency. On the other hand, these others form of in-service training activities not

included in this list of five were suggested by the EFL teachers: workshops, conferences, meetings, seminars, lectures, the demonstration classes or observation, and more. Obviously, there was some overlap between these other activities mentioned and the other two factors of ‘curriculum’ and ‘practice,’ as events such as seminars or lectures often are merely the vehicle to pass on subject content or pedagogical strategies, or even workshops on reflective practice. Therefore, those reasons were from the interviewees explained the quantitative finding about the activities was not the predictor of in-service training for EFL teacher in universities in Yinchuan.

4.3.4. EFL teachers’ beliefs for in-service training

The importance of in-service training for EFL teachers

Regarding the importance of the in-service training, all the interviewees responded that they believed that in-service training was important, helpful and useful for EFL teachers, as they rely on training to improve the English proficiency, and learn about new concepts, methods, and skills, to enhance their English teaching. Additionally, they believed that practical training was more important than theoretical training, concurrently recommending that in-service training should focus more on the cultivation of practical abilities for teaching English. T1, T2, T3, T4, T6, T7, and T8 elaborate below:

I think in-service English teacher training is very important. (T7)

I think it is important first for every teacher not just English teacher because the education is in general. And also, it is very important for every English teacher in

University. But we can focus on the EFL teacher first. I will use the word vital. (T1)

Personally, I feel that the training is very important for English teachers. (T7)

I think this kind of in-service training is very important (T6)

Yes! I think it is very important, especially for me. (T4)

In my view, it is very important for the college English teachers to take the in-service training and fulfill the self-improvement. (T6)

So I think it is vital for the teachers to be training, because some of my teacher friends are here they try new ideas. When they try those new ideas, they see a change the attitude of their students. Their students were more motivated and more excited to come their class, they were interested in learning, so I think they were more improved for those teachers there were more to the other side and to continue it and can really make a change and students. So, I will say vital. (T1)

It doesn't matter how long the teacher had been teaching, they can always want something new about teaching and right now in China. I see that the teachers are here, and the students here are slowly to speaking English and the situation becoming more and more dissatisfied with learning because the teachers are teaching in the old way, and the students are ready for the new way. (T1)

...I took the teaching competition every year, so I deeply understand the importance of training. If I would not take the training, I cannot get the good result. Because in training process, I could continue to go out to learn, keep in touch with new things to make their own teaching level or a new teaching philosophy and methods can be effectively improved. In fact, the training is inseparable, so I personally attach great importance to training. When the school leaders do the investigation, I will write, please pay attention to the basic course teachers, especially college English teacher training matters. (T2)

—After the teaching for a long time, the teachers' English proficiency will be as the same as the student's level. That means the higher-level students you teach, you will remain the higher level of English language, or if your students always are the lower level English proficiency, the teacher would keep the same level of academic ability or knowledge with the student they always to teach." I am deeply affected by this sentence, so I spend a lot of time to improve my language and learn some new teaching method or idea to refresh my class, even in the holiday or in my spare time, and seize every opportunity to talk with foreigner especially for the native language speaker. Those efforts are all my own wills, by my own power, or my own idea about the life-long learning and self-development

to maintain and keep the high levels of English proficiency. I am always desperately concerned and worried about my language skills and the teaching skills. (T2)

When I became the coordinator for my department, the teaching hours should be decreased, so I worried about my English proficiency and teaching skills that will be limited by the small portion of the teaching hours. (T2)

If only have the more output, but did not input, that means the teacher still rest on past achievements. Year after year, nothing is new, no expanded in teaching method or skills. After a long time, it is difficult to keep the same speed of the developments of learning the foreign language for both teachers and students. (T2)

The EFL teachers need to continue to consolidate and improve their language proficiency this is the most difficult section for us, because the teachers for other subjects can use the Chinese directly to fulfill their training, but for EFL teachers partly can use the Chinese and at the same time they need more language practice to keep their English language at the high level. (T3)

We are talking about the training for EFL teacher now. It is totally different from other disciplines training for teachers. In China, the Chinese are our mother language, so we need lots of practice and training to keep and improve our English standard. So, for EFL teachers are also have to constantly learn the language every day, and still need to learn how to teach in English. During the English teaching, we do not have the language environment to arouse students' motivation and interest in learning a foreign language. We have many problems like this, so we need to participate the in-service training to solve those problems. (T6)

Based on the school level, the most of EFL teachers should improve their teaching skills. We should transform the teaching form from the traditional way to some new ways. This is very important and necessary. (T4)

Now, what I need is training in teaching skills to improve my teaching and develop the subject content knowledge in the professional field. So, I hope that I can participate in some in-service training which can improve my English teaching and also can develop the subject content knowledge in the professional field in future. (T4)

...In fact, I think that all kind of training is very useful. (T3)

I believe that it is certainly more important for the practical training than theoretical training because the theory has been too much for EFL teachers; I

think we should focus more on the cultivation of practical ability. (T4)

The EFL teachers were influenced by the theory of the Life-long learning and the Teachers' professional development; they believe that the in-service training can help them to fulfill the self-development and improvement. (T4)

We often say that never too old to learn. From the life-long learn theory, we will understand that the person's career development is connected with learning. And with the continuous progress and development of science and technology, our teachers have to master new ideas, and constantly update their knowledge, teaching methods, and teaching skills. Therefore, self-development is inseparable from the continuous in-service training. (T8)

If we do not always learn, only focus on the self-development, then you will learn a very narrow part of the knowledge. Only continuous learning can make the person attach more and more information also can learn from the other people for their advantages and new teaching knowledge. At the same time, it can be applied in their own teaching and make the progress for teaching and learning. At last, it can fulfill the self-development for EFL teachers. Teachers want to develop the need to have training courses to assist, while the training courses for teachers to better development, so the two are complementary. (T6)

According to the life-long theory, the EFL teachers could never too old to learn. (T1)

I think the in-service training for EFL teachers is the one way to fulfill the teachers' self-development. (T7)

This training is more important and helpful for the teachers' growing and self-development. (T7)

Moreover, it was necessary for EFL teachers to participate in the training because, training can help teachers to develop their own shortcomings, thus to stimulate them and to improve them. So that it can make up for the inadequacy of EFL teachers in their teaching.

I think that the in-service training of English teachers is still very necessary. (T3)

If you update teaching materials, he would update his training ideas. If you do not update the teaching material that will be always using the old one, then belongs to

the cycle of old knowledge and no new information for teaching and learning. So, I think the in-service teacher training is necessary. (T2)

Therefore, it is necessary for us to take part in such kind of training and also very helpful to fulfill the self-improvement for English teachers. On the one hand, it can make the students learn more knowledge and skills from the teacher, on the other hand, it could make the teachers get job and self-satisfaction. If you improve yourself more and more, then you will fill more confidence to teach the English. When your students love you and could learn more from you, you will feel pleasant, if not, the teachers will be not pleasant. (T5)

After a period of teaching or under the specific environment, the English teachers should obtain the new information for their English teaching and language improving. The universities should be to provide such training opportunities for English teachers. Such kind of training could design for the teacher's personal needs or take turns to take part in. Because we should improve our language, professional knowledge and learn some new teaching methods as well as absorb the different teaching styles from the different universities. (T7)

Of course, the training of teachers is a must carry out the work, because the growth of teachers must be gradually summed up in the practice of experience, in practice, gradually upgrade. Under the certain theory, and combined with practice, experience, and leadership, as well as some interaction between colleagues, these strategies will have some advantages for the development of teachers' in-service training. (T8)

I think the EFL teachers could find the same weakness of their own English teaching through the in-service training. For example, this summer we participate in the training which is about the EFL teaching materials or new textbook. After the training, the EFL teachers share the feeling about this training. There are some new ideas and the big breakthrough in the thinking way of English teaching. Not only from the interpretation of English teaching materials and new teaching concept but also from the teaching methods and skills had improved by this in-servicing training. They will be using those new methods in this new semester. I believe it will be very popular with students, so I think the training is more effective. (T2)

Furthermore, the in-service training was not only important but also quite necessary and helpful to improve all the aspects of EFL teachers from the language proficiency to teaching skills, the purpose was to make they more confidence to teach the English.

...of course, it is not only important but also quite necessary. (T5)

Therefore, it is necessary for us to take part in such kind of training and also very helpful to fulfill the self-improvement for English teachers. On the one hand, it can make the students learn more knowledge and skills from the teacher, on the other hand, it could make the teachers get job and self-satisfaction. If you improve yourself more and more, then you will fill more confidence to teach the English. When your students love you and could learn more from you, you will feel pleasant, if not, the teachers will be not pleasant. (T5)

...well, and, because of who I am to graduate school, so I was very concerned about this. I personally think that the in-service training is very, very necessary, it is also very important. (T2)

In addition, the teaching was the main point for the school management, so the training should be around the teaching. It also should connect with the career development for EFL teacher, because it is a lifelong learning era.

...Because the teaching is the main point for the school management. So the Teacher training is also one of the main works of the school, also need pay more attention to that. (T8)

A person's career development is a lifelong learning thing. (T8)

Overall, EFL teachers' beliefs towards in-service training appeared quite diverse. Firstly, that training—if done well—was necessary, helpful and useful for EFL teachers, because it can help the teacher to improve their English proficiency and English teaching. Secondly, it could broaden teachers' horizons and enhance their abilities. Thirdly, it provides opportunities for life-long learning and professional development, which were both quite important to teachers.

The purpose of the in-service training for EFL teachers

To offer suggestions for the improvement and development of in-service training programs, scholars must first determine what is the purpose of in-service training in the first place. When asked about this, all interviewees responded that the purpose was to help EFL teachers to become aware of the various the insufficient in their English teaching. As T2 says,

Through the training, the EFL teachers will more clearly about their weakness of the English teaching. So, I think the one purpose of the training is that can help the teachers to realize the insufficient for their English teaching. All EFL teachers were participating in in-service training in this summer. After the training, all the teachers are feeling very shock by the new teaching method and new idea. Suddenly they know their weakness of the English teaching. (T2)

Next, in-service training can give EFL teachers more passion for English teaching, thereby developing in them a greater love for English teaching and for their students. Another key purpose of the in-service training was that develop the teachers' passion for teaching. As T1 says,

...my goal from the beginning, to help those teachers who can have the passion for English and the passion for teaching those two passions. (T1)

If you can love your students, then you can love your teaching because you want to help your student, so the big part is that give them to have the love for student and also it explores the new ideas... (T1)

... in that way, I want them to feel excited about teaching to passion it about teaching. (T1)

... I try to develop their passion for teaching. (T1)

...So, part of the problem is to change the teachers' belief. (T1)

Finally, the most important purpose of in-service is to help EFL teachers successfully

pursue self-improvement and professional development. As T1, T2, T4, and T7 say,

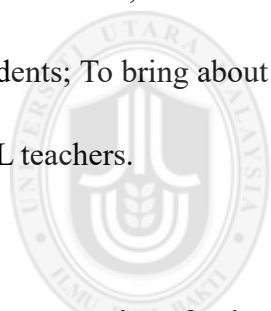
...So it is a self-improvement through the in-service training. (T2)

The in-service training purpose is to achieve self-improvement for EFL teachers, so this kind of training must be related to their profession. (T7)

The training purpose is to help the EFL teachers to fulfill the self-development. (T4)

...changing the EFL teachers' beliefs. (T1)

Overall, from the perspective of the interviewees, the three purposes of in-service training are: To help EFL teachers recognize and understand their own needs for improvement; To foster passion and excitement for English teaching and love for students; To bring about improvement and development of their skills as professional EFL teachers.



UUM
Universiti Utara Malaysia

The suggestions for in-service training for EFL teacher

Throughout the interviews, teachers offered many suggestions for how to develop and improve in-service training programs for EFL teachers in Yinchuan. First, regarding the designing and hosting of programs, teachers suggest that the overall planning and coordination of in-service training programs should move from the department level to the college level, where a department should be set up to specifically oversee in-service training for the university.

Second, the training designed at the school level—as opposed to national level programs like those sponsored by Shanghai and Beiwai—should be systematic and

feasible designed. Additionally, the university could cooperate with other institutions or universities to make some training plans for EFL teachers. Finally, when designing the training programs, effectiveness—as in, whether it will help EFL teachers improve their ability to teach—should be the most important goal. T2, T6, T7, and T8 elaborate below:

I personally feel that the need for in-service training should be the overall planning and coordination from the department level to the college level. And this kind of training should be making the feasible plan at the school level. (T7)

Yes, there is no doubt the school management must focus on the school teaching work. Teacher training is also one of the main works of the school. Therefore, the school administration, teaching, and human resources departments should coordinate and support for teacher training work. (T8)

After our normal daily work, we should use more time to carry out systematic training, so that there will be more improvement from all aspects for teachers. (T6)

And such training should have the different specific goals, and it should take charge of the department from the university, but also it should be easy to operate this kind of training. (T8)

....The university could cooperate with other institutions or universities to make some training plans for EFL teachers to train and could exchange faculties for one or two semesters to learn from each other. (T8)

I think it is very necessary to set up a department in our university that oversees the in-service training, especially for EFL teachers because we don't have this kind of department. According to the characteristic of each subject course, we cannot use the single training method for all subject courses training, which will neglect the uniqueness of different courses. It is better for EFL teachers to build the one department which is in charge of the in-service training for them. (T6)

How to design the effective training? How to really affect the teachers 'beliefs? How to update and improve the teachers teaching skills and methods? Or because of the long time or another impact, maybe the training effect will be decreased. Those questions and issues we should consider and plan when we design some

training program. (T2)

Moreover, regarding the specific goals of training programs, teachers recommend that programs should focus on building confidence for EFL teachers in their own English proficiency and in their teaching, thereby developing a passion for teaching. Related to this, in-service training programs need to answer the need of EFL teachers for more pedagogical training to help them to shift their teaching to focus on language skill development rather than content. To sum up, the in-service training should focus on the subject content knowledge and pedagogical content knowledge.

T1, T3, T4, T6, T7, and T8 elaborate below:

This in-service training will be updated and circulate the knowledge for the teachers. (T7)

We need to continue to consolidate our language level by the in-service training especial using the English language to do the training. (T3)

I have discovered that the English teachers in China. Sometimes feel like they are second class, because they are not native speakers of English as, so I want to build their confidence in English, so they will feel confident in teaching, and build the passion for teaching and help them to see they are the better teachers than native speaker, because they know what is they like to learn English as the second language. (T1)

The in-service training must solve the problem about how to improve EFL teachers' teaching skills and enhance their English proficiency. (T4)

.... if we can teach them in a facilitated way because they not only learn what they need to learn, but they also learn how to learn. (T1)

They need more pedagogical training and more focus on teaching skills and also, they need to move focus on teaching student skills instead of content. The students will get less satisfaction with traditional teaching, and the teachers have to change, they have no choice. So, they should try something new, and their colleges don't judge them and make them feel doing something wrong. (T1)

After this kind of training, the EFL teachers will make the more progress on their

own English language level. (T8)

We need the in-service training that is not only for the skills and self-development training but also on the teaching methods or teaching skills. (T6)

For the improvement aspect, I hope that the school can increase the subject content knowledge and pedagogical knowledge training. (T3)

Furthermore, regarding the high demand for in-service training programs, EFL teachers want more opportunities to be provided by the school, especially for the overseas and special programs. As T6 and T7 say,

I hope the universities should provide the more training opportunities to English teachers. (T6)

I think if the school could provide more training opportunities, our teachers will do better than now. (T6)

It is better for EFL teachers to get training abroad opportunity. Or if it is hard to apply for the overseas training program, at least we should go to the different colleges or universities to fulfill the training and studying. As long as the teachers could obtain the opportunities to go out; there will be some new idea for them. (T7)

Additionally, any increase in in-service training programs should focus on being sustainable for a long period of time, thus meeting needs as they evolve over time for EFL teachers. As T6 and T8 say,

I think the in-service training for EFL teachers should be a long-term process and continue to learn from different training. (T6)

At the same time, we should make a long-time plan for subject content training and make the detail requirement and training goal for EFL teachers, and we need to stick to it for a long time. (T8)

Fourth, regarding the style or design for in-service training programs, teachers

recommend that it should be multiform—i.e., involved many different types of activities, such as seminars, workshops, conferences, group work, peer coaching, and in general, a shift from passive to interactive training models. T5 and T8 elaborate below:

We could learn the teaching methods, skills, knowledge directly from the experts and research results, through meetings, seminars, workshop, and conference and so on. For the training of professional skills that needs the support through the training program or training plan for the different period. (T8)

The best way for the subject content knowledge training is the group work among the EFL teachers or using the peer coaching approach. (T8)

Recently, I already participated in one kind of training for EFL teachers which was held by Beijing Foreign Language Teaching and Research Press; I feel a lot of change after this training. The form of the in-service training gradually transformed into interactive training. The foreign experts who were invited by the Press were always focusing on teacher's concerns at the same time; they always ask questions about the topic after 30-minutes talking. To arrange some group works for the teacher. To discuss their own teaching problems, and ultimately summarized and present it by teachers. After present the problems, the experts will answer all the questions using the free time. It can deepen the interactive and participatory training which is also a challenge to experts for their own ability, as well as I was benefited from this training. The experts always followed the steps by the teacher's needs and adjust the contents of this training, so that it can make this training to help the teachers to solve the practical problems. And this is very important and helpful for teachers to learn how to focus on the student-centered teaching method. If the teachers want their classroom to be active, they cannot be a spectator, but an active participant and mentor; this is requiring the teachers should have high language level and teaching ability. (T5)

on the other hand, the teacher through the network to learn some training courses(T8)

Finally, regarding teachers themselves, it is recommended that in-service training should help to motivate a teacher to seek their own development and to have a positive attitude toward participating in in-service training. As T3 says,

The training needs to invite the expert who has rich teaching and research experience because the experienced expert can motivate the teacher to participate this kind of training. (T3)

Besides this, the teachers should have this self-development concept and positive attitude to take the in-service training. (T3)

Overall, the recommendations given by interviewed teachers are aimed at (1) increasing the number of programs available, both overseas and at home, (2) improving the quality of current training programs, by (3) focusing on more relevant content and using more interactive models. In general, in-service training programs need to reflect an awareness of and response to the needs of EFL teachers. Firstly, in-service training programs should be the responsibility of the university as a whole and should be sustainable and long-term. Secondly, the training should be designed to specifically be relevant to teachers' needs and contexts. Next, it more training opportunities for EFL teachers should be provided by universities, which utilize multiform training designs. They should be more interactive and focus on the subject content knowledge and pedagogical content knowledge. Ultimately, the training should build the confidence of EFL teachers, and help EFL teachers to become more passionate about teaching English.

4.3.5. The issues of In-Service training for EFL teachers

The recommendations above reflect an awareness of many issues that in-service training programs face in Yinchuan at the present. While these issues are complicated and diverse, this section will attempt to clearly describe them. First, there are no interactive activities during the in-service training:

The current in-service training for EFL teachers still has the more complicated problems. (T8)

Personally, I feel that the problem of in-service training is the training activities rely on the experts to present the training information, without the teacher's participation and interaction. (T5)

Second, the training contents are onto focused on general content knowledge and rarely involve the subject content knowledge and pedagogical content knowledge:

There is the problem here. The training of the general content knowledge has been enough; both the training of subject content knowledge and the training of pedagogical content knowledge are not enough (T3).

As far as I know, they are very little focus on professional knowledge. (T1)

According to the current situation for in-service training, I think that training is more focus on general knowledge and theoretical knowledge and forget the professional knowledge. (T1)

According to the current training situation, the professional knowledge of the training is little and has a few the training for English teaching but the content is broader. It will not talk about the specific method or specific classroom problems. (T7)

Third, the biggest issue is that there is no specific department or institution in charge of developing and hosting in-service training programs in most universities; and thus, it either is neglected or is very unsystematically and perhaps even carelessly constructed:

Based on the current situation, I think that there are the two main issues of the in-service training. First, it is the setting of the institution, because no institution is in charge of the in-service training in most universities. (T6)

From the school level, there is no plan and regulations for the training of EFL

teachers. (T8)

I personally think that the issue needs the overall planning and coordination from the different level of the University. (T7)

...the training system is lacking the systematic and theoretical training. (T8)

Fourth, the design of training courses is often not very good. Some training programs lead EFL teachers to only learn a little knowledge of English teaching, and thus they will still use the traditional way to teach, and not implement any new ways:

... Ningxia University, they have made the teaching methodology course elected rather than required courses for the undergraduate and graduate students. I think that sounds the huge mistake they only have one class and the future English teachers don't know how to teach and now they don't have to take that class, they can choose to or not to. When the teachers are going to the class and begin teaching, it all based on their own experience for learning English and also use the traditional way, so the traditional way get around and around, and get stuck, the traditional way has some positive sides, has some advantages but the student could learn so much more if we can teach them in facilitated way, because they not only learn what they need to learn, but they also learn how to learn. (T1)

Fifth, training opportunities are very limited. EFL teachers cannot obtain equal opportunities for training; thus, their enthusiasm and desire to participate in in-service training is killed:

In my school, there were few opportunities for training and training outside the university. (T7)

The second one is that the training opportunities are so limited. Most of the EFL teachers are eager to participate in the training, but the training opportunities are limited so that they cannot obtain the equal opportunities for training. (T6)

So, I personally think that are the fewer actions to help the EFL teachers to find training opportunities at the school level. (T2)

I really don't think there is much of training program in the university. There are

occasional workshops offered. But as I was known that they just let you know how to use the textbook as they wish. (T1)

I think that the in-service training opportunities are very limited for the English teacher in my workplace. (T3)

I don't have the opportunity to participate in the different training. I only have one chance to participate training of English translation which is held by the local government. (T3)

I don't think there is much in-service training. I think it could be more. (T1)

As far as I know, the in-service training is still rare, especially for EFL teachers in my university. Sometimes the training will rely on the cooperation with the government or other universities or same agency to fulfill. (T3)

At present, the in-service training is still not enough in our school. (T8)

For English teachers in the university, training is not specific enough. At present, the EFL teachers just rely on themselves to accomplish the self-professional development. (T8)

It has not very high training enthusiasm for EFL teachers (T3)

...The third one is that the training enthusiasm for EFL teachers to participate the in-service training is not very high. (T6)

Another reason why teachers have low interest in participating in in-service training is that they are too busy; the large workload for EFL teachers means that they don't have enough time to participate in in-service training. As T8 says,

Because of the large workload of EFL teachers, they don't have enough time to participate in the in-service training. (T8)

Thus, for all these reasons and perhaps others, EFL teachers are not satisfied with the current forms of in-service training offered them in Yinchuan:

Personally, I think that the in-service training is not perfect now because most of the training only has the name, it is not to implement and fulfill. (T6)

Based on the current training, I think that can't help teachers to improve themselves and also cannot help the EFL teachers to build their self-confidence, and to fulfill the self-development. (T4)

But after all, such short time training, more concentrated, and sometimes use one-day training, there are several experts do the lecture, so the time is so limited, and they cannot explain in detail, only for the outline introduction of the relevant information. So, I think that such training is not enough, (T8)

The training time is very short, basically three hours in the afternoon. (T2)

In addition, the interviewed EFL teachers did not express very great enthusiasm for participating in in-service training programs. The reasons given were being overloaded with work, useless or irrelevant content in the programs, and the fact that usually, the only reason to attend training programs was to get credit hours for conferring academic titles. T2, T3, and T4 elaborate below:

From my view, it has not very high enthusiasm for the EFL teachers to participate in the in-service training. (T4)

The teachers afford the overload work task, one portion is for teaching, and the other one is for researching. They both have the two presses from teaching and research. So, they don't want to pursue the self-development after work, they feel too tired. The most teachers only want to participate in the training for once a year. (T2)

...They don't want to waste the time for this kind of useless training, they want to participate in the effective training. (T4)

It is waste the time for take all kind of training and also no effective for training. (T3)

I personally consider that why our teacher's enthusiasm for training is high because they want to confer on academic titles. The training credit hours are the essential portion for conferring of academic titles. (T2)

While enthusiasm for participation was generally low, it varied based on the type of

content presented in the training, and on the individual teacher in question. Therefore, one way that in-service training could improve is to motivate EFL teachers to have an awareness of and a positive attitude toward participating in in-service training and thereby obtaining professional development.

According to my knowledge, many EFL teachers have strong willing to participate the different training programs or activities, (T6)

I think it depends on the teacher. Some teachers just so busy with teaching and their life, especially when they are children in primary school, they could feel tied, because they have so many responsibilities. Maybe it depends on the person. Some teachers really want to know the new things about teaching and try to use them in their classroom. But some teachers just want to do the same thing repeatedly. Because doing something new, it too hard and too much work to do. So, it really depends on the person. But I think we should motivate the teachers to want to learn the teaching. We should motivate the student to learn English. So, I think they should have this kind of attitude for in-service training. (T1)

The teachers should have this concept and awareness for self-development and improvement. (T3)

The different teacher holds the different view for in-service training, some teachers will think that this kind of knowledge is not necessary, so they don't want to participate in this training. (T3)

From the observation class activities, I found that the excellent teachers have their own essence, personality, and characteristics. Those humanities are from themselves. (T2)

For the teacher, the training is the only one aspect can influence themselves from the external factor. The primary important part is the internal factor that is the teacher themselves. (T2)

So, I think the enthusiasm of teachers to participate in training is based on different projects and content. (T3)

In general, it was clear from the interviewees that if they were assured that there would be helpful and relevant content in the in-service training program, they would

enthusiastically attend. The teachers definitely understood and believed in the benefits of a well-created and well-run training program—to update their teaching style and broaden and enhance their abilities as teachers. T7 and T8 elaborate below:

Personally, the in-service training could broaden my horizons and enhance my ability and can learn the new teaching methods from the different colleges and university. (T7)

And it is also the one method to improve and refresh the English teaching after a long period working in a school. When you back from the in-service training, you will be transformed from the new teaching style, new teaching method, and the new thinking way of the English teaching. (T7)

Of course, the training of teachers is a must carry out the work, because the growth of teachers must be gradually summed up in the practice of experience, in practice, gradually upgrade. Under the certain theory, and combined with practice, experience, and leadership, as well as some interaction between colleagues, these strategies will have some advantages for the development of teachers' in-service training. (T8)

Overall, there are quite a lot of the issues related to in-service training, as it currently is conducted in Yinchuan. These issues can be divided into two categories, internal and external. Internal issues include those such as (1) a lack of interactive activities during in-service training programs, (2) an exorbitant focus on the general content knowledge, paired with very little focus on subject content knowledge and pedagogical content knowledge (3) issues related to the design of training programs; and (4) no systematic, reliable, sustainable means of organizing and developing in-service training programs.(5) EFL teachers' enthusiasm to participate in the kinds of training typically offered in Yinchuan was not very high, because of overloaded work schedules, ineffective training design, and content; and participation incentives

only for conferring academic titles. So, the enthusiasm of EFL teachers to participate in training was depending on the different training projects and content and varied from person to person. External issues include (1) there is usually no department in charge of the in-service training in most universities, (2) training opportunities are very limited; (3) EFL teachers are not active, nor interested in training because of time conflicts and lack of equal opportunity, and (4) EFL teachers are not satisfied with the in-service training and therefore have little enthusiasm for participating in training programs.

4.4. Summary

This chapter reported the findings of the quantitative and qualitative aspect of this study which answer research questions 1 to 3. The findings indicated that there is a significant predictor between Curriculum and in-service training for EFL teacher; as well as there is a significant predictor between Reflective Practice and in-service training for EFL teacher; however, the Activities are not predictor toward in-service training for EFL teacher. A total of three hypotheses were formulated to answer research questions 1. The qualitative result generated through the interview that was conducted identified the reasons why the Curriculum and Reflective practice are the predictor for in-service training, as well as the EFL teacher's beliefs and the issues related the in-service training. Some suggestions were made towards enhancing the in-service training for EFL teacher in universities in Yinchuan. Therefore, the discussion of both quantitative and qualitative findings are discussed in chapter five.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter provides research summary which summarizes the findings according to the research questions of this study as posed in chapter 1 of the thesis. Subsequently, this chapter also presents the discussion of findings related to the present study, the implications of study, and future researches in the present study. Finally, the chapter ends with a summary made on the overall chapter.

5.2 Research Summary

In study, the quantitative findings was shown that the Curriculum and Reflective practice were the significant predictors toward the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China. However, it revealed that Acclivities of in-service training was not a significant predictor toward the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, in China.

On the other hand, through a qualitative approach to investigate the EFL teachers' beliefs and the issues related to the in-service training for EFL teachers in universities in Yinchuan, Ningxia Hui Autonomous Region, China. The following

were the key findings:

Curriculum of the in-service training for EFL teachers

The curriculum of in-service training included three categories that were the General content knowledge, the Subject content knowledge, and the Pedagogical content knowledge. Based on the interview, the Subject content knowledge was the most important knowledge, because it was the foundation and basic knowledge for EFL teachers to have. Likewise, the Pedagogical content knowledge was the important tools and necessary methods for EFL teachers using in English teaching. The last, the General content knowledge would inter-graded in teaching English varies of knowledge or tools to achieve their vision and can fashion the concept of modern teaching. Finally, all three kind of knowledge were interdependent and interrelated.

Reflective practice of the in-service training for EFL teacher

This study also discovered that the reflective practice is vital for EFL teachers, because it makes the teachers' action and ask the question about problems related to the English teaching. Problem solving used to enhance the quality of English teaching. However, the implement of reflective practice would depended on the different teachers, because if the person naturally reflects their life, they would be naturally reflecting their teaching. If they don't do reflect their life, they would not naturally to be the reflective teacher.

Activities of the in-service training for EFL teacher

Activities related to this study was divided into five categories which are qualifying programs, general programs, job refresher programs, special programs, and overseas programs. The findings shown that the qualifying programs were indispensable for the new EFL teachers to participate in; the mentor is the key person can influence the new teachers most. Then, the general programs were necessary and more helpful for EFL teacher to take; the training contents affect the EFL teachers and widen the scope of knowledge and broaden vision, however, it is too much general programs than other training programs in current situation.

In relation to this category, the Job refresher programs related to consolidate the professional knowledge for EFL teacher, thereby, it is vital and important for EFL teacher to take, it was not enough to arrange the job refresher programs in universities in Yinchuan. Additionally, the special programs and oversea training programs were essential, it can provide the platform for EFL teachers go other universities or go abroad for further study in short or long terms. Those were considered to be the best opportunities to fulfill professional development for EFL teacher. Teachers expressed that they have a strong willing to go abroad for study. However, the limited training opportunities in the in-service training; as well as the designs of training should be considered the teachers' needs.

EFL teachers' beliefs towards the in-service training

The theories of the life-long learning and the concept of the teachers' professional development influenced most of EFL teacher's beliefs toward the in-service training. They believed that the training is important, necessary, helpful and useful, because the changes in the EFL teachers will lead the changes of English teaching, also transforming the students' attitude toward the English learning. It will enhance the quality of English teaching and learning. In addition, teachers have the strong motivation to consolidate their language proficiency, to learn the proper methods or strategies to improve English teaching. Clearly, the subject content knowledge and pedagogical content knowledge are the key factors to influence the in-service training for EFL teachers.

Moreover, the key purpose of training was to make teachers feel excited about English teaching, by developing their passion for teaching and learning English. The other purposes were to help the EFL teachers realize the insufficiency of the language proficiency and English teaching; by presenting the effective reflective practice, as well as to change the EFL teachers' beliefs in fulfill their professional development.

Based on those training purpose, the EFL teachers expressed the in-service training should be effectively designed with specific requirements for EFL teachers. It should be focus on the subject and pedagogical content knowledge; building the skills-orientated training to target on the different skills rather than training content; to transform the traditional ways to the facilitate way, which focuses on the reflective practice. Paid attention to the training form, more interactive, multiform activities were also designed, with more corporations between another universities or institutions. In addition, in-service training should be systematic, feasible and have a long sustainable planning. Finally, the training should provide more training opportunities for EFL teachers and getting the full support from the publishing companies, workplace or government. At last, it should build the confidence for EFL teachers and increase the passion for the English teaching.

Issues related to the in-service training for EFL teachers

Internal issues

Most training was too general, non-specific, detailed, and was no interactive activities in the training process. It was not a systematic way of organizing the in-service training. The training contents were more focus on the general content knowledge; rarely involving the subject content knowledge and pedagogical content knowledge and neglected the needs of the EFL teachers. Finally, reflection practice rarely involved reflective teaching; with no collective reflection activities on English

teaching. The training of reflective practice didn't get the real implementation.

External issues

First, No department was responsible for the in-service training in most universities in Yinchuan, Ningxia, China. Usually, the universities were in charge of the qualified and general programs were by the Human Recourse Department. Second, the school-based training spent too much time on the general programs, thus neglecting other training programs. In addition, the qualifying programs were geared to the rules and regulation of the school, without consideration to the training of subject and pedagogical content knowledge. Third, Training opportunities were very limited, especially the special and overseas programs which were a fewer training opportunities in provided by government or university. Therefore, limited training time, content, and opportunities became the serious issues related to the in-service training for EFL teachers.

In addition, most EFL teachers were dissatisfied with the in-service training. Most inactive in training participation, they lack enthusiasm with poor motivation to participate the training and pursue the professional development, due to workload that tired threw out the energy to participate into in-service training.

5.3. Discussion

This section discusses the findings in line with the research questions raised. The discussion begins with the three predictors: Curriculum; Reflective practice; and activities of in-service training. The in-service training for EFL teachers was investigated. Finally, the EFL teachers' beliefs and the issues related to the in-service training for EFL teachers in universities in Yinchuan were investigated. The subheadings of the discussion were structured in line with the three research questions raised in this study.

Predictors of Curriculum, Reflective practice, and Activities of in-service training for EFL teacher in universities in Yinchuan

Curriculum of in-service training for EFL teachers

In this study, curriculum of in-service training for EFL teacher was divide into three categories which were the General content knowledge, the Subject content knowledge, and the Pedagogical content knowledge. The result was shown that the curriculum was the significant predictor of the in-service training for EFL teacher. Moreover, among the three type of knowledge, the subject content knowledge was the most important training contents, because it was the basic and foundation knowledge which related to the English language learning knowledge and skills. Without this foundation, it cannot implement the English teaching. This conclusion was supported by the Shuman's teacher knowledge theory in 1987. He mentioned the subject content knowledge training as the core of the training for EFL training. Same

discussion from Xu (2012), most EFL teachers preferred to train in their language proficiency. In addition, Patreicia Córdoba Cubillo (2015), pointed out, the training courses should be integrated the skills-oriental that the EFL teacher needed the most. Those showed that the subject content knowledge should be the first content knowledge to be design in-service training for EFL teachers.

Beside this, the Pedagogical content knowledge was also important, because it related to the teaching methods, skills, strategies and new ideas to motivate English language teaching. In this sense, the pedagogical knowledge was the necessary method that taught EFL teachers how to output the knowledge to the student and to show the best ways to teach. Similarity, the Xiao,(2012), Wong,(2012), Chen,(2013), Fan, (2017) emphasized that the pedagogic content knowledge related to the classroom management, teaching strategies and skills, which were very important for EFL teachers to master. Additionally, Agudo, (2017) stated that the pedagogical competence through training which prepared them to become successful teachers was evidenced in these comments. In short, these findings supported the previous studies about the training of the pedagogical content knowledge.

Additionally, this study found some new concepts that were the general content knowledge was inter-graded in teaching English using varies of knowledge and tools to achieve their vision. It can fashion the concept of modern teaching for EFL

teachers. Even though, the subject content knowledge, the pedagogical knowledge, and general content knowledge perceive by English teachers differently in the in-service training, but all three kind of knowledge were interdependent and interrelated.

Reflective Practice of in-service training for EFL teachers

In relation to this category, this study discovered that it is important and vital for EFL teachers to include the reflective practice in in-service training. It can make teachers' action and realize what problems they have during the English teaching. With this goal in mind, the study also found the reflective practice could make the EFL teachers deeply understanding the concepts and teaching theories or philosophy of reflection and English teaching. The findings supported the Wallace's theory about the reflection in teaching and training which mentioned the reflective practice would made the teachers to refresh their existing knowledge and also to gain newly developed concepts. Similar studies with Richards,(1998) and Bartlett,(1990) studies, which mentioned that the reflective practice is the key to the continuous professional development of language teachers. In addition, Barbara, (2012) emphasized that the practice-based reflection can help in-service EFL teachers to promote their own professional development and can provide motivation for lifelong learning.

However, Farrell, (2016), still stated that the most of studies is concerned with establishing that were only capable of 'low-level reflection' because they have a lack

of awareness of the complexity of the classroom. This study also stressed the same problem in in-service training for EFL teachers in the universities in Yincchuan city.

In this sense, the new findings found that the reflection practice referred to the questions and asking questions related to the English teaching. However, the Chinese EFL teachers who haven't the habit of asking the questions, thereby, they could not do the reflective practice very well. Therefore, the implementation of reflective practice depended on the different EFL teachers. If the person naturally reflects their life, they would be naturally reflecting their English teaching. If they don't do reflect their life, they would not naturally to be the reflective teacher.



Activities of in-service training for EFL teachers

Activities of the in-service training in this study referred to the five training programs which were the qualifying programs, the general programs, the job refresher programs, the special programs and the overseas programs. Based on the quantitative data analysis, determined that the activities of the in-service training was not a significant predictor in the in-service training for EFL teachers. Therefore, this finding was not supported the Foord's theory about the training actives.

In addition, the qualitative findings investigated the reasons why it was not a predictor for in-service training for EFL teachers. Because, the activities of training

were mostly about the general education, lack of the subject and pedagogical content knowledge training, with limited training opportunities, without interactive activities and a lack of motivation for teachers to participate in the in-service training became the main issues related to the activities of in-service training. These findings were similar with the study by Freeman (2016), he stressed that the training should focus on the teacher's needs. Moreover, Peacock (2009) pointed out the training programs should be subjected to critical review, and regularly assessing its strengths and weaknesses. However, some studies related to the in-service training for EFL teachers in China, had the similar statement about this. They mentioned the training programs need to provide teachers with opportunities to develop themselves.(Gu, 2008, Chiang, 2008, Liu, 2015, Pawan, 2016)

EFL teachers' beliefs toward the in-service training for EFL teachers

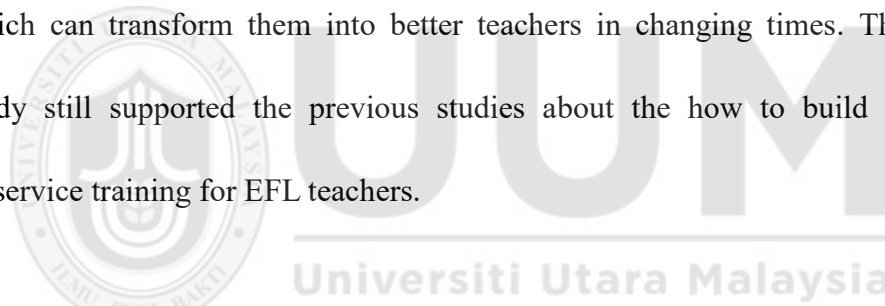
According to the interview, EFL teachers believed that the in-service training was important and necessary, helpful and useful, because the training could improve the language proficiency and teaching skills for EFL teachers, as well as it can affect the students' learning attitude and motivation. At last, the training could help EFL teachers to become the better themselves and enhance the good-quality of English teaching. Therefore, the training was crucial and vital for EFL teacher in universities in Yinchuan. Similarity, Kazemi, (2014) and Abdullah, (2016) argued that the English have a vital role in international communication, which needs the English become an international language. Therefore, the need for qualified teachers is felt

even more than before. Furthermore, Fan (2016), Xu (2012), Liu (2015) emphasized the same mind with the new issues and challenges related to the activities in-service training should to face by EFL teachers and administrators. This shown that the findings from this study supported the precious studies related to the in-service training for EFL teachers.

Moreover, the new finding about the key purpose of training was to make teachers feel excited about English teaching, with a view to developing their passion for teaching and learning. The other training purposes were helping EFL teachers to realize the insufficient of the language proficiency and English teaching, and present the effectively reflective practice, as well as changing the EFL teachers' beliefs to fulfill professional development.

In addition, the interview shown the EFL teachers had the strong will to participate in the effective and useful in-service training. Therefore, they made many suggestions about How to build the effective in-service training for EFL teachers. Firstly, they mentioned that the training could be effectively designed with specific requirements for EFL teachers. Secondly, the training should focus on the language proficient and teaching strategies. Then, it should transform the traditional ways to the facilitate way, the reflective practice-oriented teaching and training. Next, the training should increase the training opportunities for EFL teachers. Additionally, in-service training should be systematic, feasible and have a long sustainable planning. Finally,

it should build up the confidence for EFL teachers and makes teachers feel more passionate about the English language teaching. These finding was also similar with the studies from Freeman and Magerko (2016), suggest that in-service EFL teacher training should focus on a single subject content; concentrate on the EFL teachers' needs; be sustained; solve the 'real-life' problems; provide for meaningful engagement; help EFL teacher to build and develop collaborative relationships; and encourage EFL teachers to reflect on their English language teaching. In the same sense, Pawan, Wiechart, Warren, and Park (2016) also stressed that, EFL teachers should update content-knowledge, teaching skills and competencies constantly, which can transform them into better teachers in changing times. Therefore, this study still supported the previous studies about the how to build the effective in-service training for EFL teachers.



The issues related to in-service training for EFL teachers in universities in Yinchuan

Internal issues

However, this study also found some internal issues related to the in-service training for EFL teachers in the universities in Yinchuan. First, the training was too general, not specific nor detailed, with no interactive activities in the training process. Second, it was not a systematic way of organizing the in-service training. Third, the training contents were more focus on the general content knowledge; rarely involving the subject content knowledge, pedagogical content knowledge and also neglected the

needs for the EFL teachers. Finally, reflection practice rarely involved reflective teaching; i.e no collective reflection activities on English teaching; the training of reflective practice didn't get the real implementation. In addition, these issues were similar with the studies from Birjandi and Hesari (2010), Kazemi and Ashrafi (2014), and Abdullah (2016), which they mentioned about the teachers' motivations in in-service training. As well as, supported the study from Agudo (2017), which he argued about lack of the language proficiency training was the main issue in in-service training.

External issues

Moreover, there were still some external issues related to the in-service training for EFL teacher in the universities in Yinchuan. Firstly, no department was responsible for the in-service training in most universities in Yinchuan, Ningxia, China. Usually, the universities were only charged into the qualified and general program by the Human Recourse Department. Therefore, this is the new finding for the in-service training for EFL teacher field in China.

Secondly, the school-based training spent too much time on the general programs, neglecting other training programs. In addition, the qualifying programs covered the rules and regulation of the school, not involving the training of subject and pedagogical content knowledge. Similarity, Liu (2015), Pei (2011), Pawan(2016) Gu (2008), also stressed the same issues in other area in universities in China.

Thirdly, training opportunities were very limited, especially the special and overseas programs which received fewer training opportunities provided by government or university. The limited training time, content, and opportunities still existed, in the job refresher programs which were held by the publishing company or the Press. However, this issue was also mentioned by Gu (2008), and Liu (2015) in China.

Additionally, most EFL teachers were not satisfied with the in-service training, as they were inactive training, the participation enthusiasm was low, and they lacked strong motivation to train and pursue their professional development, due to work overload that made them tired and not wanting to participate in the in-service training. In addition, this finding still supported the studies from Samdholtz (2002), Wayne, Yoon, Zhu, Gronen, and Garet (2008), which stated that the issues related to the teachers' motivation affected the in-service training for EFL teachers.

5.4 Implications of the Study

This section discusses the implications of the study, which include the practical implication, the empirical implication, and the theoretical implication.

5.4.1 Practical Implication

The findings enable the proposal of some suggestions on how to build the effective in-service training for EFL teachers to promote the EFL teachers' professional

development in English language teaching in the universities in Yinchuan, Ningxia Hui Autonomous Region, in China.

First, the study determined the significant predictors that were the curriculum, reflective practice of in-service training in the in-service training for EFL teachers. This indicated that the training should put the training of the subject and pedagogical content knowledge to be the core contents. Additionally, it should be skills-oriental, and reflective practice- based designed.

Second, the predictor activities of in-service training had no relationship with the in-service training for EFL teachers. This indicated that the activities could not influence the in-service training. Based on the interview, the training activities were not adequate; the training opportunities were limited by workplace. The results provided the evidence for administrators should pay attention on the issues related to the in-service training, and make the improvement for future.

Next, the key purpose of in-service training was to build up the confidence for EFL teachers to teach, and made them passionate for teaching English. This indicated that the in-service training should consider the EFL teachers' needs, and quite confidence in English teaching.

Finally, this study also discovered the issues related to in-service training for EFL

teachers in university in Yinchuan. First, No specific department was in charge of the in-service training; Second, most EFL teachers had low enthusiasm to participate in various programs; because of workload with less time to participate in training. Then limiting training opportunities lead the applying for popular training program became more competitive. These insights could help EFL teachers, administrators, and scholars pay more attention to transform the in-service training models, to better meet the needs of EFL teachers in the universities, in Yinchuan.

5.4.2. Empirical Implication

The findings of the study proposed for the need to re-look into the in-service training for EFL teacher in universities in China. It is an important aspect under the professional development of EFL teachers. It will directly influence the quality of English teaching in the university. Compare with other studies of in-service training in the other countries, this study focus on the EFL teachers in universities in Yinchuan, and also contributes to using the multi-dimensions to get insights into the in-service training for EFL teachers in high education.

Besides this, some issues related to in-service training were mentioned first, especially, no department was in charge of the training in the universities in Yinchuan, training opportunities was limited for EFL teachers, work overlord and time constant lead the teachers to lose the enthusiasm to participate in in-service training. These findings were unique in Yinchuan, China, as well as, this study

offered the contributions to other researchers to consider these factors in in-service training for EFL teachers in universities in different part of the country.

Furthermore, variables in this study were adapted from various sources of different environment. Therefore, the validity and reliability of the measures was extensively carried out using different statistical techniques as discussed in the methodology. The final instrument, therefore offered researchers in China and globally a valid and reliable instrument on the variables examined in this study.

Even though, many study applied qualitative study in educational filed, the method of qualitative design applied for this study which was of the generic inquiry qualitative method. As previous studies had suggested for mixed methods in examining the training, this study contributed to previous knowledge in terms of the mix-method applied.

5.4.3. Theoretical Implication

This study was constructed based on theories with Shuman's theory of teacher knowledge, Wallace's theory of reflective practice. The findings of this study supported the Shuman's theory of teacher knowledge which distinguished between three categories of content knowledge: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge. Subject matter knowledge was the major facts and concepts in that discipline and their relationships.

Subsequently, Shuman and his colleagues added four more categories of teacher knowledge: general pedagogical knowledge, Knowledge of educational aims, goals, and purposes, Knowledge of learners, Knowledge of other content. They pointed out that teachers drew upon all of these seven categories of teacher knowledge when they made decisions about their content teaching. Specially, this study included the three kinds of knowledge which were subjected content knowledge, pedagogical content knowledge and General content knowledge (knowledge of other contents), and found that the similarity to the theory that the subject content knowledge was the key factor among the three kinds of knowledge. At the same time, this study also developed the theory for the relationships between the different kinds of knowledge which was the subject content knowledge, the pedagogical knowledge, and general content knowledge perceived by the English teacher differently in in-service training. All three kinds of knowledge were interdependent and interrelated. The subject content knowledge was the foundation; the pedagogical content knowledge was the method and tools for EFL teacher to hold. The general content knowledge was intergraded in teaching English using varies of knowledge and tools to achieve their visions and also could enhance the concept of modern teaching for EFL teachers.

Moreover, this study provided the support for Wallace's theory of reflective practice which proposed that reflection practice was an effective way to promote teaching and learning (Wallace, 1993, p12). Statistical analysis results proposed that the reflective practice was the significant predictor in the in-service training for EFL teachers.

Such findings provided empirical support to the claim that the reflective practice training influenced the in-service training and also influenced English teaching. Hence, the administrators and EFL teachers in the university in Yinchuan should pay more attention on designs in the in-service training which focused on the reflective practice which fulfilled the real purpose for the in-service training.

5.5. Limitations of Study

Research limitations are natural constraints on any study process, and this thesis is no exception. First, the research scope was focused on the universities in Yinchuan city, and a few participants were chosen in the interview for investigating the in-service training for EFL teachers in the university system. If the researcher chooses more EFL teachers and more universities to research, conclusions could be more generalizes and more conclusive and resulting in strategies for improving in-service training could be more practical and tailored to specific regions.

Secondly, besides teachers, the process of improving in-service training involves government offices, society, other educational aspects, and departments, etc. Relying only on in-service training is not enough. However, this study only focuses on the EFL teachers and only covers on the teachers' belief regarding in-service training and their perceptions of the status and related issues of in-service training in Yinchuan at the current time. Further studies should focus on supporting related institutions which are involved in the process of improving English language competencies

among Chinese students.

Finally, this thesis ultimately can provide in-depth, research and description, improves theoretical knowledge and understanding of the issues facing in-service training, thereby strengthening the ability of learning process and research, in respond to these challenges.

5.6. Future Research

This study obtained substantial findings about three predictors which were curriculum, reflective practice, activities of in-service training in in-service training for EFL teachers and investigated the EFL teachers' beliefs towards the in-service training with related issues. Nevertheless, the findings had also opened up doors for future researches as recommended below:

The questionnaires used in the study needed further validation. The instrument which named Views about the In-Service Programs Questionnaire was developed by the researcher, was very much still at its infancy. The instrument had to be used in other studies to strengthen its validity. Repeated use of the instrument will confirm the validity of the instrument in the Chinese context.

However, this study used only the EFL teachers in universities in Yincuan as the respondents. Future studies could be considered involving other stakeholders in order

to provide a basis for quality and policy improvement plans in the universities in Yinchuan, Ningxia Hui Autonomous Region, in China.

Finally, this study was carried out between most public universities and one private university in Yinchuan city, where there were more universities in the Ningxia Hui Autonomous Region of China. Hopefully, further studies be carried out to include public and private universities in the Ningxia Hui Autonomous Region. Further studies could also be carried out in other parts of China.

5.7. Summary

As a whole, this study had achieved its own purpose in which all the three research questions raised had been answered. Beside, this study provided some suggestions as to how to build the effectiveness in-service training in practical measures. In addition, the empirical implication section explained this study had made more contributions for EFL teacher in training and professional development. Moreover, this study also supported the Shuman's theory of teacher knowledge, and Wallace's theory of reflective practice, this made the contributions in theoretical implication section. Finally, the researcher mentioned a possible deeper research in the future.

REFERENCES

- Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, 35(2), 192-207.
- Akcan, S. (2016). Novice non-native English teachers' reflections on their teacher education programmes and their first years of teaching. *Profile Issues in Teachers Professional Development*, 18(1), 55-70.
- Altan, M. Z. (2016). The Need for More Effective In-service Training for Professional Development of English Language Teachers. *British Journal of Education, Society & Behavioural Science*, 15(2), 1-12.
- Aubrey, R. F. (1986). Excellence, school reform and counselors. *Counseling and Human Development*, 19(3), 1-10.
- Bailey, K. M. (2006). Issues in teaching speaking skills to adult ESOL learners. *Review of adult learning and literacy*, 6, 113-164.
- Bansal, H. Dr.,(2007). *Modern Methods of Teacher Training*. New Dehli: APH Publishing Corporation.
- Bartlett, L. (1990). Teacher development through reflective teaching. *Second language teacher education*, 202-214.
- Bartels, N. (2005). Applied linguistics and language teacher education: What we know. In *Applied linguistics and language teacher education* (pp. 405-424). Springer, Boston, MA.
- Bezzina, C. (2006). Views from the trenches: Beginning teachers' perceptions about their professional development. *Journal of In-Service Education*, 32(4), 411-430.
- Birjandi, P., & Hesari, A. D. (2010). Teachers' perceptions of the present and optimum status of the in-service EFL teacher preparation programs. *English Language Teaching*, 3(4), 47.
- Bolam, R. (1981). Evaluative research: a case study of the Teacher Induction Pilot Schemes project 1. *British Journal of Teacher Education*, 7(1), 70-83.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational researcher*, 33(8), 3-15.

- Borg, S. (2015). Researching language teacher education. *Research methods in applied linguistics: A practical resource*, 541-560.
- Chen, S., Yang, S., & Li, L. (2013). Southwest University's No-Fee Teacher-Training Model. *Chinese Education & Society*, 46(2-3), 16-29.
- Chen, S.J. 2007. –Shifansheng miande jiaoyu de peiyang moshi tanxi” [An Exploration of No-Fee Teacher-training models]. *Xinan daxue xuebao (shehui kexue ban)* [Journal of Southwest University (Social Science Edition)], no. 6: 7–11
- Chiang, M., 2008. Effects of fieldwork experience on empowering prospective foreign language teachers. *Teaching and Teacher Education*, 24(5): 1270-1287.
- Chong, S. N. Y., & Cheah, H. M. (2009). A values, skills and knowledge framework for initial teacher preparation programmes. *Australian Journal of Teacher Education*, 34(3), 1-17.
- Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D. J., & Demers, K. E. (Eds.). (2008). *Handbook of research on teacher education: Enduring questions in changing contexts*. Routledge.
- Córdoba Cubillo, P., Ramírez, X. R., & Hernández Gaubil, T. (2015). The Design and Implementation of an In-Service EFL Teacher Training Model in the Costa Rican Public School System (El Diseño e Implementación de un Modelo de Capacitación para Docentes de Inglés en Servicio en la Educación Pública Costarricense). *GIST Education and Learning Research Journal*, 10, 29-50.
- Coskun, A., & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock’s model. *Australian Journal of Teacher Education*, 35(6), 2.
- Crandall, J. J. (2000). Language teacher education. *Annual review of applied linguistics*, 20, 34-55.
- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage
- Creswell, J. W. (2005). Mixed methods design. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*, 509-59.

- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. London: SAGE Publications, Incorporated.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks: Sage publications.
- Daly, J., Kellehear, A., & Gliksman, M. (1997). *The public health researcher: A methodological approach*.
- Darling-Hammond, L. (1993). Reframing the school reform agenda; developing capacity for school transformation. *Phi Delta Kappan*, 74(10), 752.
- de Dios Martinez Agudo, J. (2017). What EFL student teachers think about their professional preparation: Evaluation of an English language teacher education programme in Spain. *Australian Journal of Teacher Education (Online)*, 42(8), 62.
- Dutto, M. G., Michelini, M., & Schiavi, S. (2003). Reinventing in-service teacher education and training: research grants for teachers. *L'Educazione Plurilingue. Dalla ricerca di base alla pratica didattica*, 213-226.
- Earley, C. E., & Kelly, P. T. (2004). A note on ethics educational interventions in an undergraduate auditing course: Is there an "Enron effect"? *Issues in Accounting Education*, 19(1), 53-71.
- Eisenman, G., Edwards, S., & Cushman, C. A. (2015). Bringing reality to classroom management in teacher education. *The Professional Educator*, 39(1), 1.
- Erozan, F. A. T. O.S. (2005). Evaluating the language improvement courses in the undergraduate ELT curriculum at Eastern Mediterranean University: A case study. *Unpublished doctoral dissertation, Middle East Technical University, Ankara, Turkey*.
- Farrell, T.S.C. (2016). The practices of encouraging TESOL teachers to engage in reflective practice: an appraisal of recent research contributions. *Language Teaching Research*, 20(2), 223–247.
- Farrell, T. S. C. (2016). *From trainee to teacher: Reflective practice for novice teachers*. Equinox Pub. Limited.

- Farrell, T. S., & Kun, S. T. K. (2007). Language policy, language teachers' beliefs, and classroom practices. *Applied Linguistics*, 29(3), 381-403.
- Fernandez, C. (2014). Knowledge base for teaching and Pedagogical Content Knowledge (PCK): some useful models and implications for teachers training. *Problems of Education in the Twenty First Century*, 1(60), 79-100
- Ferguson, R. F. (1991). Racial patterns in how school and teacher quality affect achievement and earnings. *Challenge*, 2(1), 1-35.
- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. *Handbook of qualitative research*, 2(6), 645-672.
- Foord, D. (2009). *The Developing Teacher*. Published by Delta Publishing
- Freeman, B., & McHenry, S. (1996). Clinical Supervision of Counselors- in- Training: A Nationwide Survey of Ideal Delivery, Goals, and Theoretical Influences. *Counselor Education and Supervision*, 36(2), 144-158.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *Tesol Quarterly*, 32(3), 397-417.
- Freeman, D (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching* 25,1-13
- Freeman, J., & Magerko, B. (2016). Iterative composition, coding and pedagogy: A case study in live coding with EarSketch. *Journal of Music, Technology & Education*, 9(1), 57-74.
- Grayling, A. (2003). *Meditations for the Humanist: Ethics for a Secular Age*. New York, NY: Oxford University Press
- Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. Teachers College Press.
- Grossman, P., Hammerness, K. M., McDonald, M., & Ronfeldt, M. (2008). Constructing coherence: Structural predictors of perceptions of coherence in NYC teacher education programs. *Journal of Teacher Education*, 59(4), 273-287.

- Gu, Peiya (2008). The theory, research and practice of education and development of foreign language teachers. China Academic Journal Electronic Publishing House.
- Guan Qiong(2011). English teacher training "new map" (NUMAP) model research. *Education research*, 7, 83-87.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language learning*, 46(4), 643-679.
- Hair, J. F., Black, W., Babin, B., & Anderson, J. (2010). *Multivariate data analysis: A global perspective*. New Jersey: Pearson Prentice Hall.
- Hansen-Thomas, H., Casey, P. J. & Grosso, L. (2013). Multiplying the Effect of Professional Development: Teachers Training Teachers. *TESOL Journal*, 4(1), 129–150. doi:10.1002/tesj.54
- Huang, J., & Brown, K. (2009). Cultural factors affecting Chinese ESL students' academic learning. *Education*, 129(4), 643-654.
- Impedovo, M. A., & Malik, S. K. (2016). Becoming a Reflective In-Service Teacher: Role of Research Attitude. *Australian Journal of Teacher Education*, 41(1), 6.
- Johnson, K. E., & Golombek, P. R. (2003). –Seeing” teacher learning. *Tesol Quarterly*, 37(4), 729-737.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *Tesol Quarterly*, 40(1), 235-257.
- Johnson, A. T. (2009). Mobilizing Higher Education for Development in Africa: A Case Study of the Association of African Universities. (DP19041 Ph.D.), Virginia Polytechnic Institute and State University, United States -- Virginia. Retrieved from database. <http://eserv.uum.edu.my/docview/1020575670?accountid=42599>
- JOHNSON, K. (2016). Language teacher education. *Routledge handbook of English language teaching*. New York: Routledge, 121-134.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Nelson Education.
- Karakas, A. (2012). Evaluation of the English language teacher education program in Turkey. *ELT Weekly*, 4(15), 1-16.

- Karakaş, A., & Sariçoban, A. (2012). The impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students. *Teaching English with Technology*, 12(4), 3-15.
- Kazemi, A., & Ashrafi, M. (2014). In-service training programs for Iranian EFL teachers revisited. *International Journal of Asian Social Science*, 4(10), 1062-1076.
- Korthagen, F.A.J. (1993) Two models of reflection, *Teaching and Teacher Education*, 9, pp. 317-326
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kusumoto, Y. (2008). Needs analysis: Developing a teacher training program for elementary school homerrom teachers in Japan. *University of Hawai'I Second Langauge Studies Paper 26 (2)*.
- Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean?. *Journal of teacher education*, 61(1-2), 21-34.
- Larsen-Freeman, D. (1990). On the need for a theory of language teaching. *Georgetown University Round Table on Languages and Linguistics*, 261-270.
- Liu, Li. (2015) The Research on Autonomous Development model for English teachers in Private Universities Based on Reflective teaching practice *Journal of Bei Jing University*.
- Locke, R. R. (1984). *The End of the Practical Man: Entrepreneurship and Higher Education in Germany, France, and Great Britain, 1880-1940* (Vol. 7). Elsevier Science.
- Mann, S., & Walsh, S. (2013). RP or ‘RIP’: A critical perspective on reflective practice. *Applied Linguistics Review*, 4(2), 291-315.
- Mann, S. (2017). *Reflective Practice in English Language Teaching: Research-based Principles and Practices*. Taylor & Francis.
- Manning, B. H., & Payne, B. D. (1993). A Vygotskian-based theory of teacher cognition: Toward the acquisition of mental reflection and self-regulation. *Teaching and Teacher Education*, 9(4), 361-371.

- Maye, D., & Day, B. (2012). Teacher identities: The fingerprint of culturally relevant pedagogy for students at risk. *Delta Kappa Gamma Bulletin*, 78(2), 19-26.
- Mehlmauer-Larcher, B. (2012). *The EPOSTL (European Portfolio for Student Teachers of Languages): A tool to promote reflection and learning in Pre-Service teacher education*. na.
- Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: A sourcebook. *Beverly Hills: Sage Publications*.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis*. Sage.
- Mustafa, K. O. C., & Bakir, N. (2010). A needs assessment survey to investigate pre-service teachers' knowledge, experiences and perceptions about preparation to using educational technologies. *TOJET: The Turkish Online Journal of Educational Technology*, 9(1).
- Musset, P. (2010). Initial teacher education and continuing training policies in a comparative perspective. *OECD Education Working Papers*, (48), 0_1.
- Nunan, D. (1990). *Second language teacher education*. J. C. Richards (Ed.). Cambridge: Cambridge University Press.
- Özyürek, L. (1981). *Öğretmenlere yönelik hizmet-içi eğitim programlarının etkinliği*. Ankara Üniversitesi Eğitim Fakültesi.
- Patton, M. (1990). Purposeful sampling. *Qualitative evaluation and research methods*, 2, 169-186.
- Pawan, F., & Fan, W. (2014). Sustaining expertise through collaborative/peer-mediated and individual reflections: The experiences of Chinese English language teachers. *Teacher Education Quarterly*, 41(4), 71.
- Pawan, F., Wiechart, K. A., Warren, A. N., & Park, J. (2016). *Pedagogy and Practice for Online English Language Teacher Education*. TESOL Press. Available from: TESOL International Association. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314.

- Pawan, F., Fan, W., & Miao, P. (2017). *Teacher Training and Professional Development of Chinese English Language Teachers: Changing from Fish to Dragon*. Taylor & Francis.
- Pawan, F., & Yuan, N. (2017). NEW CHINESE EDUCATION REFORM TARGETS ENGLISH. *Teacher Training and Professional Development of Chinese English Language Teachers: Changing From Fish to Dragon*, 141.
- Peacock, M. (2009). The evaluation of foreign-language-teacher education programmes. *Language Teaching Research*, 13(3), 259-278.
- Pei, M., Pawan, F., & Jin, W. (2017). FILLING THE PAIL BEFORE THE CUP. *Teacher Training and Professional Development of Chinese English Language Teachers: Changing From Fish to Dragon*, 10.
- Pennington, M. C. (1995). The teacher change cycle. *Tesol Quarterly*, 29(4), 705-731.
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The Qualitative Report*, 20(2), 76.
- Perron, M. (1991). Vers un Continuum de Formation des Enseignants: Elements D'Analyse. *Recherche et Formation*, 10, 137-152.
- Poblete, D. P. (1999). A reflective teaching model: An Adventist assessment. In *24th International Faith and Learning Seminar Held at Andrews University, Berrien Springs, Michigan, US A. June* (Vol. 20).
- Richards, J. C., & Nunan, D. (Eds.). (1990). *Second language teacher education*. Cambridge University Press.
- Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education*. Cambridge University Press.
- Richards, J. C. (2008). Second language teacher education today. *RELC journal*, 39(2), 158-177.
- Sachs, G. T., M. Brock and R. Lo (eds.) 1996. *Directions in second language teacher education*. Hong Kong: City Polytechnic of Hong Kong.
- Sandholtz, J. H. (2002). Inservice training or professional development: Contrasting opportunities in a school/university partnership. *Teaching and teacher education*, 18(7), 815-830.

- Sapp, T. M. (1996). *Teacher perceptions of the components of effective inservice training in the fine arts and their relationship to the implementation of curriculum improvement innovations* (Doctoral dissertation, Georgia State University).
- Saiti, A., & Saitis, C. (2006). In- service training for teachers who work in full- day schools. Evidence from Greece 1. *European Journal of Teacher Education*, 29(4), 455-470.
- Schon, D. A. (1984). *The reflective practitioner: How professionals think in action* (Vol. 5126). Basic books.
- Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre- service English teacher education programme in Turkey. *Journal of Education for Teaching*, 32(4), 369-378.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-23.
- Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of curriculum studies*, 36(2), 257-271.
- Siti Nur Aisya Sugumarie Bt Abdullah, A. Z. (2016). MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT
- Sun.Ping-hua, (2004). Principles, Problems and Strategies Associated with INSET. Foreign Language Teaching and Research Press.
- Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Procedures and techniques for developing grounded theory.
- SuperSurvey. (2007). Why survey? Retrieved December 7, 2007, from <http://knowledgebase.supersurvey.com/survey-goals.htm>
- Tang, S. Y., Wong, A. K., & Cheng, M. M. (2012). Professional learning in initial teacher education: Vision in the constructive conception of teaching and learning. *Journal of Education for Teaching*, 38(4), 435-451.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge University Press.

- Wallace, M. 1995. "When is experiential learning not experiential learning?". In *Liberating the Learner*, Edited by: Claxton, G. New York: Routledge.
- Wang Haixiao & Zhang Liping (2008). *EFL Teacher Development Model and In-service Training and Professional*.
- Wati, H. (2011). The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation. *Online Submission*, 4(1), 79-104.
- Wayne, A. J., Yoon, K. S., Zhu, P., Cronen, S., & Garet, M. S. (2008). Experimenting with teacher professional development: Motives and methods. *Educational Researcher*, 37(8), 469-479.
- Weisberg, H. F. and Bowen, B. D. (1977) *An introduction to survey research and data analysis*. San Francisco: Freeman.
- Widdowson, H. G. (1997). Approaches to second language teacher education. *Encyclopedia of language and education*, 4, 121-129
- Widdowson, H. (2003). *Defining issues in English language teaching*. Oxford University Press.
- Xiao Fulong. (2012, 3). New century college English teachers' professional development present situation research in China pr. *Journal of Shanghai university of science and technology, social sciences*, p. Vol. 34 No. 1.
- Xu zhujun, Zhang yan, & Xu ling. (2012). Investigation and revelation of the current situation of on-the-job English teacher training. *Professional education BBS*, (16), 52-56.
- Yan zengli, & zhang zhijie. (2014). Research on the constraint factors of the professional development of English teachers in colleges and universities, taking the transformation and development of universities as an example. *The technology and economic market*, (12), 225-225.
- Ye, F. 2008. "Guanyu shifansheng mianfei jiaoyu de kecheng mubiao sheding de jichu fenxi" [A Basic Analysis of Setting Curriculum Goals for No-Fee Teachers Education]. *Jiaoyu kexue [Educational Science]* 24, no. 1: 34-37

YU, T. (2013). Teacher Education in China: Current Situation & Related Issues. Zhejiang Normal University.

Zhao.shanshan, (2015, 10). Analysis on the Models of College English Teacher Development. Journal of North China University of Water Resources and Electric Power (Social Science Edition),.Vol . 31 No . 5.



Appendix A

Research Questionnaire

Views about the In-Service Programs Questionnaire

(English Version)



Dear colleague,

This questionnaire is part of a study on the status of the in-service EFL teacher preparation programs in China, and the EFL teachers' perceptions of the aims of these programs. Odd-numbered items ask about the present in-service programs and even-numbered items inquire about your personal beliefs about an optimum in-service program. The researcher would be highly grateful if you kindly fill out the below questionnaire carefully. The data will be used for research purposes only. Please, read the following statements and express your views by marking the appropriate choice.

1- Gender: 1. Male 2. Female

2- Age: _____

3- Professional years of experience:

4. Academic level

1. Bachelor

2. Master

3. PHD

4. Others

5. Job title.

1. Teacher 2. Instructor
 3. Administrator 4. Others

6. Professional qualifications

1. Assistant 2. Lecturer
 3. Associate professor 4. Professor
 5. Others

Directions: This questionnaire is designed to help us gain a better understanding the kinds of things that in-service training for EFL teacher in universities. Please indicate your opinion about each of the statements below. Your answers are confidential.

1: Strongly Disagree. 2: Disagree. 3: Moderately Agree 4: Agree.

5: Strongly Agree.

Section A: Curriculum

NO · 序号	ITEMS 项目	1.	2.	3.	4.	5.
		S D 强烈 反对	D 反对	M A 适度	A 同意	SA 强烈 同意
1	The aims and curriculum of the present in-service programs are determined on the basis of teachers' needs and local situations.					
2	The present in-service programs update teachers' knowledge in terms of the most recent theories of language teaching and learning.					
3	The present in-service training deal with general content knowledge is necessary.					
4	The present in-service training deals with subject content knowledge is important and necessary					

5	In the current in-service training deals with_the subject content knowledge aspect of English Listening skills.					
6	I believe the in-service program should_improve the EFL teachers‘ Listening skills.					
7	In the current in-service training deals with the subject content knowledge aspect of English Speaking skills.					
8	I believe the in-service program should improve the EFL teachers‘ Speaking skills.					
9	In the current in-service training deals with the subject content knowledge aspect of English Reading comprehension skills.					
10	I believe the in-service program should improve the EFL teachers‘ Reading comprehension skills.					
11	In the current in-service training deals with the subject content knowledge aspect of English writing skills_					
12	I believe the in-service program should improve the EFL teachers‘ writing skills.					
13	The present in-service training improves teachers‘ proficiency in English.					
14	The present in-service training deal with pedagogical content knowledge is necessary.					
15	I believe in-service training should deal with pedagogical content knowledge because it is necessary for EFL teacher					
16	The present in-service programs in addition to theoretically updating teachers deal with the actual problems teachers may face in their teaching.					
17	I believe in-service programs in addition to theoretically updating teachers should deal with the actual problems teachers have in their teaching.					
18	The present in-service programs help teachers with general teaching skills such as classroom management.					
19	I believe in-service programs should help teachers with general teaching skills such as classroom management.					

Section B: Practice

NO · 序号	ITEMS 项目	1.	2.	3.	4.	5.
		S D 强烈 反对	D 反对	M A 适度	A 同意	SA 强烈 同意
1	The present in-service training deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in languages teaching.					
2	The present in-service training provide teachers with opportunities to share and exchange their views and experiences.					
3	The present in-service training practice deal with the reflective practice is important and necessary for EFL teacher.					
4	I believe in-service training should provide teachers with the reflective practice because it is important and necessary.					
5	The present in-service training provides teachers with opportunities to reflect their own teaching.					
6	I believe in-service training should provide teachers with opportunities to reflect their own teaching.					
7	The present in-service training provides teachers with opportunities to develop confident and self-motivated EFL teachers through reflective practice					
8	I believe in-service training should provide teachers with opportunities to develop confident and self-motivated EFL teachers through reflective practice					

Section C: Activities

NO · 序号	ITEMS 项目	1.	2.	3.	4.	5.
		S D 强烈 反对	D 反对	M A 适度	A 同意	SA 强烈 同意
1	I believe in-service training should provide teachers with a variety of training programs (activities).					
2	I believe in-service training should provide teachers with the satisfied training programs (activities).					
3	The present in-service training provides the qualifying programs are necessary for novice EFL teacher.					
4	The present in-service training provides the general programs are necessary for EFL teacher.					
5	The present in-service training provides the job refresher programs are necessary for EFL teacher.					
6	I believe in-service training should provide teachers with the job refresher programs (activities).					
7	The present in-service training provides the special programs are necessary for EFL teacher.					
8	I believe in-service training should provide teachers with the special programs (activities).					
9	The present in-service training provides the oversea programs are necessary for EFL teacher.					
10	I believe in-service training should provide teachers with the oversea programs (activities).					

Section D: In-service training for EFL teacher

NO · 序号	ITEMS 项目	1.	2.	3.	4.	5.
		S D 强烈 反对	D 反对	M A 适度	A 同意	SA 强烈 同意
1	In the current in-service training, the instructors are theoretically well-versed and have the experience of teaching at the levels teachers are teaching.					
2	I believe the instructor of an in-service training should be theoretically well-versed and should have the experience of teaching at the levels teachers are teaching.					
3	The present in-service courses help teachers to gain insights into how to become efficient teachers.					
4	I believe the in-service courses help teachers to gain insights into how to become efficient teachers.					
5	In the present in-service programs, the instructors act as models so that teachers can see how the theory is actualized in practice.					
6	I believe in in-service programs, the instructors should act as models so that teachers can see how the theory is actualized in practice.					
7	In the present situation, teachers are highly motivated to take part in in-service programs.					
8	I believe teachers need to be motivated to take part in in-service programs.					
9	In the present situation, teachers with different levels of experience and education receive different in-service programs.					
10	I believe teachers with different levels of experience and education should receive different in-service programs.					
11	In the present in-service programs, teachers are informed of their weaknesses and they are helped to improve these weaknesses.					

12	I believe in in-service programs, teachers should be informed of their weaknesses and they should be helped to improve these weaknesses.					
----	--	--	--	--	--	--



UUM
Universiti Utara Malaysia

Appendix B

Research Questionnaire

Views about the In-Service Programs Questionnaire

(Chinese Version)



大学英语教师在职培训调查

各位英语教师：

大家好！感谢您能在百忙之中参与此次问卷调查。本次调查问卷主要是用于研究大学英语教师在职培训情况以及大学英语老师对在职培训的态度和期望。本问卷的奇数项目是有关目前在职培训项目的调查，偶数项目是英语教师个人对在职培训的态度和期望。感谢您的热诚参与。本次调查所收集的数据仅用于研究目的。请您认真阅读以下项目，并作出选择，谢谢！

1. 性别

1.男

2.女

2. 年龄

3. 工作年限

4. 学历

1.本科

2. 硕士

3. 博士

4.其它

5. 职位

1. 教师

2. 辅导员

3.行政人员

4. 其它



UUM
Universiti Utara Malaysia

6. 职称

1. 助教

2. 讲师

3. 副教授

4. 教授

5. 其它

7. 课程

	强烈反对	反对	适度	同意	强烈同意
1. 目前英语教师在职培训的课程是基于本校实际和教师自身发展需求而设计的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 目前英语教师在职培训的内容有对英语知识的更新并且设计到了最新的英语教学理念	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在职培训涉及到的通用知识对英语教师是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 目前英语教师在职培训涉及到的专业知识对英语教师非常重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 目前的英语教师在职培训涉及到专有知识特别是英语听力方面的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我认为英语教师在职培训应该涉及到提高英语听力水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前的英语教师在职培训涉及到专有知识特别是英语口语方面的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语教师在职培训应该涉及到提高英语口语水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 目前的英语教师在职培训涉及到专有知识特别是英语阅读方面的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为英语教师在职培训应该涉及到提高英语阅读水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 目前的英语教师在职培训涉及到专有知识特别是英语写作方面的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 我认为英语教师在职培训应该涉及到提高英语写作水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 目前的英语教师在职培训帮助教师提高了英语语言水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 目前的英语教师在职培训涉及到的英语教育教学方面的内容很有必要性	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. 我认为英语教师在职培训应该涉及到英语教育教学方面的内容, 因为这对英语老师很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 目前的英语教师在职培训除了丰富理论知识以外还涉及到了处理教师课堂实际问题的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 我认为英语教师在职培训应该有丰富的理论知识和能够帮助老师处理课堂实际问题的实践内容	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. 目前的英语教师在职培训可以帮助教师普遍提高其掌控课堂的能力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. 我认为英语教师在职培训应该帮助教师提高其掌控课堂的能力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 实践

	强烈反对	反对	适度	同意	强烈同意
1. 目前英语教师在职培训涉及到有英语教学实践, 因为教师已近基本掌握了英语教学理论和方法	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 目前英语教师在职培训给教师提供了交流英语教学经验的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在职培训中个教学反思实践环节对英语教师很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我认为英语教师在职培训中应该涉及教学反思实践环节, 这对英语教师的发展很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 目前英语教师在职培训给教师提供了反思自己教学的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我认为英语教师在职培训应该给教师提供反思自己教学的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前英语教师在职培训通过教学反思时间环节提高了教师的自信和自我发展的动力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语教师在职培训应该通过教学实践环节来达到提高教师自信和自我发展的目的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 活动

	强烈反对	反对	适度	同意	强烈同意
1. 我认为英语教师在职培训应该提供多种培训项目和活动	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我认为英语教师在职培训应该提供更多能让教师满意的项目和活动	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在职培训中的新进教师培训是很必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 目前英语教师在职培训中的对通用知识的培训活动是很有必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 目前英语教师培训中的对专业知识的培训是非常有必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我认为英语教师培训应该提供的专业知识的培训非常重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前英语教师培训提供的外出到其它高校进修的项目很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语教师培训应该提供外出更多到其它高校进修的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 目前英语教师在职培训提供的海外培训项目对英语教师的培训很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为英语教师在职培训应该为英语教师提供更多的海外培训项目和活动	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 英语教师在职培训的有效性

	强烈反对	反对	适度	同意	强烈同意
1. 在目前的英语教师在职培训中, 培训专家能够熟悉英语教学理论并能结合各级英语教学进行培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我认为英语教师在职培训的培训专家应该熟悉英语教学理论并能结合各级英语教学实际进行培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. 目前英语教师在职培训课程能够帮助英语教师更加明晰如何成为有效的老师	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我认为英语教师在职培训课程应该能帮助英语教师更加明晰如何成为有效的老师	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 在目前的培训中，培训专家采用了较为恰当的例子把教学理论和实际联系在一起	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我认为在英语教师在职培训中，培训专家应该能用恰当的例子把教学理论和实际联系在一起	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前的英语教师在职培训，教师的参与积极性都很高	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为教师需要自我发展的动力来提高参与在职培训的积极性	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 根据目前的培训，不同层次的英语教师在培训中都能有所收获	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为不同层次的英语教师在培训中都应该有所收获	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 在目前的英语教师培训中，教师都了解自己的弱点并且能通过培训来改善自己的弱点	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 我认为在英语教师在职培训中，教师应该清楚自己的弱点，并通过培训来改善自己的弱点	○	○	○	○	○
---	---	---	---	---	---



UUM
Universiti Utara Malaysia

Appendix C

Evidences of Validated Instrument

Research Questionnaire
Views about the In-Service Programs Questionnaire
(English Version)

Awang Mad Salleh
Graduate School
of Arts And Sciences
Universiti Utara Malaysia

Dear colleague,

This questionnaire is part of a study on the status of the in-service EFL teacher preparation programs in China, and the EFL teachers' perceptions of the aims of these programs. Odd-numbered items ask about the present in-service programs and even-numbered items inquire about your personal beliefs about an optimum in-service program. The researcher would be highly grateful if you kindly fill out the below questionnaire carefully. The data will be used for research purposes only. Please, read the following statements and express your views by marking the appropriate choice.

1- Gender: 1. Male 2. Female

2- Age:

3- Professional years of experience:

4- Academic level: 大專

1. Bachelor 2. Master

3. PhD 4. Others

5- Job title:

1. Teacher 2. Instructor

3. Administrator 4. Others

6- Professional qualifications: 有教文憑

1. Assistant 2. Lecturer

3. Associate professor 4. Professor

5. Others

Directions: This questionnaire is designed to help us gain a better understanding the kinds of things that in-service training for EFL teachers in universities. Please indicate



1

your opinion about each of the statements below. Your answers are confidential.

1. Strongly Disagree 2. Disagree 3. Moderately Agree 4. Agree

5. Strongly Agree

Section A: Curriculum

ITEMS	1	2	3	4	5
題目	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1. The aims and curriculum of the present in-service programs are determined on the basis of teachers' needs and local situations.					
2. I believe the aims and curriculum of in-service programs should be determined on the basis of teachers' professional level of training.					
3. The present in-service programs update teachers' knowledge in terms of the social, cultural, historical, linguistic, and literary aspects of the English language.					
4. I believe in-service programs should aim to update teachers in terms of the most recent theories of language teaching and learning.					
5. The present in-service training deal with general content knowledge is necessary.					
6. I believe in-service training should deal with general content knowledge because it is necessary for EFL teachers.					
7. The present in-service training deals with subject content knowledge is important and necessary.					
8. I believe in-service training should deal with subject content knowledge because it is important and necessary for EFL teachers.					
9. In the current in-service training deals with the subject content knowledge aspect of English Listening skills.					
10. I believe the in-service program should improve the EFL teachers' Listening skills.					
11. In the current in-service training deals with the subject content knowledge aspect of English Speaking skills.					
12. I believe the in-service program should improve the EFL teachers' Speaking skills.					
13. In the current in-service training deals with the subject content knowledge aspect of English Reading comprehension skills.					
14. I believe the in-service program should improve the EFL teachers' Reading comprehension skills.					
15. In the current in-service training deals with the subject content knowledge aspect of English writing skills.					
16. I believe the in-service program should improve the EFL teachers' writing skills.					

Very similar with 1 and 2
Can you just keep "1" or "2"?

7-18
Subject Content knowledge
3/12/15
3/12/15/18

too much basic information here!

17. The present in-service training improves teachers' proficiency in English.					
18. I believe in-service training should improve teachers' proficiency in English.					
19. The present in-service training deal with pedagogical content knowledge is necessary.					
20. I believe in-service training should deal with pedagogical content knowledge because it is necessary for EFL teacher.					
21. The present in-service programs in addition to theoretically updating teachers deal with the actual problems teachers may face in their teaching.					
22. I believe in-service programs in addition to theoretically updating teachers should deal with the actual problems teachers have in their teaching.					
23. The present in-service programs help teachers with general teaching skills such as classroom management.					
24. I believe in-service programs should help teachers with general teaching skills such as classroom management.					

delete

Section B: Practice

ITEMS	1	2	3	4	5
題目	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1. The present in-service training deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in language teaching.					
2. I believe in-service training should deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in language teaching.					
3. The present in-service training provide teachers with opportunities to share and exchange their views and experiences.					
4. I believe in-service training should provide teachers with opportunities to share and exchange views and experiences.					
5. The present in-service training practice deal with the reflective practice is important and necessary for EFL teacher.					

1, 2 可以考慮刪除
其他亦可減少刪除

1, 2 refer to "theories and approaches"

6	I believe in-service training should provide teachers with the reflective practice because it is important and necessary.					
7	The present in-service training provides teachers with opportunities to reflect their own teaching.					
8	I believe in-service training should provide teachers with opportunities to reflect their own teaching.					
9	The present in-service training provides teachers with opportunities to develop confident and self-motivated EFL teachers through reflective practice.					
10	I believe in-service training should provide teachers with opportunities to develop confident and self-motivated EFL teachers through reflective practice.					

Section C: Activities

NO 序号	ITEMS 项目	1 S D 强烈反对	2 D 反对	3 M A 适度	4 A 同意	5 SA 强烈同意
1	The present in-service training provides a variety of training programs (activities).					
2	I believe in-service training should provide teachers with a variety of training programs (activities).					
3	The present in-service training provides training programs (activities) for EFL teachers are satisfied.					
4	I believe in-service training should provide teachers with the satisfied training programs (activities).					
5	The present in-service training provides the qualifying programs are necessary for novice EFL teacher.					
6	I believe in-service training should provide novice teachers with the qualifying programs (activities).					
7	The present in-service training provides the general programs are necessary for EFL teacher.					
8	I believe in-service training should provide teachers with the general programs (activities).					
9	The present in-service training provides the job refresher programs are necessary for EFL teacher.					
10	I believe in-service training should provide teachers with the job refresher programs (activities).					
11	The present in-service training provides the special programs are necessary for EFL teacher.					
12	I believe in-service training should provide teachers with the					

4.


13	special programs (activities).					
14	The present in-service training provides the overseas programs are necessary for EFL teacher.					
14	I believe in-service training should provide teachers with the overseas programs (activities).					

Section D: In-service training for EFL teacher

NO 序号	ITEMS 项目	1 S D 强烈反对	2 D 反对	3 M A 适度	4 A 同意	5 SA 强烈同意
1	In the current in-service training, the instructors are theoretically well-versed and have the experience of teaching at the levels teachers are teaching.					
2	I believe the instructor of an in-service training should be theoretically well-versed and should have the experience of teaching at the levels teachers are teaching.					
3	The present in-service courses help teachers to gain insights into how to become efficient teachers.					
4	I believe the in-service courses help teachers to gain insights into how to become efficient teachers.					
5	In the present in-service programs, the instructors act as models so that teachers can see how the theory is actualized in practice.					
6	I believe in the present in-service programs, the instructors should act as models so that teachers can see how the theory is actualized in practice.					
7	In the present situation, teachers are highly motivated to take part in in-service programs.					
8	I believe teachers need to be motivated to take part in in-service programs.					
9	The present situation teachers with different levels of experience and education receive different in-service programs.					
10	I believe teachers with different levels of experience and education should receive different in-service programs.					
11	In the present in-service programs, teachers are informed of their weaknesses and they are helped to improve these weaknesses.					
12	I believe in in-service programs, teachers should be informed of their weaknesses and they should be helped to improve these weaknesses.					

5

Research Questionnaire
Views about the In-Service Programs Questionnaire
(Chinese Version)

 **Universiti Utara Malaysia**
Faculty of Education
Department of English Language
Universiti Utara Malaysia

大学英语教师在职培训调查

各位英语教师，
大家好！感谢您在百忙之中参与此次问卷调查。本次调查问卷主要是用于研究大学英语教师在职培训情况以及大学英语教师对在职培训的态度和期望。本问卷的奇数项目是有关目前在培训项目的调查，偶数项目是英语教师个人对在职培训的态度和期望。感谢您的热诚参与。本次调查所收集的数据仅用于研究目的。请您认真阅读以下项目，并作出选择，谢谢！

1. 性别
 1. 男
 2. 女

2. 年龄 _____

3. 工作年限 _____

4. 学历
 1. 本科
 2. 硕士
 3. 博士

格式正排上 高连志

○4. 其它

5. 职位
 ○1. 教师
 ○2. 辅导员
 ○3. 行政人员
 ○4. 其它

6. 职称
 ○1. 助教
 ○2. 讲师
 ○3. 副教授
 ○4. 教授
 ○5. 其它


7. 课程

不相宜的问卷 可从表格删除

与外单位共同开发

课程	强烈反对	反对	中立	同意	强烈同意
1. 目前英语教师在课程中的课程是基于本校实际和教师自身发展需求而设计的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我认为英语教师在课程中的课程应该基于本校实际和教师自身发展需求而设计的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在课程中的内容对英语知识的更新并且设计到了最新的英语教学理念	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我认为英语教师在课程中的内容应该涉及到英语知识的更新和最新的英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

翻译部
在问卷中
表述过长
可以表格
向此表述



UNIVERSITI UTARA MALAYSIA

UUM

Universiti Utara Malaysia

项目	强烈反对	反对	中立	同意	强烈同意
5. 目前英语教师在课程中的新建课程项目是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我认为英语教师在课程中的新建课程的教师培训项目是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前英语教师在课程中的对通用知识的项目是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语教师在课程中应该提供通用知识培训的项目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 目前英语教师在课程中的对专业知识的培训是非常必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为英语教师在课程中应该提供专业知识的培训非常必要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 目前英语教师在课程中的外到其它高校建修的项目是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 我认为英语教师在课程中应该提供外到其它高校建修的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 目前英语教师在课程中的海外项目对英语教师的培训是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 我认为英语教师在课程中应该为英语教师提供海外项目的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 我认为英语教师在职培训应该涉及到提高英语阅读水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. 目前的英语教师在职培训涉及到专有知识特别是英语写作方面的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 我认为英语教师在职培训应该涉及到提高英语写作水平和能力的专有知识的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 目前的英语教师在职培训帮助教师提高了英语语言水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. 我认为英语教师在职培训应该帮助教师提高英语语言水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. 目前的英语教师在职培训涉及到的英语教育教学方面的内容很有必要性	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. 我认为英语教师在职培训应该涉及到英语教育教学方面的内容, 因为这对英语老师很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 目前的英语教师在职培训除了丰富理论知识以外还涉及到了处理教师课堂实际问题的培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 我认为英语教师在职培训应该有	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3/20/2017

丰富的理论知识和能够帮教师处理课堂实际问题的实践内容	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 目前的英语教师在职培训可以帮助教师提高其掌控课堂的能力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. 我认为英语教师在职培训应该帮助教师提高其掌控课堂的能力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

实践	强烈反对	反对	适度	同意	强烈同意
1. 目前英语教师在职培训涉及到英语教学实践, 因为教师可以应用理论和教学方法	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我认为英语教师在职培训应该涉及到英语教学理论和实践, 因为教师熟悉并掌握了基本的英语教学理论	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在职培训给教师提供了交流英语教学经验的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我认为英语教师在职培训应该给教师提供交流英语教学经验的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 目前英语教师在职培训中, 教学反思实践被认为对英语教师很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3/20/2017

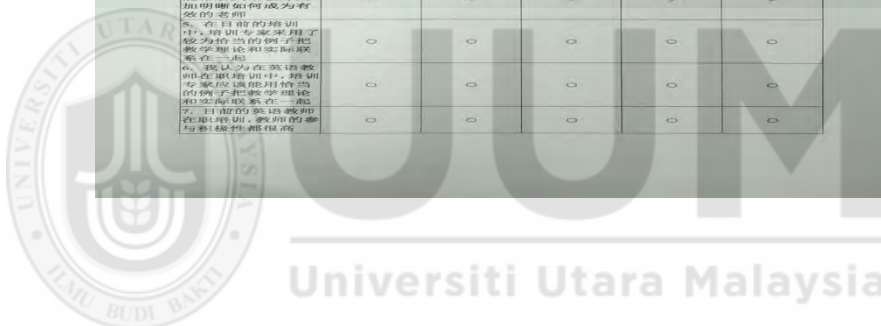
6. 我认为英语教师在职培训中应该涉及到教学反思实践环节, 这对英语教师的发展很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前英语教师在职培训给教师提供了反思自己教学的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语教师在职培训应该给教师提供反思自己教学的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 目前英语教师在职培训通过教学反思时间环节提高了教师的自信和自我发展的动力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为英语教师在职培训应该通过教学反思环节来达到提高教师自信和自我发展的目的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

活动	强烈反对	反对	适度	同意	强烈同意
1. 目前的英语教师在职培训提供了多种培训项目和活动	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我认为英语教师在职培训应该提供多种培训项目和活动	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英语教师在职培训的项目和活动内容很单调	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我认为英语教师在职培训应该提供更多能让教师满意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3/20/2017

的項目和活動					
8. 目前英語教師在職培訓中的新進教師培訓是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 我認為英語教師在職培訓中的新進教師的教師資格培訓是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 目前英語教師在職培訓中的對通用知識的培訓活動是必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 我認為英語教師在職培訓應該提供對通用知識培訓的活動	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 目前英語教師培訓中的對專業知識的培訓是非常必要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 我認為英語教師培訓應該提供對專業知識的培訓非常必要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 目前英語教師培訓應該提供對其他高校建修的項目建修	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. 我認為英語教師培訓應該提供對其他高校建修的機會	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 目前英語教師在職培訓提供的海外培訓項目對英語教師的培訓是必要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 我認為英語教師在職培訓應該為英語教師提供更多海外培訓項目和	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

活動	強烈反對	反對	中立	同意	強烈同意
10. 英語教師在職培訓的有效性					
1. 在目前的英語教師在職培訓中，培訓專家能將英語教學理論與在職培訓中英語教學進行培訓	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我認為英語教師在職培訓的培訓專家應該將英語教學理論與在職培訓中英語教學實際進行培訓	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 目前英語教師在職培訓能幫助英語教師如何成為有效的老師	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我認為英語教師在職培訓能幫助英語教師如何成為有效的老師	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 在目前的培訓中，培訓專家採用了教學理論與實際聯繫	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 我認為在英語教師在職培訓中，培訓專家能將理論與實際例子相聯繫	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前的英語教師在職培訓，教師的參與程度很高	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8. 我认为教师需要自我发展的动力来提高参与在职培训的积极性	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 根据目前的培训, 不同层次的英语教师在培训中都能有所收获	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 我认为不同层次的英语教师在培训中都应该有所收获	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 在目前的英语教师培训中, 教师都了解自己的弱点并且能通过培训来改善自己的弱点	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 我认为在英语教师在职培训中, 教师应该清楚自己的弱点, 并通过培训来改善自己的弱点	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

英语省翻译中文基本表达了原意, 没有引起问卷理解的歧义。
杨一森

翻译英文问卷, 为中文问卷, 基本保持原意, 没有改动。
李亚江

英文问卷翻译为中文, 意思未有变动。
李加东



UUM
Universiti Utara Malaysia



宁夏大学 (Ningxia University)

May 25, 2016

Dear Wang Yang:

Per your request, I read your introductory letter and the questionnaire for your research. The content seems to be relevant to your study and the items included are comprehensive and well organized. I have no doubts that it meets your purpose and therefore, it is suitable to be used. Good Luck.

Yours sincerely

Prof. Li Yuhong

Director of teaching and research section

School of Foreign languages and Cultures

Ningxia University

Tel: +8613995115283

Email:yuhong_li64@163.com.

A handwritten signature in black ink, appearing to be the Chinese characters "李玉红" (Li Yuhong).

Appendix D

Research Interview Protocol

**Project: In-service training Based on curriculum, practice and activities for
EFL teacher in Universities in Yinchuan**

Time of Interview : _____

Date : _____

Place : _____

Interviewer : _____

Interviewee : _____

Position of Interviewee: _____

Instruction: This interview aims at exploring your own opinions and attitude about in-service training for EFL teacher in university. The interview will use 10 to 30 minutes. Please respond the question based on your most convenient way

Questions:

1. According to your own experience, how do you evaluate the in-service EFL teacher training in your university?
2. Based on your opinion, how do you think that the in-service training is important and essential for EFL teacher in university system? Why?
3. Please describe your own experience with the in-service teacher training and self-professional development in your university.
4. .Based on the curriculum, practice and activities, please talk about your views on the in-service EFL teacher training in your university.
5. According to the present situation, what are the current issues for in-service EFL teacher training? In your view, how to improve?

Answers:

- 1.
- 2.
- 3.
- 4.
- 5.

Thank you very much for your time and patience.

May I contact you again if I have more questions?

Signature: _____

Date: _____



UUM
Universiti Utara Malaysia

Appendix E

Sample of Transcribed Interview

Interviewer: According to your own experience, how do you evaluate the in-service EFL teacher training in your university?

Interviewee: I really don't think there is much of training program in the university. There are occasional workshops offered. But as I was known that they just let you know how to use the text book as they wish. But it's ok I think it could be more. And I think that workshop usually focus on the conscious knowledge, and very little parts focus on teaching skills and classroom management. So I don't think there is much in-service training.

Interviewer: Based on your opinion, how do you think that the in-service training is important and essential for EFL teacher in university system? Why?

Interviewee: I think it is important first. Every teacher not just English teacher, because the education is in general. And also it is very important for every English teacher in University. But we can focus on the EFL teacher first. I will use the word vital. It doesn't matter how long the teacher had been teaching, they can always want something new about teaching and right now in China. I see that the teachers are here, and the students here are slowly to speaking English and the situation becoming more and more dissatisfied with learning, because the teachers are teaching in the old way, and the students are ready for the new way. So I think it is vital for the teachers to be training, how to move for the communicative or the facilitated side of t continue rather than continue in the traditional way and when they do, because some of my teacher friends are here they try new ideas. When they try those new ideas, they see a change the attitude of their students. Their students were more motivated and more excited to coming their class, they were interested in learning, so I think they were more improved

for those teachers there were more to the other side and to continue it and can really make a change and students. So I will say vital.

Interviewer: Please describe your own experience with the in-service teacher training and self-professional development in your university.

Interviewee: I have done some training by myself and I was given some workshop over the years, but most of done is the teachers' English corner. I don't know how long ago,,, I think more than five years ago, and my goal from the beginning , to help those teachers have the passion of English and the passion for teaching those two passion. So the English corner starts out. We speak only English, the groups are small, usually normal than 10 teachers. And every teacher should be participating and I make sure every teacher participate, because someone doesn't like to talk and I call their name, and I join them into conversation. No one gets to keep silent. I really careful about the constant what was the teacher, so when someone new came, I won't calling them very much, or if I know someone was be afraid. I will be very gentle with them and after ask questions of two people then I will come to the teachers who were afraid, and because they could listen to the two different ideas before they can share their idea. So I try to be very careful. In that, I hope they are will be so excited about English language and feel more confidence and will be passion about English. I mean I will develop them for teaching and the big part of it, opening their hearts to their student. If you can love your students, then you can love your teaching, because you want to help your student, so the big part is that give them to have the love for student and also it explore the new ideas, it is not just me I telling them. English corner is set up in the way that they learn in the facilitated way. So they can feel the model for facilitated teaching and they can take the idea and use it in the classroom in the facilitated way. So in that way, I want them feel excited about teaching to be passion it about teaching. I have discovered that the English teachers in China. Sometimes feel like they are second class, because they are not native speakers as English as so I want build their confidence in English, so they will feel confidence in teaching, and build the passion for teaching and help them to see they are the better teachers than native speaker, because they know what is they like to learn the English as the second language. So I try to develop their passion for teaching.

Interviewer: Based on the curriculum, practice and activities, please talk about your views on the in-service EFL teacher training in your university.

Interviewee: Well, I will think of their training happened at the university, usually they will focus on the theoretical knowledge, so they might name about same aspect of English language. As far as I know, they are very little focus on professional knowledge and I think that training is more focus on general knowledge and theoretical knowledge and forget the professional knowledge. And I think they are all important, but the professional knowledge might be more important than anything else. I mean if you have the professional knowledge without theoretical knowledge, it will be the problem. But the teachers need have the huge foundation in theoretical knowledge. Some foundation is in General knowledge, it's time for them do develop their professional knowledge. Just recently, in my workplace, Ningxia University, they have made the teaching methodology course elected rather than required courses for the undergraduate and graduate students. I think that sounds the huge mistake they only have one class and the future English teachers don't know how to teach and now they don't have to take that class, they can choose to or not to. When the teachers going to the class and begin teaching, It all based on their own experience for learning English and also use the traditional way, so the traditional way get around and around, and get stuck, the traditional way has some positive sides, has some advantages but the student could learn so much more if we can teach them in facilitated way, because they not only learn what they need to learn, but they also learn how to learn. So they could never too old to learn.

Interviewer: As far as you know, please talk about the English listening skills, speaking skills, reading skills and writing skills for English teacher, and also which one is the most important one?

Interviewee: I think they are all equal important for English teacher. But I think in china, in general, they are much more focus on reading, than anything else, and then they are focus on listening and writing, and then the oral get ignored. I think they could be less focus on reading, keep the same

focus on listening and writing, but add more oral practice. So it will be balance. And in the teachers training, they always focus on reading, that was the teachers teaching and they always get together mostly talking about the reading, the vocabulary and English grammar, they talk about reading most, especially for intensive reading, but they don't talk about reading skills and that part is to teach student how to learn on their own. You teach them the reading skills no matter what they read, they can read. You teach them reading and they only can read the reading you teach them. And for writing, it is the same. They just focus on examination, if you just teach them the examination, what they learn is too limited. But if you teach those reading skills, writing skills, listening skills and speaking skills, then you train them for many different strategies. If you just teach them the content that was they learn is limited. If you teach them the skills, that is broad, really broad, what they learning is how much more they can learn.

Interviewer: How about the pedagogical knowledge? Do you think it is important?

Interviewee: Yes, of course, is important, it is vital. I think it comes up. Likes the teachers talk to each other when they need. They do talk about the class management and other questions they met in their teaching and they have to try to solve the problems together. I think it should be come up, it should be planned, it should be part of the training program. It should be discussion that the people planned and then they reading and ask teachers what problems you have in this year for everyone. What kind of the strategies could to solve the problem? It should be more broad and planned.

Interviewer: What is your opinion about reflective part of teaching and do you think the reflective practice also involved in the in-service teacher training?

Interviewee: Not really, for example, in Ningxia University, the English teachers have the observation class activities. Every two weeks, one English teacher will arranged to do the demonstration lesson. And the other teachers will go watch and get the feedback. But in my idea, the feedback is more focus on content than skills of teaching. They just

give the feedback, nobody could ask questions, because the reflective is refers to the question, and you have to ask the teacher question and let the teacher think about it. And think about it, think about it, and think about it, this is about the reflection. So I don't think that observation class could encourage the reflective practice. And individually, I think some teachers reflect it and I think the teachers who come to my English corner reflect it, because I ask them to do it. It will make me reflective. I don't think that is really value or it happened naturally for some people, but it doesn't happened naturally for no one encourage them to really reflect it. And also it is depending on the different people, some people reflect their life, but some people don't. so if you naturally reflect than you naturally reflect the teacher. Probably, and if you don't naturally reflect on life, you don't naturally reflect the teacher, you need someone to help you to reflect and no one to help them to reflect. And now in teacher training, they always use traditional way to train,, they don't use the facilitate way, if they use facilitate way, they will more focus on the reflective practice, but I found the English teacher now in China is also grow up through the in-service teacher training, but it is very slow, they also like use in the traditional way and part of the problem is changing the teachers' belief. Actually if they will teach the skills instead of content, they may prepare the student even better than the examination, because you never know for the reading content for examination, but if you teach them the reading skills, it doesn't matter what the content is on the exam, they can still pass it. So part of the problem is to changing the teachers' belief.

Interviewer: What kind of training program you know in your university?

Interviewee: Well, we were talk about workshop sometimes and also have the demonstration class or observation. Those are only things that I know, but I just know their observations are always focusing on their content. When I do training, it is all training activities based. The teachers should do the demonstration class and reflection, and also I require them to speak it. Just ask questions, what do you think what the work with your student, why or why not? How could you change it in order to make your student change? I will always let them to reflect their own teaching.

Interviewer: Do you know some training program for new teachers?

Interviewee: I don't think it is happen in my university. (laughing,,,) but I know some new teachers should know the policies for their university. But in my idea, the policy training could be part of the training, but the most part should be the teaching skills.

Interviewer: Do you know other training program?

Interviewee: I just know some projects for teachers who can go oversea for short or long term. I think that are great opportunity for English teachers to apply. I don't know other universities in Yinchuan, but in my workplace, they have more projects offer for teachers and also the teachers have more opportunities for apply, and it is easy to go and get this kind of project, it is easier than other university. And also when the teachers come back with new idea, they come back with some research and also come back with passion for teaching, because they also get improve for their English speaking. In Ningxia University, every year, they have two or three teachers could go aboard and two or three teachers can go to another university that is in China. I will say that has huge percent teachers could go oversea, it rely on some program, maybe some is the short time, some is the long time. I think it is really good for them, they will learn the western culture, their English will be improve and also it could have a rest too.

Interviewer: According to the present situation, what are the current issues for in-service EFL teacher training? In your view, how to improve?

Interviewee: I think the things we already talk about. They need more pedagogical training and more focus on teaching skills and also they need to move focus on teaching student skills instead of content. The students will get less satisfaction with traditional teaching, and the teachers have to change, they have no choice. So they should try something new, and their colleges don't judge them and make them feel doing something wrong.

Interviewer: Can you describe the teachers' motivation for training and their satisfactions for training?

Interviewee: I think it depends on the teacher. Some teachers just so busy with teaching and their life, especially when they are children in primary school, they could feel tied, because they have so many responsibilities. Maybe it depends on the person. Some teachers really want to know the new things about teaching and try to use them in their classroom. But some teachers just want to do the same thing over and over again. Because doing something new, it too hard and also too much work to do. So it is really depend on the person. But I think we should motivate the teachers to want to learn the teaching. We should motivate the student to learn English. So I think they should have this kind of attitude for in-service training.



Appendix F

SPSS Output

Descriptive Statistics

	Mean	Std. Deviation	N
Curriculum	3.2410	.50515	128
Practice1	3.3203	.54695	128
Activities1	3.9805	.46872	128
Training	3.5189	.41360	128

Correlations

	Training
Curriculum	.804
Practice1	.723
Activities1	.300
Training	1

Correlations

REGRESSION

/DESCRIPTIVES MEAN STDDEV CORR SIG N

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Training

/METHOD=ENTER Curriculum Practicel Activities1

```

/SCATTERPLOT= (*ZRESID , *ZPRED)

/RESIDUALS HISTOGRAM (ZRESID) NORMPROB (ZRESID)

/SAVE MAHAL.

```

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Training	3.5189	.41360	128
Curriculum	3.2410	.50515	128
Practice1	3.3203	.54695	128
Activities1	3.9805	.46872	128

Correlations

		Training	Curriculum	Practice1	Activities1
Pearson Correlation	Training	1.000	.804	.723	.300
	Curriculum	.804	1.000	.634	.225
	Practice1	.723	.634	1.000	.464
	Activities1	.300	.225	.464	1.000
Sig. (1-tailed)	Training	.	.000	.000	.000
	Curriculum	.000	.	.000	.005
	Practice1	.000	.000	.	.000
	Activities1	.000	.005	.000	.
N	Training	128	128	128	128
	Curriculum	128	128	128	128
	Practice1	128	128	128	128
	Activities1	128	128	128	128

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Activities1, Curriculum, Practice1 ^b	.	Enter

a. Dependent Variable: Training

b. All requested variables entered.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.706	3	5.235	107.843	.000 ^b
	Residual	6.020	124	.049		
	Total	21.725	127			

a. Dependent Variable: Training

b. Predictors: (Constant), Activities1, Curriculum, Practice1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Tolerance
		B	Std. Error	Beta	t			
1	(Constant)	1.076	.190			5.651	.000	
	Curriculum	.474	.050	.579		9.419	.000	.591
	Practice1	.267	.051	.353		5.226	.000	.489
	Activities1	.005	.047	.006		.104	.917	.776

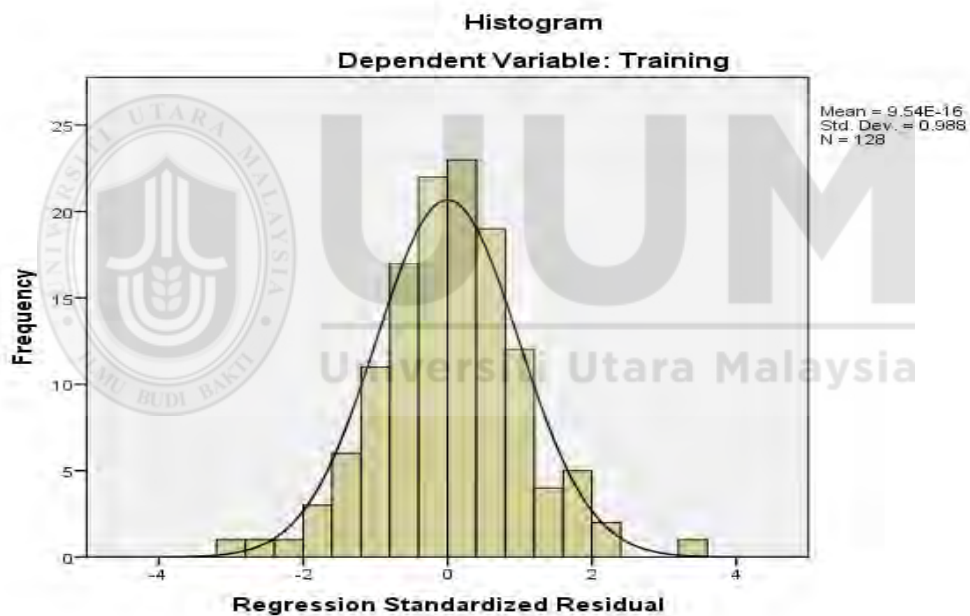
a. Dependent Variable: Training

Collinearity Diagnostics^a

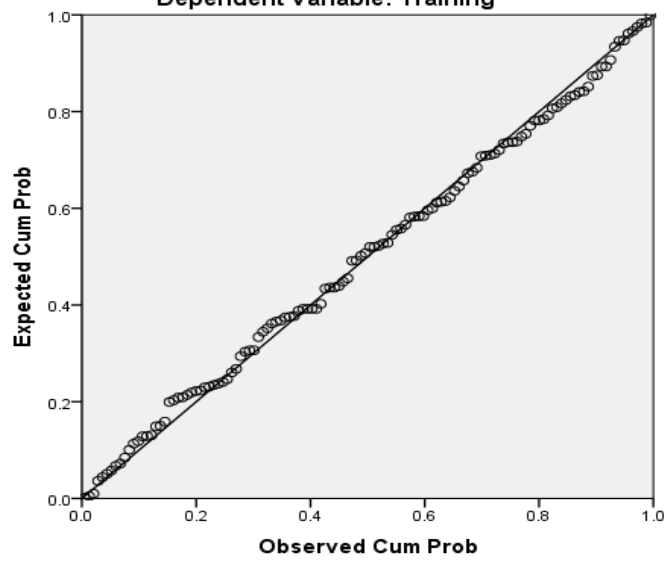
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Curriculum	Practice1	Activities1
1	1	3.967	1.000	.00	.00	.00	.00
	2	.017	15.061	.13	.26	.13	.17
	3	.011	19.413	.18	.39	.51	.10
	4	.005	27.302	.69	.36	.35	.73

a. Dependent Variable: Training

Charts



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Training



Scatterplot
Dependent Variable: Training

