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

WANG YANG



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Universiti Utara Malaysia

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

2018



Awang Had Salleh
Graduate School
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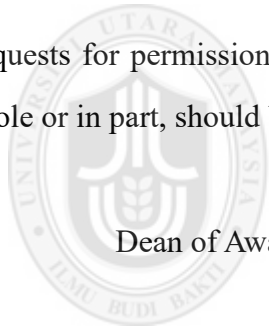
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Abstrak

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!

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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

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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.					
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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



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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	○	○	○	○	○
---------------------------------------------	---	---	---	---	---



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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: 教師

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 of the kinds of things that in-service training for EFL teachers 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

ITEMS 題目	L D M A S				
	1 D S T	2 D S T	3 M A S	4 A S	5 S T R O N G L Y A G R E E
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 pedagogical learning.					
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"?

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

Section B: Practice

NO 序號	ITEMS 題目	L D M A S				
		1 D S T	2 D S T	3 M A S	4 A S	5 S T R O N G L Y A G R E E
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 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	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)



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

○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

不相宜的课程 可以删除删除

与本专业无关的课程删除

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"/>

翻译教师
在问卷中
表述过长
可以删除
向此表达



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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英语知识的培训是必要的	<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英语培训的项目	<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必要的海外培训项目	<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"/>

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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, 因为教师可以运用其掌握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. 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"/>

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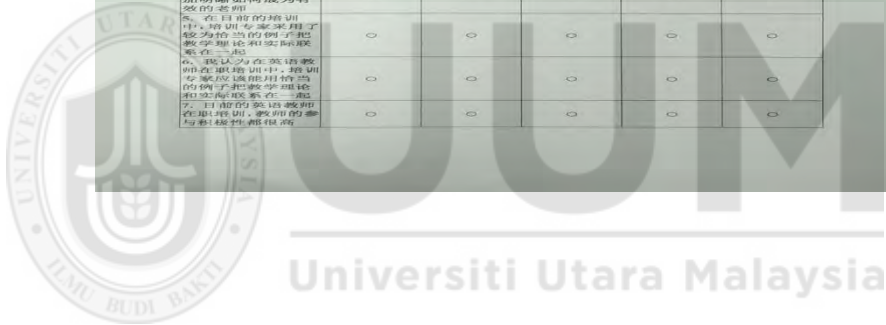
6. 我认为英语教师在职培训中应该涉及到教学反思实践环节, 这对英语教师的发展很重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 目前英语教师在职培训给教师提供了反思自己教学的机会	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 我认为英语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"/>

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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重要	<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，培訓專家僅將英語教學理論與在職結合英語教學進行培訓	<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結合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課程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課程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，培訓專家採用了較為恰當的例子把教學理論與實際聯繫在一起	<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，培訓專家應該採用恰當的例子把教學理論與實際聯繫在一起	<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，教師的參與積極性很高	<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

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Email:yuhong_li64@163.com.

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: _____



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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

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/DESCRIPTIVES MEAN STDDEV CORR SIG N
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/MISSING LISTWISE
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/STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE
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/CRITERIA=PIN(.05) POUT(.10)
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/NOORIGIN
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/DEPENDENT Training
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/METHOD=ENTER Curriculum Practicel Activities1
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/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		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

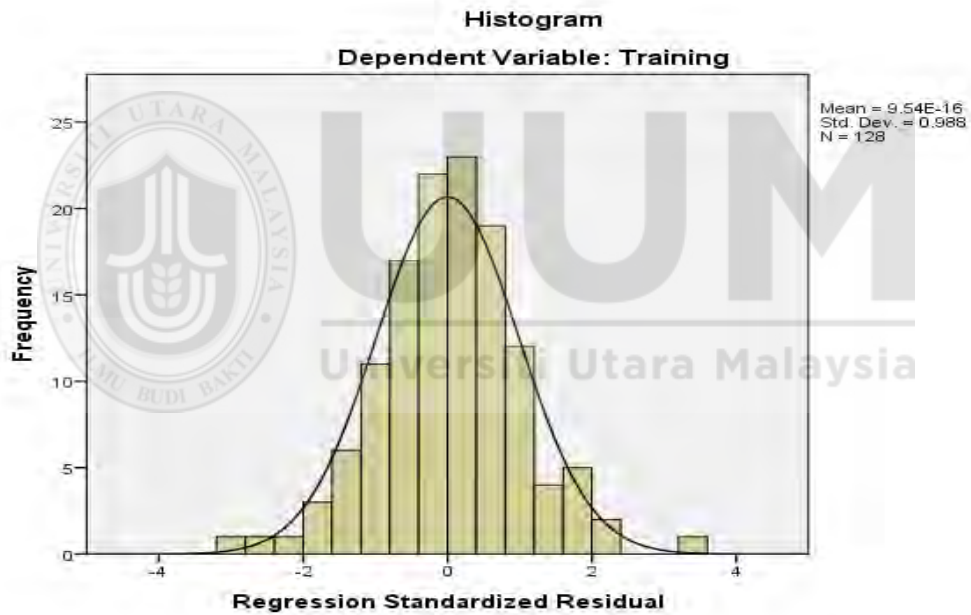
a. Dependent Variable: Training

Collinearity Diagnostics^a

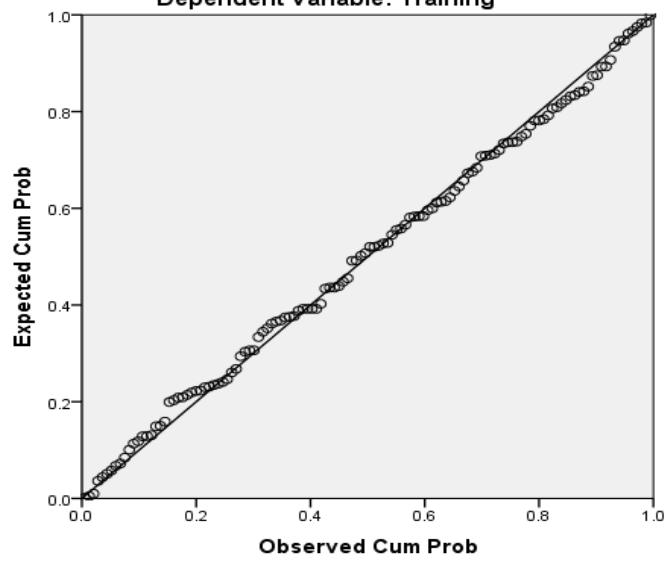
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Curriculum	Practice1	Activities1
1	1	3.967	1.000	.00	.00	.00	.00
	2	.017	15.061	.13	.26	.13	.17
	3	.011	19.413	.18	.39	.51	.10
	4	.005	27.302	.69	.36	.35	.73

a. Dependent Variable: Training

Charts



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



Scatterplot
Dependent Variable: Training

