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The Training of Newly Recruited Teachers in English Test Preparation Schools in China:

A Case Study

By

Lan Ma

A Thesis

Submitted to the Faculty of Graduate Studies  
through the Faculty of Education  
in Partial Fulfillment of the Requirements for  
the Degree of Master of Education  
at the University of Windsor

Windsor, Ontario, Canada

2018

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The Training of Newly Recruited Teachers in English Test Preparation Schools in China:  
A Case Study

by

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January 22, 2018

## DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

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## ABSTRACT

English test preparation schools are becoming increasingly popular in China as students seek to prepare for entrance exams into international schools, and consequently the number of English language teachers in China has substantially increased. However, these teachers do not all have consistent training, an oversight that may negatively impact student outcomes, and there is limited research on these training methods. Therefore, the current study explores and evaluates the training methods used at an English test preparation school in China. The research employs a qualitative approach that includes semi-structured interviews with 12 new teacher trainees who work at an English test preparation school in a major city of the northwestern part of China. The study concludes that factors such as the analysis of new teacher trainees' academic backgrounds and training expectations, trainers' proficiency, provision of training materials and the evaluation feedback to the teacher trainees contribute greatly to the level of teacher trainees' satisfaction towards the training. Overall, the findings of this study potentially benefit English test preparation schools, which can adjust their new teacher-training program to better meet the needs of teacher trainees.

*Keywords:* English language teachers, English test preparation schools, teacher training, instructional design, models of training

DEDICATION

*To myself*

*To my committee members*

*To my family*

*To everyone who guide and support me*

## ACKNOWLEDGEMENTS

I would first like to thank my thesis advisor Dr. Zuo Chen Zhang of the Faculty of Education at the University of Windsor. Dr. Zuo Chen Zhang was always there for me when I had questions about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right direction whenever he thought I needed it.

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## CHAPTER 1 INTRODUCTION

### 1. Background to the study

Before coming to the University of Windsor, I was working as a language school instructor in China for four years, and the language school I was working for is particularly focused on helping students to pass the overseas language tests such as IELTS and TOEFL with a satisfactory score. Graduating as an English literature major student, I had no related work experience or preparation with regard to language teaching. The time I got hired was in July, which was one of the busiest seasons for language schools in China because students are having their two months summer break and have enough time to attend language training courses on a full-time basis. I was thrown into a situation with many reality shocks and had to learn how to teach and teach effectively. The only instruction I got from the school was to get familiar with all the textbooks with questions that students are going to encounter when they are taking the tests. As far as I know, that was the way that English test preparation schools train their newly recruited teachers during busy season; while in slack season, more formal training is given to the new teachers, such as observing the experienced teachers' demonstration classes, group discussion, presentation of their own classes in front of other newly recruited teachers and the experienced teachers with feedback from them. The school will assign a mentor to each individual teacher in order to help guide them to quickly get familiarized with their work.

The training that new teachers get from the English test preparation school is not particularly comprehensive or consistent. For example, some of the experienced teachers

would not present the whole structure of their courses, but instead they would just give new teachers a glimpse of their class. They seldom shared their teaching materials with the newly recruited teachers; when asking new teachers to give presentation of their courses, the trainers from the school will only choose and assign a topic for new teachers to prepare rather than giving them more specific and detailed information to facilitate effective preparation. Hence, as a newly recruited teacher with no related experience in the field, it is a tough and frustrating way to grow.

My own experience and what I had witnessed in the English test preparation schools in China generated my interest and consolidated my decision to delve into the process of the novice teacher training in English test preparation schools in China. However, when I was searching for pertinent literature on such a topic, little was found concerning the novice teacher training in English test preparation schools in China. This study aims to fill the gap.

## **2. Purpose of the study**

My purpose in carrying out this research is to investigate the process of new teacher training in ABC English School (pseudonym), which is one of the biggest English test preparation schools in Xi'an (a major city in the northwestern part of China), and to assess how effective and useful the training is for the novice teachers.

English test preparation schools that are being studied in this research are private institutions in China, which offer “non-degree education” aiming at coaching people to improve their English ability in order to achieve gratifying scores in international high-stakes tests such as IELTS, TOEFL, etc. Unlike the formal English classes offered by

public high schools and universities, which concentrate more on laying the solid foundations of students' grammatical as well as lexical range and accuracy, the programs provided by English test preparation schools normally incline to be much more exam-oriented and short-term in objectives.

A further objective is to find out a better and more appropriate approach that meets the needs and expectations of both newly recruited teachers and training schools. Therefore, the method of semi-structured interview will be used in order to gather in-depth information about this study.

### **3. Research questions**

There are two major research questions that are going to be explored in this study:

1. How do the ABC English School design and carry out their training courses for newly recruited teachers?

2. What are the needs and expectations from the newly recruited teachers in the ABC English School to the new teacher training?

### **4. Definitions of terms**

The current study will be employing a number of terms that are used in a specific context. Therefore, it is important to establish clear definitions for each to clarify the discussion.

**English test preparation school.** An English test preparation school is a private school that focuses on preparing students for high-stakes, international language tests, such as IELTS and TOEFL.

**Experienced teachers.** Experienced teachers have three or more years of experience and have maintained a positive reputation at the school where the study is being conducted. Consequently, the management team has them provide teaching demonstrations to the new teachers/ teacher trainees.

**Mentors.** Where trainers do not necessarily have knowledge about a particular subject or course, mentors specialize in the specific field that the new teachers/ teacher trainees they are assigned to be responsible for, such as speaking, reading, writing, and listening.

**New teachers/ teacher trainees.** The terms ‘new teacher’ and ‘teacher trainee’ are used interchangeably and refer to teachers who were recently hired. They have different levels of professional experience and different educational backgrounds, though each has at least a bachelor’s degree. Before teaching at the school, they must each undergo training.

**Normal University.** A Normal University is a post-secondary educational facility that trains high school graduates to become schoolteachers.

**Trainers.** Trainers are defined as the instructors who conduct the training. Though they may have limited knowledge about a particular subject or course that new teachers are preparing, he/she is responsible for providing them with instructions and assigning their duties and evaluating their work, from preparation to presentation.

## **5. Significance of the study**

The implications from the result of this study will be hopefully valuable in helping the English test preparation schools in building a training program that is more systematic,

comprehensive, and effective, so that new teachers will have a less intimidating start and receive more effective assistance.

## CHAPTER 2 LITERATURE REVIEW

### **1. English test preparation schools in China and their training of newly recruited teachers**

China is a country that “has the largest education system in the world.” Education is mainly run by the state, with some involvement of private school providers (OECD, 2016, p.9). There are around 19500 private training providers and more than 8 million people got trained in 2016 from those private training providers (Ministry of Education of the People’s Republic of China, 2016). The English test preparation Schools that are studied in this research are run by those private providers.

#### **1.1. A brief history of the English test preparation schools in China**

**Reform and Open-up Policy and the economic growth of China.** After the Reform and Open-up Policy in 1978, China was incessantly pursuing economic reform, which released strong production power previously restrained by strict central planning (Lardy, 1992; Wei, 1995). Since then, some crucial endeavors have been performed in this effort:

(1) The government has decentralized decision-making regarding exports and imports to local governments or regional foreign trade corporations; (2) A series of special economic zones and coastal open cities have been designated for the purpose of simulating exports and attracting foreign investment; (3) Administrative restrictions on exports and imports have been replaced by tariffs, quotas, and licensing; (4) controls on foreign exchange have been loosened over the years, particularly for foreign-invested firms. (Wei, 1995, p.75)

The country then experienced an unprecedented economic growth (Chen & Feng, 2000). In 1978, China “accounted for less than one percent of the world economy, and its total foreign trade was worth 20.6 billion US dollar” (Zheng, 2005, p.1). But after one decade, China had an average of 9.5 percent annual GDP growth from 1980-90, whereas the global corresponding growth rate was 3.1 percent (Wei, 1995).

With the change of the trading policy from “import-substitution and self-reliance to export-promotion and openness” (Yao, 2006, p.339) after the Reform, China has presented herself as a more internationalized country and also spread her arms to embrace the world (Groves *et al.*, 1994; Hay *et al.*, 1994; Yao & Zhang, 2001). This extraordinary change of internationalization coupled with the phenomenon of globalization ---the creation of world relations based on the operation of free market (Albrow, 1997; Foskett & Maringe, 2012; Giddens, 2000; Held *et al.*, 1999; Mittelman, 2000; Robertson, 1992; Steger, 2003), brought about the great demand of people who master foreign languages or possess overseas backgrounds in the labor market of China. Therefore more and more Chinese students are seeking education in foreign countries in order to equip themselves with overseas qualifications and experience for a better job and realizing their expectation of raising their economic and social status (Mazzarol & Soutar, 2002). Students, their families and the potential employers all believe the overseas background and the latest career skills and training gained in developed countries will improve their competitive capability (Gide, Wu & Wang, 2010). At the same time, many international education service providers have seen the obviously potential market; they set up agencies particularly for promoting their institutions as well as the recruitment of Chinese students (Gide, Wu & Wang, 2010). With the great demand in studying aboard among Chinese



students, the English test preparation schools started to emerge in the beginning of 1990s. However, that is not the only contributing factor, which led to the appearance of English test preparation schools in China (Henze & Zhu, 2012).

According to Mazzarol and Soutar (2002), there is a “push-and-pull” model that has influenced the flow of students’ studying abroad perhaps explaining why there are so many students in China wishing to pursue international education and consequently fueled the birth of many English test preparation schools in China. The push factors initiate the students’ desire to study abroad. For Chinese students it could be: unavailability of entering particular programs in Chinese universities; perceiving the overseas courses to be better than domestic ones; the degree of involvement of China in the world economy, etc. (UNESCO, 2013). On the other end of the scale, the pull factors are from the host country to make that country relatively attractive to international students. As far as Chinese students are concerned, the majority of them favor higher institutions in English-speaking countries, thus in turn enriching the soil for the development of English test preparation schools (Mazzarol & Soutar, 2002).

### **The traditional concept of attaching importance to education in Chinese families.**

Chinese people revere education and exams, as it was purely the only way to climb up the social ladder, and it was also used as the sole criteria for the selection of officials in Chinese civil service in the past (Chen, 1988; Zhang, 1995). Success was embodied by a person’s social class, rather than by one’s fortune and wealth (Huang & Gove, 2012; Lien, 2006). According to Confucius who was one of the most important philosophers in the world, Shi (scholar rank) is reckoned to be the highest among all the four social ranks based on occupations, which are Shi (scholar rank), Nong (farmer rank), Gong (worker

rank), and Shang (businessmen rank) (Park & Chesla, 2007). This traditional idea is retained and continues to play a fairly prominent role in the modern Chinese society (Gareth, Chuan & Louise, 2007; Huang & Gove, 2015). Many Chinese people believe that education will enable them to have a brighter future, land a better job or even a better relationship or marriage (Cheon, 2006; Hildebrand, Phenice, Gray & Hines, 2008; Lien, 2006; Louie, 2004).

In China, education is regarded as a family business rather than an individual one (Huang & Gove, 2015). Parents believe that they have the obligation to assist their children to achieve academic goals, even if it will be at a disproportionate investment and sacrifice. Chinese parents would give up a lot for their children's education, and they tell their children that they will do whatever it takes financially to give the children the opportunity to study (Chao, 1996). Therefore, when the chance of getting better education in foreign countries appears, many families want to seize the opportunity and send their children to study abroad. What is more, the national university entrance examination (Gaokao) is a big challenge for many students, because the number of applicants is far beyond the number of students that universities can admit. The competition is rather fierce, especially for entering the prestigious universities (Gareth, Chuan & Louise, 2007). This phenomenon is one of the major factors that contribute to the creation of English test preparation schools in China.

### **Chinese students' low performance on high-stakes international language tests.**

Passing high-stakes language tests is a prerequisite in the process of gaining access to studying in foreign universities. However, the average score of such tests is not very satisfactory among Chinese students, and low scores eventually hinder their application

processes. According to the data of IELTS score provided by the British Council, the average band score of Chinese students in 2015 is only 5.7 (with a full score of 9.0), which ranked at the bottom among other 40 countries (IELTS, 2015). Therefore many Chinese students who wish to study abroad are haunted by their low IELTS or TOEFL testing score, and students are desperate to improve their language score. What is more, it has been documented in relevant literature that the intensive language training can contribute to variable progress in English (Elder & O'Loughlin, 2003). But the high schools and universities rarely offer such kind of training course for students. Thus offering a golden opportunity for a plethora of English test preparation schools to grow.

## **1.2. Current status of English test preparation schools in China and their training of newly recruited teachers**

**Current status of English test preparation schools in China.** Since the reform and opening up policy, China has witnessed a surge in its domestic economy, and meanwhile there is an ever-increasing demand for highly educated staff that can master the global lingua franca (Wilkins & Huisman, 2011), and therefore promote the growth of a substantial amount of English test preparation schools in China.

Those English test preparation schools are characterized by being relatively short-termed, providing various courses to meet the needs of the learners as well as being served to be an instant remedy for those who need to pass certain language tests in a very short time.

A certain number of relevant studies (e.g. Fan & Li, 2012; Hang, 2009; Ning & Xiao, 2011; Shen, 2014; Sun, 2016; Wang, 2016; Xu, 2014; Yang & Li, 2012; Zhang, 2011)

were located, but it was found that they were not focused particularly on the current status of the English test preparation schools in China. Therefore, literature on Chinese language training schools in general is reviewed in this chapter.

According to the literature, there are multiple bodies of training schools in the market. At present, there are international language training institutes, private language training schools, language training institutes that are affiliated to some universities, and many independent private language tutoring classes that are often on a much smaller scale compared with the private training schools. The training market is filled with various levels of courses to cater to the needs of learners, including business English for enterprises, basic English for youth learners, English for the purpose of passing national certificates and degree examinations, international language tests preparation, such as IELTS and TOEFL, vocational language training, as well as general English ability enhancement courses. The teaching platforms of language training schools differ greatly, ranging from traditional on site classroom teaching to the more cutting-edge online or webinar training (Fan & Li, 2012; Hang, 2009; Ning & Xiao, 2011; Zeng, 2009).

The operational model of language training schools in China belongs to a business type, which does not rely on national education funding; rather the biggest trait of those language schools is their market-oriented nature that invisibly forces the institutes to gain profit and compete with other training schools in the market in order to survive.

Therefore the problem of over-focusing on profit instead of teaching appears, and this problem triggers a chain of other negative consequences and issues in the market of language training in China, such as deceptive advertising, monotonous course contents and learning sources, untrained teachers, inadequate investment in the development of

textbooks and teaching materials, unsatisfactory teaching outcomes, imbalanced structure of staff, etc. (Shen, 2014; Yang & Li, 2012; Zeng, 2009).

**Current status of English test preparation schools' training of newly recruited teachers.** According to Huberman (1989), professional life cycle of teachers includes the following phases or stages: survival and discovery, stabilization, experimentation/activism, self-doubt, serenity, conservatism, and disengagement. The newly recruited novice teachers are generally regarded as those teachers who are within the first three years of real teaching practice and are at the survival and discovery stage of their professional life (Zhan, 2010).

The system of novice teacher training from ABC English School will be used as an example to demonstrate the whole training process, because ABC English School is one of the largest private teaching institutions in China, with more than 50 branches spreading all over China. Thus it can serve as a good example of the system.

There are two ways of recruiting new teachers for ABC English School: “campus recruitment and general recruitment” (Sun, 2016, p.13). The applicants will need to pass three rounds of interviews, which include written test, Chinese and English self-introduction, randomly assigned a topic for a short oral presentation. After passing the interview, the applicants will be given two weeks to prepare for the final interview with the school headmaster. After passing the interview, the new teachers will face an intensive “pre-service training” before they can finally teach. Training content is constituted by experienced teachers' demonstrations, discussions, lectures, presentation of one's prepared teaching materials, weekly written tests, etc. (Sun, 2016).

## **2. Instructional design**

### **2.1. History of instructional design**

Aspects and theories of instructional design have derived out of two major areas: (1) psychology, or more specifically, learning theory; and (2) media and communications (Reigeluth, 1983). But what needs to be mentioned is that the media and communication area merely contributed isolated strategies and principles to instructional design rather than integrated models and theories (Fleming & Levie, 1977). The major portion of instructional design's antecedents came from the learning theory tradition (Reigeluth, 1983).

Reigeluth (1983) asserts that John Dewey and Robert Thordick are the two primary architects of the concept of instructional design, but B.F. Skinner, Jerome Bruner, and David Ausubel shaped instructional design as a discipline. Skinner promoted the scientific investigation of instruction as something distinct from the scientific investigation of learning (Skinner, 1954). Unlike Skinner's behavioral orientation to instructional design, both Bruner and Ausubel developed instructional design with a more cognitive orientation (Reigeluth, 1983).

The beginning of instructional design procedures can be dated back to World War Two (Dick, 1987; Reiser, 2001) when a large number of psychologists and educators were asked to carry out research and design materials for the sake of military use. These individual psychologists and educators exerted considerable influence on the training materials that were developed at that time (Baker, 1973; Dick, 1987; Reiser, 2001; Saettler, 1990). Immediately after World War Two, many of these people continued to

work on solving instructional problems and they started to view training as a system, and establishing a number of innovative analysis, design and evaluation procedures (Dick, 1987). By the early 1970s, the use of instructional design was prevailing in all branches of US military (Branson, 1975), and it had begun to emerge in industrial and commercial training uses. During the 1970s, a lot of large organizations adopted it as a standard training methodology, which is used all over the globe in recent years (Branch & Gustafson, 2002).

## **2.2. What is instructional design?**

“Instructional design is a system of procedures for developing education and training programs in a consistent and reliable fashion. It is a system that is interdependent, synergistic, dynamic and cybernetic” (p. 17). Interdependent indicates that the system’s goals can only be achieved when elements all depend on each other and are not split; synergistic means that the elements produce a combined effect greater than the sum of their separate effects; dynamic suggests that the system could adapt to constant changes while monitoring its surroundings and environment; cybernetic denotes that all the elements quickly correspond among themselves (Branch & Gustafson, 2002).

Instructional design is an effective method to alleviate many pressing and complicated problems. It can be defined as “a set of events embedded in purposeful activities that facilitates learning” (p.1). Unlike teaching, which means a person is educating or explaining something to the learner, “instruction puts the emphasis on a whole range of activities the teacher uses to engage the students” (p.2), such as choosing materials, finding out whether the students are ready to learn, managing class, monitoring activities, and serving as a learning facilitator (Gagne, Wager, Golas, & Keller, 2005).

Instructional design should “facilitates domain specific knowledge acquisition, not very general reasoning strategies that cannot possibly be supported by human cognitive architecture.” (Sweller, Merrienboer, & Paas, 1998, p.255).

Both John Dewey and Ralph Tyler had declared the need for the development of a “linking science” between learning theory and educational practice. Instructional design is this “linking science”, and it plays a role as a body of knowledge that prescribes instructional actions to optimize desired instructional outcomes, such as achievement and affect (Reigeluth, 1983).

### **2.3. Basic assumptions and characteristics about instructional design**

There are many instructional models and situations that designers bring to the realm of instructional design, and designers all want to add their understandings to facilitate the building of the best structure of instruction. However, designers should resort to basis common assumptions and characteristics should be resort to in the process of designing (Gagne, Wager, Golas, & Keller, 2005).

Based on Branch and Gustafson (2002) and Gagne, Wager, Golas and Keller (2005), instructional design should have the following seven characteristics, namely:

First, “instructional design must be aimed at aiding the process of learning rather than the process of teaching” and it is learner-oriented (Gagne, Wager, Golas, & Keller, 2005, p.2). Moreover, instructional design specifically focuses on the “intentional learning as opposed to incidental learning” (Gagne, Wager, Golas, & Keller, 2005, p.2). All the learning activities and procedures are designed for the sake of serving the need of the final outcomes. A combination of strategies like “self and group study, technology-



based instruction” (Branch & Gustafson, 2002, p.21), and many other forms are all the options to be considered.

Second, we “recognize that learning is a complex process affected by many variables” (Gagne, Wager, Golas, & Keller, 2005, p.2). At least five dominant variables that may influence the process of learning were defined by John Carroll (1963) in his Model of School Learning: (1) learner perseverance, (2) time allowed, (3) quality of instruction, (4) aptitude, and (5) students’ ability to learn. Quite often we would find those variables or at least some of those variables are interrelated in the process of student learning, therefore we can not only give our attention to just one of these variables when designing an effective model of instructional design.

Third, Instructional design models can be practiced at many levels and is usually a team effort. “Principles of instructional design can be of immediate value when a teacher is planning a lesson for a day’s activity, a trainer preparing a three-day workshop, or a curriculum developer designing a course of study” (Gagne, Wager, Golas, & Keller, 2005, p.2). Instructional design can be a single individual task, but it is most commonly seen as a team effort that involves “subject matter experts, instructional designers, production personnel, clerical support, and a project manager” (Branch & Gustafson, 2002, p.22). Although there are various individual instructional design models to use, the fundamental principles stayed practically the same (Gagne, Wager, Golas, & Keller, 2005).

Fourth, instructional design is an iterative process. The incorporation of the learning population’s data or feedback is an essential part in revising and polishing the designing of instruction. It is widely acknowledged that “designers don’t design perfect instructions;

they perfect instructional designs” (Gagne, Wager, Golas, & Keller, 2005, p.3). It is a continuous process. For example, during the analysis phase, data are gathered so as to find the discrepancy between what learners already know and what they expect to know or ought to know; data collection during formative tryouts indicates necessary revisions; data gathered after the implementation shows how useful the instruction is (Branch & Gustafson, 2002).

Fifth, “instructional design itself is a process consisting of a number of identifiable and related sub processes” (Gagne, Wager, Golas, & Keller, 2005, p.3). Instructional design is associating “desired outcomes, instructional method, and student assessments” at the most elementary level (Gagne, Wager, Golas, & Keller, 2005, p.3).

Sixth, different types of learning results need different types of instruction. It is apparent that there is no one single best way to teach everything. In order to yield the desirable outcomes, one must choose carefully from the learning activities and materials (Gagne, Wager, Golas, & Keller, 2005).

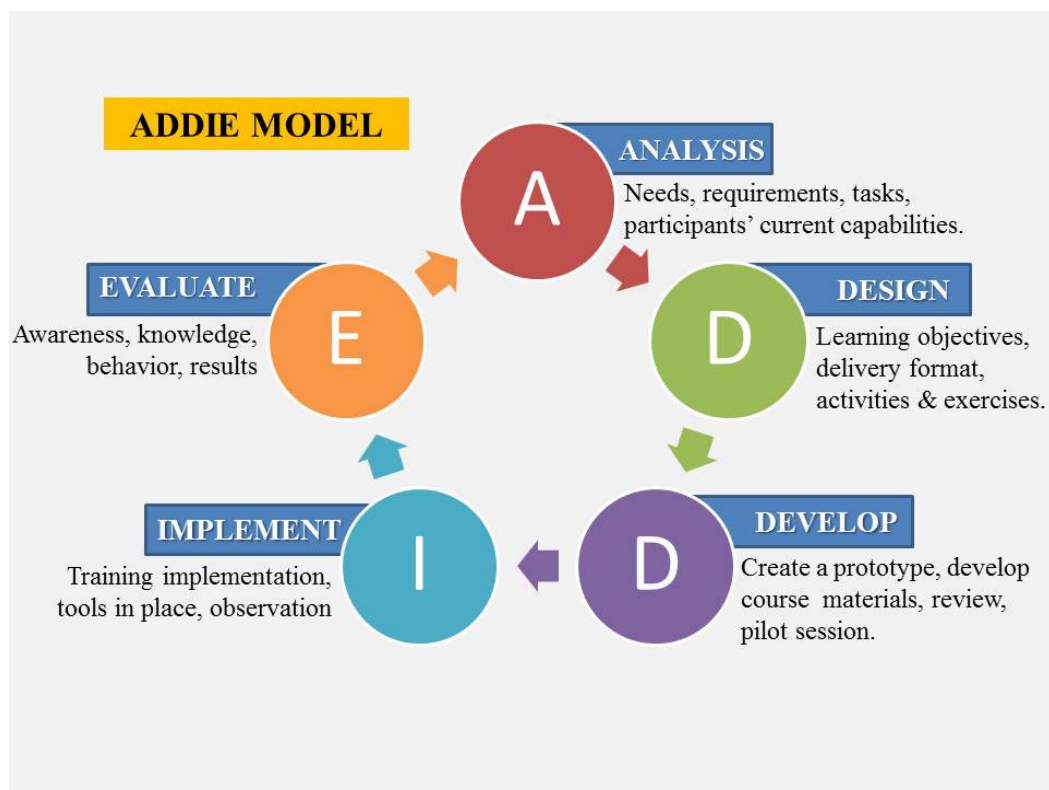
Seventh, instructional-design is “goal-oriented and outcomes can be measured and in a reliable and valid way” (Branch & Gustafson, 2002, p.21). Building well-structured project goals that perfectly reflect learners’ expectations for the project is a necessity for the instructional design process.

#### **2.4. Models of instructional design**

Instructional designers normally employ models that guide their practice with the introduction of instructional design into new learning context coupled with the emergence of alternative approaches, the variations of instructional design proliferated at

a staggering rate during the past few decades (Edmonds, Branch, & Mukherjee, 1994). But most models of design have similar components, with variations in the specific number of stages.

The most basic model of the instructional design is one that contains five phases. In this particular representation, the model takes the initial letter from each of the five components portrayed in Figure 2-1 and is referred to as the ADDIE model of instructional design. (Gagne, Wager, Golas, & Keller, 2005)



*Figure 2-1.* The ADDIE model of instructional design (2015). Retrieved from <http://readingthinkinglearning.files.wordpress.com/2015/03/addie-model.jpg>

**The ADDIE Model of Instructional Design.** As it is shown in Figure 2-1, ‘the process flows from analysis to evaluation, but the overall process is not always followed

in a strictly linear manner, the figure illustrates logical connections and not necessarily procedural ones” (Gagne, Wager, Golas, & Keller, 2005, p.22). Evaluation phase is not only applied in the last step, but is integrated into each phase of the process. Evaluation activities can reveal where revisions are required in each of the other four components. It is basically a central function that takes place at every phase (Allen, 2006; Gagne, Wager, Golas, & Keller, 2005).

***Analysis.*** During the analysis phase, the designers develop a clear understanding of the “gap” between the desired outcomes or behaviors, and the audiences’ existing knowledge and skills (Kruse, 2002). This type of analysis is associated with the concept of need assessment (Rossett, 1995). The goal of analysis is to accurately describe the actual and desired status, and to examine factors of the context of the situation that might exert influence on achieving that desired goal.

***Design.*** “The design component of the instructional systems design process results in a plan or a blueprint for guiding the development of instruction based on the learning requirements” (Gagne, Wager, Golas, & Keller, 2005, p.26). It includes writing objectives in measurable terms (Dick & Carey, 1996; Mager, 1984; Smith & Ragan, 1998), classifying learning as to type (Gagne, Briggs, & Wager, 1992; Merrill, 1983), specifying learning activities (Briggs, Gustafson, & Tillman, 1991), and specifying media (Branch & Gustafson, 2002; Heinich, Molenda, Russell, & Smaldino, 1999; Reiser & Gagne, 1983).

***Development.*** Development indicates the preparation of student and instructor materials as specified to be used in the learning context (Kemp, Morrison, & Ross, 1998;

Gagne, Wager, Golas & Keller, 2005). The development phase emphasizes three areas: drafting, production and evaluation. Designers in this stage develop or select materials and media as well as conducting formative evaluations (Peterson, 2003).

**Implementation.** During the implementation phase, the materials are distributed to the student group, and designers must take an active role in the process for the sake of effectively delivering the materials. Designers must continue to analyze, redesign and enhance the materials. Therefore implementation can be categorized as two types: the first indicates “implementation activities that occur while the course is being created and evaluated and is usually called pilot testing or field-testing” (Gagne, Wager, Golas, & Keller, 2005, p.34). The second type is “launching” the course after the completion of the development phase (Greer, 1996; Gagne, Wager, Golas, & Keller, 2005; Kruse, 2002; Peterson, 2003).

**Evaluation.** Evaluation is the last phase in the ADDIE model. It incorporates both formative and summative evaluation as well as revision (Dick & Carey, 1996). “Formative evaluation involves collecting data to identify needed revisions to the instruction; summative evaluation involves collecting data to assess the overall worth of the instruction; revision involves making needed changes based on the formative evaluation data” (Branch & Gustafson, 2002, p.19). Normally designers will look at five areas to evaluate. Those areas include materials evaluation, process evaluation, learner reactions, learner achievement, and instructional consequences (Gagne, Wager, Golas, & Keller, 2005).

The ADDIE model has become a frequently referenced generic model of instructional design. Its stages represent the major steps in systematic problem-solving models, which begin with identification of the problem and its causes (analysis), proposing a solution (design), preparing the solution (development), trying it out (implementation), and determining whether the solution was successful (evaluation). This model is useful for conveying the general characteristics of instructional design, but it is not always useful as a concrete model that meets the needs of specific instructional design theories or environment. Thus there are scores if not hundreds of models that have been published in the instructional design literature and developed within organizations in the United States and abroad. Two broad categories of models are generalized and situated. (Gagne, Wager, Golas, & Keller, 2005, p.38)

**Generalized models.** The generalized models tend to “represent the concept about how instructional design should be conducted, or an approach that can apply broadly across a variety of contexts, delivery systems or instructional design environment” (.Gagne, Wager, Golas, & Keller, 2005, p.38). Gustafson and Branch (1997) give a set of such models that they put into a three-part taxonomy based on the aim of the model. The three aims are classroom, product, and system. One of the most representative of generalized models is the Dick and Carey Model of instructional design. It seems to be different from the ADDIE model on the surface, but it has all aspects of the ADDIE model to different extents (Gagne, Wager, Golas, & Keller, 2005).

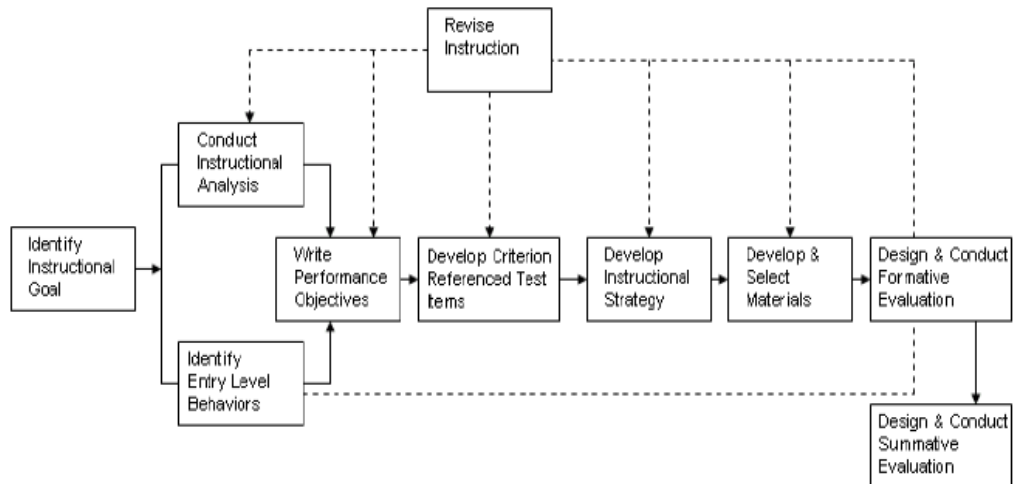


Figure 2-2. The Dick and Carey model of instructional design (n.d.). Retrieved from [team2edtc6321.pbworks.com/f/1277396059/dick\\_and\\_carey\\_model.png](https://team2edtc6321.pbworks.com/f/1277396059/dick_and_carey_model.png)

“There are three elements on the left that encompass analysis. Design is included in the next three elements dealing with performance objectives, criterion referenced tests, and instructional strategies” (Gagne, Wager, Golas, & Keller, 2005, p.38). The actual development happens in the next phase followed with different evaluation steps, and implementation is included within the evaluation steps (Gagne, Wager, Golas, & Keller, 2005).

**Situated models.** Situated models are models that are created by an organization particularly to direct and regulate its instructional design process. Most of the time, they are not published, “because they are specific to the requirements of an organization and are not as adaptable as the published models” (Gagne, Wager, Golas, & Keller, 2005, p.39). There is no evaluation phase in the situated model because evaluation activities are being practiced in the whole process. Figure 2-3 is an example of the situate model (Gagne, Wager, Golas, & Keller, 2005).

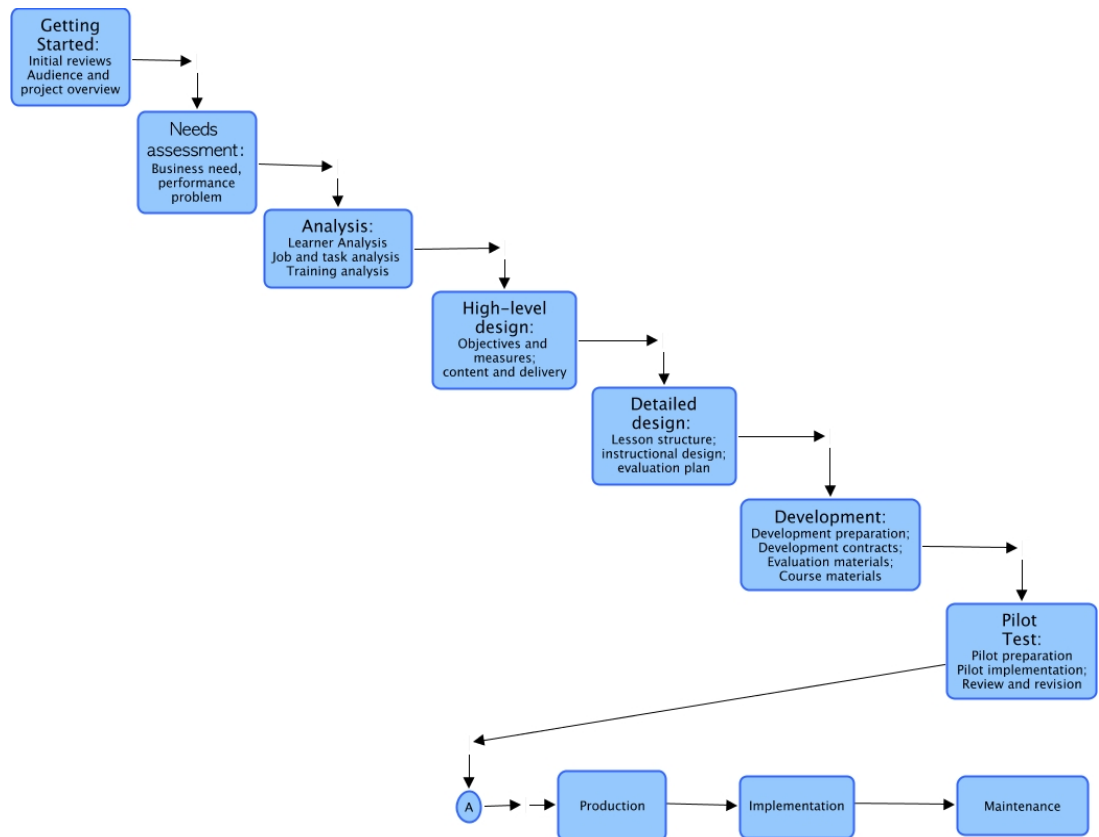


Figure 2-3. An example of a situated ISD model (n.d.). Retrieved from [cmappublic3.ihmc.us/rid=1LF01S0D0-1BD1J3K-ZJ0/ISD%20situated%20model.cmap](http://cmappublic3.ihmc.us/rid=1LF01S0D0-1BD1J3K-ZJ0/ISD%20situated%20model.cmap)

### 3. Training and teachers' professional development

#### 3.1. What is training and development?

When people do not know how to do their jobs the right way, a training need occurs. The existence of training and development is to improve individual and organizational excellence by offering opportunities to develop workplace skills.

Organizations get outputs because people perform tasks to a desired standard.

Before people can perform their tasks properly, they must master the special technology used by the organization. This means acquiring knowledge and skills.



Sometimes this acquisition is needed when the employee is new to the organization; sometimes it is needed as a result of organizational change such as a new technology; sometimes it is necessary if an individual is to change places within the organization---either by lateral transfer or by promotion. (Laird, Holton, & Naquin, 2003, p.13)

Training can be systematically reviewed in the following aspects, which roughly correspond to the instructional design model (Goldstein & Ford, 2002). The review can be organized around stages of needs analysis and pre-training states, training design and delivery as well as training evaluation (Aguinis & Kraiger, 2009).

**Needs analysis and pre-training states.** The intention of carrying out a needs analysis before training is to help set goals that fit the training and make sure that trainees are ready to take part in (Blanchard & Thacker, 2007). A successful conduction of a needs analysis brings information conducive to the development of instructional goals and training criteria. “The most prevalent framework for considering training needs continues to be McGehee & Thayer’s (1961) categorization of organizational, task and person analysis” (Tannenbaum & Yukl, 1992, p.401). Giving information about time and location of training that was needed in an organization was the primal goal of organizational analysis. “Over the last several years, organizational analysis has been reconceptualized as an examination of system wide components that determine whether a training program can yield behavior change back on the job” (Tannenbaum & Yukl, 1992, p.401); a task analysis incorporates the identification of the essence of the tasks to be carried out on the job and the “knowledge, skills and abilities (KSAs)” (Tannenbaum & Yukl, 1992, p.402) required to accomplish these tasks. But because technology is

changing at a very fast pace thus influencing the task requirements of jobs, Schneider & Konz (1989) depicted a process for “anticipating future training needs by having subject matter experts (SMEs) project how the job will change and how KSA requirements will be affected” (Tannenbaum & Yukl, 1992, p.402); person analysis pays more attention to finding out who should be given the training and the individual’s training expectations. Inadequate or inappropriate person analysis can lead to training aimed to the wrong target group (Tannenbaum & Yukl, 1992).

As for the pre-training states, actions need to be taken to make sure trainees are ready and motivated for training. For example, “training readiness can be enhanced by lowering trainees’ anxiety about training, demonstrating the value of training before training begins, and making sure employees are highly involved and engaged with their jobs” (Aguinis & Kraiger, 2009, p.461). In terms of choosing the trainees who are ready for the training course, one indispensable aspect must be taken into consideration, which is the trainees’ involvement in their jobs. Results of the study of the influence of trainee attitudes suggest that job involvement and career planning are prerequisites of learning and behavioral changes (Noe & Schmitt, 1986).

**Training design and delivery.** “Design of training should take into account learning objectives, trainee characteristics, current knowledge about learning processes, and practical considerations such as constraints and costs in relation to benefits” (Tannenbaum & Yukl, 1992, p.403). When designing training, recent research suggests that the benefits of training are gained by “applying theory-based learning principles such as encouraging trainees to organize the training content, making sure trainees expend effort in the acquisition of new skills” (Aguinis & Kraiger, 2009, p.463), and providing

trainees with proper scaffoldings and giving them the chance to make mistakes along with explicit instructions to assist the trainees to learn from their own mistakes. In terms of training delivery, recent research shows that “the benefits of using technology can be enhanced by providing trainees with adaptive guidance”. (Aguinis & Kraiger, 2009, p.463).

**Training evaluation.** The Kirkpatrick four-levels typology to training evaluation is the most prevailing training evaluation model among practitioners (e.g., Sugrue & Rivera, 2005, Twitchell et al. 2000). His typology includes four levels of training effectiveness: reactions, learning, behavior and organizational results (Kirkpatrick, 1976).

Kirkpatrick originally wrote “reaction is basically a measure of customer satisfaction. In addition, the more favorable the reactions to a program, the more likely trainees are to pay attention and learn the principles, facts and techniques discussed” (Kirkpatrick, 1996, p.55). But favorable reactions from the trainees do not necessarily lead to the action of learning therefore it is essential to determine objectively the amount of learning that takes place (Kirkpatrick, 1996). It is also important to stress on the fact that it does not involve a measurement of any learning that takes place (Bates, 2004; Rehabilitation Research and Training Center in Mental retardation, 1970); in terms of learning, it is a quantifiable measure of the knowledge gained, skills honed, or attitudinal change because of training. Normally, a training session achieves one or more of those things; behavior is defined as displaying learned principles and techniques on the job or job-related performance. It is often regarded as the transfer of training, which by definition means how much of the learned knowledge and skills can trainees apply to jobs. Normally, the knowledge and skills trainees earned directly from the training course can not be equaled as the improved

ability they could use in the job, therefore a measure of performance will be needed in order to gauge how much the acquired knowledge and skills trainees could apply to their jobs. According to a substantial amount of related literature, the concept of self-efficacy can be used as an indicator of how much the acquired knowledge and skills can be transferred to the real job context. Self-efficacy is defined as “the belief that one can perform successfully the behavior required to produce designated types of performance” (Mann & Robertson, 1996, p.16). It can be used as a predictor of how successful the training is; results simply means the ends, goals that occur due to training, according to Kirkpatrick (1996), results including increased sales, higher productivity, bigger profits, reduced costs, less employee turnover, and improved quality (Alliger & Janak, 1989; Bates, 2004; Kirkpatrick, 1996; Smidt, Balandin, Sigafos, & Reed, 2009; Mann & Robertson, 1996).

Practitioners basically reckon Kirkpatrick’s four-level evaluation model of training as the standard in this field. However, other voices of offering the improvement of such standard do exist, for example a fifth level to reflect the economic benefits or societal value was mentioned by some researchers (Hamblin, 1974; Kaufman & Keller, 1994; Holton, 1996).

### **3.2. Pre-service Training for novice ESL teachers**

It is obvious that the experience a teacher gained from the first few years of teaching is considered crucial, intense and formative. What and how the new teacher carries out in his or her practice exerts considerable influence on the effectiveness of what the teacher can achieve over the years; and indeed will have great effect on the decision of continuing working in the field of teaching (Bush, 1983; Feiman-Nemser, Schwille,

Carver &Yusko, 1999). Therefore the training that novice teachers receive will play an important role in helping them to pave a smoother way.

People who wish to become teachers are asked to enroll in teacher education, which would provide them with pre-service teaching preparation. Teacher education is a necessity for those who want to be a teacher because it could not only improve their understanding and expertise of teaching but also giving them more confidence and increasing their chance of staying in the field of teaching (Kosnik & Beck, 2009). Although there are many topics that the new teacher education should cover, Kosnik and Beck (2009) believe that the main focus of pre-service preparation is on the following seven key elements: program planning, pupil assessment, classroom organization and community, inclusive education, subject content and pedagogy, professional identity, and a vision for teaching.

After completing teacher education, novice teachers are sometimes asked to take an induction program, which is often regarded as a formal program intended to provide some systematic and sustained support to beginning teachers for at least one school year (Austin, 1990). The induction program takes novice teachers as learners rather than fully competent practitioners of teaching, and the courses are often carried out in a supportive way where mentoring is offered (Feiman-Nemser, Schwille, Carver &Yusko, 1999; Mok, 1994). In addition to induction programs, actions such as asking the novice teachers to reflect and recall the videotaped observations of their instructional thoughts and showing them the videotaped teaching of experienced teachers with comments on how did they make their instructional decisions when teaching as well as published teaching videos are provided to new teachers in the pre-service training process (Johnson, 1992; Zhang,

Lundeberg, Koehler, & Eberhardt, 2010). Sometimes an approach of using journal writing such as response journals and dialogue journals are applied in the training of would-be teachers to help them to develop into reflective practitioners (Lee, 2007). To sum up, teacher educators and researchers are sparing no effort in bridging the gap between pre-service teacher preparation and in-service practice to help would-be teachers to go through the reality shock period of being able to teach effectively as well as learning to teach (Farrell, 2012).

The advantage of pre-service teacher education does not only lie on the teaching skills honing and integrating teaching level, it is also an essential phase to carefully scrutinize and thereby wiping out any harmful beliefs from teacher trainees before the new teachers start teaching (Busch,2010; Peacock, 2001).

## CHAPTER 3 METHODOLOGY

### 1. Research design

This study is designed as a case study to investigate how the English test preparation schools in China design and carry out the training of their newly recruited teachers and as well examine the needs and expectations of the training from the new teachers. Over a two-week period, qualitative data are collected through semi-structured interviews in order to understand the research problem (Creswell, 2005).

The case study methodology with qualitative methods is appropriate when researching in topics that need in-depth exploratory studies and it can provide rich descriptions of complex phenomena (Sofaer, 1999). This approach is especially useful when the researchers do not know the important variables to examine, or the subject has never been tested with a particular sample or group of people, and current theories do not apply with the particular sample or group under study, etc. (Morse, 1991). There are five popular ways to carry out a qualitative study including narrative inquiry, phenomenology, ethnography, case study, and grounded theory. The one chosen for this particular research is case study, through which the researcher can develop an in-depth analysis of a case, often a program or an activity, and this method is very useful when it comes to evaluation (Creswell, 2005; Stake, 1995; Yin, 2009). Case study is featured by the close collaboration between the researchers and the participants, and in turn enables participants to tell their stories (Crabtree & Miller, 1999) so that the researchers can get a better understanding of the participants' actions (Lather, 1992). According to Yin (2003), the consideration of using the case study methodology is appropriate when: (a) the focus

of the study is to answer “how” and “why” questions; (b) the researchers are not able to control or manipulate the action of those participants involved in the study; (c) researchers want to encompass contextual conditions because they believe those are relevant to the phenomenon under study (Baxter & Jack, 2008).

The aim of this research is to evaluate the process of the training of newly recruited teachers of the English test preparation schools in China, and to provide recommendations and suggestions to the English test preparation schools thereafter. Qualitative data are collected through taped one-on-one semi-structured interviews.

## **2. Participant selection**

Purposeful selection was resort to in the process of collecting data for this study. According to Creswell (2005), “purposeful sampling occurs when researchers intentionally select individuals and sites to learn or understand the central phenomenon”. In this study, the trainees were recruited from one of the branches of a large English test preparation school in China. The trainees who participated in this study were either newly recruited teachers or teachers who had already experienced through the new teacher-training phase. Eventually, a convenient sample of 12 teacher trainee candidates were recruited and interviewed in this study. Participants were informed that English is the interview language.

## **3. Data collection**

**Recruitment and General Procedures.** Approval to carry out the study is given by the Research Ethics Board (REB) of the University of Windsor and the supervisors of the chosen English test preparation school. Letters of invitation were sent out through their



company emails, which briefly introduced the purpose of the study, the procedures involved, the potential benefits and risks of the study, the kind of participants that are looking for in this study, and they were also informed that the participation is completely voluntary. Teachers who were interested in participating in this research contacted me in the following week through emails. Letters of information (Appendix B), consent forms (Appendix C) were distributed to them to sign.

**Interviews.** I chose to use semi-structured audiotaped interviews as my primary method for this study because interviews can create a relatively equal footing between researcher and participants thereby building a good rapport and empathy, which would then make the participants, feel less constrained and more at ease to yield in-depth data (Bloom & Crabtree, 2006).

Semi-structured interviews tend to be more flexible, which provide the participants with a more relaxed setting to communicate with the researcher and seek clarifications freely and potentially generate questions that are not raised in advance, and those additional questions can be served as complements to the guiding questions (Basit, 2010).

The interviews were intended to explore and elicit the answers of the research questions. The interviews were conducted in the following two weeks after the recruitment of participants. 12 trainees participated in the one-on-one semi-structured interviews. Each of the interviews lasted from 30 to 45 minutes, and all the interviews were recorded with a digital recording device.

At the beginning of every interview, participants were given information about the purpose of the study, what would be done concerning the data being collected to protect

their individual confidentiality, the approximate length of the interview, etc. The voice recorder was turned on once they committed to the audio consent forms (Appendix C). An additional digital recorder was used as a backup in case the primary recording device failed. Brief notes were taken during the interview to generate additional questions (Creswell, 2005).

#### **4. Data analysis**

The audio data were transcribed for analysis. Transcriptions of the interviews were sent back to the participants for member check. The analysis was carried out in three stages. The first two stages focused on findings, and the third on discussion.

I first read the transcriptions for several times to elicit the emerging themes; then, under the themes, I examined sub-themes and the relationships among them; finally, I revisited the literature review to find out similarities and differences with the findings and to find out what has been reported in the literature and new findings in my study.

The findings of the study based on the analysis of the collected data are presented in the following chapter.

#### **5. Ethical considerations**

This study has been approved by the research Ethics board (REB) of the University of Windsor. The participants are notified of the purpose of the study and it is completely voluntary to participate in the study. The participants have the right to refuse any questions they feel uncomfortable to answer, and they can withdraw from the study at any time without any consequences. Their data from the recordings would also be deleted

if they choose to withdraw. Only pseudonyms are used in order to protect the anatomy of the participants.

I am the only person who could get access to the raw data during the conduct of the research and the dissemination process of the results, and raw data are electronically secured in my computer with a secret password in order to protect the confidentiality of the participants.

## CHAPTER 4 FINDINGS OF THE STUDY

Twelve teacher trainees participated in this study through one-on-one taped interviews, which generated rich data.

The analysis of data gathered from the interviews with teacher-trainees revealed eight recurrent themes:

1. Academic background
2. Expectation of the training
3. Summation of the training process
4. Most engaging part of the training and training benefits
5. Least engaging part of the training and improvement suggestions
6. Measurement of learning outcomes
7. Evaluation of the trainers and the training materials
8. Additional training needs.

Since the teacher trainees received their training as newly recruited teachers from different years, and also the training contents and trainers varied from year to year in the past, therefore three categories were put out to present the findings of the interviews with teacher trainers according to the different years that the teacher trainees were trained.

In order to protect the privacy and confidentiality of the participants, only pseudonyms were used. Therefore, the names of the teacher trainees will be substituted with the letter 'T' and a sequential number.

Since the teacher trainees received their training as newly recruited teachers from different years—2014, 2016, and 2017—they were grouped according to the year they received their training. Trainee Group One includes the data from three teacher trainees who received their training in 2014: T10-12. Trainee Group Two represents the data from three teacher trainees who received their training in 2016: T7-9. Trainee Group Three includes the six teacher trainees who received their training in 2017: T1-6.

### **1. Academic background**

**Trainee Group One.** There were three teacher-trainee participants in Group One. Both T10 and T12 earned their Bachelors' degree in English Literature and Master's degree in TESOL, while T11 earned a Master's degree in Investment Analysis and a Bachelor's degree in Business Studies. T11 was working as an A Level Economics teacher for one year at an international school before joining ABC English School. The other two had no teaching related experience or qualifications when they were recruited.

**Trainee Group Two.** There were three teacher trainees in this group. T7 received a Master's degree in Teaching English to Speakers of Other Languages (TESOL), and T8 received a Master's degree in Translation. T7 and T8 got their Bachelor's degrees in English Literature; however, T9 earned a Bachelor's degree in Accounting. T8 is the only one in this group who has teaching related qualification. During data collection, she stated that she had just recently earned a certificate of Teaching Chinese to Foreign Students. Prior to that, she taught students informally as a part-time group tutor. Neither T7 nor T9 had related teaching experience or qualifications in this field.

**Trainee Group Three.** In Trainee Group Three, five of the six trainees were English majors during their undergraduate education. Four of them went on to pursue their Master's degree in either Applied Linguistics or English Literature. T3 is the only one who majored in Chinese Language and Literature as an undergraduate.

T4 and T5 both stated that they had no experience or certification related to teaching. The remaining four participants in Group Three all had either teaching related experience or qualifications, though these qualifications were not necessarily all related to teaching in English test preparation schools. T2 is the only person who graduated from a normal school with a certificate for teaching English in high schools in China.

## **2. Expectation of the training**

**Trainee Group One.** The participants in Group One wanted the training to focus on communication approaches in order to learn about managing classrooms and building relationships with students. Most of the participants in this group also expected to attend demonstrations or real classes from the experienced teachers and get more information about teaching skills, strategies, and approaches.

T12 particularly pointed out the expectation of getting answers about her own grammatical questions, because she still had some confusions about English grammar when she came in as a new teacher.

**Trainee Group Two.** All three participants claimed that they expected to get professional guidance from the trainers about: how to prepare and design the lessons, and strategies they could use to teach students.

T9 stated that he expected to get information about how to manage the class, how to motivate the students to learn, and also how to develop professional relationships with students.

**Trainee Group Three.** Most of the participants in Trainee Group Three had similar expectations of the training they were going to receive as newly recruited teachers. Collectively, the newly recruited teachers wanted the training to include several themes: how to prepare and design the classes, how to effectively deliver the teaching materials, how to get the materials needed to prepare for the classes they would be teaching, and what they can do to make their classes more attractive and engaging. They were also hoping to learn about teaching strategies, the skills needed to communicate with students, especially disruptive students, and common academic mistakes conducted by the students. Some felt that attending experienced teachers' classes to observe and learn how to teach in a real context would be helpful.

T1 studied in a university where English is the only instructional language; however, the ABC English School employs the Chinese and Western pedagogical approaches, which means teachers have to use both Chinese and English to teach in class. Consequently, she wanted to know how to adapt this method in a classroom.

Teacher trainees also expressed concerns about the scheduling of the training. For instance, because T3 was in university, he hoped that new teachers would receive training exclusively on weekends, so that his training would not interfere with his university schedule and schoolwork during the week.

### **3. Summation of the training process**

**Trainee Group One.** There are three teacher trainees in this group: T10-12.

Teacher trainees had the training for a week, and there were three parts in the training: lectures given by two trainers concerning how to deliver knowledge in class; workshops where trainers would give demonstration classes and discuss some frequent problems encountered by new teachers in class; teacher trainees would be asked to give presentations of their classes, and then got feedback from the trainers and mentors.

**Trainee Group Two.** The three teacher trainees T7, T8, T9, in this group had the training for one month, 2 to 3 times a week. Every week they would be asked to arrange their teaching materials into units, and present what they had prepared in front of the trainers and other trainees, then got feedback from the trainers. They were also asked to write down what they were going to say in class word by word, and make PowerPoint slides accordingly. Every week, two trainers or experienced teachers would give them a 20 to 30 minutes demonstration of the class in order to give the new teachers an experience of what it is like in real teaching context.

**Trainee Group Three.** Teacher trainees of this group had the training for eight weeks from Monday to Friday, about eight hours a day. The training for newly recruited teachers has some separate training sessions. First trainees were given textbooks and syllabi with tasks which had the information about the basic structures of the courses they were going to teach and the most important aspects they needed to pay attention to during their preparation, then they had to prepare the PowerPoint slides according to the structures of their courses, and integrate their own understanding of the courses into their PowerPoint slides. This self-preparation phase took up around two thirds of the training



time every week. During this period of time, the new teachers were assigned to different mentors who taught the same courses as the new teachers in order to give new teachers some guidance, and they met up with their mentors weekly; on every Monday and Friday, all the trainees were asked to give a 10-15 minutes presentation of the courses they prepared in front of two trainers and the rest of the other trainees. Then they would get feedback from the trainers; the newly recruited teachers would also get lectures or demonstration classes from the experienced teachers; on every Friday afternoon, they would take a written exam that tested on their language ability.

Teacher trainees thought differently about the syllabi that were designed by trainers and experienced teachers. Some of them expressed that if they did not have to follow the syllabuses, they could arrange their lessons better because they did not need to be confined to it; while some others thought that the syllabuses were good, because in this institution, there are three stages in one course (preliminary, intermediate, and advanced), as students proceed to the next level of the course, they normally have new teachers. Therefore having a syllabus can guarantee that the students will not repeat learning the same thing from different teachers.

#### **4. Most engaging part of the training and training benefits**

**Trainee Group One.** Trainees in this group noted that the most engaging parts in their training were having trainers sharing their teaching experience, discussing and exchanging ideas with trainers and other teacher trainees on topics such as how to design each lesson to cater to the needs of the students, how to motivate the students, how to use formative and summative evaluations to give effective feedback to the students, and analyzing students' obstacles in learning, etc.

Teacher trainees in this group claimed that they found the training was helpful in assisting them to get a general understanding of the courses they were going to teach, and they got some training on the teaching strategies and how to communicate with students. Plus the new teachers got the opportunity to get to know each other during the training session.

**Trainee Group Two.** The most engaging part of the training from this group was being able to get feedback from the trainers after the new teachers gave their presentations of the courses they prepared and then discuss with other new teachers and trainers about the courses; observing the trainers or experienced teachers' demonstrations and being able to reflect on their own teaching.

Teacher trainees in this group felt that the training was useful in helping them to go through the transformation period, and trainers offered teaching materials and guidance to assist new teachers in their course preparation and helped them avoid some mistakes that new teachers normally make.

They also found that the new teacher presentation practice was beneficial because it gave new teachers an experience of how it would be like in a real class setting, and helped them to overcome their fear and be confident to teach to other people. The feedback to new teachers' presentations from trainers and the trainers' demonstration classes were very valuable to them as well.

**Trainee Group Three.** The most engaging part of the training from this group was being able to observe the trainers or experienced teachers' demonstration classes; getting feedback from the trainers after the new teacher trainees did their presentations; attending

seminars held by the trainers and experienced teachers to know more about career planning.

New teachers in this group stated that the training gave them an opportunity to gather together and learn from each other, get a deep understanding of the courses they were going to teach, and enabled them to design their courses and equipped new teachers with some teaching skills and strategies to deliver classes. Most of them said that the training gave them a valuable period of time to transform from someone who had no teaching experience or background to someone who could deliver classes and be confident enough to talk in front of others.

The demonstration classes given by trainers or experienced teachers seemed to be the most beneficial thing for new teachers because they got the chance to see how it really looks like to teach in a class setting. They also found the feedback from their mentors or trainers useful, because they solved many of their problems during the course preparation phase, and also served as a good guidance for new teachers. Some of the teacher trainees in this group also mentioned that they found the lectures given by trainers informative in terms of presenting new teachers with different situations or scenarios that they might encounter during their teaching, and offered solutions. One teacher trainee in this group said that the weekly written test was beneficial because they were going to teach and help students to get better scores in international high-stakes language tests, so as teachers, they were supposed to know the tests well and get good results themselves. Also it would be more convincing for them to teach the students, so the weekly written test served as a good practice for the new teachers.

## **5. Least engaging part of the training and improvement suggestions**

**Trainee Group One.** New teachers in this group pointed out that the things they did not like about the training were: the whole training process was too intensive and they did not have enough time to digest; there were too many speeches about career development, and to some extent, that was not very meaningful to a new teacher.

The training components that the trainees in group one felt not so helpful were: the training structure was not well developed; the trainers did not fully explain the training contents; the training goal was not clear and there was no specific way to evaluate or measure the training outcome of the new teachers. Sometimes the trainees were not sure how much they got from the training.

The teacher trainees in group one suggested that there should be a survey to collect the new teachers' training needs before the training was carried out; more opportunities would be given to new teachers to practice teaching in a modeling or real class context; the training should also contain more practical information on different teaching techniques and especially how to use them to facilitate the new teachers during their course preparation.

**Trainee Group Two.** The least engaging parts of the training that new teachers found were: the self-preparation stage, because they were asked to organize and present the course materials that they were not familiar with, and they could not seek help from their trainers whenever new teachers had confusion during the preparation stage. Some of the trainers were not familiar with the courses that new teachers were preparing for, therefore could not offer the specific guidance and suggestions concerning the

arrangement of the course contents. Sometimes the trainers pointed out the things that new teachers should improve on, but the trainers did not specify on how to improve; and also the new teachers in this group claimed that there were no training materials provided for them. Instead they had to arrange the course contents by themselves. Trainees in this group pointed out that they wished to see more demonstrations by the trainers or experienced teachers, or at least some teaching videos by experienced teachers.

T7 stated that the feedbacks given by the trainers were not specific and less helpful than the suggestions provided by the mentors because the trainers often just focused on the grammatical and pronunciation mistakes and pointed out the deficiencies without giving trainees improvement instructions. T7 wished to be provided with more teaching materials to facilitate the new teachers' course preparation.

**Trainee Group Three.** Almost all the trainees in this group stated that the written test on every Friday was boring and not very helpful because the test did not have a close relationship with their teaching. Other parts of the training that new teachers found disengaging were: the trainers' demonstrations did not cover all the courses that the new teachers were preparing; some of the trainers' training contents were a bit disorganized and repetitive; sometimes the trainers were not very sure about the kind of help new teachers need; new teachers were asked to do some office chores instead of fully focusing their attention on the preparation of the courses; and the training time span was too long.

Teacher trainees in Group Three felt that the training did not have a clear goal and there were many changes in the training. The materials and textbooks were assigned to new teachers, but there were no specific instructions on how to organize or deliver the

contents, and many training components were randomly structured and did not seem to follow a very logical or scientific training flow. Teacher trainees wanted to be provided with more specific instructions on class preparation and other skills on how to communicate with students, etc.

Another thing that was mentioned by many trainees in this group was that they wanted to see more demonstrations or have opportunities to observe real classroom teaching from trainers, or mentors or experienced teachers on a regular basis, in order to get a feeling of how the real class might look like. One trainee expressed that some of their mentors or the experienced teachers were not willing to share their knowledge with new teachers.

Three of them also expressed that they could not get timely help from their mentors and trainers because the mentors and trainers had their work and teaching duties to fulfill as well, therefore new teachers could not get immediate responses from them most of the time. So teacher trainees in this group would like to have a fixed and regular time to meet up with their mentors or trainers to ask questions emerged from the self-preparation phase.

Trainee T4 stated that after they did their own course presentation, they had to watch and wait for other new teachers to finish their presentations, but sometimes they did not understand what other new teachers were presenting because they were doing different courses. Therefore T4 considered it a waste of time to stay and observe the presentations done by other new teachers. Trainee T6 also found that learning the teaching skills and techniques of other courses that they were not preparing for was a bit time consuming.

Trainee T3 said that the training lectures took lots of time, thus not leaving them with enough time to do their preparation of the courses.

## **6. Measurement of learning outcomes**

Teacher trainees from T1 to T12 all stated that the only way of measuring their learning outcome was to let teacher trainees give presentations of the classes they were preparing for in front of the trainers and other new teachers, but there were no specific criteria of how the trainers evaluate the presentations.

## **7. Evaluation of the trainers and the training materials**

**Trainee Group One.** Teacher trainees in this group stated that they were not provided with many training materials, and the materials they got were too general and a bit confusing. Thus they found the training materials not very useful.

T12 expressed that some of the training contents overlapped with what she had learned for the master's degree of TESOL in the UK, so some of the training contents were repetitive for her. Whereas T11 found that some of the training contents a bit confusing and hard to understand, because T11 had no related background in education, thus felt that the trainers did not explain the contents well and clear enough, so it was difficult for T11 to apply those training contents in real teaching.

Teacher trainees found that sometimes the trainers did not reply to the trainees' emails, and some of the trainers were not professional and qualified enough to carry out the training, because they did not have related training experience or qualification. Some of the trainers carried out the training merely based on their past teaching experience.

**Trainee Group Two.** The trainees in this group said that there were no materials, and the trainers were providing them with just oral instructions on some teaching techniques and guidance of the courses new teachers were preparing for.

The new teachers said that the trainers were nice and would point out new teachers' weaknesses and deficiencies, then offered them useful suggestions or demonstrations.

**Trainee Group Three.** Teacher trainees said that they were only provided with course outlines and textbooks, and some of the textbooks were unofficially published internal booklets designed by the institution, so sometimes there were mistakes and disorganized contents. Both T1 and T3 thought that some of the contents of the textbooks did not have close relationship with the teaching goals that students needed to achieve in the end. They expressed that it would be better if the institution could carefully design and standardize the teaching materials, and also provide more information on specific teaching strategies and how to prepare for the courses. T2 and T4 said that the materials on teaching strategies were informative and necessary, but the materials did not cover a lot about those with new teachers. T2 said that the training provided by the institution appeared to be systematic, but the new teachers were actually counting on themselves.

The new teachers in this group wished to be provided with more handouts or guidance on how to prepare lessons and the teaching strategies to be used in class. As for new teachers' opinions on trainers, half of the new teachers in this group thought that the trainers were not very serious about the training, and did not prepare well for the training. T4 stated that the trainers did not do demonstrations for all the courses that new teachers were preparing for. However T3 expressed that the trainers were friendly and responsible,



because they asked new teachers what their obstacles were and offered solutions afterwards. T3 pointed out that the trainers also had some other teaching responsibilities, and they were always busy, so it would be very hard for new teachers to get help from trainers whenever they encountered difficulties during their course preparation.

## **8. Additional training needs**

**Trainee Group One.** Teacher trainees in Group One would like to have additional training on practical teaching methodologies, CELTA or TESOL training with teaching certificates, and also training on other courses that they were not teaching at the moment, but might teach in the future.

**Trainee Group Two.** Teacher trainees expressed that they wished to have more training carried out by experienced teachers and observe them teaching in real class setting; training on student psychology in order to understand their behaviors and communicate with them; how to interactive with students, and arouse their interest. They also wished to attend seminars or training sessions held by authoritative institutions that organize those international high-stakes English tests, such as British Council and ETS, or other trainings for international teaching certificate such as TKT, CELTA, etc.

**Trainee Group Three.** Teacher trainees wished that the institution could offer additional training on class preparation, observing experienced teachers' classes, class management, how to design activities in class and command students' attention, and how to give effective formative and summative feedbacks to students. The trainees also expected to have more training on second language acquisition, information on how to

teach English to non-native speakers in a non-English speaking country (EFL), and how to design and deliver classes where students have varied English abilities.

## CHAPTER 5 DISCUSSION AND CONCLUSION

This qualitative study was designed to explore the process of new teacher training in English test preparation school in China, and determined which elements of the current training were most effective and useful for new teachers while uncovering the limitations of the current training. A further objective was to determine what approaches will meet the needs and expectations of the newly recruited teachers. The study took place in one of the biggest English test preparation schools in a major city in the northwestern part of China. The study's findings outlined a number of trends with respect to how English test preparation schools design and carry out their training courses for newly recruited teachers and the needs and expectations of the newly recruited teachers from the English test preparation school. However, it is important to explore the implications of these findings and relate to the literature on the subject to develop recommendations for practice and suggestions for future research.

### **1. Implications of the major findings of the research questions and recommendations for practice**

The findings demonstrate that the training offered three key benefits. For example, the training provides general guidance on how newly recruited teachers can prepare for courses. It also provides new teachers with the opportunity to get personalized feedback during the training process and offers them the chance to deliver their presentations in a simulated teaching context. However, there are clear limitations with respect to creating a system that suits all incoming teachers' backgrounds. To create a system that addresses this need, teacher trainees' needs and expectations before the training must be collected

and analyzed. This can provide insights about how to improve the design and delivery of the training, how to measure teacher trainees' learning outcomes to ensure that the training satisfied the new teachers' training needs.

**Academic background of new teachers.** Prior to training, the academic backgrounds of the novice teachers varied. Some had an English degree from normal universities but did not have the requisite experience to be schoolteachers, while others had an English degree from a comprehensive university or foreign language universities, though they did not receive training for classroom teaching. Other novice teachers had non-English degrees and lacked training for teaching, and some had teaching experience in fields other than foreign languages.

The new teachers did not have the same qualifications or academic backgrounds coming in, so they might need different types of training based on their backgrounds. The institution can create multi-level training program for the new teachers, and allow highly qualified recruits to test out of the remedial training. This will serve as a placement mechanism that can ascertain their level of competency and then assign them to appropriate level of training.

**Expectation of the training.** Most of the new teachers had similar expectations of the training beforehand, and they can collectively be put into three themes: teaching strategies and teaching materials they can use to design and deliver the lessons, classroom management and how to interact and communicate with students, and demonstration classes by the trainers or experienced teachers. However, based on the findings, there was

no collection of needs and expectations phase prior to the training. Therefore, many new teachers expressed that they were not entirely satisfied with the training content.

According to the ADDIE model, which is the most frequently referenced generic model of instructional design, the training process starts from the analysis phase (Allen, 2006; Gagne, Wager, Golas, & Keller, 2005). This helps the designers develop a clear understanding of the “gap” between the desired outcomes and the trainees’ existing skills and knowledge (Kruse, 2002). The institution could improve the training by collecting and analyzing teacher trainees’ expectations prior to the training in order to carry out a training that meets their needs.

**Design and delivery of the training.** Based on the findings, the design and delivery of the training were improved annually. For instance, for new teachers in Trainee Group One who got their training in the year 2014 had no clear course guidelines or instructions to facilitate their preparation stage, and the length of the training was only a week. Teacher trainees complained that this format was too intensive allow them to process and learn the training content. However, for new teachers in Trainee Group Two in 2016, the time was lengthened, and new teachers were assigned with weekly tasks to accomplish. In Trainee Group Three in 2017, the training time was fixed and lengthened further, and the new teachers were provided with clear course structures.

However, there were negative comments regarding the current training. For example, the training did not set clear goals for teacher trainees. Moreover, the teaching materials did not provide specific instructions on how to prepare, and the trainers’ demonstrations did not cover all the courses that new teachers were preparing for. Most of this negative

feedback stemmed from the failure to cover the content of the ADDIE model, which led to an unclear design and development of the training. When designing the training, learning requirements and trainees' learning expectations must guide instruction development (Gagne, Wager, Golas, & Keller, 2005). After establishing clear instructions, the designers will need to draft, produce and formulate the evaluation phases (Peterson, 2003). However, the training and instructions that new teachers in the three Trainee Groups got did not proceed through a clear design and development phase.

Moreover, the new teachers could not get timely help from their mentors and trainers because they had teaching duties in addition to their training responsibilities. Consequently, they were not always available to approach. One teacher trainee stated that, some of the mentors and experienced teachers were not willing to share their knowledge with new teachers. This might be because the teachers in English test preparation schools have an invisible competitive disposition, which means the teachers with more experience and better teaching reputation get more students to teach, which will eventually influence their income. It will be beneficial to the new teachers if, rather than trainers and mentors adopting a competitive disposition, they took a more active role in the training process, particularly with respect to follow-up support. Such a change would require a cultural shift at the school that could only be achieved with the active support of administrators.

**Measurement of the learning outcome and training evaluation.** Based on the findings, all three groups of teacher trainees stated that they desired a process through which their learning outcomes could be measured. The most popular suggestion was having the teacher trainees present a lesson plan they had prepared in front of the trainers

and other new teachers so as to receive feedback. However, there are currently no specific measuring criteria. Thus, to be effective, this process would need to establish a list of criteria through which the teacher trainees can be evaluated.

Evaluation is a critical element in conducting training sessions. For instance, the evaluation stage of ADDIE model includes formative evaluation, summative evaluation and revision (Dick & Carey, 1996). To utilize this method effectively, trainers need to collect data to identify areas of instruction that require improvement and recommend changes accordingly. Upon finishing the training sessions, data must be gathered to assess the overall worth of the instruction (Branch & Gustafson, 2002).

The training sessions carried out by the institution did not include an evaluation phase, and there were no clear criteria to assess trainees' learning outcome, which may affect trainees' perception of the overall worth of the training. Therefore, the institution should consider adopting an approach that incorporates response journals like those prescribed by Lee (2007), which can help new teachers grow into reflective practitioners. The institution can also use this journal writing as a formative evaluation of the training, and the trainers can carry out weekly or biweekly one-on-one interviews with new teachers to discuss the contents in the journals and gather training recommendations from them. It is also suggested that the English test preparation school needs to have the trainers trained in order to carry out the training process professionally.

**Follow-up trainings for novice ESL teachers.** Teacher trainees expressed a desire to get additional trainings on course or program planning, classroom organization, subject content and pedagogy, and pupil assessment. This coincides with Kosnik and Beck's

(2009) results. They believe that pre-service preparation focuses on seven key elements, four of which were mentioned by the teacher trainees in this study: program planning, pupil assessment, classroom organization and community, and subject content and pedagogy. In addition to addressing these concerns, already expressed by the teacher trainees, the institution might consider addressing the other three issues highlighted by Beck and Kosnik (2009); inclusive education, professional identity, and a vision for teaching. Moreover, as suggested by Austin (1990), the institution could also provide the new teachers with induction programs that intend to give sustained support and assistance to new teachers for their first professional year. Showing new teachers the videotaped teaching by experienced teachers along with the comments on their instructional decision when teaching can also be beneficial to new teachers (Johnson, 1992; Zhang, Lundeberg, Koehler, & Eberhardt, 2010).

## **2. Limitations of the study**

Not having an even number of participants for each Trainee Group was the most significant limitation. The researcher was only able to recruit three participants for Trainee Group One of 2014, three participants for Trainee Group Two of 2016, and six participants for Trainee Group Three of 2017. The numbers of participants were not even in each group, and the researcher was not able to get participants from consecutive training years. Moreover, during the interview period with participants, some of the teacher trainees in training Group Three had not finished their whole training process. This also serves as a potential limitation as it may influence the current study's results.

The study was based on self-reported data, which may contain inconsistencies between what the participants reported and what actually happened in the trainings.



This study was only carried out at one English test preparation school; therefore, the findings cannot represent the process of new teacher training carried out by other English test preparation schools.

### **3. Suggestions for future research**

Based on the findings and limitations of the study, the current study proposed future qualitative research that adds three data collection strategies to the current study's approach:

1. Interviews should be conducted with training designers and trainers to get their feedbacks on the training process.
2. Observations should be recorded during training to complement the self-reported data.
3. New teacher training should be compared with various English test preparation schools in China.
4. Conducting research on the feedback from students who got training from the teachers in English test preparation schools.
5. Adopting quantitative method or mixed method to get more data and expand the scope of the research.

The results to these proposed research strategies would bring significant benefit to the design and conduct of the training to newly recruited teachers in English Test Preparation Schools in China.

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## APPENDICES

### Appendix A: Letter of invitation



Dear teachers,

My name is Lan Ma, a graduate student in the Faculty of Education in the University of Windsor, and I'm e-mailing you about a study that I'm conducting for my Master's thesis under the supervision of my thesis instructor Dr. Zuo Chen Zhang from the Faculty of Education. The study is about "The training of newly recruited teachers in English test preparation schools in China: A case study". You will be asked to participate in a one-on-one interview in English. Participation is confidential and voluntary. Also, you can withdraw any time if you change your mind. The Research Ethics Board in the University of Windsor has cleared this study, and the interview will take about 45 minutes.

If you would like to participate please reply to this e-mail message.

Thank you for your time.

Regards,

Lan Ma

M.Ed student at the University of Windsor

## Appendix B: Letter of information



Title of Study: The training of newly recruited teachers in English test preparation schools in China: A case study

You are asked to participate in a research study conducted by **Lan Ma** from the Faculty of Education at the University of Windsor.

If you have any questions or concerns about the research, please feel to contact Lan Ma ([ma14m@uwindsor.ca](mailto:ma14m@uwindsor.ca)), or Dr. Zhang ([zuochen@uwindsor.ca](mailto:zuochen@uwindsor.ca)).

### PURPOSE OF THE STUDY

The purpose of the study is to have an in-depth understanding of the English test preparation schools' training of newly recruited teachers in China. This research is aimed to deeply investigate in the process of newly recruited teachers' training provided by the English test preparation schools in China, and also explore strategies and methods to help the English test preparation schools to design a better training model for newly recruited teachers.

### PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in interviews. Each interview will be guided by open-ended questions, and will take approximately 45 minutes. The interviews will be audio recorded. The interview will be conducted in a quite and private place to be later determined with the researcher.

### POTENTIAL RISKS AND DISCOMFORTS

You may experience some minor psychological risks if you recall negative memories. You may choose what information and experiences to share with the researcher. Potentially discussion negative experiences about the institution could result in loss of status, harm to the reputation or reputation to the organization. Therefore, no direct quote

will be used, nothing that can be identified with the participants will be documented, and summaries will be in aggregate. Participants will have the opportunity to stop at any time and skip questions they feel uncomfortable answering. Confidentiality will be assured.

#### POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Participants may enjoy sharing their experience with the researcher and take the interview as an opportunity to reflect on their performance. The study will help them to perform better in their work in the future.

No direct benefit to the participants but the research findings will possibly help the schools to improve their training of new teachers in the future.

#### COMPENSATION FOR PARTICIPATION

You will not receive any compensation for your participation.

#### CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Only researchers will have access to the audiotapes. Audiotapes will be transcribed, double-checked, and then destroyed. Study reports will not mention any participant's identifications. The study report will not mention any particular details or identifying quotes.

#### PARTICIPATION AND WITHDRAWAL

The interview is voluntary. You can choose whether to be in this study or not before final data reporting. You may also refuse to answer any questions you don't want to answer and still remain in the study.

You will have the opportunity to withdraw up to the completion of the interview or two weeks following. You cannot withdraw your data after that.

#### FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

A summary of the research will be able through the REB website under study results.

Web address: REB website [www.uwindsor.ca/reb](http://www.uwindsor.ca/reb)

Date when results are available: 2017/12/30

#### SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

#### RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: [ethics@uwindsor.ca](mailto:ethics@uwindsor.ca)

#### SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

---

Signature of Investigator

---

Date

## Appendix C: Consent form



Title of Study: The training of newly recruited teachers in English test preparation schools in China: A case study

You are asked to participate in a research study conducted by **Lan Ma** from the Faculty of Education at the University of Windsor.

If you have any questions or concerns about the research, please feel to contact Lan Ma ([ma14m@uwindsor.ca](mailto:ma14m@uwindsor.ca)), or Dr. Zhang ([zuochen@uwindsor.ca](mailto:zuochen@uwindsor.ca)).

### PURPOSE OF THE STUDY

The purpose of the study is to have an in-depth understanding of the English test preparation schools' training of newly recruited teachers in China. This research is aimed to deeply investigate in the process of newly recruited teachers' training provided by the English test preparation schools in China, and also explore strategies and methods to help the English test preparation schools to design a better training model for newly recruited teachers.

### PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in interviews. Each interview will be guided by open-ended questions, and will take approximately 45 minutes. The interviews will be audio recorded. The interview will be conducted in a quite and private place to be later determined with the researcher.

### POTENTIAL RISKS AND DISCOMFORTS

You may experience some minor psychological risks if you recall negative memories. You may choose what information and experiences to share with the researcher. Potentially discussion negative experiences about the institution could result in loss of status, harm to the reputation or reputation to the organization. Therefore, no direct quote

will be used, nothing that can be identified with the participants will be documented, and summaries will be in aggregate. Participants will have the opportunity to stop at any time and skip questions they feel uncomfortable answering. Confidentiality will be assured.

#### POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Participants may enjoy sharing their experience with the researcher and take the interview as an opportunity to reflect on their performance. The study will help them to perform better in their work in the future.

No direct benefit to the participants but the research findings will possibly help the schools to improve their training of new teachers in the future.

#### COMPENSATION FOR PARTICIPATION

You will not receive any compensation for your participation.

#### CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Only researchers will have access to the audiotapes. Audiotapes will be transcribed, double-checked, and then destroyed. Study reports will not mention any participant's identifications. The study report will not mention any particular details or identifying quotes.

#### PARTICIPATION AND WITHDRAWAL

The interview is voluntary. You can choose whether to be in this study or not before final data reporting. You may also refuse to answer any questions you don't want to answer and still remain in the study. You will have the opportunity to withdraw up to the completion of the interview or two weeks following. You cannot withdraw your data after that.

#### FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

A summary of the research will be able through the REB website under study results.  
Web address: REB website [www.uwindsor.ca/reb](http://www.uwindsor.ca/reb)  
Date when results are available: 2017/12/30

#### SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

#### RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: [ethics@uwindsor.ca](mailto:ethics@uwindsor.ca)

#### SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study *“The training of newly recruited teachers in English Test Preparation Schools in China: a case study of an English Test Preparation School in Xi’an”* as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_

Signature of Participant

\_\_\_\_\_  
Date

#### SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

\_\_\_\_\_

Signature of Investigator

\_\_\_\_\_  
Date



## Appendix D: Interview outline



1. What was your academic background?
2. What was your expectation of the training before you attended it?
3. Could you briefly introduce how was the training conducted?
4. What parts of your training were most/least effective and engaging? Why?
5. What was most/least effective about the trainer(s) approach? Why?
6. What was most/least effective about the materials used by the trainer(s)? Why?
7. How are you going to apply the materials?
8. What difficulties do you anticipate when applying the materials?
9. What were some of the more helpful things you got from your training? Why?
10. What elements of the training were not helpful? Why?
11. What aspects of the training could be improved? How?
12. What do you think of the arrangement of the training time and location?
13. How do they check your learning outcome? Do you think that is effective?
14. Overall what do you think of the training you received?
15. What additional trainings do you think would be beneficial to have in the future?

## VITA AUCTORIS

NAME: Lan Ma

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YEAR OF BIRTH: 1989

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2005-2008

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