

การพัฒนาแบบจำลองการนิเทศการสอนแบบเพื่อนนิเทศเพื่อนในหลายระดับ
เพื่อการเพิ่มพูนความเชี่ยวชาญในวิชาชีพสำหรับครูผู้สอนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศในระดับอุดมศึกษา



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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

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**A DEVELOPMENT OF A MULTILAYERED PEER
COACHING MODEL FOR TERTIARY EFL TEACHER
PROFESSIONAL ENHANCEMENT**



Junyi Meng

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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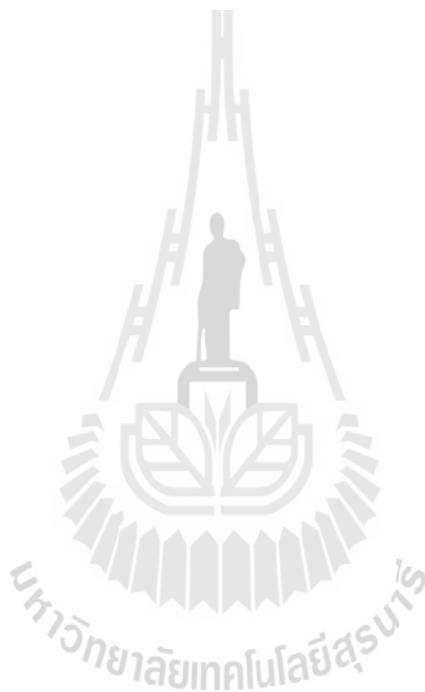
ปัจจุบันครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศถูกคาดหวังว่าจะต้องเป็นผู้ที่มีความรู้ความสามารถในการสอนและการใช้ภาษาอังกฤษซึ่งเป็นภาษาที่ใช้กันอย่างแพร่หลายไปทั่วโลกในระดับสูง ดังนั้นการพัฒนาวิชาชีพสำหรับครูจึงเป็นสิ่งจำเป็นในการพัฒนาความรู้และความสามารถของครูผู้สอนให้ดียิ่งขึ้น แต่ก็พบว่าการศึกษาที่มีอยู่ยังไม่ได้อบรมความต้องการของครูผู้สอนในเรื่องดังกล่าว การศึกษานี้จึงมีวัตถุประสงค์เพื่อ 1) ศึกษาปัญหาเกี่ยวกับการพัฒนาความเชี่ยวชาญในวิชาชีพสำหรับครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับอุดมศึกษาและข้อเสนอแนะที่เกี่ยวข้อง 2) เพื่อพัฒนาและทดสอบประสิทธิผลแบบจำลองการนิเทศการสอนแบบเพื่อนนิเทศเพื่อนในหลายระดับเพื่อเพิ่มความเชี่ยวชาญในวิชาชีพสำหรับครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับอุดมศึกษา และ 3) ศึกษาทัศนคติของครูและนักเรียนที่เข้าร่วมการวิจัยที่มีต่อแบบจำลองดังกล่าว

ผู้เข้าร่วมการวิจัยในครั้งนี้ประกอบด้วยครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศจำนวน 55 คน และนักศึกษาชั้นปีที่สองจำนวน 105 คน จากมหาวิทยาลัยกุ้ยหยาง ประเทศสาธารณรัฐประชาชนจีน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ได้แก่ แบบสอบถามความคิดเห็น การสัมภาษณ์กลุ่ม การสังเกต การบันทึกของครู การบันทึกของนักวิจัย และการสัมภาษณ์ถึงรูปแบบข้อมูลที่เกี่ยวข้องได้จะถูกนำมาวิเคราะห์ทั้งเชิงคุณภาพและเชิงปริมาณ โดยใช้ความถี่ในการวิเคราะห์ข้อมูลเชิงปริมาณและการวิเคราะห์ข้อมูลเชิงเนื้อหาเกี่ยวกับข้อมูลเชิงคุณภาพ

จากผลการวิจัยพบว่า 1) ปัญหาของครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับอุดมศึกษาเกี่ยวกับการเพิ่มความเชี่ยวชาญในวิชาชีพสำหรับครูผู้สอน ได้แก่ การฝึกอบรมที่ไม่มีประสิทธิภาพ ไม่ได้ได้รับความสนใจจากผู้บริหารและตัวครูเอง รวมถึงขาดความต่อเนื่องในการพัฒนาตนเองของครูผู้สอน ทั้งนี้ครูผู้สอนต้องการการฝึกอบรมที่เน้นการปฏิบัติ มีความยั่งยืนสามารถนำไปใช้ได้จริงและเข้าถึงปัญหาของแต่ละพื้นที่ 2) แบบจำลองการนิเทศการสอนแบบเพื่อนนิเทศเพื่อนในหลายระดับถูกสร้างขึ้นโดยผู้วิจัยและประเมินโดยผู้เชี่ยวชาญอยู่ในระดับ "เหมาะสมมาก" (ค่าเฉลี่ย = 4.87) ในด้านประสิทธิผล พบว่าครูผู้สอนมีความรู้ทางวิชาชีพและความสามารถเพิ่มมากขึ้น มีการจัดการเรียนการสอนที่เป็นระบบและมีปฏิสัมพันธ์ระหว่างผู้สอนและผู้เรียนในชั้นเรียนมากขึ้น นอกจากนี้ยังพบว่าแบบจำลองดังกล่าวยังประโยชน์ให้ทั้งครูผู้สอนและผู้เรียนอีกด้วย

3) ครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศในระดับอุดมศึกษามีทัศนคติอยู่ในระดับดีมาก (ค่าเฉลี่ย = 4.88) ต่อแบบจำลองการนิเทศการสอนแบบเพื่อนนิเทศเพื่อนในหลายระดับ

ผู้วิจัยหวังเป็นอย่างยิ่งว่าผลการวิจัยในครั้งนี้จะมีการนำไปสู่การพัฒนาการจัดการเรียนการสอน ตลอดจนเพิ่มความเชี่ยวชาญในวิชาชีพสำหรับครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศและวิชาอื่นๆ ในระดับอุดมศึกษาอย่างยั่งยืนต่อไป



สาขาวิชาภาษาต่างประเทศ
ปีการศึกษา 2556

ลายมือชื่อนักศึกษา _____
ลายมือชื่ออาจารย์ที่ปรึกษา _____

JUNYI MENG : A DEVELOPMENT OF A MULTILAYERED PEER
COACHING MODEL FOR TERTIARY EFL TEACHER
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TERTIARY EFL TEACHER / MODEL DEVELOPMENT / MULTILAYERED
PEER COACHING / IN-SERVICE PROFESSIONAL DEVELOPMENT

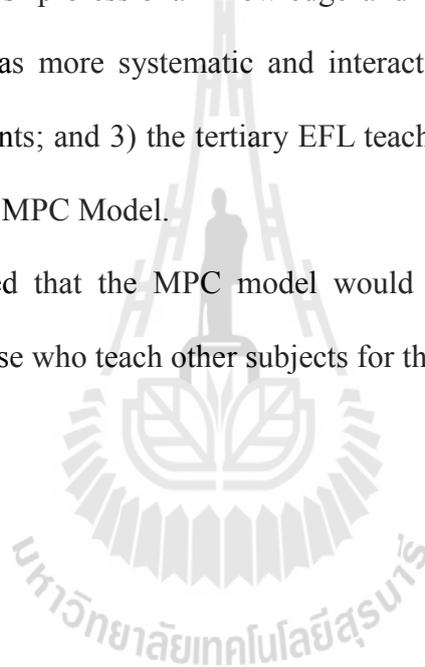
EFL teachers are expected to reach a higher level of professionalism with the worldwide expansion in the use of English language. In-service professional development is found to be necessary for updating their professional knowledge and competence; however, it is reported that the existing in-service professional trainings did not serve the real needs of most teachers. Therefore, the purposes of this study were 1) to investigate the problems concerning tertiary EFL teachers' in-service professional development and obtain their relevant suggestions; 2) to develop the multilayered peer coaching model (the MPC Model) for tertiary EFL teacher in-service professional development and test its efficiency; and 3) to explore tertiary EFL teachers' attitudes towards the MPC Model.

The participants included 55 EFL teachers and 105 second-year EFL students, who were from Guiyang University in China. Such instruments as questionnaires, group interview, observation, teacher's logs, researcher's field notes, and semi-structured interviews were employed for data collection. Frequency was used to analyze the quantitative data and content analysis was for all the qualitative data.

The results of this study revealed that 1) the problems that tertiary EFL

teachers encountered in their in-service professional development could be summarized as a lack of effective trainings, inadequate attention from administrators and teachers, and an absence of the continuity for self-development, and needs for having a practical, sustainable, and area-based model; 2) the MPC Model constructed by the researcher and evaluated by the experts was “very appropriate” (X=4.87) for tertiary EFL teacher in-service professional development. For its efficiency, it was found that the teachers’ professional knowledge and competence improved and the teaching procedure was more systematic and interactive, which benefited both the teachers and the students; and 3) the tertiary EFL teachers had very positive attitudes (X =4.88) towards the MPC Model.

It was hoped that the MPC model would be useful for EFL in-service teachers as well as those who teach other subjects for their professional development.



School of Foreign Languages

Student's

Signature

Academic Year 2013

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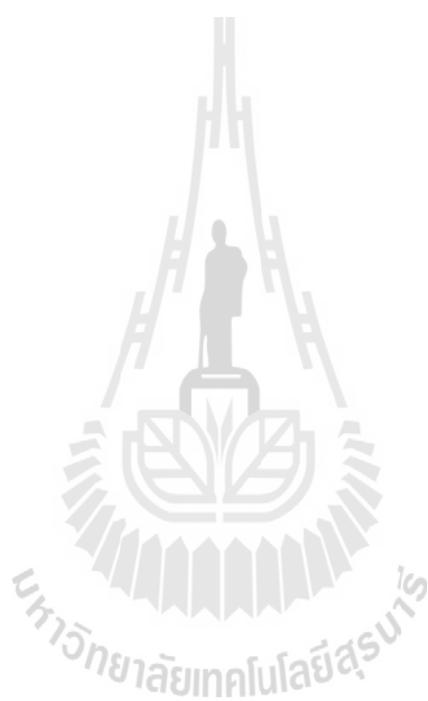


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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EAL	English as an Additional Language
EFL	English as a Foreign Language
INSET	In-service Education and Training
ISD	Instructional System Design
IST	In-service Training
MPC	Multilayered Peer Coaching
SLTE	Second Language Teacher Education
TBLT	Task-Based Language Teaching
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
ZDP	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

This study aims at developing and evaluating the multilayered peer coaching model for tertiary EFL teacher in-service professional development. This chapter offers a general introduction to this study. It starts with the background of the study, which illustrates the situation of in-service professional development for Chinese tertiary EFL teachers. After that, the rationale of the study, the significance of the study, the research purposes, the research questions, the conceptual framework, and definitions of the operational terms frequently used in this study are presented, and it ends with the summary of this chapter.

1.1 Background of the Study

The worldwide expansion in the use of English language has made the TEFL profession prosperous. Growing demands for English language teaching programs prompted the need for professional development of EFL teachers. Professional development is usually divided into pre-service professional development and in-service professional development. In China, all EFL teachers have to be enrolled in the pre-service professional development program before they graduate from universities or colleges. According to the Ministry of Education (MOE)

of China in 2001, *English Teaching Methodology*, which is a required course for English-majors in their third-year and fourth-year study, should be taken because it provides the students with the opportunities to learn about the knowledge of TEFL and learn how to be an EFL teacher. The combination of 18-week theory learning and 12-week teaching practice in this curriculum offers the student teachers the process of learning to be an EFL teacher. We can conclude that the pre-service professional development for EFL teachers in China has been emphasized and implemented well.

EFL teacher in-service professional development in China can be divided into two forms: degree education and non-degree education. Degree education includes the make-up education for in-service EFL teachers without qualified certificates and the upgrading education for in-service EFL teachers with qualified certificates. Compared with the degree education, the non-degree education for in-service teachers accounts for a higher proportion, which can be organized both nationally and locally. Its training can be conducted by education institutes or in-service teacher training schools. Besides, in-service training programs for teachers are also provided through correspondence education programs, evening schools, satellite TV education, and examinations for self-directed learners, in addition, all kinds of teacher training classes are also set up to train teachers (CERNET I, 2001; CERNET III, 2001).

Regarding the implementation of the in-service professional development for EFL teachers, it has been found worldwide that it is not as good as the pre-service

professional development. Ono and Ferreira (2010) have claimed that many models of professional development do not achieve their ambitious learning goals. Many researchers (Vonk, 1995; Fullan & Hargreaves, 1996; Ball & Cohen, 1999; Collinson & Ono, 2001; Feiman-Nemser, 2001; Villegas-Reimers, 2003; Schulle & Dembélé, 2007) found that traditional in-service teacher professional development programs are delivered in the form of workshops, seminars, conferences or courses, which have been criticized as being brief, fragmented, incoherent encounters that are decontextualised and isolated from real classroom situations. Fullan (1991) also stated that nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that lead to no significant change in practice when the teachers return to their classrooms.

The same dissatisfaction was also observed in China. Wen and Ren (2010) found in their survey that by reviewing the characteristics of the literature concerning the tertiary EFL teacher in-service professional development in China from the year of 1999 to 2009, many problems were linked to such limitations as being isolated from EFL classrooms and neglecting the teachers' demands. A number of studies (Zhang & Li, 2003; Liu, 2005; Liu, 2006; Zheng, 2010) also showed that Chinese EFL teachers are often trained in a theoretical, academic, or research-oriented way which makes them passive, and the theory-practice gap has always been criticized by school teachers when commenting on these training programs. In taking this top-down knowledge-transmission approach, teacher education neglects "a rich, varied, and

complex process of learning to teach” (Freeman, 2002), and more importantly, it ignores teachers’ initiatives in teacher education. Besides, Wu (2008) suggested that a variety of internal and external factors promote tertiary EFL teacher in-service professional development, of which internal factors, including teachers themselves, are more decisive. However, many research results (Zhong & Wu, 2004; Cheng & Wang, 2004; Zhi, 2012) showed that EFL teachers were more ready to accept what they have been accustomed to, and they were resistant to change imposed upon them, resistant to innovation, and the researchers argued that in-service training now should be re-focused on teachers themselves.

In fact, the main problems and challenges that Chinese tertiary EFL teachers were confronted with in their in-service professional development could be summarized as follows:

First of all, many EFL teachers do not have a true understanding of the in-service professional development, which leads to the delay of their own in-service professional development. As mentioned above, before teaching English, all the Chinese tertiary EFL teachers experienced the pre-service professional development, which set the tone for their teaching and paved a firm foundation for their career. Likewise, in-service professional development was also important because it could keep nurturing them to reach the updated goals of teaching. However, in-service professional development was found to be more difficult to practice partly because some teachers could not really recognize its importance.

Take Guiyang University in China as an example, there were about 55 EFL teachers, including 26 teachers from the Department of College English Teaching, and 29 teachers from the School of Foreign Languages. The former group teaches English to non-English majors, and the latter teaches English-major students. The preliminary study done by the researcher showed that all these teachers went through pre-service professional development prior to being a teaching practitioner. Of them, only 15% were involved in some long-term (six months or more) in-service training programs, while the other 85% simply took some short-term in-service training programs occasionally in their career, which was absolutely inadequate for them to pursue their professional development. This was partly because of the heavy workload of teaching that deprived them of the chance for taking on the systematic professional development, and partly because they were not very active in their in-service professional development.

Second, there is a much higher level of professionalism in EFL today than previously (Richards, 2008), which teachers and universities are failing to reach. Professionalism means the skill and high standards of behaviors expected of a professional person. Leung (2009) contrasted two dimensions to professionalism: *institutionally prescribed professionalism* and *independent professionalism*. The former is a managerial approach to professionalism while the latter refers to the teacher's own views of teaching.

As far as institutionally prescribed professionalism is concerned, a university makes its own level based on the national and local educational organizations' requirements. Since China's MOE issued the "Syllabus for English Majors of Colleges or Universities" in 2001 and the new "College English Curriculum Requirements" in 2006, many Chinese universities are planning or conducting in-service professional development programs for their EFL teachers to improve the level of professionalism. The universities in developed provinces of China, such as the eastern area, generally conduct more programs than those in developing provinces. Located in a developing province, Guiyang University should provide more chances for its EFL teachers' in-service professional development.

As for independent professionalism, EFL teachers should improve their level of professionalism by updating their views of teaching, and the views should be conformed to the rules or norms of their teaching context. For example, according to the norm of "College English Curriculum Requirements", Chinese tertiary EFL teachers have to be confronted with the situation where their professional knowledge should be integrated. That is, the knowledge structures within TEFL and between TEFL and other disciplines should be adjusted, replenished, and improved. In doing so, EFL teachers need to improve their independent professionalism, and can be more qualified or competent in their teaching in such a new context.

Third, the existing training programs for EFL teacher in-service professional development do not meet the needs of the teachers. This situation hinders

the implementation of their in-service professional development. As mentioned before, one of the dissatisfactions of some conventional training programs for in-service professional development is that the gap between theory and practice can not be bridged. Although Richards and Farrell (2005) illustrated a repertoire of professional development activities for language teachers, such as workshops, teacher support groups, case analysis, etc., these activities still need to be designed appropriately if they are to be successfully implemented.

However, for Chinese tertiary EFL teachers, the most popular practice of in-service professional development programs is a one-day or two-day lecture given by TEFL experts or researchers. The conventional interaction between the lecturers and the teacher trainees in these programs is only the 15-minute “questions and answers” at the end of the lecture. The preliminary study showed that the EFL teachers of Guiyang University, in most cases, participated in such kind of programs. As a result, they can not obtain what they want from the training programs.

Recently some programs of national in-service professional development in China have been improved by program developers from some national educational institutions. For instance, workshops are used as one of the methods because they can play an important role in preparing teachers for professional development initiatives. Normally, in a workshop the EFL teacher trainees are expected to learn the knowledge or skills that they can later apply in their daily teaching and to get hands-on experience with the topic. However, the workshops in which the EFL teachers of

Guiyang University participated were different, for example, the workshop conducted in 2008, which became a contest for the EFL teachers to demonstrate their teaching by giving micro-teaching performances. By interviewing some attendants, the researcher of this study found that the competitions often frustrated the teachers from the universities of the developing area because the winners were almost always those from the developed regions. Some EFL teachers of Guiyang University were even afraid of attending such kinds of workshop. Their reluctance and fear also hindered the progress of the in-service professional development in Guiyang University. Therefore, in some cases, well-designed training models did not function properly to different participants.

Fourth, the sustainability of in-service professional development can not be retained after the EFL teachers are trained in a program. Many EFL teachers have experienced in-service professional development in either short-term or long-term programs. After the programs, not everyone could keep practicing what he or she learned from the program. Some of them even returned to their routines or conventional teaching styles in the long run. For example, the EFL teachers of Guiyang University took part in a program training them to teach English with the help of computers and the Internet. It was found by the university education inspectors in the teaching evaluation in 2009 that some teachers did not use the language labs to assist their teaching shortly after the training, and they still relied on chalk and blackboard in their classroom. This was partly because the university could

not provide enough hardware, and partly because some teachers could not operate it well, they needed more knowledge and practice. Obviously, more attention should be paid to the sustainability of tertiary EFL teacher in-service professional development. There have been strong arguments made that sustaining teacher development is important for the individual teacher and for the school or organization (Barduhn 2002, as cited in Mann, 2006, p.112).

The main problems and challenges mentioned above aroused the concerns of the government and the administrations. China's MOE in 2004 specified that a system of faculty management and development should be established. Therefore, Chinese tertiary EFL teachers are greatly encouraged to sustain their in-service professional development.

1.2 Rationale of the Study

After the background mentioned above, the rationale of this study was discussed as follows:

1.2.1 Importance of In-service Professional Development for EFL Teachers

Professional development “serves a long-term goal and seeks to facilitate growth of teacher's understanding of teaching and of themselves as teachers” (Richards & Farrell, 2005, p.4). It can also have different intended outcomes including enhancing professional skills and understandings; updating the teaching

profession; and supporting major educational changes and reforms that have an impact on teaching practice (Dall'Alba & Sandberg, 2006). Professional development can be generated in either pre-service or in-service professional development programs.

The importance of in-service professional development for EFL teachers lies in the nature that professional knowledge is a certain kind of transient knowledge, which needs to be updated with the inevitable change of the society. According to Leung and Teasdale (1999), ESL/EFL teachers require sound professional knowledge, which is knowledge of language used in curriculum contexts, knowledge of second language acquisition principles, knowledge of pedagogic and assessment principles and skills in the management of the social aspects of working with learners and colleagues. Tsui (2011) claimed that EFL teacher education takes the areas of study in applied linguistics as the knowledge base, and in particular the theories of second language acquisition, and recently EFL teaching has been considered as a largely skills-based profession involving the acquisition of practical skills in the classroom. Such professional knowledge needs updating and improving.

The importance of in-service professional development for EFL teachers also lies in the fact that professional development entails a constant search for answers to questions which arise from the ever new circumstances in educational contexts as the years pass. EFL teachers are always expected to keep up to date with development in the field of TEFL by enhancing the quality of their instruction, by

refreshing their professional knowledge, and by regularly reviewing and evaluating their teaching skills and practices. Wallace (1998) stated that people working in a profession like teaching can have more demanding expectations of themselves and their colleagues because they regard the process of professional development as continuous and on-going.

1.2.2 Advantages of Team Teaching, Peer Coaching, and Their Integrative Practice for EFL Teacher In-service Professional Development

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn (Buckley, 2000). Team teaching seems to be a practical instructional model because it allows teachers to experiment with a much wider variety of instructional models than those that could be attempted in a single teacher classroom. Goetz (2000) identified the benefits of team teaching for teachers and learners. For teachers, team teaching is an effective way to learn new teaching skills and can often contribute to professional development. For learners, the cooperation observed between their teachers can serve as an example of teamwork and communication.

Peer coaching is a procedure in which two teachers collaborate to help one or both teachers improve their teaching (Richards & Farrell, 2005). It is a reflective approach to teacher development, which proposes that teachers share data collected through peer observation as a means for reflection on their individual teaching

practices (Vacillotto & Cummings, 2007). Peer coaching can enhance teaching and teacher supervision because it provides opportunities to discuss, analyze, and reflect on problems of professional practice (Benedetti, 1999). It also increases the effectiveness of professional development activities through the implementation of strategies including the opportunity to observe other teachers, receive feedback, and have time to collaborate with other teachers (Joyce & Showers, 1981; Hutchins et al., 1983; O'Conner, 1997, as cited in Burkhart, 2004). Therefore, peer coaching can contribute to professional development.

Team teaching can be differentiated from peer coaching by the number of the collaborative members and the responsibilities that they take. Upon seeing their names, team teaching can involve more teachers than peer coaching, and it can involve a circle of team planning, team teaching, and team follow-up, while peer coaching in most cases focuses on two teachers working together in and out of the classroom to plan instruction, develop support materials, and observe one another teach students. Though they are different, team teaching and peer coaching can also be integrated to provide multilayered collaboration among EFL teachers as a tool for their in-service professional development with the development of society.

According to the researcher of this study, the combination of peer coaching and team teaching can construct the multilayered collaboration practice, which is called the multilayered peer coaching model (the MPC Model) in this study. It can offer teachers more opportunities to support one another in their work. In the TEFL

setting, this means that teachers can experience two layers of cooperation. The first layer is team teaching in which four teachers can be involved as a team so that common issues and problems will be discussed and solved by sharing the ideas of the team members. The second layer is peer coaching where several dyads will be formed within the team so that the two teachers in each dyad will work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach each other; conduct classroom research; or solve problems in the workplace. In this model, teachers first participate in the team teaching. Working together with all the team members, an EFL teacher can take the team as his or her working base. Then, they practice peer coaching. Working specifically with one of the team members as a dyad for peer coaching, an EFL teacher can have a fixed partner for his or her daily work. With the help of the MPC Model, EFL teachers can, hence, achieve more effective collaboration than that only by either team teaching or peer coaching.

The combination of team teaching and peer coaching enhances EFL teachers' confidence of collaboration. This will happen because when each dyad faces problems beyond their reach, the peer teachers in this dyad can turn to the team for more help. "As teachers learn to learn from one another and interact around substantive issues of teaching and learning and their own professional growth, their joint insights can shift the emphasis from individual classroom innovations to contributions to the teaching profession, resulting in organizational learning and change for the benefit of students" (Collinson & Cook, 2004, p.330).

1.2.3 Insufficiency of the Research Studies Related to In-service

Professional Development for EFL Teachers

In a review of the academic literature on in-service professional development, especially on peer coaching or team teaching, the following gaps have been found:

First, among the research studies on in-service professional development, many projects have been conducted for teachers of science disciplines or the like, such as Galbrath and Anstrom (1995), Wong and Nicotera (2003), Pir (2005), Scantlebury et al. (2008), Mustafa (2009). However, few are related to teacher development in the field of teaching English as a second or foreign language.

Second, most of the previous studies on EFL teachers' in-service professional development were conducted with the teachers from elementary or secondary schools, for example, Starkey et al. (2008), Latz et al. (2009), Zepeda et al. (2013). However, tertiary EFL teachers were found to be almost forgotten.

Third, regarding the studies on EFL teachers' professional development, there are some related to peer coaching, but most of them are for pre-service peer coaching programs, namely, Bullough et al.(2003), Goker (2006), Vacilotto and Cummings (2007), Britton and Anderson (2010). However, quite limited numbers of them are in line with the in-service peer coaching model.

Fourth, in terms of the peer coaching programs for EFL teachers' in-service professional development, many of them adopted either peer coaching or team

teaching, for instance, Courneyaa et al. (2008), Huston et al. (2008), Vo and Nguyen (2009), Zwart et al.(2009), Scott et al.(2009). However, very few studies to date investigate the practice of multilayered collaboration of teachers in the field of TEFL.

The rationale of this study included realizing the importance of in-service professional development, practicing the multilayered collaboration in EFL teaching, and making more contributions to the relevant research studies, further helped to constitute the significance of this study.

1.3 Significance of the Study

The significance of the study was illustrated as follows: First, this study can help improve in-service professional development for its continuance by employing the MPC Model as a development tool for in-service tertiary EFL teachers. In the Chinese context in particular, many peer coaching programs are often adopted simply for evaluating the teachers rather than coaching or assisting them. This study develops the MPC Model to improve tertiary EFL teacher in-service professional development, and to measure its effectiveness.

Second, this study can help program planners design more practical and sustainable training programs by investigating the problems that tertiary EFL teachers have in their in-service professional development. Each model for in-service professional development, though well designed, does not yield the same results on different participants due to differences in teachers and the condition of the teaching

context. Therefore, this study is expected to help the EFL teacher career development by using the model to move theory to practice, and also for the program directors to make a more suitable plan for EFL teacher in-service profession development which is dependent on their teaching context.

Third, this study can help EFL teachers make more choices to sustain their in-service professional development by putting their updated professional knowledge into practice in their daily teaching. Professional development can be conducted in many ways, varying from informal activities such as reading professional books and engaging in informal dialogue with peers to formal activities such as attending courses, workshops and formal certification programs, and so on. Due to its limited frequency or sessions, formal programs can not ensure teachers keep the pace with teaching reform, so this study provides another way for EFL teachers to practice what they have learned to sustain their in-service professional development.

Fourth, this study can help fill in a gap in the research literature of EFL teacher in-service professional development by suggesting the multilayered collaboration based on teachers' personal, professional, and educational experiences. Concerning its application, this study is of great help to add more evidence to prove the effects of practicing multilayered collaboration of EFL teachers in universities. The teachers' prior personal experience, professional experience, and educational experiences become the prerequisite of the peer coaching for forming a desirable dyad based on the peer's situations, even including their willingness to collaborate with a certain teacher.

With the significance, this study was conducted to offer the MPC model for tertiary EFL teachers to make in-service professional development sustainable and ongoing.

1.4 Purposes of the Study

Based on the background information, the rationale, and the significance of this study, the research purposes of the study were formulated as follows:

1. a) to investigate the problems concerning the in-service professional development of tertiary EFL teachers; and b) to obtain their suggestions on in-service professional development for tertiary EFL teachers;
2. To develop the multilayered peer coaching model (the MPC Model) for tertiary EFL teacher in-service professional development and test its efficiency;
3. To explore in-service tertiary EFL teachers' attitudes towards the multilayered peer coaching model (the MPC Model) for their in-service professional development.

1.5 Research Questions

To achieve these purposes, this study addressed the following research questions:

1. What are the tertiary EFL teachers' problems and suggestions concerning their in-service professional development?

2. Does the multilayered peer coaching model (the MPC Model) help the in-service tertiary EFL teachers improve their professional knowledge and teaching ability? If so, how? If not, why not?

3. What are the tertiary EFL teachers' attitudes towards the multilayered peer coaching model (the MPC Model) for their in-service professional development?

1.6 Research Conceptual Framework

This study aimed at developing and evaluating the MPC Model for tertiary EFL teacher in-service professional development. After reviewing the related literature, the researcher constructed the theoretical framework for this study which was presented in Chapter Two. The theoretical framework summarized the theories and principles supporting the multilayered peer coaching practice and its application to EFL teacher in-service professional development.

After formulating the theoretical framework, the researcher developed the conceptual framework of this study. While the theoretical framework was the theories on which this study was based, the conceptual framework was the operationalization of these theories. The detailed conceptual framework for this study was presented in the research procedure, which was illustrated in Chapter Three.

Developing a model needs systematic thinking and systematic approaches. So the instructional system design model called ADDIE was adopted for developing the MPC Model in this study. ADDIE is the generic process traditionally used by

instructional designers and training developers. Its five phases that the researcher followed in developing the MPC Model were: Analysis, Design, Development, Implementation, and Evaluation. These phases represented a dynamic, flexible guideline for building effective training and performance support tools. More details were provided in Chapter Three.

1.7 Definition of Operational Terms for the Study

This study had some key operational terms, such as professional development, professional knowledge, in-service professional development, peer coaching, team teaching, the multilayered peer coaching model (the MPC Model), and in-service EFL teachers, which were defined as follows:

1. Professional development

Professional development refers to a process in which a person of the profession will continue his or her growth in the career. Professional development is for a long-term goal and should go beyond the personal reflection.

2. Professional knowledge

Professional knowledge refers to the knowledge of English language used in curriculum contexts and the knowledge for teaching English as a foreign language.

3. In-service professional development

In-service professional development refers to education for employees to help them develop their skills in a specific discipline or occupation. In-service

professional development takes place after an individual begins work responsibilities. Most typically, in-service professional development is conducted during a break in the individual's work schedule.

4. Peer coaching

Peer coaching refers to an effective model of staff development to provide the support between two teachers.

5. Team teaching

Team teaching refers to an alternative approach to teaching that generally implies a group of instructors collaborating over the design and the implementation of a course.

6. The multilayered peer coaching model (the MPC Model)

The multilayered peer coaching model (the MPC Model) refers to the practice of peer coaching within a team teaching context, which can offer teachers opportunities to support one another in their work. In the TEFL setting, this means that teachers may experience two layers of professional collaboration. The first layer is team teaching in which four teachers can be involved as a team so that common issues and problems will be discussed and solved by sharing the ideas of the team members. The second layer is peer coaching where two dyads are formed within the team so that the two teachers in each dyad will work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach each other; conduct classroom research; or solve problems in the workplace.

7. In-service EFL teachers

The in-service EFL teachers in this study refer to those who have already taught English as a foreign language for at least 2 years in Chinese universities or colleges.

1.8 Summary

This chapter presented the background, rationale, and significance of this study, which led to its research purposes and research questions. The research conceptual framework illustrated the general direction of the study. Based on the problems mentioned at the very beginning related to EFL teacher in-service professional development, this chapter then described the rationale of the study by illustrating the importance of in-service professional development, the advantages of peer coaching, team teaching, and their combined practice, and the insufficiency of the previous relevant studies, then followed the significance and the purposes of the study. After that, the research questions were proposed so as to develop and evaluate the MPC Model for tertiary EFL teacher in-service professional development. Then the research conceptual framework was described briefly. Finally, some key operational terms were defined. In the next chapter, the related literature was presented to review the related theoretical background and the relevant previous research works.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature related to this study. Two sections are included: the theoretical background of the study and the previous relevant research works. In the theoretical background, there are seven parts, namely, professional development for language teachers, professional development and teacher education in China, teaching English as a foreign language and instructional system design, models for teacher education and professional development, collaborative teaching and learning, team teaching, and peer coaching. Based on the theoretical background, the theoretical framework of this study is presented. Regarding the previous relevant research, some related studies done in the past are reviewed.

2.1 Professional Development for Language Teachers

The purpose of reviewing professional development for language teachers was to describe the importance of professional development. Beginning with the profession, professionalism and professionalization of language teaching, the review moved to the professional development of language teachers from two perspectives: knowledge and identity. Then, in-service professional development, which is different from the pre-service one, was reviewed for the sake of its importance and the difficulties involved in its implementation.

2.1.1 Profession, Professionalism and Professionalization of Language

Teaching

Working as an English teacher is in the profession of English language teaching. “Profession” refers to a job that needs special education and training (PEAL, 2004, p.1563). In view of this notion, the profession of English language teaching requires a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards (Richards, 2008).

Taking profession as its foundation, “professionalism” means the skill and high standards of behaviors expected of a professional person (PEAL, 2004). Leung (2009) contrasted two different dimensions to professionalism. The first can be called institutionally prescribed professionalism, that is, a managerial approach to professionalism that represents the views of ministries of education, teaching organizations, regulatory bodies, school principals and so on that specify what teachers expected to know and what quality teaching practices consist of. The second is independent professionalism, which refers to teacher’s own views of teaching and the processes by which teachers engage in reflection on their own values, beliefs, and practices. In fact, beliefs are closely related to values and strongly influential in forming human perception (Bernat & Gvozdenko, 2005). The effectiveness of teaching can be measured through teachers’ beliefs because they function as strong filters of conceptions of what is plausible/possible in reality (Freeman, 1996a).

For English language teachers, their understanding of professionalism will determine their teaching philosophy, teaching style, teaching approaches or methods, and even classroom techniques. Similarly, their understanding of the importance to keep up with the increasingly updated level of professionalism will determine their contribution to the profession and their satisfaction with their own teaching, and what's more, will determine the speed at which they can "go through the phases of professional development in the course of their career" (Tsui, 2007. p. 1053).

Diverse ways for English language teachers to improve their professionalism can be found in the situations that Richards (2008) described: the proliferation of professional journals and teacher magazines, conferences and professional organizations; the attempts in many places to require non-native speaker English teachers to demonstrate their level of proficiency in English as a component of certification; the demand for professional qualifications for native-speaker teachers; and the greater level of sophisticated knowledge of language teaching required of English teachers, etc.

"Professionalization" could be defined as the social process by which any trade or occupation transforms itself into a true profession of the highest integrity and competence (Nilsson, 2007). Sociologists and educators have explored the concept of teaching as a profession, and finally agreed that teachers are professionals next to doctors, lawyers, etc. Since then the concept of professionalization of teaching has come into being. The professionalization process tends to establish the group norms of conduct and

qualification of members of a profession and tends also to insist that members of the profession achieve conformity to this norm (Hetcher, 2004; Edwards & Cromwell, 2005).

According to Yang (2002), there arises a general notion that a profession is not equivalent to a trade. This is because of its indispensable social function, its consistent theories and necessary skills, and its autonomous and authoritative organization. Since the teaching of foreign language is a profession, it has to possess these qualifications. Roche (1996) mentioned that SLA research and SL pedagogy reveal that professionalization of second language instruction needs to include a thorough education of instructors in many different subjects (psycholinguistics, cultural and Xenology, SLA, descriptive linguistics, pragmatics, sociolinguistics, pedagogy and methodology, to mention some). There is a knowledge base that all language instructors need to acquire both before teaching and while teaching.

English language teaching is seen as a career in a field of educational specification (Richards, 2008), and as teaching is a specialized field of service to the nation, requiring rigorous training in professionalism (Pir, 2005), therefore, having professional development for English language teachers leads them to keep up with the updating requirements in this profession, and increases the contribution to the English language teaching.

So, based on the sources quoted, the researcher claimed that understanding profession, professionalism and professionalization helped to realize the importance of professional development.

2.1.2 Professional Development from the Perspectives of Knowledge and Identity

Francis Bacon's famous phrase "Knowledge is power" implies that with knowledge or education, one's potential and abilities in life certainly increased. According to *Oxford English Dictionary* (1989), knowledge is defined as expertise and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.

Knowledge acquisition involves complex cognitive processes: perception, learning, communication, association, and reasoning. "An effective and efficient approach to the acquisition of information requires at least four types of knowledge: an existing knowledge-base in the area concerned; some kind of conceptual framework to guide one's inquiry; skills in collecting information, and skills in interpreting information" (Eraut, 1994a, p.108).

When professional development is discussed from the perspective of knowledge, professional knowledge should be taken into good consideration.

2.1.2.1 Professional Knowledge

The systematic knowledge base of a profession is thought to have four essential properties: specialized, firmly bounded, scientific and standardized (Schön, 1983). Likewise, Eraut (1992) offered in his work an attempt to conceptualize the role of different categories of professional knowledge, and proposed three types of professional knowledge: propositional knowledge; impressions; and process

knowledge. These three categories are high inference, sensitive to particulars of local and institutional context and highly inter-related.

Regarding the professional knowledge of English teachers, Leung and Teasdale (1999) have stated that ESL teachers require sound professional knowledge, including knowledge of language used in curriculum contexts, knowledge of Second Language Acquisition principles, knowledge of pedagogic and assessment principles and skills in the management of the social aspects of working with learners and colleagues. Breen (2007) also explained that we may distinguish between language teachers' knowledge of the subject and their mainly experientially informed knowledge of how to teach the subject --- their pedagogic knowledge or their knowledge in action. These two realms of knowledge are in constant relation, for what a teacher knows about the English language is likely to influence how he or she works with it and how he or she expects students to work upon it. Tsui (2011) later claimed that EFL teacher education takes the areas of study in applied linguistics as the knowledge base, and in particular the theories of second language acquisition, but recently EFL teaching has been considered as a largely skills-based profession involving the acquisition of practical skills in classrooms.

Besides, competence, which often goes with knowledge, was reviewed here briefly. Competence is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills, and behaviors utilized to improve performance. In the profession of education,

professional competence is defined as being closely related to teachers' performances in teaching. To some extent, professional knowledge can be reinforced by professional competence.

2.1.2.2 Professional Identity

Identity represents the process by which the person seeks to integrate his various statuses and roles, as well as his diverse experiences, into a coherent image of self (Epstein, 1978). Identity is socially-related (Beijaard, 2006). In terms of teacher identity, Zembylas (2003) claimed that teacher identity is constantly becoming in a context embedded in power relations, ideology, and culture. To be specific, teachers' sense of identity is the means with which they respond, reflect upon and manage the interface between their educational ideals, beliefs, social situation and broader social and policy context (Day & Leithwood, 2007). Richards' (2008) definition of teacher identity also showed that the concept of identity reflects how individuals see themselves and how they enact their roles within different settings.

In the setting of English language teaching, Franson (2007) argued that it may be that EAL (English as an additional language) teachers are at a point of critical change in identity in terms of their role in school and in terms of themselves as practitioners. This is because, according to Hao (2011), professional identity refers not only to who and what teachers view themselves as, to what is important in their professional work and life, but also to where they "stand" or how important they are

in relation to others, and to the world at large. The shaping of the professional identity is also a process of interaction between teachers' life history and institutional ethos.

Therefore, it can be concluded that understanding professional knowledge and identity could lead to a better understanding of professional development.

2.1.3 In-service Professional Development

Professional development can be conducted in two stages. One of them is at the pre-service stage and the other is at the in-service stage. Generally speaking, in-service professional development is found to be more difficult to practice because of the problems from teachers' beliefs or self assumptions, from their local teaching contexts or institutions. Despite having a severe lack of concern in the past, some researchers in the world of education still recognized the importance of in-service professional development. Besides, better considerations have been increasingly taken into account for in-service professional development because it is as important as pre-service professional development (Piexotto & Fager, 1998).

Peters and Waterman (1982) stated that almost all successful companies engage in intensive in-service training. In the profession of teaching, as early as the 1970s, some educators stressed the importance of in-service training for teachers for rapid development of society. James (1973, p.15) ascertained that "it is only through the growth of in-service training that this gulf between advancing knowledge and practice can be bridged." Likewise, according to Widden et al. (1996) and Day (1999), as a result of the considerable change in education which is responsible for enormous

production in knowledge and information, the nature of teaching also demands teachers engage in utilizing this knowledge effectively. It needs continuing career-long professional development of the teacher in changing contexts in which teachers work for learning to take place.

In-service teachers' professional development programs have been increasingly planned or conducted in many areas of the world. Ainscow (1994) explained that developing countries are more focused on increasing the participation levels, whilst in more developed countries the concern is with raising standards of achievement. Whether in developing areas or in developed areas, some approaches, methods and procedures can be commonly available for in-service professional development of EFL teachers.

In sum, understanding the definitions of the terms "profession," "professionalism," and "professionalization" is very important because they, to some extent, laid the foundation for teachers to conceptualize their personal ideas into a certain teaching philosophy which conforms to the development of a society. By locating themselves along the continuum of the professional requirements in different stages, language teachers could have a clear panoramic picture about their career, which contributes to helping them to be qualified language teachers. Likewise, from the different perspectives: knowledge and identity, language teachers could easily find their way to obtain the sense to develop their teaching profession and get a general idea of how to develop their career. In addition, understanding the nature and the

significance of professional development helped teachers reflect on what they think, they know, understand, or believe because professional development showed its dynamic feature with the development of society and the requirement of local institutions. In fact, professional development, especially in-service professional development, could be viewed as a process of constant renewal: a process of looking for and responding to opportunities for learning, seeking and taking on challenges which allow teachers to work at the edge of their competence, reflecting on and reframing their understanding of their work as a teaching professional.

2.2 Professional Development and Teacher Education in China

The purpose of reviewing professional development and teacher education in China is to illustrate that teacher education and development is an important part of the Chinese education system. This section dealt mainly with the policies of teacher education in China, implementation of teacher education in China, and EFL teacher education in China.

2.2.1 Policies of Teacher Education in China

The Chinese government has been paying great attention to teacher education and has it on top of their agenda, especially since the 1980s. After the 4th National Conference on Teacher Education was held in 1980, the targets and tasks of teacher education in the new era were defined (CERNET II, 2001). In 1985, the Decision of the Central Committee of the CPC on the Reform of the Educational

System pointed out that the development of teacher education and training for in-service teachers should be regarded as strategic measures in developing education (CERNET II, 2001). The Outline for Reform and Development of Education in China issued in 1993 emphasized in clearer terms that governments at all levels should increase their financial input to improve teacher education (CERNET II, 2001). The Fifth National Meeting of Teacher Education held in 1996 pointed out, “teacher education should be regarded as the strategic priority for the development of education. Governments are responsible for a better teacher education system. Governments at all levels should take teacher education as a great undertaking for centuries to come that is beneficial for society and future generations.”(CERNET II, 2001) The strategic status of teacher education and the necessity and importance for its development are further strengthened. As a matter of fact, since the policy of reform and opening-up to the outside world was adopted, teacher education in China has entered into a new stage for development with the efforts made by all teachers in this country. Great changes have taken place in Chinese teacher education at a time of rapid transition from central control to devolved and distributed management and decision making, along with the country’s shift from a planned economy to a socialist market one (Shi & Englert, 2008).

Hence, with the greater attention and better policies, teacher education in China has been implemented more frequently, and more programs have been designed and developed in an attempt to strengthen teacher professional development.

2.2.2 Implementation of Teacher Education in China

With the guidance of teacher education policies in China, great development and achievements have been made in teacher education. It was found that the quality of teaching and the academic competence of faculty members in the teacher training institutions are comprehensively improved through deepening reform. Plenty of achievements in educational research are accomplished. The scopes of international exchanges and cooperation are broadened. Multilateral and bilateral international cooperation are strengthened (CERNET II, 2001).

While implementing teacher education, we may find that teacher education in China is composed by two parts: pre-service education and in-service training. Pre-service education can be primarily conducted in four-year teacher training institutions including normal universities and colleges, three-year teacher training colleges and secondary teacher training schools. In-service training is conducted respectively by education institutes and in service teacher training schools for teachers. (CERNET I, 2001).

Teacher training institutions and colleges of different kinds and levels have educated thousands of qualified teachers for secondary and primary schools and have trained thousands of teachers through in-service means. They have made historic contributions to basic education. In-service training of teachers can be divided into degree and non-degree education. Degree education includes not only the make-up education for in-service teachers without qualified certificates but also the upgrading

education for in-service teachers with qualified certificates. The non-degree education for in-service teachers is the main part of continuing education, which has been the key of teacher training. The MOE will soon issue Regulations on Continuing Education for Teachers in order to set up the continuing education system. It will define the contents, categories, organization administration, infrastructure standards, examination and verification, awards and penalties of continuing teacher education (CERNET III, 2001).

From 1982 to 2000, China has been cooperating with UNICEF for five phases in the field of teacher education. They are teacher training projects for primary schools in minority regions from 1982 to 1984, in-service teacher training projects of primary schools, pre-school education and special education from 1985 to 1995, and primary education project in poor areas from 1996 to 2000. In 1993, China started cooperative projects with UNDP of basic teacher education (CERNET V, 2001).

Therefore, with more and more projects or programs for teacher education, China has been providing teachers with increased opportunities to conduct their professional development.

2.2.3 EFL Teacher Education and Development in China

In a general picture of teacher education policy and implementation in China, it was also found that for EFL teachers, China's MOE (2007) specified that a system of faculty management and development should be established. However, regarding the current implementation of EFL teachers' in-service professional

development, China shared a similar situation to the rest of the world, which is not as good as the pre-service professional development. Ono and Ferreira (2010) have claimed that many models of professional development do not achieve their ambitious learning goals. Many researchers (Vonk, 1995; Fullan & Hargreaves, 1996; Ball & Cohen, 1999; Collinson & Ono, 2001; Feiman-Nemser, 2001; Villegas-Reimers, 2003; Schwille & Dembélé, 2007) found that traditional in-service teacher professional development programs are delivered in the form of workshops, seminars, conferences or courses, which have been criticized as being brief, fragmented, incoherent encounters that are decontextualised and isolated from real classroom situations. Fullan (1991) also stated that nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms.

The same dissatisfaction was also observed in China. Wen and Ren (2010) found in their survey that by reviewing the characteristics of the literature concerning the tertiary EFL teacher in-service professional development in China from the year of 1999 to 2009, many problems were linked to such limitations as being isolated from EFL classrooms and neglecting the teachers' demands. A number of studies (Zhang & Li, 2003; Liu, 2005; Liu, 2006; Zheng, 2010) also showed that Chinese EFL teachers are often trained in a theoretical, academic, or research-oriented way which makes them tend to be passive, and the theory-practice gap has always been criticized by school teachers when commenting on these training programs. Besides,

Wu (2008) suggested that a variety of internal and external factors promote tertiary EFL teacher in-service professional development, of which internal factors, including teachers themselves, are more decisive. However, the results of many researches (Zhong & Wu, 2004; Cheng & Wang, 2004; Zhi, 2012) showed that EFL teachers are more ready to accept what they have been accustomed to, and they are resistant to change imposed upon them, resistant to innovation, and the researchers argued that in-service training now should be re-focused on teachers themselves.

In fact, solving these problems that Chinese tertiary EFL teachers are faced with can benefit the implementation of EFL teacher education and development.

In sum, China has established on the whole a teacher education system that meets the needs of basic education of different types and at different levels. With the development of the society, people gradually know the fact that education should be placed as a priority in the process of modernization, in which teacher education must be listed on the top. Actually, teacher education and development depends greatly on teacher education policies of the national government (Yang, 2002).

2.3 Teaching English as a Foreign Language and Instructional System Design

The purpose of reviewing teaching English as a foreign language (TEFL) and instructional system design (ISD) is to present the current situation of TEFL and some systematic approaches to developing a language teaching and learning model.

2.3.1 Teaching English as a Foreign Language

TEFL refers to teaching English to students whose first language is not English, it usually occurs in the student's own country either within the state school system or privately. TEFL teachers can be native or non-native speakers of English.

It is generally recognized that language is a “vehicle for the expression or exchanging of thoughts, concepts, knowledge, and information as well as the fixing and transmission of experience and knowledge.” (Bussmann, 1996, p.253) In the late 1970s, language learning theorists redefined ability in a second or foreign language, emphasizing its communicative aspects. The proficient linguist was one who could function effectively in the four skills of speaking, writing, reading comprehension, and listening comprehension in real life, not contrived or artificial, contexts. This new paradigm led to change in language teaching methodology; communicative language teaching became the prevailing approach. From that time through the present, developments in language teaching methodology have both informed trends in language assessment and been influenced by them. One recent pivotal development has been the creation and implementation of the national standards for foreign language learning (Campbell & Duncan, 2007). For example, in China, the national standards for foreign language learning for university students require EFL teachers to develop students' ability to use English in an all-rounded way, especially in listening and speaking, so that in their future studies and careers as well as social interactions they will be able to communicate effectively, and at the same

time enhance their ability to study independently and improve their general cultural awareness so as to meet the needs of China's social development and international exchanges (MOE of China, 2006).

In the post-method era, ELT all around the world is adapting to focus on three main parameters: particularity, practicality and possibility (Bao, 2006). A language teaching program, therefore, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embodied in a particular socio-cultural milieu (Kumaravadivelu, 2002). On one hand, the most common traditional methods are still in use in one form or another in various parts of the world. On the other hand, some fashionable methods are emerging. But there is no single method for solving all the problems in ELT (Bao, 2006). In this kind of context, it is essential to emphasize structured input and controlled practice alongside freer, more communicative fluency work, combining the best features of traditional methods with the more sensible elements in currently fashionable approaches (Swan, 2002). As a result, interactive instruction attracts more attention and has been highlighted in the field of TEFL.

Therefore, TEFL has increasingly become an important field in non-English speaking countries, and continued to be highlighted by the worldwide expansion in the use of English language. Teaching approaches or methods of TEFL result in some heated discussion. Although each has his or her views, there comes the commonality that the focus of English language teaching should be more on communication. The

media to increase English learners' communicative competence or ability go gradually beyond the traditional teaching methods with much more diversities.

Meanwhile, over the past decade, significant economic and political changes have affected language teaching and learning in many regions across the world. For example, in China, the language education effects of the international orientation are twofold: more foreigners are interested to learn Chinese; the Chinese also need to develop greater competence in English (Lam, 2008). In Thailand, the Thai National Education Act of 1999, provided impetus for schools throughout the nation to become involved in a raft of educational innovations. There are many challenges posed by moving to the Communicative Language Teaching (CLT) approach and moving away from traditional approaches in EFL (Iemjinda, 2007).

In fact, it was found that more language teaching and learning instruction, such as Task-Based Language Teaching, Performance-Based Instruction, etc., had increasingly been developed to satisfy the need of the current situation of TEFL.

2.3.2 Instructional System Design: ADDIE

Over the past thirty years instructional emphasis has shifted dramatically from expert lectures to interactive instruction. This instruction focuses on the main purposes for and anticipated outcomes of the learning, the nature of environment where acquired knowledge and skills would be used, and the particular characteristics of the learners in relation to the discipline and environment. Effective instruction today requires careful and systematic analysis and description of the intertwined

elements that affect successful learning and require integral evaluation and refinement throughout the creative process (Dick et al., 2001). This process could be established with the help of Instructional System Design (ISD).

ISD or ID (Instructional Design) is the practice of maximizing the effectiveness, efficiency and appeal of instruction and other learning experiences. The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some “intervention” to assist in the transition. Ideally the process is informed by pedagogically tested theories of learning and can take place in student-only, teacher-led or community-based settings. The outcome of this instruction can be directly observable and scientifically measured or completely hidden and assumed.

According to Smith and Ragan (1999), the term instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation. Gagné and Wager (1988) also defined that instructional systems design is the systematic process of planning instructional systems, and instructional development is the process of implementing the plans. Together these two functions are components of what is referred to as instructional technology.

No matter what it is called, it should be evident that instructional system design can occur at many different levels. It can be either a national-level project or a program for individualized instruction in a subject area (Gagné & Wager, 1988).

Several models of instructional design are being adopted, such as Dick and Carey's Model, the Kemp Model, Knirk and Gustafson Model, ADDIE Model, etc. No matter which model the researcher ascribes to, common to all instruction design models --- whether for traditionally taught class or a distance education course--- are such questions as: 1) For whom is the program being developed? (nature of the learners) 2) What do you want the individual to learn or be able to do? (objectives) 3) How is the subject content or skills best learned? (teaching/learning methods and activities with resources) 4) How do you determine the extent to which the learning has been achieved? (evaluation)

As a field, instructional design is historically and traditionally rooted in cognitive and behavior psychology. Models, like myths and metaphors, help us to make sense of our world. Whether derived from whim or from serious research, a model offers its user a means of comprehending an otherwise incomprehensible problem. An instructional design model gives structure and meaning to an instructional design problem, enabling the would-be designer to negotiate her design task with a semblance of conscious understanding. Models help us to visualize the problem, to break it down into discrete, manageable units. The value of a specific model is determined within the context of use. Like any other instrument, a model assumes a specific intention of its user. A model can be judged by how it mediates the designer's intention, how well it can share a workload, and how effectively it shifts focus away from itself toward the object of the design activity. In the following part,

the “ADDIE” Model was reviewed.

The acronym “ADDIE” stands for Analysis, Design, Development, Implementation, and Evaluation, which is the generic ISD process. It is an instructional design model that has withstood the test of time and use although its original source is still a puzzle (Molenda et al., 1996). Its processes are considered to be sequential but also iterative (See Figure 2.1).

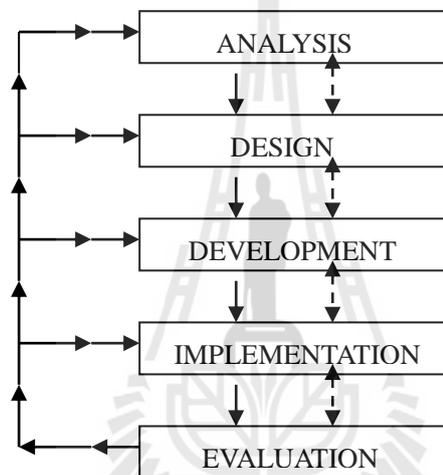


Figure 2.1 An ISD Model Featuring the ADDIE Processes (Grafinger, 1988)

ADDIE is as an umbrella term for ISD models. Many instructional design models are based on the ADDIE model. Hodell (1997) once claimed that each instructional design model is rooted in what is called the ADDIE model. Kruse (2011) ascertained that although there were more than 100 different ISD models, most of them were generated based on the generic ADDIE model.

ADDIE is a device to help us think through a course’s design. Its five phases represent a dynamic, flexible guideline for building effective training and

performance support tools. Though ADDIE appears linear, it does not have to be followed rigidly or in a linear approach, especially if you already have course materials developed. Regarding the five phases of the ADDIE model, we could find that in the “Analysis” phase, the instructional problems are clarified, the instructional goals and objectives are established and the learning environment and learner’s existing knowledge and skills are identified. The “Design” phase deals with learning objectives, assessment instruments, content, subject matter analysis, lesson planning, and media selection. The “Development” phase is for instructional designers and developers to create and assemble the content assets that are blueprinted in the design phase. During the “Implementation” phase, a procedure for training the learners is developed. The training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures, etc. The “Evaluation” phase is composed of two parts: formative evaluation and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation includes tests designed for domain specific criterion-related referenced items and provides opportunities for feedback from the learners or users (See Figure 2.2).

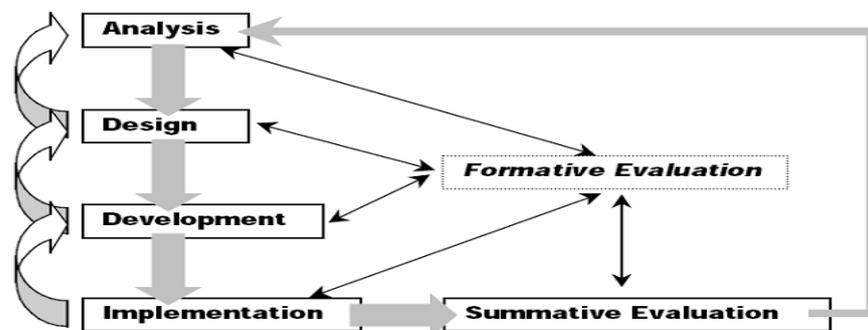


Diagram by: Steven J. McGriff, Instructional Systems, College of Education, Penn State University

Figure 2.2 The ADDIE Model

Most current instructional design models are spin-offs or variations of the ADDIE model. One commonly accepted improvement to this model is the use of rapid prototyping. This model attempts to save time and money by catching problems while they are still easy to fix. In fact, we intentionally pushed the ADDIE concept into a new application.

Therefore, designing and developing a language instruction model needs systematic thinking and systematic approaches. Since an instructional system is defined as an arrangement of resources and procedures used to promote learning (Gagné & Wager, 1988), there are several models that are suitable for the design of instruction of course units and lessons. ADDIE, one of these models, is the most popular one because most of the 100 available ISD models were generated based on the generic ADDIE model (Kruse, 2011).

2.4 Models for Teacher Education and Professional Development

The purpose of reviewing models for teacher education and professional development is to offer some existing models. Starting with its definition, the review then goes to the popular in-service training models: In-service Training (IST) and In-service Education and Training (INSET), which are considered the guidelines to implement professional development programs.

2.4.1 Definition of Professional Development Model

Professional development models have been developed as a platform for staff development. Its definition was found in some researchers' works. For example, Stockton (2007) defined a professional development model as "a representation of a set of components of a process, a system, or a subject area, generally developed for understanding, analysis, improvement, and /or replacement of the process." In the context of a professional development model, the importance of process is highlighted. Koch (2006) indicated "the process must actually be effective in achieving its goals. All of the efficiency, timeliness and predictability in the world are wasted if the process is not doing what the stakeholders need of it" when he summarized the key components of a high-quality process: goal, consistency, predictability, quality, timeliness, efficiency and effectiveness.

If teaching models can be classified along a continuum from instructor-directed, to student-instructor negotiated, to student-directed, professional development models are usually put under the two categories: for pre-service and for in-service. In this study, in-service professional development models were concerned.

2.4.2 General Models for In-service Professional Development and Training

The models for in-service professional development are just a sprinkling because of the difficulties in implementing in-service professional development. There is a growing realization that effective and meaningful in-service professional

development opportunities are critical to the successful implementation of any change agenda. So two typical in-service training models: IST and INSET are reviewed.

2.4.2.1 In-service Training for EFL Teachers (IST) Model

IST programs usually have focused requirements because in-service training usually takes for a specific purpose. IST was described by Britten (1985b) as typically short-term, employing outside experts in the field. In IST programs, experienced teachers may benefit from actually trying out new methods in a simulated situation before taking them back to their classrooms, while inexperienced teachers can be directed toward the need for learning and practice.

IST pinpoints specific areas by offering a repertoire of techniques to use in a known situation. More significant for second language, IST is the issue of the teacher educator's practical knowledge of the teachers' teaching situation. IST model contains the following steps (Siedow et al., 1985): 1) assess staff needs; 2) determine in-service objectives; 3) plan content; 4) choose methods of presentation; 5) evaluate IST effectiveness; 6) provide follow-up assistance and reinforcement.

Dubin and Wong's (1990) question list suggested the kind of information educators-as-ethnographers seek about the world in which the participants work and about themselves as a teacher-education team. The list includes: 1) The curriculum for English language instruction; 2) The role of countrywide examinations; 3) Textbooks in use; 4) Teachers' pre-service preparation; 5) Teaching assignment and conditions; 6) Teachers' personal sensitivity; 7) Teachers' benefits and liabilities from attending the

IST program; 8) Teacher educators' views. Therefore, in many ways endeavoring to understand as much as possible about the teachers' own views of their needs and expectations brings educators into touch with an ethnographic approach of IST.

Therefore, IST can be viewed as a general model for in-service professional development, from which more specific programs can be generated.

2.4.2.2 In-service Education and Training (INSET) Model

Different from IST, the main concern of INSET is every experience that a teacher undergoes during his career, however irrelevant it may appear, may be described as in-service training. Henderson (1978) described that for a good teacher, every fact of his knowledge, skills, personality, and interests are of potential professional value. With this view, INSET provided an illuminating insight that everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes directly or indirectly to the way in which he executes his professional duties (Yigit, 2008).

Bolam (1986, as cited in Roberts, 1998, p.219) defined that INSET includes education and training activities engaged in by teachers and principals, following their initial professional certification, and intends primarily and exclusively to improve their professional knowledge, skills and attitudes so that they can educate children and learners of all ages effectively. INSET is considered to be a rich variety of ways that teachers learn, the importance of context and social relationships, and an argument or a view of INSET as a process, not as a collection of isolated events.

According to Spence (1996, as cited in Yigit, 2008), INSET can be classified into three groups: 1) Professional education, by which is meant a widening and deepening of a teacher's theoretical perspectives by means of advanced study. 2) Professional training, the development of the knowledge and skills which are of direct applicability to daily work. 3) Professional support, activities aimed at developing on-the-job experience and performance. Roberts (1998) also indicated the following aspects as the focal design of INSET: 1) Training and development; 2) Provider roles; 3) Needs and types of program; 4) Ways of learning.

More specifically, Roberts' (1998) study on INSET implied that seven domains of content have been identified as forming the core knowledge base on the second language teacher education. They include theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, contextual knowledge and teacher research. The focus on these dimensions of teaching as the foundation of SLTE (Second Language Teacher Education) is an attempt to give priority to itself and to acknowledge the complexity of what teachers understand about the nature of effective second language teaching. Besides, Chownahe (2006) stated that assessment and evaluation are of central importance in sustaining INSET. They enhance the continuity of INSET programs in the face of forces that oppose it: funding changes, teachers move on, staff turn over.

Therefore, INSET can also be seen as a general model for in-service professional development, from which more specific programs can be generated.

In sum, if a reflective approach is to be beneficial, teachers must be able to reflect not only on what they and their students are doing, but also on their own teaching beliefs. Both these two models for in-service professional development and teacher education clearly play an important role in encouraging teachers to explore and refine their own belief systems. Although there is some difference between IST and INSET, which the former usually takes for a specific purpose and the latter intended primarily and exclusively to improve teachers' professional knowledge, skills and attitudes, they both are applied as the general models for professional development, within which some specific models can be generated.

2.5 Constructivism and Collaborative Teaching and Learning

The purpose of reviewing collaborative teaching and learning is to present a general picture of collaboration among teachers in the process of teaching and their professional development. Constructivism, as a learning theory, contributes much to learning, and increasingly being found that a constructivist approach is effective in teaching and teacher professional development. Inspired by Vygotsky's Activity Theory and Zone of Proximal Development, the practice of collaboration between or among teachers is a kind of co-coaching which also needs to bridge the gap between actual development level that the novice or inexperienced teacher is working at and the potential development under the experienced teacher's guidance.

2.5.1 Constructivism

Constructivism is an epistemology that offers an explanation of the nature of knowledge and how human beings learn. So it is regarded as a fundamental departure in thought about the nature of knowing, hence of learning and thus of teaching (Tam, 2000). Constructivism maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact (Cannella & Reiff, 1994; Richardson, 1997). Constructivism is also the belief that people are active seekers and constructors of knowledge and come into the classroom environment with innate goals and curiosities (Nicaise & Barnes, 1996).

In a constructivist paradigm, greater attention is given to the acquisition of higher-order thinking and problem-solving skills, with less emphasis on the assimilation of isolated facts (Cadiero-kaplan, 1999). A constructivist approach supports an environment where teachers and students learn together and share knowledge ((Nicaise & Barnes, 1996; St. Pierre-Hirtle, 1996, Rice & Wilson, 1999). Constructivist principles include discovery learning, authentic (real world) classroom tasks, social discourse as part of learning, the teacher as facilitator and resource provider, and most importantly, the students are agents over the classroom environment and learning (Randolph & Everstone, 1994; St. Pierre-Hirtle, 1996).

According to the constructivist perspective, learning is determined by the complex interplay among learners' existing knowledge, the social context, and the

problem to be solved. Instruction refers to providing learners with a collaborative situation in which they have both the means and the opportunity to construct new and situationally-specific understandings by assembling prior knowledge from diverse sources (Ertmer & Newby, 1993). Various authors have described the characteristics of constructivist instruction (e.g. Brooks & Brooks, 1993; Cognition & Technology Group, 1993; Collins et al., 1991; Honebein et al., 1993).

The constructivist perspective supports that learners learn through interaction with others. Learners work together as peers, applying their combined knowledge to the solution problems. The dialogue that results from this combined effort provides learners with the opportunity to test and refine their understanding in an ongoing process. While it informs and influences practice, constructivism is a theory of learning, not a theory of teaching (Wolffe & McMullen, 1996), and translating theory to practice is both difficult and imprecise (MacKinnon & Scarf-Seatter, 1997). However, education literature documents several large-scale and small-scale efforts to do so (DeJong & Grooms, 1996; Kaufman, 1996; Richardson, 1997). For example, as part of a statewide education reform initiative, University of Louisville faculty, supported by funding from the Kentucky Department of Education, developed 11 guiding principles and possible indicators of constructivist teaching (Fischetti et al., 1996). The venerable Foxfire Project devised 11 core practices that reflect the constructivist underpinnings of the Foxfire approach to professional development, which has evolved over a 30-year period (Teets & Starnes, 1996).

In light of this, one of the striking characteristics for some new perspectives of professional development is that professional development is based on constructivism rather than “transmission-oriented model.” As a consequence, teachers are treated as active learners (Lieberman, 1994; Mclaughlin & Zarrow, 2001) who engaged in the concrete task of teaching, assessment, observation and reflection (Dadds, 2001; Darling-Hammond & Mclaughlin, 1995, King & Newmann, 2000).

2.5.2 Vygotsky’s Zone of Proximal Development (ZPD)

The rich abundance of metaphors and terminology generated by social constructivists leads to questions about how accurately the language of social constructivism reflects the epistemological and psychological bases found in the works of Piaget and, in particular, those of Vygotsky (Marsh & Ketterer, 2005). Vygotsky (1978) put forward the theory of Zone of Proximal Development (ZPD) which refers to the distance between actual development level that the child is working at and the potential development under adult guidance.

Although it is initially for the child development, ZPD can also be broadly adopted for similar situations with the adult learners. As Richards and Schmidt (2003, p.595) explained, “Vygotsky’s ZPD, is in socio-cultural theory, the distance between what a learner can do by himself or herself and what he or she can do with guidance from a teacher or a more capable peer. The theory assumes that learners use the techniques used during collaborative efforts when encountering similar problems in the future.”

ZPD also has important implications for teachers regarding what they can do to help learners in their learning. It suggests that the teacher should set tasks at a level beyond which the learners are currently just capable of achieving. Meanwhile, principles should be taught to enable them to make the next step unassisted (Zhao, 2005). Interactions with other learners and with adults are the primary vehicle children have developed for learning about the world around them (Xu et al., 2005). Similarly, in teacher development, knowledge is negotiated and achieved through collaborative work (Mishra, 2002). No longer an instructor, the term “coach” may be a better application in educational settings. Just like Brown’s (1992) comments that the key for educators is finding and striking a balance within each student’s ZPD and dealing with multiple zones of proximal development, the ZPD for teachers in their collaboration helps to bridge the gap which may hinder their effective teaching so that the balance between the teacher peers may promote their acquisition of their target language and the relevant knowledge and competence.

2.5.3 Vygotsky’s Activity Theory

Activity Theory, largely based on Vygotsky’s work, theorized that when individuals engage and interact with their environment, production of tools results. These tools are exteriorized forms of mental processes, and as these mental processes are manifested in tools, they become more readily communicable to other people, thereafter becoming useful for social interaction, and such a process leads to internalization (Vygotsky, 1978). In fact, learning takes place in social interactions in

specific contexts which become internalized by a person (Hedegaard, 1998).

Generally speaking, internalization is the process of consolidating and embedding one's own beliefs, attitudes, and values when it comes to moral behavior. The accomplishment of internalization may involve the deliberate use of psychoanalytical or behavioral methods. Vygotsky provided an alternate definition for internalization: the internal reconstruction of an external operation.

Internalization is rooted in Vygotsky's tools. It is psychological tools that enable us to bridge the gap between lower and higher mental functions. These psychological tools include: various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps, and technical drawings; all sorts of conventional signs, and so on (Wertsch, 1991). Of the psychological tools that mediate our thoughts, feelings, and behaviors, language is the most important. Tool-based mediation is first intermental and then becomes intramental as children learn to regulate the mediational cultural tools with their own social and mental activity (Jane & Robbins, 2007).

Therefore, Activity Theory emphasizing the internalization and tools is an important part of Vygotsky's cultural-historical perspectives. From this perspective, development is seen as a process of participation with others in activities, which actually strengthens the cooperation between or among the participants.

2.5.4 Collaboration among Language Teachers

Collaboration is a recursive process where two or more people or organizations work together in an intersection of common goals. Most collaboration requires leadership (Spence, 2006). Teams that work collaboratively can obtain greater resources, recognition and reward when facing competition for finite resources (Wagner & Leydesdorff, 2005).

Collaboration also sheds light on the field of education. Collaboration in education, two or more co-equal individuals voluntarily bring their knowledge and experience together by interacting toward a common goal in the best interest of students for the betterment of their education success. In terms of specific collaborative teaching and learning, on one hand, Walther-Thomas et al. (1996) stated that when two teachers work together to teach a class, the result is that they learn from each other, they draw from each other's strengths and they learn techniques that the other brings to the table from their wealth of experience and their educational background. On the other hand, research points out that because a learning specialist is present who can target specific problems with immediate intervention strategies, all students, from the high-achievers (Stevens & Slavin, 1995) to those students who are at risk (Walther-Thomas, 1997) can benefit from collaboration (Levin, 1997; Walther-Thomas, 1997).

Regarding collaboration among language teachers, Nunan (1992) suggested that in language education, teachers, learners, researchers, and curriculum specialists

can collaborate for a number of reasons. They may wish to experiment with alternative ways of organizing teaching and learning; they may be concerned with promoting a philosophy of cooperation rather than competition; they may wish to create an environment in which learners, teachers, and researchers are teaching and learning from each other in an equitable way (a trend which is enhanced by the growing interest in action research); or they may wish to experiment with ways of incorporating principles of learner-centeredness into their programs.

Budd and Wright (1992) described that collaboration affords the opportunity to overtly discuss and reflect upon a wide range of teaching and learning processes and activities. Bailey et al. (1992) ascertained that it will be useful to examine our collaborative teaching experience in terms of what happens before, during and after the actual teaching event. At each of these stages, working together can be both extremely beneficial and somewhat frustrating. Dooner et al. (2008) stressed that to begin, teachers need to appreciate the demands inherent in the collaborative process. Although individuals come with their own expectations of group work, they need to define each others' actions so that they "fit together" to create a shared practice. Out of necessity or convenience, individuals coordinate their activities to achieve common goals that, in time, guide future shared actions (Weick, 1995). The group's "shared history and culture" (Selznick, 1992) provide the stability and predictability crucial for meaningful collaborative work to occur (Weick, 1995).

Besides, collaboration among language teachers also contributed a lot to their professional development. Darling-Hammond and Richardson (2009) reviewed 20 years of research on effective teacher learning and professional development and concluded that teachers learn most effectively and easily when learning is collaborative and collegial. They noted that professional learning communities became the most successful framework for the professional learning for teachers.

However, some researchers contended that those who prepare future teachers should model the collaboration that teachers are expected to acquire, and university collegial structures must change substantially because current structures prevent the cross-disciplinary collaboration that would yield the most benefit to teacher education reform (Miller and Stayton, 1999; Cochran-Smith and Zeichner, 2005; Darling-Hammond, 2005; Nevin et al., 2009).

In sum, Constructivism, especially, Vygotsky's Constructivist perspectives contributes much to collaboration. These perspectives help to shorten the distance between the inexperienced teacher's actual development level and his or her potential development under the experienced teacher's guidance, which lead to the application of team teaching in teacher professional development.

2.6 Team Teaching and Team Teaching Models

The purpose of reviewing team teaching is to present a general view of team teaching. By reviewing its nature, benefits, implementation, and some team teaching

models, the researcher aimed at demonstrating the roles that team teaching has played in language teaching and learning, and language teachers' professional development as well. After that, some drawbacks of team teaching were also reviewed.

2.6.1 Nature of Team Teaching

As early as in the 1950s, team teaching came into being. "A teaching team is a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects (Johnson and Lobb 1959, p.59)." But this traditional definition is too narrow to encompass all the activities that may occur under the rubric of collaborative teaching (Bailey et al., 1992). In fact, what do we mean by "team teaching" nowadays? Buckley (2000, p. 4) cautioned that there is no universal approach to team teaching and provided this definition: "Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn."

Sandholtz (2000) identified three types of team teaching: 1) two or more teachers loosely sharing responsibilities; 2) team planning, but individual instruction; and 3) joint planning, instruction, and evaluation of learning experiences. Perry and Stewart (2005, p.564) stated that we can categorize the different possible types of team teaching by imagining a continuum of collaboration. At the low-collaboration end are courses planned by a group of faculty and later taught individually by members of the group. At the highest level of collaboration are courses that are co-planned, co-taught and evaluated by a pair or group of teachers.

2.6.2 Benefits and Implementation of Team Teaching

Team teaching has now found a place in many different programs and disciplines, at levels ranging from undergraduate lectures to graduate seminars. Team teaching boasts many pedagogical and intellectual advantages: help create a dynamic and interactive learning environment, provide instructors with a useful way of modeling thinking within or across disciplines, inspire new research ideas and intellectual partnerships among faculty (Leavitt, 2006). Goetz (2000) has also identified the benefits of team teaching for teachers and learners. For teachers, team teaching is an effective way to learn new teaching skills and can often contribute to professional development. For learners, the cooperation observed between teachers can serve as an example of teamwork and communication. Richards and Farrell (2005) have stated that team teaching is an effective means of teacher development. It provides a ready-made classroom observation situation, but without any evaluative component. As two teachers observe each other teach, they can contribute constructive comments and feedback. Team teaching also helps to develop creativity because when team teaching, both teachers know they are teaching for their colleague as well as for their learners.

However, according to Leavitt (2006), to experience the full benefits of team teaching, instructors must adjust their course planning and classroom management strategies to accommodate a collaborative approach. Team teaching requires different preparation than traditional, single-instructor courses, particularly

concerning the organizational aspects of course management. Careful and extensive planning can help instructors prevent disagreements down the line regarding assignments, grading procedures, and teaching strategies (Letterman and Dugan, 2004; Wentworth and Davis, 2002). When setting up a team-teaching program it is important to decide what the purpose of team teaching is going to be.

Besides, effective team teaching is fundamentally a reflective process. Educators who engage in reflective practice often seek out colleagues to discuss their teaching (Bailey & Nunan, 2001). From this perspective, a successful team teaching partnership can be seen as the ultimate situation for reflective practitioners. It naturally makes teachers more conscious of the processes involved in teaching by forcing them to put their own beliefs about learning into words that become the basis for meaningful dialogue between partners (Perry & Stewart, 2005).

2.6.3 Team Teaching Models

Three team teaching models designed by Wadkins et al. (2006) were introduced here: Collaborative Teaching, Tag Team Teaching, and Coordinator of Multiple Guest Speakers.

Collaborative Teaching is a method in which more than one instructor is involved in teaching. Typically, two or more instructors are in the classroom during class time for each class meeting. Particular topics are divided among or between the instructors based on each instructor's particular strengths.

Tag-team Teaching or **Turn Teaching**, each instructor takes the lead for different aspects of the course and handles them alone. The entire team is not typically in the classroom at the same time. Instead, team members take turns being responsible for in-class teaching time. The tag-team approach is well suited for survey classes that can be broken down into fairly independent units.

Coordinator of Multiple Guest Speakers is a team teaching model in which an instructor's teaching responsibility is shared by another faculty member, it is also possible for a teacher to share the responsibility for the course on a much more limited scale by inviting a guest speaker, or in some cases, a series of guest speakers.

2.6.4 Some Drawbacks of Team Teaching

In the implementation of team teaching, it was found that some drawbacks or disadvantages existed, as concluded in Stewart and Perry's study (2005, p.3): 1) the time involved when you are team teaching because it seems to take about twice as long for the team-taught class; 2) team teaching can be quickly ineffective if there are problems between the partners; 3) the energy gets wasted on trying to look neutral or look undisturbed before the students. Therefore, team teaching is not always successful. How to solve these problems in team teaching becomes important in designing or developing team teaching models.

In sum, based on the nature of team teaching, which refers to a shared and collaborative approach to planning, developing, teaching, and evaluating lessons (Richards & Farrell, 2005), it could be found that team teaching has the advantage of

creating a dynamic and high energy classroom situation that promotes increased learning for students and teachers (Friend & Cook, 2003). Moreover, its implementation involves a promising form of professional collaboration (Morocco & Aguilar, 2002). Although there are some drawbacks, a well-designed team teaching model is still practical and cooperative.

2.7 Peer Coaching and Peer Coaching Models

The purpose of reviewing peer coaching is to present an overall picture of peer coaching. Having a better understanding of its nature and benefits could lead to its effective implementation. Besides, some popular peer coaching models further interpret the implementation of peer coaching. After that, some drawbacks of peer coaching were also reviewed.

2.7.1 Nature of Peer Coaching

Peer coaching has been identified as an effective strategy to increase the effectiveness of professional development activities through the implementation of strategies including the opportunity to observe other teachers, receive feedback, and have time to collaborate with other teachers (Hutchins et al., 1983; Joyce and Showers, 1981; O'Conner, 1997, as cited in Burkhart, 2004, Huston and Weaver, 2008). While reviewing the history of peer coaching, Showers and Joyce (1996) have described that in Pre-1980, the processes of training and implementation have been under close scrutiny. During 1980-1987, they began to believe that changes in the school

organization and in training design could solve the training problem or ease them greatly. In their current practice, they have found that in addition to collaborating with staffs to determine their students' most pressing needs, selecting appropriate content, helping them design training, and assessing the impact on students, increasing attention to the social organizations is extremely important.

Robbins (1991) defined peer coaching as a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research; or solve problems in the workplace. Brown (2001) also claimed that further research indicated wide support for the implementation of peer coaching to provide transfer of training to classroom practice, promoting collegially through peer's exchange of feedback, as well as the development of reflective teachers. Richards & Farrell (2005) have defined peer coaching as a procedure in which two teachers collaborate to help one or both teachers improve aspect of their teaching. Goker (2006) stressed that one strategy for teacher development particularly well suited to the formation of a reflective learning community is that of peer coaching, defined as the process of two teachers working together in and out of the classroom to plan instruction, develop support materials, and watch one another work with students. Vacillotto and Cummings (2007) have defined peer coaching as a reflective approach to teacher development, which proposes that teachers share data collected through peer observation as a means for reflection on their individual teaching practices.

Four principles of peer coaching were proposed by Showers and Joyce (1996): 1) All teachers must be agreed to be members of peer coaching study teams. 2) The primary activity of peer coaching study teams is planning and developing curriculum and instruction in pursuit of shared goals. 3) When pairs of teachers observe each other, the one teaching is the “coach” and the one observing is the “coached.” 4) The collaborative work of peer coaching teams is much broader than observations and conferences.

According to Richards and Farrell (2005), peer coaching can take the following forms: 1) a series of informal conversations between a teacher and a colleague about teaching, focusing on what is happening in the teacher’s classroom, what problems occur, and how these can be addressed; 2) collaboration between two teachers on the preparation of teaching materials; 3) a teacher and a coach can observe each other’s lessons; 4) two teachers can co-teach lessons and observe each other’s approach and teaching style; 5) a teacher can videotape some of his or her lessons and later watch them together with the coach.

Therefore, the nature of peer coaching was presented by reviewing its definitions, forms, types, and implementation features. As an effective strategy to increase the effectiveness of professional development, peer coaching has been strengthening the collaboration with other teachers.

2.7.2 Benefits of Peer Coaching

Many articles document the general benefits of peer coaching programs: improved faculty morale and motivation, increased collaborations with other faculty members, and more thoughtful attention to one's pedagogical choices, for example, Brancato 2003; Carrier, 2003; Menges 1987; Skinner and Welch 1996; Huston & Weaver, 2008). In addition, peer coaching can enhance teaching and teacher supervision because it provides opportunities to discuss, analyze, and reflect on problems of professional practice (Benedetti, 1999). Further support of the benefits of peer coaching is evident in the Public Law 107-110 of No Child Left Behind (U.S. Department of Education, 2001). The law mandates such changes in professional development to include training that goes beyond the one-day workshop by providing such a strategy as peer coaching. The coaches' responsibilities include demonstrating effective strategies and observing teachers' instruction followed by feedback and discussion on how students' progress is supported by teacher's instruction (Burkhart, 2004). Findings from a study indicated that peer coaching fostered the exchange of teaching methods and materials, cultivated the development of teaching skills, and encouraged participants to reflect upon their own teaching methods and styles (Vacilotto & Cummings, 2007).

With these benefits, peer coaching has been promoted in its implementation because the teachers could find more support with each other.

2.7.3 Implementation of Peer Coaching

Peer coaching can be conducted on a formal or informal level. According to Richards and Farrell (2005, p. 150-151), “At an informal level, a teacher and a colleague can simply sit down and discuss his or her teaching in the form of conversations about what happened in the teacher’s classroom. The two teachers might also undertake a curriculum development project together, jointly developing materials for a course and discussing the thinking behind the materials.”

Peer coaching can be implemented in such ways: find out teachers’ views on peer coaching; provide structure for teachers; select the form of peer coaching activity (e.g. observation, materials, writing); plan how and when to carry out the activity; choose specific topics; reflect and review (Richards and Farrell, 2005). Therefore, we could find that peer coaching is of great value for teachers’ professional development in conducting classroom research with other teachers in order to reflect on teaching practice. But why has peer coaching found favor with many educators or researchers? In addition to its nature and its physical advantages, the teaching reform, especially the revision of teaching models, accelerates the process of teachers’ professional development. So in order to implement peer coaching well, we had better know about some and practical situations.

2.7.4 Peer Coaching Models

In terms of the examples of peer coaching, four working models for coaching are popularly accepted, including: Technical Coaching, Collegial Coaching,

Challenge Coaching, and Team Coaching.

Technical Coaching refers to the facilitation of transfer from in-service training to classroom practice. For example, following in-service on cooperative learning, teachers could discuss how heterogeneous grouping would occur given the language groups and language abilities of students.

Collegial Coaching shares the common goals of refining teaching practices, promoting collegiality, and increasing professional dialogue with technical coaching. However, it also helps teachers be more analytical about what they do in the classroom. The long range goal of collegial coaching is self-perpetuating improvement in teaching. For example, a teacher to be observed may want to learn more about how to improve in a particular area. This desire becomes the focus of the coaching sessions.

Challenge Coaching refers to the application of coaching techniques to the resolution of problematic situations. Teams, which may include teachers, teachers' aides, librarians, and administrators, work together to resolve persistent problems in instructional design or delivery. Challenge coaching often results in a formal plan proposed by all participants for the resolution of a given problem.

Team Coaching is a variation on peer coaching and team teaching. Visiting mentors or resource teachers, instead of observing classroom teachers, teach right alongside them. These resource teachers should have considerable expertise in the

methodology being used by the teachers they are coaching. The coach and teacher plan, teach, and evaluate the lesson as partners.

Therefore, it was found these peer coaching models are accepted because of their accordance with the functions of successful peer coaching: Companionship, Feedback, Analysis, Adaptation and Support (Galbraith & Anstrom, 1995).

2.7.5 Some Drawbacks of Peer Coaching

In the implementation of peer coaching, it was found that some drawbacks or disadvantages existed in some models. For example, Chapman in her study (2008) summarized some disadvantages of peer coaching: 1) comfort level threatened; 2) lack of accountability from coaches; 3) lack of training from coaches; 4) coaches with a feeling of superiority: their way is the only way; 5) some teachers do not want to share; 6) staff members fearful of change. Therefore, if peer coaching can be practiced effectively, how to solve these problems becomes important in designing or developing peer coaching models.

In sum, peer coaching has typically operated as a process of collaborative planning, observation, and feedback. Its strength lies in its potential to promote a culture of collaboration and professionalism among teachers. It can also be designed to improve the level of implementation of new instructional techniques and curriculum. Meanwhile, if its drawbacks can be controlled or avoided, peer coaching will be a more effective strategy for teacher professional development.

2.8 Related Studies

The purpose of reviewing the related studies is to provide some relevant research works conducted previously. It was found that 1) the research studies on professional development attempted to explore the significance, problems and difficulties with feasible suggestions on teachers' ongoing skill development, new knowledge, and systems change; 2) the research studies on peer coaching tried to take peer coaching as a reflective approach to teacher professional development by investigating the models for their effectiveness as a professional development tool; 3) the research studies on professional development models demonstrated that the professional development models are designed or developed in an attempt to better the skills and standards of behavior expected of a professional person. These models functioned in different aspects, such as, to highlight the need for professional developers to be aware of the impact on teachers' prior knowledge and beliefs about teaching and learning has, to give more power to pedagogues making use of electronic equipment to inform, communicate, and collaborate, to improve the teacher's performance and knowledge, to suggest ways to enhance professional learning, etc. After reviewing these studies, the researcher found that there existed a gap between the current knowledge and this study. Some of them are listed as follows:

Table 2.1 Research Studies on Professional Development and Peer Coaching

Theme: Professional Development (PD)			
Researcher(s)	Participant(s)	Research Method(s)	Finding(s) & Discussion
Sandholtz (2002)	24 teachers in four secondary schools affiliated with the same school or university partnership	Qualitative method (surveys, interviews, structured tasks, informal observations)	Overall results suggested teachers find a range of PD opportunities valuable; but these activities have certain characteristics in common. This study contributed to the growing body of research suggesting that teacher PD must move beyond the traditional model based on the transmission of information from someone in authority.
Pir (2005)	Teachers from physical science and social sciences	Qual & quan methods (training for updating teachers' teaching skills)	In this study, item wise average scores were shown. This study was an attempt to explore the significance, problems and difficulties with feasible suggestions.
Starkey et al (2009)	670 teachers from secondary schools	Qualitative method (surveys, interviews, focus group interviews)	The pre- and post-PD surveys and case study interviews revealed clear patterns for respondents' experiences and their perceptions regarding effective PD. This study revealed a positive relationship between professional satisfaction and teacher involvement in setting priorities for the PD.
Symeonidou & Phtiaka, (2009)	Teachers from 127 primary schools	Qual & quan methods (questionnaires, course training)	The findings suggested that teachers' conceptualizations of inclusion are problematic. Based on the findings, teachers tend to think on the basis of a medical and charity model and they favor special schooling for specific groups of children. The discussion considered how a training course for inclusion can be academically robust and professionally useful, considering teachers' prior knowledge and expectations.
Mustafa (2009)	Administrators, experts and teachers from Hokkaido Board of Education	Qualitative method (interview, site visits, document review)	The study indicated that the most important problems facing in-service training activities in Turkey were a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model.
Summary			
In these studies, it was found that professional development has increasingly been of concern. The teachers working at different-level schools or in different fields are more aware of the importance of professional development, and the researchers focus more on this area. By using different research methods, the authors tried to find more effective strategies to improve the professional development activities or to establish the positive relationship between professional satisfaction and teacher involvement. However, it was also found that these studies are all about secondary level or science fields rather than tertiary level or TEFL, which revealed that the research on the professional development for tertiary EFL teachers should be strengthened.			
Theme: Peer Coaching (PC)			
Researcher(s)	Participants	Research Methods	Findings & Discussions
Galbrath & Anstrom (1995)	Administrators and teachers	Qualitative method (document review)	The results showed that any staff development program, including peer coaching, had the support and leadership of teachers if it was successful.
Wong et al. (2003)	Literature documents concerning peer coaching	Qualitative method (document review)	This research synthesis reviewed the types of PC, identified a set of effective strategies, discussed the necessary support structures, and examined the potential problems related to PC programs. It was found that PC was an effective PD strategy to improve the quality of teaching.
Bullough et al.	7 teachers and 10 student	Qualitative method	The PC model was found to have a positive impact on children and to offer several

(2003)	teachers	(time log, interviews, planning meetings, observations)	important advantages for student teachers including increased support, the opportunity for on-going conversation about teaching, and experience in learning how to collaborate to improve practice. Mentor teachers found much of value in the model and support its continued use.
Goker (2006)	Two groups of student teachers (32 in total) from English language teaching Dept. of European Univ. of Lefke, North Cyprus.	Qual & quan methods(observations course training, questionnaires)	The results showed statistically significant differences in favor of the experimental condition on 7 variables measured. The findings also have implications for how peer coaching can be a vehicle to develop self-efficacy.
Vacilotto & Cummings (2007)	Pre-service ESL/EFL teachers	Qual & quan methods(observations course training, questionnaires)	The findings indicated that peer coaching facilitated exchange of teaching methods and materials, fostered development of teaching skills, and made participants rethink their own teaching methods and styles. The study also revealed which behaviors participants thought were most effective for supporting a successful relationship among peers in a peer coaching program.
Courneyaa et al. (2008)	Literature documents concerning peer coaching	Qualitative method (document review)	The researchers outlined a study which examined certain approaches to and practices of peer observation of teaching. Analysis of their effectiveness ratings and interview transcripts revealed that preconceived notions of what constitutes excellent teaching as well as the tendency to look for themselves (or their practices) in the teaching of others are both strong influences.
Huston et al. (2008)	Literature documents concerning peer coaching	Qualitative method (document review)	This study, based on a review of the literature and the development of a peer coaching project, examines peer coaching as a professional development opportunity for experienced faculty that meets many of their immediate needs and offers a variety of longer-term benefits to their institution. Six recommendations for creating a peer coaching program emerge from the literature and the authors' experience.
Vo et al. (2009)	A small group of Vietnamese EFL teachers	Qualitative method (observations, interviews)	This study offered insights into the participants' experiences as well as the application of CFG as a model of EFL teacher professional development in Vietnam.
Zwart et al. (2009)	28 secondary school teachers (14 coaching dyads)	Qual & quan methods (questionnaires, digital diaries)	It was found that teachers learned when they were intrinsically motivated to take part in PD programs; when they felt a certain pressure toward experimenting with new instructional methods and new instructional methods; and when they discussed their experiences within a safe, constructive, and trustworthy reciprocal peer coaching environment.
Scott et al. (2009)	2 university teachers in the Psychology Department	Qual & quan methods (class observations, feedback technique, document review, discourse analysis)	This study results revealed that the teachers were able to learn and grow together. Peer coaching can empower faculty to transfer and internalize new skills fostering excellence in teaching that leads to continuous program improvement.

Britton & Anderson (2010)	4 teacher interns (pre-service teachers)	Qual & quan methods (course training observations, questionnaires)	The findings showed that peer coaching altered current teaching practices, but a trend of making suggestions for improvement without affirming strengths was also evident. Recommendations for integrating peer coaching in the pre-service curriculum are provided.
Zepeda et al. (2013)	American and Turkish educators	Quantitative method	The research results showed that both American and Turkish educators found peer coaching adoptable at a high level in their school systems. However, on the applicability level there were statistically significant differences found at all subscales of peer coaching survey showing that American participants believed that peer coaching was much more applicable than did the Turkish participants. The results of this study informed practitioners and researchers about the ways peer coaching was perceived by educators in different countries.

Summary

All of the studies took peer coaching as the theme for professional development, which showed the importance of this strategy. From the perspective of either its theory or its model, the authors attempted to explore effective ways to make better use of peer coaching for teacher professional development. Different research instruments were used for the studies, such as observations, questionnaires, interviews, surveys, etc. The results, in general, made contributions to teachers' professional development, including EFL teachers'. However, it was also found that these studies focused more on the pre-service training instead of the in-service one. Therefore, EFL teachers' in-service training or professional development needs more attention from the researchers.

Theme: Professional Development Model (PDM)

Researcher(s)	Participant(s)	Research Method(s)	Finding(s) & Discussion
Adey (2006)	Literature documents concerning professional development	Qualitative method (document review)	This study built a model of the factors which have a direct impact on the effectiveness of PD, providing teachers with a 'hard case', from which we can learn much of general value to providers and clients of PD.
Gu & Wang (2006)	Teachers and administrators in China	Qual & Quan methods (course training, observations, questionnaires)	This model was found to bridge the gap between theory and practice, to develop teachers' practical wisdom and to promote teacher professional development in daily practice. This model focused on collaborative learning, learning from experience, and exploring the constructive connection between action and reflection.
Huang & Bao (2006)	Teachers and administrators in China	Qual & Quan methods (course training, observations, questionnaires)	This study described Keli (Exemplary Lesson Development), a new model of in-service teacher education in China, which has been implemented since 2003. The results showed how to implement the innovative Keli model, effectively, and its implications for the practical community.
Choi & Lee (2007)	Primary, secondary and tertiary English teachers and in 16 Asian nations	Qual & Quan methods (course training, observations, questionnaires)	This study suggested five constituents of English teacher qualifications as standards with a variation on their weighting and expected levels across regions, school levels, and teaching experiences. Then, it proposed a model of English teacher development in Asia for progressive professional development which integrates top-down and bottom-up approaches.

Hou & Zhang (2012)	Teachers in China	Qualitative method (document review, questionnaires, observations)	The results showed that via this model we can divide teachers into enterprise, interest, dronish, and occupation type. Educational feeling, wisdom and career constitute teachers' PD career model that shows different features in different periods. In practice, this model can provide beneficial guidance to pre-service teacher, in-service teacher and teacher educators.
<p>Summary</p> <p>These studies focused on the models or programs of teacher professional development. By means of different ways to collect data, some of which are qualitative, some are quantitative, and others are mixed methods research, these studies tried to investigate the effectiveness of some available models or develop the professional development model. The results, generally speaking, helped improve the effectiveness of teacher professional development via the models or programs. However, these studies did not lay emphasis on the sustainability of teacher professional development, especially the in-service EFL teachers working in colleges or universities. Therefore, the in-service professional development for tertiary EFL teachers should be discussed more so as to offer better models or programs to make their professional development sustainable.</p>			

In fact, most studies on in-service professional development are for teachers of science discipline or the like rather than for EFL teachers. Even if there are some studies on EFL teachers' in-service professional development, they take the teachers from elementary or secondary schools as their subjects more than those from universities. Regarding the studies on EFL teachers' professional development, there are some related to peer coaching, but most of them are for pre-service peer coaching programs instead of in-service. Of the very few peer coaching programs for EFL teachers' in-service professional development, many of them adopted either peer coaching or team teaching, and not multilayered collaboration. The professional development models reviewed here are lacking emphasis on the continuity and sustainability of teachers' professional development. Therefore, the researcher found there existed a gap between the current knowledge and this present research. Based on both the contributions and the weakness of the previous studies, the researcher conceived her own conceptual framework.

2.9 Theoretical Framework of This Study

While reviewing the related literature, the researcher obtained inspiration and encouragement. As the topic of this study is about the development and evaluation of the multilayered peer coaching model that was employed by tertiary EFL teacher for their in-service professional development, the key words of the topic were extended to be the body of the relevant knowledge, which constituted the theories or principles of this study. The key words were professional development, peer coaching, teaching English as a foreign language, in-service EFL teachers.

First of all, professional development has been put on the agenda because of the new requirement and higher standard expected of the profession. With the development of the society, the importance of professional development has been increasingly highlighted. Professionalization, evolved from the basic elements: profession and professionalism, shows the process to establish the group norms of conduct and qualification of members of a profession, which sets a tone for the professional development. Professional development usually starts with the knowledge of profession, so recognizing the learning patterns and features of professional knowledge is what matters. Besides, having a better understanding of professional identity contributes to improving the professional image by integrating various statuses or roles and diverse experiences of the person in this profession.

Second, peer coaching, as one of the collaboration practices, enjoys its prestige in professional development. Tracing down its theoretical background, peer

coaching has its roots in constructivism. The central idea of constructivism is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. During the process of learning, learners can conceive of the external reality somewhat differently, based on their unique set of experiences with the world and their beliefs about them (Jonassen, 1991). Learners may discuss their understandings with others and thus develop shared understandings. In addition, Vygotsky's ZDP and Activity Theory find their way into supporting peer coaching. The discrepancy between a learner's actual mental age and the level he reaches in solving problems with assistance indicates the zone of his proximal development. Vygotsky believed that good instruction could be provided by determining where each learner is in his or her development and building on that learner's experiences. So the collaboration among teachers, such as peer coaching or team teaching, can bridge the gap between the actual development level that the inexperienced teacher is working at and the potential level under the experienced teacher's guidance.

Third, collaboration is, in many cases, implemented in the form of peer coaching or team teaching. Although these two collaborative models share some similarities, each of them can function in different ways. As they are defined, peer coaching is a collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching (Huston & Weaver, 2008). Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn (Buckley, 2000).

Fourth, the current situation of TEFL differentiates it from what it was like before. In order to be adapting to the reality, some new teaching and learning models have increasingly been developed. ISD should be taken into good consideration in designing and developing a language teaching and learning model, making this new model more scientific, systematic, and effective. ADDIE, one of the most popular instructional design models, functions as the strategic planning or a blueprint of a model that researchers designed and followed, helping connect all the dots to form a clear picture of teaching and learning events.

While reviewing the previous relevant studies, the researcher found some models based on these theories and principles have been designed or implemented in professional development. Peer coaching models and team teaching models have also been adopted in teachers' professional development. Although these models are rooted in the theories and principles that the researcher reviewed in this chapter, still it was found that there is a gap between them and the real teaching context the researcher has worked in, so the researcher attempted to develop the MPC Model.

Above all, this study took these theories and principles to support the development of the MPC Model. From different angles, these theories were located in the environment for tertiary EFL teacher in-service professional development. Connecting the situation of EFL teacher professional development in China, the researcher experimented on the MPC Model for EFL teacher in-service professional development in Chinese universities. The theoretical framework is as follows:

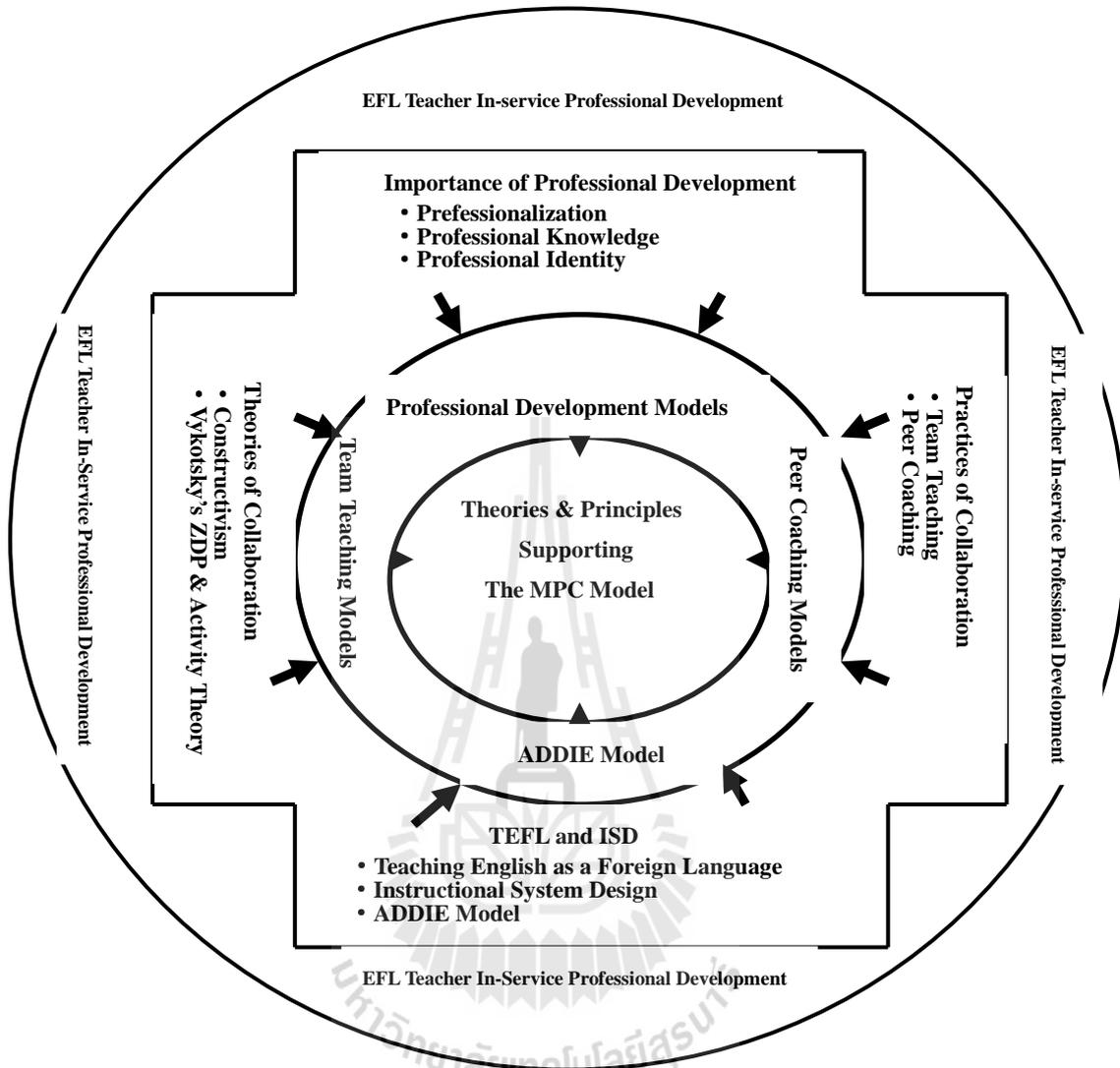


Figure 2.3 The Theoretical Framework of the MPC Model

2.10 Summary

In this chapter, the purpose of this literature review was to study the theoretical background of in-service professional development and the relevant previous research works. In terms of the theoretical background, seven aspects were involved. First of all, the nature and the significance of professional development

were discussed because having a good understanding of this issue was critical for teachers. The dimensions of language teaching professionalization helped guide teachers' thinking about their profession so as to have a clear panoramic picture about their career. Only by recognizing the importance of professional development could teachers be actively engaged in relevant programs and have the first-hand knowledge. Secondly, the situation of professional development and teacher education in China was reviewed, which paved the way to understanding the background of this study. Thirdly, the current situation of the TEFL was presented so that teachers could keep pace with the trends in language instruction, and know how to develop a project or model with the knowledge of instructional system design (ISD). Fourthly, as one of the two forms of professional development, in-service professional development played an important role (the other is pre-service professional development which is included in this study). Two frameworks of in-service professional development (IST and INSET) were introduced as the general models for professional development, from which some specific models could be generated. After that, the theoretical background was narrowed down to collaboration, team teaching, and peer coaching for they had a greater impact on this study. As far as the relevant past research works were concerned, it was found that professional development for language teachers had been increasingly attracting the researchers' attentions. These research studies on professional development, peer coaching, and professional development models helped to broaden the researcher's view and facilitate her understanding of this area.

In addition, it was the review of these research works that helped the researcher form her own theoretical framework of this study by analyzing the gap between the previous studies and the study she conducted. In the next chapter, the research methodology was presented.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research methodology for this study which aims at developing and evaluating the MPC Model for tertiary EFL teacher in-service professional development. It begins with the research design, and is followed by participants and descriptions of variables. Then, data collection instruments and research procedures are presented. Next, the data analysis is discussed. After that, a pilot study is reported.

3.1 Research Design

When conducting research, it is important to have a framework for research design because it shows how the various components of a research study are assembled into a construction (Seliger & Shohamy, 1989). The three common approaches that are used include quantitative research, qualitative research, and mixed methods research. What are the criteria for selecting an approach? According to Creswell (2003), one of three considerations plays into the decision: the research problem, the personal experience of the researcher, and the audience(s) for whom the report will be written. In order to find the match between the research problem and an approach for this study, the purpose of this study was described briefly.

This study aimed to develop the MPC Model for tertiary EFL teacher in-service professional development and test its efficiency. First, to collect the needs and problems tertiary EFL teachers have in their in-service professional development, questionnaires and group interview were employed. Second, to design, develop, implement and evaluate the MPC Model, such instruments as observations, teacher's logs, researcher's field notes, and students' questionnaire were used. Third, to investigate in-service tertiary EFL teacher's attitudes towards the MPC Model, questionnaire, teacher's logs and semi-structured interviews were employed. Based on the purpose of this study, qualitative research was selected.

3.2 Participants

There were two groups of participants in this study: the teacher participants and the student participants. They were from Guiyang University in China. There were 55 EFL teacher participants, of whom 12 EFL teachers participated in the multilayered peer coaching training because they could form three teams (four members in a team) with two dyads (two peers in a dyad) in each team according to the research design; and 105 EFL students taught by the 12 teacher participates.

Teacher Participants

In order to select the participants, the purposive sampling strategy was used. Purposive sampling is a non-random method of sampling where the researcher selects the rich-information data for study in depth. Guiyang University has a total of 55 EFL

teachers working in the School of Foreign Languages and the Department of College English Teaching. All of them responded to the needs analysis questionnaires, and among them, 12 teachers were selected purposively to take part in the 18-week study with the MPC Model.

The selection of the 12 teachers was based on both the result of sample size estimation formula and purposive sampling criteria. First, the sample size was estimated according to Khaimook's (2009) formula shown in Figure 3.1, the minimum sample size of the teacher participants could be rounded down to 12. So, 12 sample teachers out of the total 55 EFL teachers in Guiyang University were selected for this study.

$$n = \left[\frac{Z_{\frac{\alpha}{2}}^2 pqN}{d^2(N-1) + Z_{\frac{\alpha}{2}}^2 pq} \right] = \left[\frac{1.96^2 \times 0.5 \times 0.5 \times 55}{(0.25^2 \times 54) + (1.96^2 \times 0.5 \times 0.5)} \right] = 12.18$$

Note:

N (population)	55
d (maximum error)	0.25
p (population proportion)	0.5
q (1-p)	0.5
Z_{α/2} (Z value at 0.05 level of significance)	1.96
n (sample size)	12.18

Figure 3.1 Teacher Participants Sample Size Estimation for a Proportion

Parameter in Case: Finite Population

Second, the criteria for purposively selecting the 12 teachers depended on the course they taught and their teaching experiences. The selected course must be

taught by all 12 teachers so that they could share their ideas about teaching. In this study, that course was the “Comprehensive English Course” and the 12 teachers could teach at the same time. Meanwhile, the 12 teachers’ teaching experiences ranged from two (inexperienced) to ten years (experienced), exactly, two of them have taught English for ten years, two for nine years, two for eight years, four for three years, and two for two years. Then they were paired up as follows: (Team 1) experienced and inexperienced; (Team 2) experienced and experienced; (Team 3) inexperienced and inexperienced, so as to see which team could achieve the best cooperation. The teams were formed as in Figure 3.2.

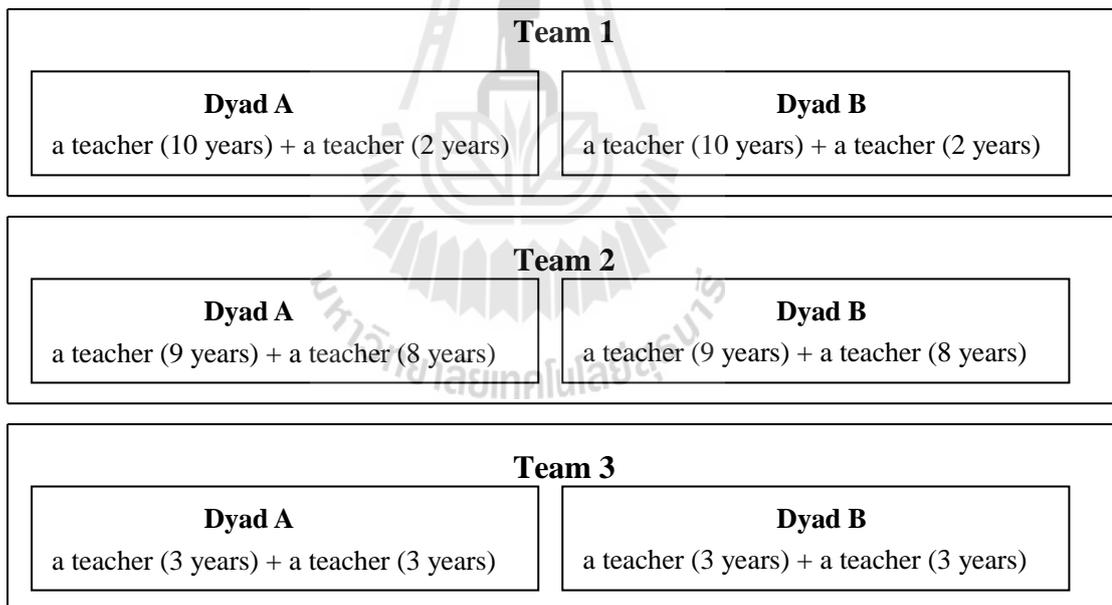


Figure 3.2 Teams and Dyads in the MPC Model

Student Participants

The student participants were all 105 second-year English major students from the School of Foreign Languages, which has 550 English majors in total

covering four grades. The student participants were selected mainly because they have intermediate English level after learning English for seven years, and they were taking the “Comprehensive English Course” instructed by the teacher participants using the MPC Model. They were from six intact classes working with the six pairs of teachers. According to Khaimook’s (2009) sample size estimation formula, as shown in Figure 3.3, the minimum sample size should be at least 82 students. So, 105 sample students were selected for this study.

$$n = \left[\frac{Z_{\frac{\alpha}{2}}^2 pqN}{d^2(N-1) + Z_{\frac{\alpha}{2}}^2 pq} \right] = \left[\frac{1.96^2 \times 0.5 \times 0.5 \times 550}{(0.1^2 \times 549) + (1.96^2 \times 0.5 \times 0.5)} \right] = 81.89$$

Note:

N (population)	550
d (maximum error)	0.1
p (population proportion)	0.5
q (1 – p)	0.5
Z_{α/2} (Z value at 0.05 level of significance)	1.96
n (sample size)	81.89

Figure 3.3 Student Participants Sample Size Estimation for a Proportion

Parameter in Case: Finite Population

3.3 Variables

This study aimed at developing and evaluating the MPC Model for tertiary EFL teacher in-service professional development. Both independent variables and dependent variables can be identified as follows:

Independent variables are the manipulated variables --- that is, the training

inputs and activities that are implemented and studied. They are presumed to cause or influence certain training outcomes. For this, the independent variables included the training rationale, content, or educational approach used in the MPC Model.

Dependent variables were the intended aims of training. They referred to the in-service teachers' professional development, which included the EFL teachers' achievement in their professional knowledge, teaching ability, and their attitudes towards the MPC Model.

3.4 Research Instruments

3.4.1 Instruments

Research instruments are simply devices for obtaining information relevant to the research project, and there are many alternatives from which to choose depending on types of data (Wilkinson & Birmingham, 2003). Based on the research purposes and research questions, the instruments employed in this study included questionnaires (Likert Scales and open-ended questionnaires), interviews (semi-structured interviews and group interviews), observations (non-participant observations), teachers' logs, and researcher's field notes.

3.4.2 Construction and Efficiency of the Instruments

The instruments for data collection in this study were constructed and their efficiency was measured in a scientific way with the help of some experts in the relevant fields. The procedures of instrument construction and the examination of

their efficiency were explained in the following sessions.

3.4.2.1 Questionnaires

Three questionnaires were constructed in this study. The first one was to explore the needs of the teacher participants by collecting their problems and suggestions concerning in-service professional development for tertiary EFL teachers, and obtaining their needs for their in-service professional development. The second one was to determine the efficiency of the MPC Model. The third one was to gather in-service tertiary EFL teachers' attitudes towards the MPC Model for their in-service professional development. Both English and Chinese languages were used in the questionnaires for better understanding and convenience. All questionnaires consisted of 3-4 parts and included both closed-ended and open-ended questions. For example,

1) The questionnaire for the needs analysis was made up of four parts (See Appendix A):

Part I included participants' personal information, such as gender, age, educational background, teaching experiences, teaching grades, etc.

Part II was made up of the statements and open-ended questions about the problems that the teacher participants might encounter in their own professional development. 10 items in the closed-ended questions were grouped into three categories: national-level problems, university-level problems, and personal-level problems. The teacher participants were firstly asked to rate on the 5-point Likert scale according to their level of agreement. Values on the scale were strongly disagree,

disagree, uncertain, agree, and strongly agree. Then the teachers were asked to answer 5 open-ended questions regarding the teachers' personal problems of their in-service professional development.

Part III consisted of the agreement of statements and open-ended questions about the suggestions on tertiary EFL teachers' in-service professional development. 10 items in the closed-ended questions were the suggested solutions to the three-level problems mentioned in Part II. The teacher participants were asked to rate on 5-point Likert scale according to their level of agreement. Values on the scale were the same as in Part II. Then the teachers were asked to make some suggestions by answering 5 open-ended questions regarding their own situations in the in-service professional development.

Part IV was composed of 3 open-questions about their needs related to their in-service professional development. The needs were concerned with training criteria, training content and approaches, training models, etc. depending on the teachers' personal assumptions and experiences for in-service professional development.

2) The questionnaire for students' attitudes towards the teaching methods used by their teachers who participated in the MPC Model was composed of the following three parts (See Appendix B):

Part I was about student participants' personal information, including gender, age, duration for English learning experience, English proficiency, and so on.

Part II was made up of the statements about their attitudes towards the

methods their teachers used to teach English. In short, there are 10 closed-ended questions asking about the teachers and their teaching. The participants rated on the 5-point Likert scale according to their level of agreement. Values on the scale were strongly disagree, disagree, uncertain, agree, and strongly agree.

Part III consisted of 5 open-ended questions about the attitudes of the students towards the English teaching methods after their teacher was involved in the multilayered peer coaching practice.

3) The questionnaire for teachers' attitudes towards the MPC Model had three parts as follows (See Appendix C):

Part I included participants' personal information, such as gender, age, educational background, teaching experiences, teaching grades, etc.

Part II was made up of the statements on the teachers' attitudes towards the MPC Model. 10 items in the closed-ended questions were categorized as: process of training, target-group of training, and product of training. The participants rated on the 5-point Likert scale according to their level of agreement. Values on the scale were strongly disagree, disagree, uncertain, agree, and strongly agree.

Part III consisted of 5 open-ended questions asking about their attitudes towards the MPC Model.

In order to examine the efficiency of the questionnaires, after constructing them, the researcher followed these steps:

1) Expert Checking: three experts checked the content of the questionnaires.

One of them was selected from the EFL field, who could help in the scope of TEFL and professional education; the other two were from statistics and educational research areas, who could contribute their comments on the item design and analysis of the questionnaires.

2) Internal Consistency Checking: internal consistency of the questionnaires was checked by 10 EFL teachers from Guiyang University in China. The respondents' data of understandings and needs of the MPC Model for in-service professional development were analyzed by the Coefficient of Cronbach's statistical technique to find the reliability of the questionnaires with the help of the SPSS program.

3.4.2.2 Group Interview

In this study, while seeking the problems that the tertiary EFL teachers had in their in-service professional development and their suggestions on improving the present situation, a semi-structured group interview was employed. Sets of questions were determined by the research questions and prepared by the researcher. The questions consisted of the teacher participants' opinions on problems of in-service professional development and their suggestions on how to improve the in-service professional development programs to serve their needs. These questions were checked and revised according to the TEFL specialists' and the education research specialists' suggestions before the interview for validity and reliability (See Appendix D).

3.4.2.3 Observation

In this study, non-participant observation was employed to investigate the classroom activities and after-class cooperation with the help of the MPC Model. Observation checklists aimed to record the steps in the classroom teaching procedure taken by the teachers and the activities they did in the dyad's and the team's cooperation via the MPC Model. The items of the checklists were checked by the experts for validity and reliability (See Appendix F and G).

3.4.2.4 Teacher's Log

Research studies have proved that the use of teachers' logs as a research instrument helps researchers to get further insightful data. It also can help teachers to get better observations about students' learning (Levine et al., 2000). In this study, the teacher's log was employed in two phases: classroom teaching and after-class cooperation. During these phases, the procedure of the teacher participants' peer coaching, especially the implementation of new strategies by the peer teachers of each dyad before, during, and after the classroom teaching were recorded in their logs, and their reflections would be analyzed in relation to the steps of the MPC Model for their in-service professional development (See Appendix H and I).

3.4.2.5 Researcher's Field Note

Emerson, et al (1995) defined field notes as accounts describing experiences and observations the researcher has made while participating in an intense and involved manner. In this study, the researcher kept record of the EFL

teachers' collaboration behaviors during their participation in the MPC Model. The researcher took notes each time when she observed the classroom teaching and the after-class cooperation. The researcher devoted time to manage the field notes right after the observation.

3.4.2.6 Interviews

Semi-structured interview was used in this study, and 12 teacher participants were interviewed for in-depth information about the implementation of the MPC Model and their opinions on it. Both English and Chinese languages were used for better understanding and convenience. It took about half an hour per interviewee. Sets of questions were designed by the researcher and were proposed to and validated by the experts from the TEFL field and the education research area. All participants' interviews were audio-taped and transcribed for data analysis (See Appendix E).

3.5 Research Procedure

This study took the ADDIE model as the base, and ADDIE's five phases were adopted in this study. There were shown in Figure 3.4 as follows:

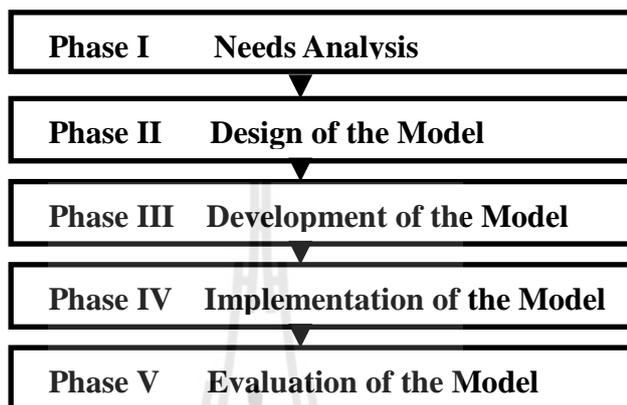


Figure 3.4 The Process of Developing the MPC Model

The first phase was to investigate tertiary EFL teachers' in-service professional development problems and the suggestions, which in turn were classified as their needs for in-service professional development via questionnaire and group interview. The second phase was to design an instructional system for the MPC Model. The third phase was to develop the MPC Model. The fourth phase was to investigate whether tertiary EFL teachers could apply the knowledge gained from the workshop to the follow-up teaching practice with the MPC Model. Finally, the MPC Model was evaluated throughout the instructional design process within phases.

In each of these five phases, there were many elements, working as the knots of a chain that helped the phases go through from the beginning to the end systematically and scientifically. Some of these elements played fundamental

functions, and some were of critical importance, or facilitated the other elements' progressing in developing the MPC Model. The process descriptions with elements in different phases were presented in the research procedure (See Figure 3.5).



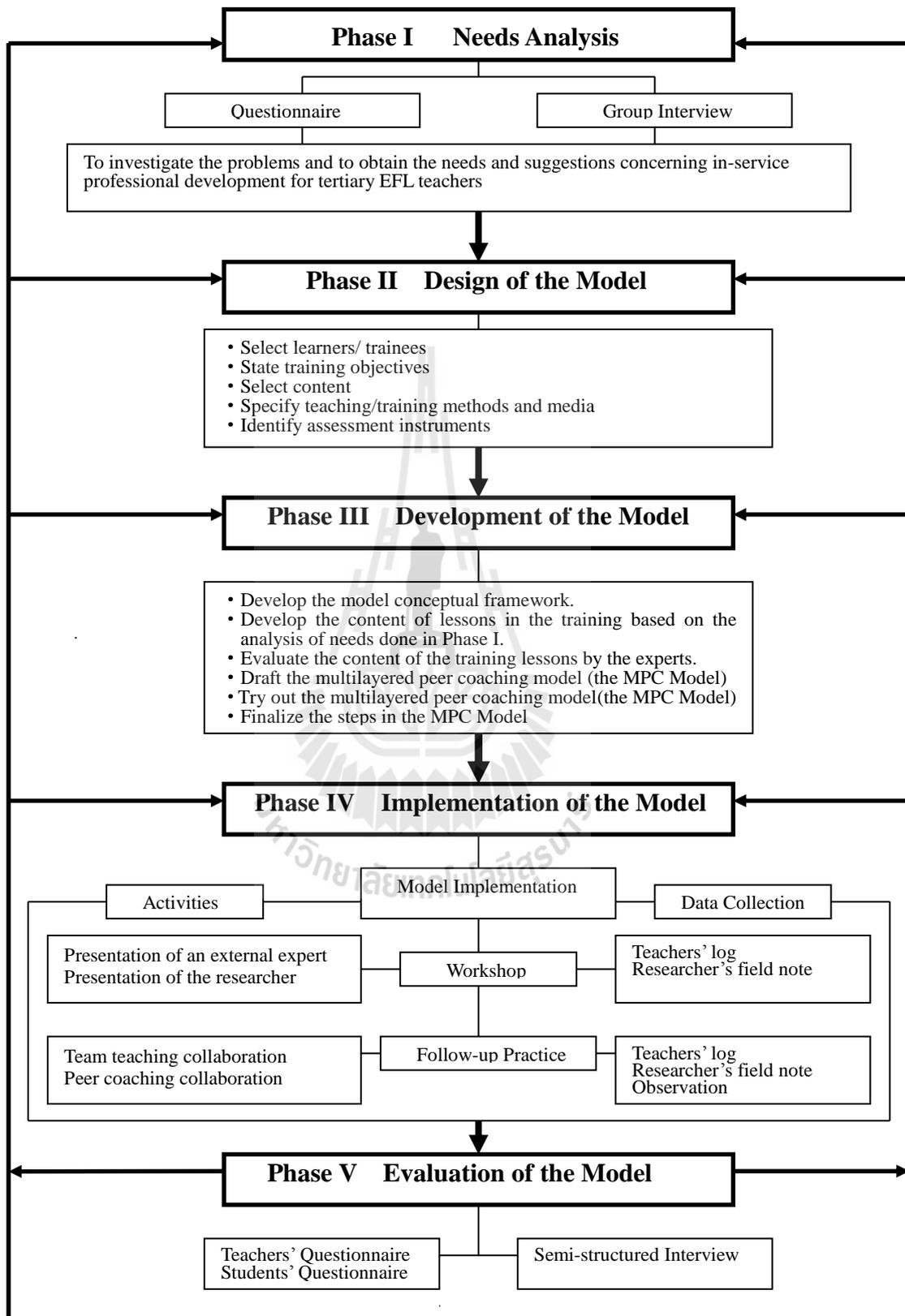


Figure 3.5 Research Procedure

The detailed description of each phase was presented as follows.

Phase I Needs Analysis

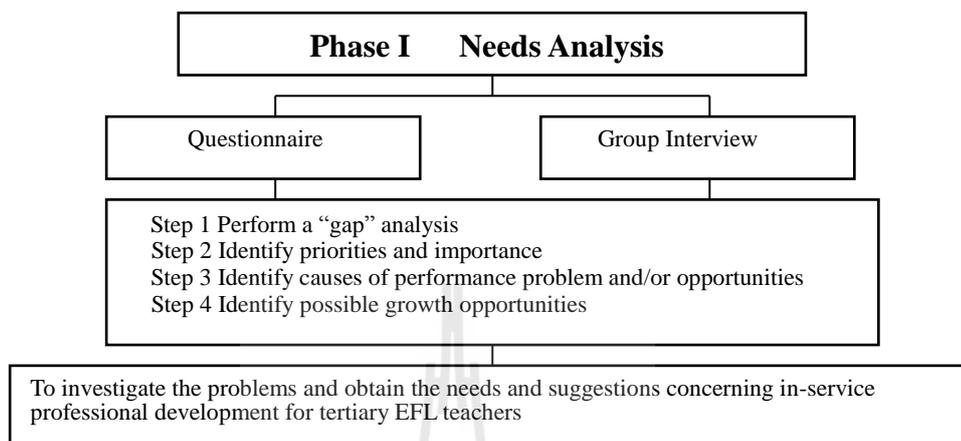


Figure 3.6 Elements of Phase I in the MPC Model: Needs Analysis

Figure 3.6 showed the details of “Phase I: Needs Analysis”, and the elements included were easily recognized. In order to investigate the problems and the suggestions on the tertiary EFL teacher in-service professional development, which determined whether there was a need to develop the MPC Model, the needs analysis questionnaire and the group interview were conducted.

This phase started with the investigation of the problems and suggestions of tertiary EFL teachers in their in-service professional development, and ended with the identification of their needs. In doing so, four steps were followed to investigate the in-service professional development problems of tertiary EFL teachers and their suggestions on how to fix them so as to obtain the need for the innovation.

Step1 Perform a “gap” analysis

This step checked the actual performance of the tertiary EFL teachers

against the existing standards. Their current situation and their desired or necessary situation were both presented by producing a list of needs for tertiary EFL teacher in-service professional development.

Step 2 Identify priorities and importance

In this step, the list of needs was examined in view of their importance to the research purposes after the needs were identified real, and then their importance and urgency were specified in view of the EFL teachers' needs and requirements.

Step 3 Identify causes of performance problem and/or opportunities

After the critical needs were prioritized, specific problem areas and opportunities were identified. Two questions were always asked for every identified need: Are the available in-service professional development programs effective? Do they know how to do it? This required the detailed investigation and analysis of the EFL teachers, their problems in in-service development, both for the current situation and in preparation for the future.

Step 4 Identify possible growth opportunities

After the previous three steps, the possible growth opportunities were identified or some possible solutions were found. It was suggested that the MPC Model should be developed because this model could help solve the problems mentioned above, and it also helped move the EFL teachers and their performance in their in-service professional development into new directions.

Therefore, after the researcher followed the four steps to design the needs analysis and the experts evaluated it, the needs analysis was conducted. The results from these elements, which were shown in Chapter four, presented that it was necessary to develop the MPC Model for the tertiary EFL teacher in-service professional development.

Challenges and Possible Solutions in Phase I of the MPC Model

After going through Phase I in this study, the researcher found that some suggestions should be given to others for conducting the needs analysis effectively. The main task in this phase was to obtain the needs from the target group or target participants, who can help the designer to design the appropriate program for them. The needs of the target group are important for program development because these needs were from their real working context, and they were willing to be involved in a model that was developed based on their needs.

Phase II Design of the Model

Based on the needs analysis, the design of the MPC Model was conducted. “Phase II: Design of the Model” was a critical phase because each element in this phase was the benchmark for developing this model.

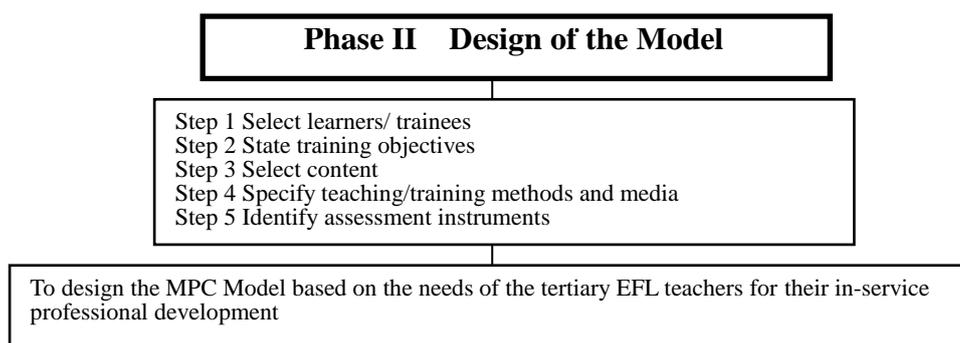


Figure 3.7 Elements of Phase II the MPC Model: Design of the Model

In this phase, such issues as learning objectives, exercises, content, subject matter analysis, lesson planning and media selection, as well as assessment instruments were dealt with. The researcher followed the steps carefully, and the three experts helped to check the steps to ensure the process was on the right track. The design phase was done systematically and specifically.

Step 1 Select learners/ trainees

In this step, the background, needs and data of the participants involved in this study were analyzed. The participants' information was used to select the specific type of trainees, at what level the training should begin, and how to choose the best strategy to deliver the content effectively.

In Phase I, 55 teacher participants were asked to respond the needs analysis questionnaire. They are all the EFL teachers of Guiyang University in China. They teach English as a Foreign Language to both English-major students and non-English-major students. In this study, the researcher designed that only 12 of them were involved in the implementation of the MPC Model. By analyzing the teacher participants' personal information, especially their teaching experiences, the

researcher selected the trainees. According to the feasibility to cooperate with each other, the trainees in this study were purposively selected because of the availability. They were those who teach the “Comprehensive English Course” to the second-year English-major students in the School of Foreign Languages at Guiyang University in China.

Step 2 State the Training Objectives

In this step, the objectives for the MPC Model were used to construct the training objectives for the teacher participants. It also helped control the application of the MPC Model to ensure that they fit the trainees’ needs and minimize the deviations during the content design and delivery.

The training objectives for the MPC Model included two parts: the enabling objective and the terminal objective. The enabling objective or the process objective described the procedure or process in which the teachers in each dyad and in each team cooperated with one another for updating their subject-matter knowledge and pedagogical content knowledge so that their professional knowledge and competence could be improved, and also defined the skills, knowledge, or behaviors that the teachers must achieve in order to complete the terminal objective successfully. The terminal objective described the teachers’ improved level of performance for their in-service professional development by the end of the participation. These training objectives helped realize the clear outcomes of the MPC Model.

Step 3 Select content

This step was to select the training content based on the teacher participants' needs. In this step, three things were taken into consideration: the teacher participants' entry background knowledge, the available resources, and the selection of the training content.

1) Identify the trainees' entry background knowledge

While determining what content should be selected for the training, the researcher found that it was very important to know the teacher participants' entry background knowledge and to set the appropriate prerequisites. This was because failing to assess their existing background knowledge could put the training process at risk and could be an obstacle to reaching the objectives that had been set for the training. To assist in determining the entry background knowledge, the information obtained from the personal information in needs analysis phase was used, and then what needed to be trained in the workshop was considered.

2) Research available resources for trainees

To select the content for the training, it is important that the needed resources, such as books, journals, online materials, etc. for the trainees should be considered. They could be the materials or handouts from the teaching experiences, the latest related publications, or anything to support or supplement the teaching and learning. The available resources paved a foundation for the selection of the content for this study.

3) Select the training content

Based on the teacher participants' problems of their in-service professional development and their suggestions, their entry background knowledge, and the available resources, the content for the training was selected. It mainly contained two parts: the knowledge of English teaching methodology and the knowledge related to the required teaching textbook in their daily teaching. The first part was about TBLT and CLT, and the second part was the textbook "Comprehensive English Course (Book IV)." These elements were very important because they were the content input of this training. The detailed content for the training was constructed in Phase III when the MPC Model was developed.

Step 4 Specify teaching/training methods and media

To specify the training methods based on the training objectives, three aspects were taken into account: the training pattern, the training strategies or methods, and the training media.

1) Design the training pattern

It was crucial to design and specify the training pattern during the study because it could affect the results of the training. So before the study, the researcher designed the teaching pattern based on the needs of the participants. In the training of the MPC Model for EFL teacher in-service professional development, the teacher participants experienced two different patterns: the 3-day workshop and the 15-week follow-up teaching practice. The workshop offered the teachers with intensive

knowledge and a simulation of cooperative practice. The follow-up teaching practice provided them with a platform to practice what they had learned in the workshop in the real teaching context.

2) Devise the training strategies or methods

It was necessary to devise appropriate training strategies or methods to maximize the training effectiveness after developing the training objectives and selecting the training content. Based on them, different training strategies for the different patterns of training were devised.

The workshop in this study was designed to be interactive, practical and participatory. The workshop slightly dealt with theories, and mostly involved the participants in the discussion and the teaching process. In doing so, the participants could learn the teaching from theory to practice. They also could find themselves in a small group striving for professional development. Actually, the main focus of the workshop was “the teacher participants /the trainees”. They did not listen to the lecturer all the time, rather, they participated in discussions, microteaching and small group conferences.

The follow-up teaching practice was designed to be collaborative. It applied what the teachers learned in the workshop to their daily teaching. The teachers’ multilayered cooperation through the MPC Model characterized the follow-up teaching. The team members and the dyad teachers always cooperated in their after-class cooperation and sometimes co-taught in their classroom teaching. The

MPC Model offered the forum or the meeting point for the teachers to have regular discussions on what could be better produced for their classroom teaching and what could come out for their action research.

3) Select the training media

It was critical that the appropriate media used in the training should be fit to the training objectives. There were two main considerations in selecting the training media: instructional and technical considerations. The media used in the training had to enhance the effectiveness of the cooperation between the peers and among the team members. So the traditional instructional media, such as chalk and talk, and modern instructional media, such as multimedia teaching, were both employed in the training.

Step 5 Identify assessment instruments

Design an evaluation approach

It was very important to provide the teacher participants with the opportunity to reflect on what they did during their cooperation and teaching, which contributed to the process evaluation in their follow-up teaching practice. The researcher's non-participant observation, the teacher's logs and the researcher's field notes were used to evaluate the process of the training. The teachers' attitudes towards the MPC Model and the students' opinions on their teachers' teaching performance with the help of the MPC Model were also investigated for the evaluation of the MPC Model.

As you have seen, this phase identified or specified the learners/trainees, training objectives, instruction content, teaching methods and media, and evaluation instruments so that the MPC Model could be developed for the tertiary EFL teachers to develop their in-service professionalism.

Challenges and Possible Solutions in Phase II of the MPC Model

When Phase II was completed, some advice can be drawn as follows: The five steps in this phase were equally important because each had its indispensable function. However, the *selecting content* step was found to be more fundamental because the content was what the participants would learn via this training model, and it would be practiced continuously in their daily work. So the training content should be something that the participants needed in order to update their professional knowledge and teaching ability. Therefore, the researcher should investigate the trainees' needs in terms of the training content before determining what content would be included in the training. Likewise, the *selecting the learners or trainees* step was also crucial because it affected their cooperation in the MPC Model. If the trainees were selected according to their teaching experiences and grouped into the team formed by both experienced and inexperienced teachers, their cooperation could be much strengthened.

Phase III: Development of the Model

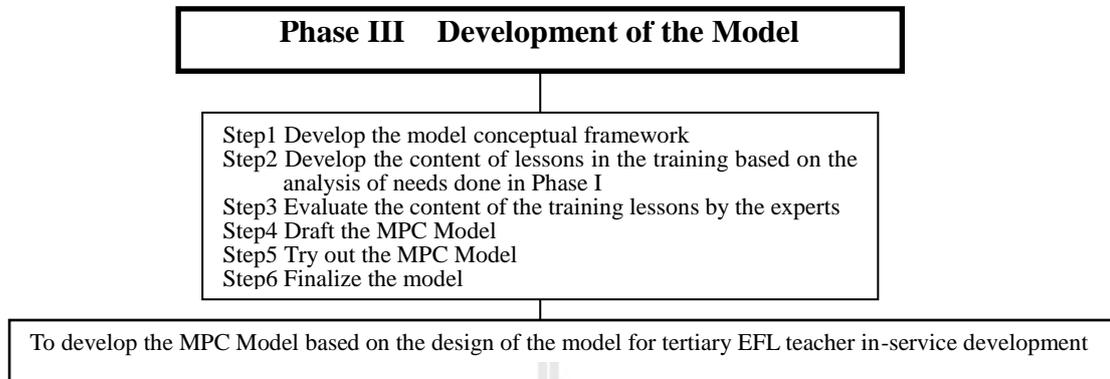


Figure 3.8 Elements of Phase III in the MPC Model: Development of the Model

This phase was for the main task of this study, which was developing the MPC Model. From the overall conceptual picture to the finalization steps, this model was developed from an abstract concept to a concrete framework. The elements in between supported the reliability and validity of this model so as to enhance its efficiency in use. To develop the MPC Model, six steps were followed.

Step 1 Develop the model conceptual framework

In this step, the conceptual framework of the MPC Model was developed. Anchored in the beliefs of constructivism, the conceptual framework of the MPC Model incorporated the view of how to best prepare tertiary EFL teachers to conduct their in-service professional development and how to best deliver educational services to students. This framework was designed to embody the essential elements of the instructional system design for the cooperation and provided a blueprint for ensuring coherence among the curriculum, instruction, and professional development for tertiary EFL teachers. It served to guide the systematic and sustainable practice that

tertiary EFL teachers required and provided the basis for their continuous improvement process. The overarching aim of this collaborative process was for tertiary EFL teachers to develop the requisite professional knowledge, skills, and pedagogical content knowledge so as to continuously evolve and improve their in-service professional development, which could be embedded in their daily teaching. Starting with the investigation of the problems and suggestions on the tertiary EFL teacher professional development, on which this study depended to obtain and determine the needs of developing the model, and the content for training, the framework ended with the evaluation of the teacher participants' performances by using the MPC Model, and the other steps for designing, developing and implementing the model worked in between to keep the teacher participants' in-service professional development continuous and on-going. The conceptual framework was illustrated as follows:

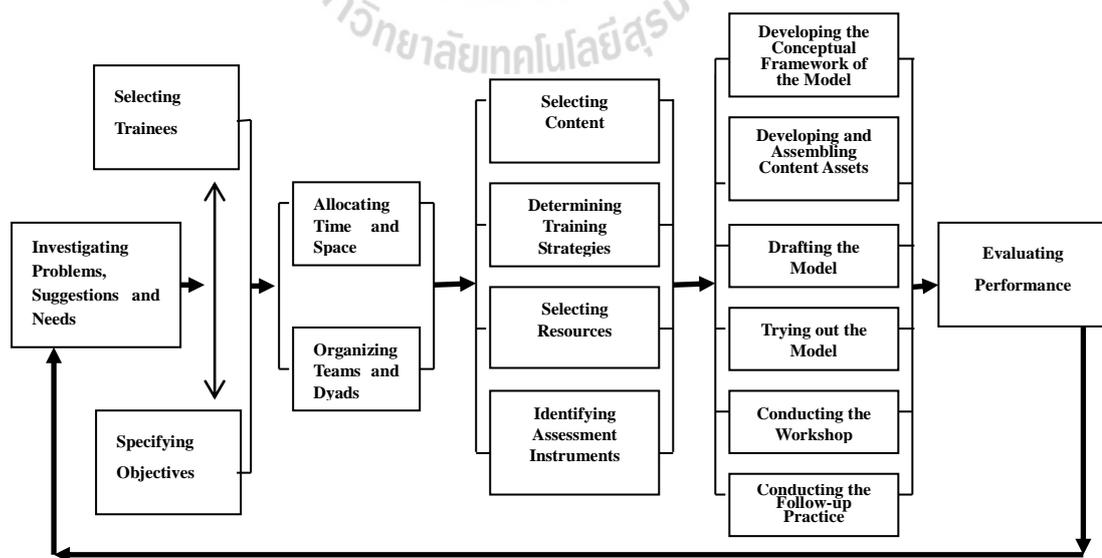


Figure 3.9 The Conceptual Framework of the MPC Model

Step 2 Develop the content of lessons in the training based on the analysis of needs done in Phase I

Although there were lots of teaching or training materials commercially available, the researcher had to spend considerable time in developing the content for the training based on the teacher participants' entry background knowledge, the available resources and the training objectives. The content developed for the training included two parts: the knowledge of EFL teaching methodology and the knowledge related to the required teaching textbook in their daily teaching.

The content for updating their knowledge of EFL teaching methodology mainly included two popular teaching perspectives or approaches: Task-based Language Teaching (TBLT) and Communicative Language Teaching (CLT). The reason for selecting TBLT and CLT was partly because of demands from the trainees and teacher participants as well as taking their entry background knowledge, the available resources and the training objectives into consideration. Many of them said that TBLT and CLT were popularly used in the field of TEFL, but they had not really practiced them in their teaching, while some others mentioned they even had a confusing understanding of these teaching principles, especially TBLT. Therefore, these two teaching principles were chosen to be the starting point to update the trainees' knowledge of TEFL.

For TBLT references, two books were recommended mainly because of their full coverage. The authors' views were also quite influential. According to

Joecolelife's review (2012), Ellis' *Task-Based Language Learning and Teaching* was seen as the "bible" of this field, covering all the relevant research, theories and so forth in sufficient detail. Jojo's review (2012) on Nunan's *Task-Based Language Teaching* recommended this book for its emphasis on teachers' awareness about the usefulness of tasks in the classroom and the integration of real-life tasks into teaching practices to achieve both text and task authenticity, all of which help the learners develop the communicative, strategic, and sociolinguistic competence. Therefore, the teacher participants could find the original work on TBLT.

Regarding the references for CLT, there were more choices. Two books were selected for this study because the authors are also the leading scholars in this field. Dr. H. Douglas Brown, a professor at San Francisco State University, USA, has written many articles, teacher training books, and textbooks on language pedagogy. CLT in his book *Principles of Language Learning and Teaching (4th edition)* was introduced with the principles and the classroom connections, which encouraged the teachers to consider the implications of research for classroom pedagogy. Dr. Qiang Wang's book *A Course in English Language Teaching (2nd Edition)* was popularly used in the universities of China, and its content concerning CLT took more consideration of the connection between the principle itself and its application in Chinese TEFL context. Therefore, the trainees could find both principle and practice of CLT in their works. So these four main references were available for the teacher participants to read and discuss in the workshop and during the follow-up teaching

practice, they mainly focused on reading the relevant chapters.

Based on these books, the researcher and the expert who gave the lectures in the workshop wrote some handouts to highlight the focus of the training content and introduced the main characteristics of TBLT and CLT. From these perspectives, the trainees learned how to carry them out in their teaching practice. Meanwhile, the trainees also learned how to select and adopt the content of the teaching materials or textbooks in their daily teaching.

The content for improving the trainees' knowledge related to the required teaching textbook was based on the textbook "*Comprehensive English (Book Four)*" edited by He (2011), which had been used for this course as one of the alternatives according to the authority. In this textbook, there were thirteen units, each of which included two passages centered on the same topic. Taking this course book as training content was mainly because of the practical purposes. All the student participants taking part in the teaching practice were the second-year English-major students, and they were using this textbook in their regular schedule and arrangement. By using this book, they could follow at a pace suitable to them in the implementation of the curriculum. Also, the teacher participants had been or were using this textbook in their daily teaching. By using this book, the researcher could find the trainees' knowledge of how to deal with their teaching materials effectively. The content for the training of EFL teachers via the multilayered peer coaching practice were developed based on the analysis of needs done in Phase I.

Step 3 Evaluate the content of the training lessons by the experts

While selecting the content for training in Phase II, the researcher analyzed the teacher participants' problems of their in-service professional development, their suggestions, their entry background knowledge, and the available resources. The selected content mainly contained two parts: the knowledge of TEFL and the knowledge related to the required teaching textbook in their daily teaching. After that, the detailed content for training was developed in Phase III. After the content assets were developed and assembled, three experts in the field of TEFL read them and made an evaluation.

Step 4 Draft the MPC Model

After developing the conceptual framework of the MPC Model and the content for training, the researcher drafted the MPC Model. As it was defined, the MPC Model included a two-layered cooperation for EFL teachers by putting the practice of peer coaching within a team teaching context. The first layer was team teaching in which four teachers could be involved as a team, and the second layer was peer coaching where two dyads were formed within the team. Both the workshop and the follow-up teaching practice were conducted in the MPC Model for the tertiary EFL teachers to have and sustain their in-service professional development.

Step 5 Try out the MPC Model

After it was drafted with the experts' comments, the researcher tried out the MPC Model. A training workshop was used to conduct a trial run of the model by

using the expert's lecture delivery, the teachers' cooperative practice for lesson preparation, classroom teaching, problem solving, research action planning, etc. The researcher observed the whole process and analyzed the collected data, and after that, made some revisions of the model so that it could work more smoothly.

Step 6 Finalize the MPC Model

While trying out the model, the researcher kept the records of each step as well as what was observed. After that, the teacher participants' feedback and suggestions were collected and taken into consideration. After some improvement, the MPC Model was ready for the real experiment.

Therefore, this phase mainly followed such steps as training lesson development for the teacher participants in a workshop, focusing on the knowledge of English teaching methodology and the knowledge related to the required teaching textbook, and the development of the practice of multilayered peer coaching. After selecting appropriate training content, the lessons were tried out to assess its efficiency.

Challenges and Possible Solutions in Phase III of the MPC Model

In the six steps of this phase, there were concerns about the training content: *developing the training content* and *evaluating the training content*. Based on the step *selecting content* in Phase II, the researcher developed the training content, and the experts from the field of TEFL evaluated it respectively. It was found that developing the training content was not easy because the learners or trainees had different

backgrounds and experiences. Their strengths and weaknesses in their professional knowledge and competence were not always the same. So a “preliminary placement test” should be given to the learners or trainees in order to obtain their levels. In doing so, the content developed was found to be more targeted.

Phase IV Implementation of the Model

“Phase IV: Implementation of the Model” was the most complicated phase. The procedure of implementing the MPC Model was full of diverse instruction activities and assessment instruments.

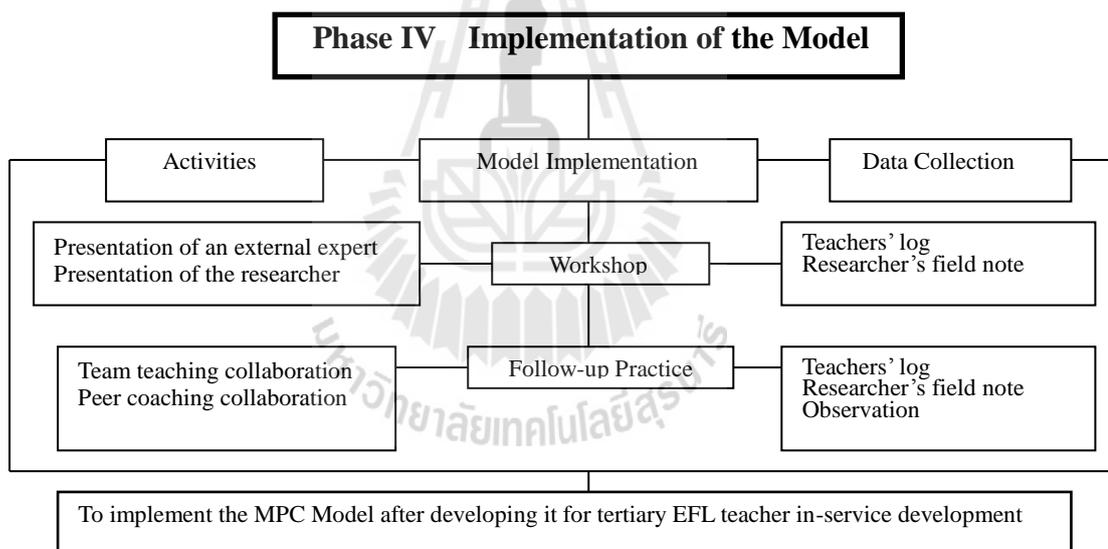


Figure 3.10 Elements of Phase IV in the MPC Model: Implementation of the Model

This phase was to investigate how the tertiary EFL teachers could implement the MPC Model for their in-service professional development. This phase was also the experimental phase to test the efficiency of the MPC Model. The experiment was conducted in a natural semester covering 18 weeks in the School of

Foreign Languages at Guiyang University in China. 12 teacher participants and 105 student participants were involved in this phase. The researcher was also engaged in the model implementation as one of the lecturers and the organizer in the workshop, and a non-participant observer in the follow-up teaching practice. The following steps of the experiment were taken in this phase:

Step 1 The workshop

The teacher participants received the training or instruction in a workshop. The workshop lasted 18 hours over three days, exactly 6 hours per day. At the workshop, lectures, discussions and practical activities were offered or conducted at different stages. An external expert was invited to the workshop, giving a lecture according to the training content developed.

The training procedure started with a description of the training objectives, followed by the delivery of the new concept and principles of TEFL, the practice of teacher cooperation, an introduction of the MPC Model, and the implementation of the MPC Model. All the activities at the workshop were designed and developed by respecting the trainees and trying to solve problems from their real teaching contexts.

The external expert gave a short lecture on the knowledge of TEFL methodology, focusing on the TBLT and CLT, and then discussed with the teacher participants how to select and adopt the teaching materials effectively. After that, the researcher introduced the MPC Model, centering on the characteristics of this model and how to apply it to the daily teaching for the teachers' in-service professional development.

The highlight of the workshop was the teacher participants' cooperative practice by using the MPC Model to reinforce what they learned and discussed from the lectures. In doing so, the 12 teachers were grouped into three teams with two dyads in each. The criteria for forming a team and a dyad depended on the years of teaching. Their teaching experience produced a gap between them in terms of their professional knowledge and teaching ability. The MPC Model tried to bridge the gap between the teachers as well as the gap between the updating professionalism and their in-service professional development.

In the workshop, the teachers worked together in teams first and then in dyads to select the teaching content, determine the teaching strategies, specify the teaching media, design the teaching tasks, plan a mini-lesson, and then give a micro-teaching lesson. Then they also discussed how to combine the classroom teaching with their action research.

In the workshop, the learner-centered instruction and the learning-by-doing mode were employed. What the external expert delivered in the lecture was only a short exposure to the training content, the teacher participants only got a quick touch on them, but they should do further reading and practice continuously for a better command of the knowledge, and references were offered to use in the rest of the experiment: the follow-up teaching practice.

Step 2 The follow-up teaching practice

Based on the research procedure, after the workshop the teacher participants

should practice the multilayered peer coaching practice for 17 weeks in the rest of the semester, but they did so for exactly 15 weeks. This was because 2 weeks in between were national and traditional holidays in China, with no teaching available. In the follow-up teaching practice, the teacher participants did the after-class cooperation and classroom teaching by using the MPC Model.

During the follow-up teaching practice, the teacher participants still worked together in the same team and dyad as they did in the workshop. Besides, they gave the “Comprehensive English Course” to the second-year English-major students in intact classes. Two teachers in a dyad were in charge of the same class, they sometimes showed up in the classroom simultaneously, and sometimes while one of them taught the class independently, the other acted as an observer. After class, the preparation for lessons was done in pairs and sometimes in teams.

In the classroom teaching, the teachers followed the teaching procedure discussed in advance, and did the teaching tasks designed based on TBLT and CLT, and interactions were highly encouraged between the teachers and the students, and also among the students. All the teachers were asked to fill in the teacher’s log after each lesson to show their classroom practice and their self-reflections.

In the after-class cooperation, the teachers in a dyad or a team met with one another at least twice a week. First of all, the dyads had their peer coaching for reflecting on their current practices, expanding their ideas, refining their new skills or teaching strategies, and sharing their views, discussing the existing problems,

producing the lesson plans, teaching each other, etc. After that, the team members gathered to discuss the common issues and problems, and what's more, each week there was always one topic discussed in the team which related to TEFL knowledge, and one of the team members was the main speaker. In doing so, the dyads or the team members could even get inspiration for the action research in their problem-solving procedure. After each meeting, the teachers were also required to fill in the teacher's log, showing their cooperation content and methods, and what's more, their reflections on this kind of practice. Meanwhile, the researcher observed the whole process of the follow-up teaching practice. By sitting in the classroom and the cooperation meeting, the researcher filled in the observation checklists each time and wrote the researcher's field notes.

Therefore, the model implementation, which was the main element in this phase, had the workshop and the follow-up teaching practice conducted for implementing the MPC Model. During this process, the teacher's logs, the researcher's observation and field notes were employed to record the procedure. Then questionnaires and an interview, all of which were conducted in Phase V, were used for the measurement of the teachers' professional knowledge and competence, and for the student and teacher participants to show their opinions on the MPC Model. In doing so, the efficiency of the MPC Model could be measured.

Challenges and Possible Solutions in Phase IV of the MPC Model

As one of the steps in the study, the workshop served as the fundamental component for the experiment. What was taught in the workshop had a direct influence on the follow-up teaching practice. So the workshop should be designed carefully so as to bridge the gap between the theory and its practice. It was suggested that a workshop proposal should be made including workshop rationale, workshop objectives, workshop participants, workshop approaches, workshop length, workshop expected outcomes, and workshop details for each session. In fact, a detailed plan for the workshop could facilitate its implementation and eventually lead to success of the practice of the subsequent teaching.

Phase V Evaluation of the Model

The last phase for developing the MPC Model was to evaluate the model. Since the evaluation covered both formative and summative evaluations, it existed from the first phase down through to the last phase. The main elements of the summative evaluation in this phase were the questionnaire and the semi-structured interview. Besides, in this phase, the evaluation results from previous phases were interpreted so as to triangulate the reliability of the MPC Model.

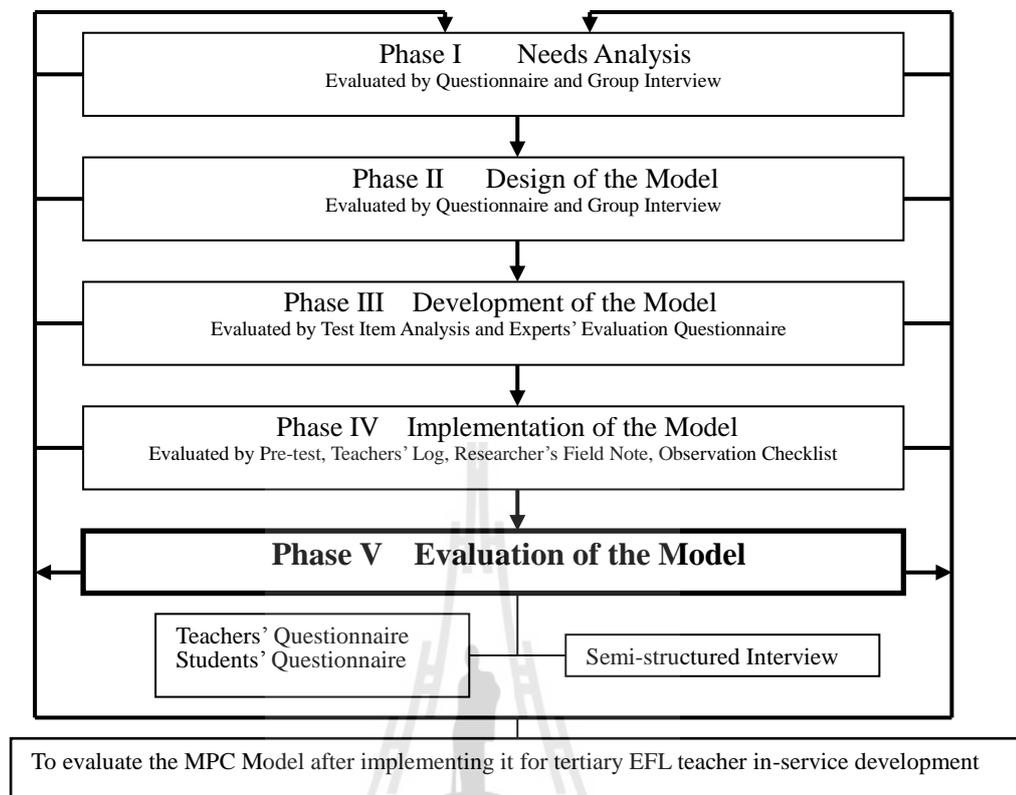


Figure 3.11 The Elements of Phase V in the MPC Model: Evaluation of the Model

Starting with investigating the needs for the MPC Model, the evaluation was carried out. The evaluation went through all the phases and steps for developing this model, namely, in determining the design of instruction, observing the training instruction and the practice of this model, investigating the efficiency of this model, identifying the teachers' achievement in their in-service professional development, investigating the teacher's attitudes towards the multilayered peer coaching practice and the students' opinions on the instruction guided by the MPC Model. In the summative evaluation phase, three steps were followed:

Step 1 Questionnaires

After the experiment, the questionnaires designed for both the student participants and the teacher participants were conducted. The questionnaire for the student participants was used to find out the students' opinions or attitudes towards the instruction given by the teacher participants involved in the MPC Model. Likewise, the goal of the questionnaire designed for the teacher participants was to obtain the teacher participants' opinions or attitudes towards the MPC Model for their in-service professional development.

Step 2 Semi-structured Interview

In addition, after the questionnaires, the semi-structured interview was conducted to discuss the teacher participants to have their further understanding of and their opinions on the MPC Model, and the model's contribution to their in-service professional development.

Therefore, this phase aimed at measuring the efficiency of the MPC Model for tertiary EFL teacher in-service professional development. Throughout the entire process of the instructional design for developing this model, whether within phases, or between phases, or even after the implementation, evaluation was conducted. Formative and summative evaluation strategies were employed to measure the efficiency of this model.

Challenges and Possible Solutions in Phase V of the MPC Model

Both formative evaluation and summative evaluation were conducted in this model, with the formative evaluation found to be more difficult than the summative one. This was because the formative evaluation had to be used in each phase for evaluating the development procedure. So detailed assessment methods for the formative evaluation should be identified for each phase of this model, and their reliability and validity should be measured before they were put into use.

3.6 Data analysis

Data analysis refers to sifting, organizing, summarizing, and synthesizing the data so as to arrive at the results and conclusions of the research (Seliger & Shohamy, 1989). The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of data (Creswell, 2003).

In this study, both quantitative and qualitative data were collected and in turn analyzed by different methods accordingly. In accordance with the nature of data analysis, the data collected were analyzed in both quantitative and qualitative ways.

3.6.1 Quantitative Analysis

In this study, quantitative data were gathered from closed-ended questionnaires and observation checklists. All of them had to be analyzed by using

appropriate statistics. For example, descriptive statistics, exactly frequency, was used with those closed-ended questionnaires and observation checklists.

3.6.2 Qualitative Analysis

In this study, the data collected from open-ended questionnaires, teachers' logs, interviews, researcher's field notes were all qualitative data. Therefore, content analysis was used to analyze qualitative data. Regarding the data from open-ended questionnaires, teacher's logs, and researcher's field notes, they were analyzed by following the steps of content analysis. As far as the data from the group interview and the semi-structured interview, they were transcribed firstly, and then were read through for other steps. The researcher followed the analysis steps for data from every source so as to gain more in-depth information.

After finishing the data analysis, the results from both quantitative and qualitative data were compared and contrasted to show if their results could support each other or not. If yes, more detailed explanation and interpretation about these results were presented in this study.

3.7 Pilot Study

A pilot study was conducted for the following considerations: 1) to try out the MPC Model in order to ensure if each step went smoothly; 2) to check the reliability and validity of the instruments; 3) to find out if any difficulties may arise. The pilot study was carried out at Guiyang University in China from August 26 to September 23, 2011.

3.7.1 Participants

In this pilot study, 25 EFL teachers and 36 second-year English major students in an intact class from Guiyang University in China, participated. The participants were selected on the basis of convenience and availability. Among the 25 teachers who gave responses to the needs analysis questionnaire, 4 of them were selected according to their teaching experience to make up a team including two dyads for a 4-week experiment. Each dyad had one experienced teacher and one novice teacher. The 36 students formed two groups randomly to work with two different dyads. Both these teacher and student participants worked on the “Comprehensive English Course” for 4 weeks.

3.7.2 Data Collection and Data Analysis

While collecting data for the pilot study, the researcher employed the instruments as proposed. Quantitative data were collected from questionnaires and observation, which were analyzed in quantitative way, such as frequency, for the level of agreement and the occurrences of a phenomenon. Meanwhile, qualitative data were from questionnaires, group interview, observation, teacher’s logs, researcher’s field notes, and semi-structured interview, which were analyzed in qualitative way, exactly, content analysis.

3.7.3 Results of the Pilot Study

To present the results of the pilot study, the research questions were used as guidelines. To answer Research Question 1, the results from the closed-ended

questionnaire were shown in the following tables (Table 3.1 and Table 3.2):

Table 3.1 The Pilot Study Results of Tertiary EFL Teachers' Problems Concerning Their In-service Professional Development

Problem Items	\bar{x}	SD
No. 1	4.72	0.46
No. 2	4.72	0.46
No. 3	4.92	0.28
No. 4	4.72	0.46
No. 5	4.72	0.46
No. 6	4.88	0.33
No. 7	4.68	0.48
No. 8	4.72	0.46
No. 9	4.80	0.41
No. 10	4.72	0.46
Total	4.76	0.43

As shown in Table 3.1 (See Appendix A), a total of 25 teacher participants gave their responses to these problems which could be classified into three levels: national level, university level, and personal level. The national level problems mainly covered two aspects: limited number of programs with the mean score of 4.72 and impractical programs, in which more detailed items such as No. 2, 3, 4, 5 and 6 were involved. With their mean scores of 4.72, 4.92, 4.72, 4.72 and 4.88 respectively, the teacher participants agreed that many programs were short-termed, more theoretical, less attentive to the current issues, unable to serve the teachers' real needs, unable to help the teachers solve problems in their daily teaching. Meanwhile, the university level problems (items No. 7, 8, 9) included: a tight budget, heavy workload, and less support from the administrators with the mean scores of 4.68, 4.72 and 4.80. Besides, the personal level problem (item No. 10) indicated that some teachers' personal assumption led to their ignorance of the in-service professional development with the

mean score of 4.72.

Table 3.2 The Pilot Study Results of Tertiary EFL Teachers' Suggestions in Their In-service Professional Development

Suggestion Items	\bar{x}	SD
No. 1	4.64	0.49
No. 2	4.60	0.50
No. 3	4.80	0.40
No. 4	4.76	0.44
No. 5	4.76	0.44
No. 6	4.84	0.37
No. 7	4.72	0.46
No. 8	4.76	0.44
No. 9	4.76	0.44
No. 10	4.72	0.46
Total	4.73	0.44

According to Table 3.2 (See Appendix A), the results showed the suggestions rated by the 25 teacher participants. In order to solve the three-level problems mentioned previously, the teacher participants suggested solutions as follows: in terms of the national level problems, they agreed that items No. 1, 2, 3, 4 and 5 with the mean scores of 4.64, 4.60, 4.80, 4.76, and 4.76 respectively made it clear that more programs should be developed, and especially those that helped teachers keep up with new learning theories and teaching approaches, solve teachers' real problems, sustain teachers' in-service professional development, help teachers with understanding and implementing the training contents, and help teachers conduct classroom research. Regarding the university level problems, the teachers agreed in item No. 6 with the mean score of 4.84 that the university should recognize the teachers' in-service professional development as an important process, and budget should be increased. Thirdly, with regards to the personal level problems, the teachers

in items No. 7, 8, 9 and 10 reached the agreement with the mean scores of 4.72, 4.76, 4.76 and 4.72 that teachers should put their in-service professional development into agenda. In addition, cooperation among colleagues should be encouraged for their in-service professional development, because team work was better than individual work, and peer coaching within team teaching was more effective for their in-service professional development.

The results from the open-ended questionnaire and the group interview showed that the problems and their suggestions on their in-service professional development were quite similar to the results from Table 3.2. The results from the group interview further revealed their needs to have cooperation with colleagues for their professional development. As one of the teachers said, *"...In my daily teaching, I know, from the students' feedback, I should change my method, but, we don't have the atmosphere to do teacher development. I really want some colleagues to do it with me..."* (T1). Another teacher got in and said, *"... I follow the regular, repetitive, traditional classroom teaching every day, to tell you the truth, I am tired of it, and I can imagine my students' feeling, but if I do the change by myself, it's boring, too. We expect to do it with our colleagues..."* (T2). The voices from some other teachers were *"Yes, in a team..."* (T3) *"A group is OK."*(T4) *"More heads are better than one."*(T5) This showed the teacher participants needed the MPC Model for their cooperation with colleagues in daily teaching.

To answer Research Question 2, the results from observation checklists, teacher's logs, researchers' field notes, and students' questionnaire were presented. To begin with, the results of the observation checklists were shown as follows:

Table 3.3 The Pilot Study Results of Observation Checklist for Teaching Procedures

Teacher	Observation Items						
	Preview	Teacher's presentation	Q&A	Discussion	Other activities	Summary	Assignment
T1	8	8	8	5	5	8	8
T2	8	8	8	6	5	8	8
T3	8	8	8	5	6	8	8
T4	8	8	8	5	4	8	8
Mean	8.00	8.00	8.00	5.25	5.00	8.00	8.00
SD	0.00	0.00	0.00	0.50	0.82	0.00	0.00

As shown in Table 3.3, the teachers went through seven steps in the teaching procedures. The *previews*, *teachers' presentations*, *questions and answers*, *summary*, and *assignment* were found in each period with the mean scores of 8.00. That means every teacher conducted these activities in every class. It was observed that the teachers could not do *discussions* in every period with the mean score of 5.25. The mean score of *other activities* was 5.00. These seven steps formed a teaching circle in classroom teaching.

Next, the results from the teacher's logs showed that the teacher participants kept their logs for both classroom teaching and after-class cooperation. The results were presented in two main aspects: what was found in the logs and how they felt.

On the one hand, the information found in their logs showed that, first, the two dyads in this team shared similar teaching steps in the classroom but with

different focuses. Second, the dyads laid more emphasis on the interactions between teachers and students in class. Third, the peer teachers in each dyad used different teaching aids or tools for the same purpose in the classroom teaching. Forth, the peer teachers in each dyad cooperated mainly when dealing with teaching planning, material analyzing and students' problems, and the team members for classroom research. On the other hand, their reflections showed that the classroom teaching with the help of the MPC Model was very helpful because they felt confident in classroom teaching after the cooperation with the peer teacher. Moreover, they could answer the students' questions more quickly and they felt happier because their teaching was more effective. The younger teachers felt well supported with the company of an experienced colleague. One of them wrote, "..... *Teaching English grammar is always a headache for me simply not because of my poor knowledge but the ways to teach it. By joining this program, working with my peer and the team, I know how to deal with the grammar teaching in my "Comprehensive English" course. More confidence appears in this new model...*" At the same time, the experienced teachers felt they also benefited from working with the younger teachers. One of them put, "..... *Each period of teaching is what I expect now. I was not good at the computer and the Internet, and tried to avoid using them before. Now, with the help of the peer coaching and team teaching model, I work with a young colleague, I find it's not a problem any more, and my progress in this aspect is becoming greater in these weeks, so I look forward to its long-term implementation.* "

The results from the researchers' field notes presented that the teacher participants' cooperation in classroom teaching and after-class preparation was very active and effective. By keeping the notes on what the teachers cooperated with in class or after class, the researcher found that the teachers in each dyad stayed together to discuss their teaching plan, analyze the teaching materials, predicate the students' learning problems, and find the solutions. When some unexpected problems occurred in the classroom, the dyad turned to the team for help. Four members of the team worked together to come up with possible solutions. Their cooperation at this point led to a topic for their classroom research, which all of them would conduct further. It was found that this new model could contribute to the teacher participants' in-service professional development. Still, the researcher noticed that there were some problems about the equipment or resources with which the teacher participants needed to use to prepare their teaching.

The results from students' questionnaire were presented in Table 3.4.

Table 3.4 The Pilot Study Results of Students' Opinions on the MPC Model

Opinion Items	\bar{x}	SD
No. 1	4.73	0.50
No. 2	4.63	0.90
No. 3	4.90	0.30
No. 4	4.73	0.50
No. 5	4.63	0.90
No. 6	4.87	0.34
No. 7	4.67	0.47
No. 8	4.67	0.47
No. 9	4.83	0.37
No. 10	4.63	0.90
Total	4.72	0.56

According to Table 3.4 (See Appendix B), the results showed the opinions rated by the 36 student participants. The questions were grouped into two aspects: the

teaching and the teachers. For the “the teaching”(Items No. 1, 2, 3 and 4), with the mean scores of 4.73, 4.63, 4.90 and 4.73, it can be concluded that co-teaching offered more opportunities for classroom communication in English and allowed each teacher to teach his or her specialized topic in class. As a result, English classes were more interesting and motivating. In addition, co-teaching could make both teachers and students happy. Meanwhile, items No. 5, 6, 7, 8, 9, and 10 which were about “the teachers” got the mean scores of 4.63, 4.87, 4.67, 4.67, 4.83 and 4.63 respectively. These findings indicated that the students agreed that English teachers who were trained through the MPC Model could answer the students’ questions more quickly, teach at the pace as planned, teach in a different but better way, help the students with their difficulties in class, and young teachers could offer more detailed explanation in class. Likewise, the students could get more help from the peer/team teachers with their English learning.

The responses to the open-ended questions revealed quite similar results in terms of the teachers’ improvement of instruction, which was illustrated through the students’ positive opinions on the MPC Model.

To answer Research Question 3, the results from the closed-ended questionnaire were shown as follows:

Table 3.5 The Pilot Study Results of Teachers' Attitudes towards the MPC Model

Opinion Items	\bar{x}	SD
No. 1	4.75	0.50
No. 2	4.75	0.50
No. 3	4.50	0.57
No. 4	4.75	0.50
No. 5	4.75	0.50
No. 6	4.75	0.50
No. 7	4.50	0.57
No. 8	4.50	0.57
No. 9	4.75	0.50
No. 10	4.75	0.50
Total	4.68	0.52

Table 3.5(See Appendix C) showed that the attitudes rated by the 4 teacher participants were displayed in three categories: process, target-group, and product. Items No. 1, 2, 3 and 4 took the MPC Model as the “process”. With the mean scores of 4.75, 4.75, 4.50 and 4.75 respectively, the teachers agreed that the MPC Model could provide them with the multilayered cooperation in order to deal with the unexpected problems from the real teaching context. It also emphasized the process of professional development and offered a different teaching process from that done by an individual teacher. Meanwhile, items No. 5, 6 and 7 were aimed towards the “target-group” including the teachers with the help of the MPC Model. The mean scores (4.75, 4.75, 4.50) of these items showed that the MPC Model could be used to help new teachers learn from experienced colleagues, help experienced teachers work together for better teaching, and reduce the teachers’ sense of isolation. Furthermore, items No. 8, 9 and 10 referred to the “product” of the MPC Model. The mean score results of these items (4.50, 4.75, 4.75) showed the teachers’ agreement that the MPC Model provided opportunities for the peer teachers to identify teaching problems,

think of possible solutions, and then for the team teachers to share their opinions. In addition, the MPC Model was useful to update the teachers' professional knowledge and competence. It could sustain the teachers' professional development.

The results from the open-ended questions and semi-structured interview presented quite similar findings with Table 3.5. The teacher participants showed their positive attitudes even if they thought that implementing the new model means more work and a challenge for them. In their four-week practice, the teachers in this model seemed to be more excited about their work, they helped each other in their teaching preparation and solved some classroom problems occurring in the classroom teaching, the online resources also helped them a lot prepare the supplementary information to the students. Besides, the dyad teachers found their teaching more appreciated by the students. One of the dyad teachers said,

“..... Some of the students used to be absent in my class, because they were top students, they found the teaching flow was not fast enough, sometimes they had to sit there for what they've already known, so they thought it's a waste of time. However, now with the team and the peer, we discuss this problem, and try to find the solution, for example, sometimes the web-based teaching can be used in the classroom, so they could get what they wanted, and the attendance of my class now is much better. So, personally speaking, I like this kind of practice as a way of in-service professional development. ” Therefore, the teacher participants showed their positive attitudes towards the MPC Model for their in-service professional development.

3.7.4 Implications for the Main Study

This pilot study proved that the research methodology was feasible. The results from the pilot study provided the researcher with some implications for the main study as follows:

a) Some part in the needs analysis questionnaire should be added

The results of the pilot study indicated that one more part in the needs analysis questionnaire should be added for the main study. Since the needs analysis questionnaire was to be conducted for obtaining the needs for the MPC Model, the questions should be asked more directly and specifically. So, Part IV was supplemented for the specific needs of the tertiary EFL teachers in the in-service professional development.

b) More practice was needed in the workshop

The time allotted for practice in the workshop was found to be not enough for the teachers to complete some activities. So the allotment of time in the workshop was readjusted so as to ensure sufficient time for the practice of cooperation.

c) One item of the checklists should be deleted

One of the two checklists used for the classroom observation should be deleted because it was not easy for the observer to have the items noted down in an objective way in the pilot study, if it was used in the main study, the results could not be reasonable. So this checklist was deleted in the main study.

d) More questions in interview needed to be supplemented

In the semi-structured interview after the experiment in the main study, one more question needed to be added for the teachers' feelings about the cooperation with their peer in the same dyad and the members in the same team.

3.8 Summary

In sum, this chapter described the research methodology for this study, which used qualitative research design. The participants in this study were 55 tertiary EFL teacher participants, including 12 teachers involved in the model implementation, and 105 tertiary EFL students. Based on the purpose of this study, the researcher described the variables. Such instruments as questionnaires, interviews, observations, and teacher's logs, and researcher's field notes were employed in this study. Some quantitative methods, namely, frequency, and the qualitative method, exactly, content analysis, were used for data analysis. A pilot study was conducted to try out the model and check the validity and reliability of the instruments. Some improvement was done for the main study. In the next chapter, the main study was described according to the research design.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the research findings of this study in response to the research purposes and research questions postulated in Chapter One. The results are organized according to the research questions as follows:

1. What are the tertiary EFL teachers' problems and suggestions concerning their in-service professional development?
2. Does the multilayered peer coaching model (the MPC Model) help the in-service tertiary EFL teachers improve their professional knowledge and teaching ability? If so, how? If not, why not?
3. What are the tertiary EFL teachers' attitudes towards the multilayered peer coaching model (the MPC Model) for their in-service professional development?

4.1 Answers to Research Question 1

Research Question 1 “*What are the tertiary EFL teachers' problems and suggestions concerning their in-service professional development?*” was based on the research purpose which was to investigate the problems concerning the in-service professional development of tertiary EFL teachers and obtain their suggestions on them. In order to answer Research Question 1, the results were classified into three groups: the teachers' problems, suggestions and needs.

4.1.1 Teachers' Problems

The data concerning the problems about tertiary EFL teachers' in-service professional development were collected quantitatively and qualitatively.

4.1.1.1 Quantitative Results for Teachers' Problems

The results from the questionnaire showed that the problems the teacher participants encountered in their in-service professional development were rated and presented in the table below.

Table 4.1 Tertiary EFL Teachers' Problems in Their In-service Professional

Development				
Level	Problems	\bar{x}	SD	
National Level Problems	They are unable to serve teachers' real needs	4.80	0.45	
	They are unable to help teachers solve problems in daily teaching	4.80	0.52	
	They are short-term programs	4.73	0.45	
	The number of programs is limited	4.60	0.49	
	They put less emphasis on the problematic issues	4.58	0.67	
	They focus more on theoretical parts	4.55	0.66	
University Level Problems	Teachers get less support from administrators	4.60	0.49	
	Teachers have heavy workload	4.55	0.53	
	Universities have less budget	4.39	0.82	
Personal Level Problems	Some teachers are unaware of their assumptions on their in-service professional development	4.76	0.60	
Total		4.64	0.56	

As shown in Table 4.1, a total of 55 teacher participants gave the response to the questionnaire. The problems could be classified into three levels: national level, university level, and personal level. The teacher participants agreed on six national-level problems, three university-level problems, and one personal-level

problem. The detailed agreement was shown in their mean scores from high to low in each level. The teacher participants agreed such national level programs as: the programs were unable to serve the teachers' real needs, unable to help the teachers solve problems in their daily teaching, short-termed, less attentive to the existing issues, and more theoretical ($\bar{x} = 4.80, 4.80, 4.73, 4.60, 4.58, 4.55$, and $SD = 0.45, 0.52, 0.45, 0.49, 0.66, 0.67$ respectively). Meanwhile, the university level problems included: less support from the administrators, teachers' heavy workload, and a tight budget ($\bar{x} = 4.60, 4.55, 4.39$ and $SD = 0.49, 0.53$ and 0.82). Besides, the personal level problem indicated that some teachers' unaware assumptions led to their ignorance of the in-service professional development ($\bar{x} = 4.76$ and $SD = 0.60$).

Therefore, two national problems mentioned above with the mean score of 4.80 highlighted that the programs should serve the teachers' need and help them solve problems. However, the personal problem with the mean score of 4.76 stressed that the teacher themselves need to know that professional development is a must for their career.

4.1.1.2 Qualitative Results for Teachers' Problems

The qualitative results concerning the teachers' problems were presented based on four themes: a lack of effective programs, inadequate attention from teachers and administrators, an absence of the continuity for self development, and a need for having a practical, sustainable and context-based or area-based model.

1) Lack of effective programs

The results from both the open-ended questions in the questionnaire and the group interview showed that there was a lack of effective programs for teachers' in-service professional development. For example, in the questionnaire, while answering the questions whether they have been to any programs for in-service professional development before and what kind of programs they attended, 100% teacher participants said that they attended some programs. But many teachers did not regard these programs as fun. This was because firstly the duration of the programs was very short. It lasted only 2 or 3 days. Secondly, the activities were for relaxing since they were held during the summer or winter vacations in other cities or other provinces, which attracted more attendants with an arranged sightseeing trip rather than an academic exchange. Thirdly, the training content could not solve any unexpected problems in their daily teaching by themselves after they were back from some training programs because the programs focused more on theories rather than their real needs. One of the teacher participants wrote this:

“I've been to some training programs, but it was not helpful as expected..., for example, when new problems are suddenly jumping in class, I can not use what I've learned from the program to solve them on the spot. I am sorry about the programs I've been to, they are not effective, they should have helped us in such situations...”

In addition, the teacher participants' responses in the group interview indicated that the programs they attended were not practical, and it seemed that they

were for traveling rather than professional training, some program was like a teaching competition. The participants from the universities in developed area always got the chances to take the prize, and those from the developing areas could not have such opportunities, and the lecturers in the program paid less attention to the teachers from developing areas.

2) Inadequate attention from teachers and administrators

The results showed that teachers and administrators paid less adequate attention to teachers' in-service professional development. According to the results from the questionnaire, regarding whether they took their in-service professional development into consideration, 36% of the teacher participants said they did so while 64% said that they did not. Those who had not taken it into consideration failed to know how to solve the problem without the chance to join off-service professional development, and the heavy teaching workload, busy schedule, and personal engagement hindered them in doing so. In addition, the results from the group interview showed that the university financial support to the teachers' in-service professional development was not enough for the teachers to have their in-service professional development because not everyone who wanted to attend the conferences or seminars had the chances. And some administrators did not have positive attitudes towards teacher in-service professional development.

3) Absence of the continuity for teachers' self development

From the teachers' responses, it was found that there was absence of the continuity for the teachers' self professional development. In the questionnaire, 90% of the teacher participants thought that it was not easy to do so although they have realized its importance. As one of them stated,

“I have been teaching English for over ten years, of course, I know the reform that our Ministry of Education is now conducting on English language teaching, with this pace, we need to innovate ourselves..., so what can I do with my professional development? I know it's important and necessary, but I don't know exactly how to do it, especially continue it, I have attended some training programs, but after coming back, I could not go on with my professional development...and... Em... because I found the knowledge I got from the training could not be used in my work, it is too theoretical and distant from my regular teaching, and some knowledge should be supported by very good equipment when you apply it, which was not offered in my university...”

Besides, in the group interview, they thought that their professional development was brokenly held, never in continuity, this was partly because of their own problems or difficulties, and partly because they had no platform to continue their professional development.

4) Need for having a practical, sustainable and context-based model

The results from the questionnaire showed that there was a need for having a practical, sustainable and context-based or area-based model for the teachers' in-service professional development. Regarding what problem should be solved first to continue their in-service professional development, 95% of them thought that a good and practical way or model which included the practice of peer coaching within a team teaching context would contribute to the continuity of their in-service professional development. In addition, the results from the group interview also indicated that the teacher participants needed a practical and sustainable model for their professional development. They also thought the model for their professional development should be context-based or area-based so that it was easier for them to have their professional development together with their colleagues in the daily work.

Therefore, these problems mentioned above kept the teacher participants from joining their in-service professional development to improve their professional knowledge and competence. Suggestions should be made or offered to solve these problems.

4.1.2 Teachers' Suggestions

After their problems were presented, the suggestions that the teacher participants agreed on and made for their in-service professional development were presented quantitatively and qualitatively as follows:

4.1.2.1 Quantitative Results for Teachers' Suggestions

Table 4.2 Tertiary EFL Teachers' Suggestions in Their In-service Professional

Development			
Level	Suggestions	\bar{x}	SD
To Solve National Level Problems	Increase teachers' understanding of new knowledge	4.91	0.29
	Solve teachers' problems with effective strategies	4.89	0.37
	Consider the quality and sustainability of the training program	4.89	0.32
	Never ignore the classroom research	4.65	0.48
	Provide them with professional development program regularly	4.64	0.48
To Solve University Level Problems	Treat in-service professional development importantly as pre-serviced one, and increase its budget	4.91	0.29
To Solve Personal Level Problems	Put the professional development into important agenda	4.91	0.29
	Set up a teamwork	4.87	0.39
	Practice the peer coaching within team teaching	4.85	0.40
	Encourage the collaboration for professional Development	4.80	0.45
Total		4.83	0.38

Table 4.2 showed all the teacher participants' responses to these suggestions. In order to solve the problems mentioned previously, the teacher participants reached their agreement with the solutions, including five suggestions on the national-level problems, one suggestion on the university-level problems, and four suggestions on the personal-level problems. The detailed agreement was shown in their mean scores from high to low in each level. In terms of the national level problems, they agreed that more programs should be developed, and especially those that could help teachers conceptualize new learning theories and teaching approaches, help solve teachers' problems in real situations, help sustain teachers' in-service professional development,

and help teachers conduct classroom research ($\bar{X} = 4.91, 4.89, 4.89, 4.65, 4.64$ and $SD = 0.29, 0.39, 0.40, 0.45$ respectively). As for the university level problems, the teachers agreed that the university should recognize the teachers' in-service professional development as an important process, more budgets should be allocated for this matter ($\bar{X} = 4.91$ and $SD = 0.29$). With regard to the personal level problems, the teachers thought that teachers should take their in-service professional development into consideration, and team work was better than individual work, peer coaching within team teaching should be practiced, so cooperation among colleagues should be encouraged for their in-service professional development ($\bar{X} = 4.91, 4.87, 4.85, 4.80$ and $SD = 0.29, 0.45, 0.39, 0.40$).

4.1.2.2 Qualitative Results for Teachers' Suggestions

The qualitative results concerning the teachers' suggestions were presented in four themes, which could be considered as the solutions to the problems. They were: to provide effective professional development programs, to obtain the cooperation from teachers and the support from administrators, to sustain teachers' professional development by using teamwork strategy, and to develop a practical, sustainable and context-based teacher professional development model.

1) To provide effective professional development programs

The results from both the open-ended questions in the questionnaire and the group interview reviewed that effective training programs should be provided for teachers' in-service professional development.

In the questionnaire and interview, while being asked whether they were satisfied with the programs they attended for their in-service professional development, 90% of the teacher participants said “not always.” They explained that some programs were really good in some parts, but not good enough in others. The teaching model or methods which could be employed effectively in developed areas (east of China) could not be practical in the developing areas (west of China). The respondents also offered some suggestions, such as, to provide a contextualized program that could solve the problems of the particular areas; teachers in eastern areas and those in western areas should attend programs based on their different teaching contexts, and help each other; context-based or area-based programs or models should be organized for in-service professional development.

2) To obtain the cooperation from teachers and the support from administrators

The results from both the questionnaire and the group interview showed that the teachers also should pay more attention to their professional development, and the administrators should give more support to the teachers’ professional development. For example, the teachers’ responses in the group interview showed that the teachers should realize the importance of professional development and join in some programs actively. The university should pay more attention to their in-service professional development by decreasing their workload and increasing the budget, besides, the administrators should provide the teachers with more chances to have professional development.

3) To sustain teachers' professional development by using teamwork strategy

The results revealed that teachers' professional development should be sustained by working as a team in their daily teaching or working with the colleagues. The teachers' responses in the open-ended questions in the questionnaire and the group interview showed that all of them would like to work with a partner or colleagues or within a team because they thought the pair work or teamwork could encourage them to talk more about their teaching and make them more confident in the classroom teaching and research. The teachers' responses also showed that one of the suggestions was to have their in-service professional development in continuity. They said they preferred to work with colleagues to improve their professional knowledge and teaching ability in their daily work, and they would like to continue doing so in this way.

4) To develop a practical, sustainable and context-based teacher professional development model

The results from the questionnaire and group interview revealed the suggestion that a practical, sustainable and context-based professional development model should be developed for their in-service professional development. For example, when they were asked to answer the question "What is the ideal program or model for your in-service professional development?" 95% of them shared similar idea that the ideal program should be sustainable, cooperative, practical, and context-based. As one of them said,

“...In my opinion, the ideal program or model for our English teacher’s in-service professional development should be something that can lead to a sustainable practice. It can attract us to follow it willingly and continuously, and we can have it as a base to improve our daily teaching, and to do research action together with our colleagues, and of course, it is school-based, and can help us to do more and further practice in our professional development.”

In short, what the teachers suggested on training programs should be practical and relevant to the teachers’ need and their context. Its usefulness would lead to the continuity and sustainability of their professional development.

4.1.3 Teachers’ Needs

After investigating the problems and suggestions, some open-ended questions were asked to find the teachers’ needs about their in-service professional development. The results were shown as follows:

1) Need for being a better EFL teacher

To answer the question “To be a better EFL teacher from now on, what do you need?” all of the teacher participants, despite different teaching experiences, shared a similar understanding of being a better EFL teacher. The researcher categorized their needs into three groups: to be engaged in the profession, to improve professional knowledge, and to learn new teaching methods. Regarding being engaged in the profession, all of them thought it was the prerequisite because only having the engagement in the profession of English teaching and being dedicated

could they love their students, their colleagues, their university, and they could care about their own career improvement and enjoy their career success. With regard to improving professional knowledge, all of the teachers thought they had to keep pace with the requirement of professionalism by continually discovering new ideas and insights about TEFL, reflecting on their experiences, upgrading their skills, and growing and developing their profession throughout their lives. As for selecting methods, 89% of them thought they should try some new and untested methods, take risks for worthy educational outcomes, and reframe the error as an opportunity to do better as a result of the experience.

2) Need for teachers' professional development

The teachers displayed their own needs in response to the question “For your professional development, what do you need from the training programs?” and their needs were listed as: the training programs should 1) train them in a manner that is relevant, meaningful, and memorable; 2) make them and keep them on the top of the TEFL field or be at the leading edge; 3) bridge the gap between theory and practice; and 4) be designed to help them know how to work efficiently between senior and junior faculty, teamwork, and be recognized and accepted by their peers.

3) Need for the cooperation between colleagues

When asked “Do you think you need the peer coaching within the team teaching context for your in-service professional development? Why or why not?” all of the teachers showed their positive agreement. Their reasons could be summarized

as: 1) the teachers' professional development was like the students' learning, which needed a community where more than one person were involved, and the practice of peer coaching within a team teaching context did this; 2) the two-layered cooperation of the teachers made it easier to get help in their daily work; 3) the peer coaching offered them the opportunity to be a teacher and a learner at the same time because they could learn from each other; 4) the team of peers served as a strong base to depend on when they needed help; 5) the practice provided them with good preparation for their teaching which now had to be flexible, and gave them confidence to react and adjust to changing circumstances; and 6) the practice brought them more friendship, acceptance and willingness in their in-service professional development.

Therefore, what the teachers had for their in-service professional development indicated that they needed a practical and cooperative training model as a platform to improve their professional knowledge and competence.

To sum up, the results from the needs analysis questionnaire and the group interview revealed the problems affecting the tertiary EFL teachers' in-service professional development, and their suggestions to solve these problems, as well as their needs for an appropriate model for their in-service professional development.

4.2 Answers to Research Question 2

In response to Research Question 2 *“Does the multilayered peer coaching model (the MPC Model) help the in-service tertiary EFL teachers improve their*

professional knowledge and teaching ability? If so, how? If not, why not? ” the data from the observations, the teacher’s logs, the researcher’s field notes, and the student’s questionnaire were analyzed and presented under three main areas: 1) improvement of teachers’ professional knowledge, 2) enhancement of teachers’ teaching ability, and 3) effective cooperation of teaching teams.

4.2.1 Improvement of Teachers’ Professional Knowledge

In this study, a 15-week follow-up teaching practice was conducted at Guiyang University in China. 12 teacher participants implemented the MPC Model in this study to improve their professional knowledge. Both quantitative and qualitative results were presented as follows:

4.2.1.1 Quantitative Results for Teachers’ Professional Knowledge Improvement

The results from the observation checklists showed that with the help of the MPC Model the teacher participants’ professional knowledge was improved.

The researcher observed the teacher participants’ after-class cooperation and filled in the observation checklists. The observation purpose was to observe if they could combine the training content (TEFL) with their teaching preparation and their classroom research. The researcher observed them 30 times for 15 weeks (twice a week) and filled out the observation checklists.

Table 4.3 Results of Observation Checklist for After-Class Cooperation

Team	Dyad	Teacher	Observation Items		
			Discussion of Training Content	Integration of Training Content and Lesson Plan	Integration of Training Content and Research
			Total (%)	Total (%)	Total (%)
Team1	Dyad 1	T1	30 (100)	30 (100)	26 (86)
		T2	30 (100)	30 (100)	26 (86)
	Dyad 2	T3	30 (100)	30 (100)	26 (86)
		T4	30 (100)	30 (100)	26 (86)
Team2	Dyad 3	T5	30 (100)	30 (100)	27 (90)
		T6	30 (100)	30 (100)	27 (90)
	Dyad 4	T7	30 (100)	30 (100)	27 (90)
		T8	30 (100)	30 (100)	27 (90)
Team3	Dyad 5	T9	30 (100)	30 (100)	25 (83)
		T10	30 (100)	30 (100)	25 (83)
	Dyad 5	T11	30 (100)	30 (100)	25 (83)
		T12	30 (100)	30 (100)	25 (83)
Mean/ Percentage			30.00/100	30.00/100	26.00/86
SD			0.00	0.00	0.85

As shown in Table 4.3, the teacher participants always conducted the after-class cooperation. Their cooperation included two steps (in dyads and in teams) and some regular activities (discussion of the training content, integration of the training content and lesson preparation, and integration of the training content and classroom research). It was found that the teachers always discussed the relevant training content each time they met (100%), and tried to integrate them into their lesson preparation all the time (100%), which indicated that the MPC Model reinforced the integration of trained knowledge at the use level (lesson planning). But the teachers did not always combine the new knowledge with the classroom research (86%) in their discussion because they needed time to think about the research details,

and they also had to spend the time discussing some unexpected problems from the classroom. These activities provided in the MPC Model helped the teachers put their pedagogical content knowledge into practice in real situations. Therefore, the results indicated that the MPC Model contributed to the improvement of the teacher participants' professional knowledge.

4.2.1.2 Qualitative Results for Teachers' Professional Knowledge Improvement

The qualitative results concerning the improvement of teachers' professional knowledge were presented as follows: understanding of the training content, application of the training content to the teaching plan preparation, and application of the training content to the classroom research.

1) Understanding of the training content

From the teacher's logs, it was recorded that the teacher participants in the dyads within the same team worked together before and after classroom teaching. They met at least twice a week to discuss the training content, and had a better understanding of what they had been trained, as one of them wrote:

"I've achieved a lot from the MPC Model activities because now I really understand what the TBLT (Task-based Language Teaching) is. Although the term is not something new, this is the first time for me to understand the differences between 'tasks' and 'exercises' in English teaching, and the ways that the TBLT can work efficiently..."

The results from the researcher's field notes also showed that the teacher participants had more discussions about their understanding of the training content in their after-class cooperation. For example, *“... in their after-class cooperation, the four teachers in Team 1 discussed the pre-task in TBLT in detail for one hour. One of them shared her understanding that with its own principles and methods, the pre-task was different from warm-up activities, it is very systematic and helpful if the task is designed...”*

2) Application of the training content to the teaching plan preparation

The results from the teacher's logs showed that the teacher participants applied the training content to their teaching plan preparation, such as, selecting teaching materials, determining teaching focus, designing teaching activities, anticipating students' responses in class, etc., for example, one of the teacher participants recorded in her logs, *“When I work with my peer today, we prepare the lesson for next week. The teaching focus is to improve their reading ability, and the teaching content is the text about ‘earthquake’. Both my peer and I design the teaching tasks according to the principles of the TBLT, which we've learned in the MPC Model. In the pre-task, we select and group the key words: some indicate earthquake and its effects, some for the fire and the damage it may cause, some for the places, and some for the people. Then the students listen to some relevant materials, after that, it is the students' turn to retell the story with the help of these words. This activity in the pre-task step will lead to our actual presentation in the while-task step*

about the reading material 'Memories of the San Francisco Earthquake and Fire', and the pre-task activity can pave the way to our presentation of new knowledge.'"

From the researcher's field notes, it was also recorded that the teacher participants tried to integrate the training content into their teaching preparation, for example, *"In today's after-class cooperation, the two teachers in Dyad 1 of Team 2 worked together for lesson plan. They discussed the training content and planned to employ the TBLT for their teaching design. One of the two peers proposed that they should design an 'information-gap activity' in their teaching, and the other agreed with her. They stuck to the 'student-centered' principle of the TBLT, and provided the students with the chance to do the pair work, in which each member of the pair has a part of the total information (exactly an incomplete picture) and attempts to convey it verbally to the other..."*

3) Application of the training content to the classroom research

From the teacher's logs and the researcher's field notes, it was recorded that the teacher participants applied the training content to their classroom research. The teacher participants combined their own expertise in English teaching (such as teaching English listening comprehension, reading comprehension, writing, speaking, or translation skill) with the training content in the MPC Model to conduct the classroom research. The teachers identified the problems during their teaching process, and tried to find the solutions to their classroom problems.

One of the teacher participants wrote in his log, “... *in the after-class discussion, we talked about the research topic and how the TBLT could help us with our research. The problems from our students could be as the research topic, and my peer agreed with me. Both of us are interested in teaching listening, and it was found to be the toughest skill for our students, so we talked about this topic and discussed how it could be helped with the TBLT. We kept thinking about the research, and exchanging our ideas next time...*”

The researcher’s field notes also recorded that the teacher participants integrated the training content into their classroom research during their after-class cooperation, for example, “... *the teachers in Dyad 2 of Team 3 discussed their research topic in their after-class cooperation. They talked about the TBLT, especially its teaching concept of ‘student-centered’. They would like to solve the problem from their students by conducting the research with the help of their expertise and the TBLT principle. They decided to focus on how to improve their students’ English writing ability in their research, and took the “student-centered” principle in TBLT as their theoretical background.....*”

Therefore, after they took part in the cooperation in dyads and teams through the MPC Model, and it was found that the teacher participants’ regular cooperation for discussing the training content, applying the training content to teaching plan preparation, and integrating the trained content into the classroom research via this model led to the improvement of their professional knowledge.

4.2.2 Enhancement of Teachers' Teaching Ability

In this study, 12 teacher participants from Guiyang University in China participated in the MPC Model for 15 weeks to improve their teaching ability as well as enhance their professional development. The quantitative and qualitative results were displayed in the following sections.

4.2.2.1 Quantitative Results for Teachers' Teaching Ability

Enhancement

The researcher observed each of the teacher participants' classroom teaching for 15 hours (an hour per week). The observation purpose was to see if the teachers could apply the teaching procedure effectively, and what steps were more frequently or less frequently used in their real teaching situations. Seven steps in the teaching procedure were observed, namely, preview, teacher's presentation, questions and answers, discussion, other activities, summary and assignment. The results of the observation checklist were presented as follows:

Table 4.4 Results of Observation Checklist for Teaching Procedure

Dyad	Teacher	Observation Items						
		Preview Total (%)	Teacher's presentation Total (%)	Q&A Total (%)	Discussion Total (%)	Other activities Total (%)	Summary Total (%)	Assignment Total (%)
Dyad 1 15(100)	T1	15(100)	15(100)	15(100)	12 (80)	5(33)	15(100)	
	T2	15 (100)	15(100)	15(100)	11 (73)	5(33)	15(100)	
Dyad 2 15(100)	T3	15 (100)	15(100)	15(100)	9 (60)	6(40)	15(100)	
	T4	15 (100)	15(100)	15(100)	10 (66)	4(26)	15(100)	
Dyad 3 15(100)	T5	15 (100)	15(100)	15(100)	8 (53)	5(33)	15(100)	
	T6	15 (100)	15(100)	15(100)	13 (86)	6(40)	15(100)	
Dyad 4 15(100)	T7	15 (100)	15(100)	15(100)	11 (73)	7(46)	15(100)	
	T8	15 (100)	15(100)	15(100)	12 (80)	4(26)	15(100)	
Dyad 5 15(100)	T9	15 (100)	15(100)	15(100)	10 (66)	5(33)	15(100)	
	T10	15 (100)	15(100)	15(100)	8 (53)	6(40)	15(100)	
Dyad 6 15(100)	T11	15 (100)	15(100)	15(100)	9 (60)	7(46)	15(100)	
	T12	15 (100)	15(100)	15(100)	8 (53)	5(33)	15(100)	
Mean/Percentage		15.00/100	15.00/100	15.00/100	10.08/72	5.42/36	15.00/100	15.00/100
SD		0.00	0.00	0.00	1.73	0.99	0.00	0.00

As shown in Table 4.4, the teacher participants went through almost every step in the teaching procedure while teaching. The five main steps, including *preview*, *teacher's presentation*, *questions and answers*, *summary*, and *assignment*, were completed in each period for 15 weeks (100%). The *preview* usually took place at the

beginning of each period and was followed by the teachers' presentation. During the step of the *presentation*, new information and knowledge were delivered, and the teachers did their presentations with different teaching strategies each time. In each period, the step of *questions and answers* was also employed in classroom teaching, usually following the presentation, and in some cases within other steps as well. The teachers always asked questions and often obtained the responses from the students. Likewise, *summary* and *assignment* steps were done in the classroom teaching in each period. So these five steps were always conducted (100%).

Regarding the other two steps: *discussion* and *other activities*, these were infrequently used (72% and 36%) by the teachers. For the *discussion*, it was found that the teacher could not do it in every period because of the limited time in class. For the *other activities*, the teacher only added them in response to some unsuccessful activities because this step needed more time. These seven steps formed a complete cycle of a whole period of classroom teaching. The time allotment for each step was generally accepted and utilized well by the teacher participants. Therefore, it could be assumed that the MPC Model contributed to the improvement of the teacher participants' teaching ability.

Besides, to investigate the efficiency of the MPC Model and see if the teachers' professional development was improved, the questionnaire for the student participants' opinions on the MPC Model were conducted. The students' questionnaire was used to triangulate the data from the perspective of the students.

The student participants were required to rate the 5-point Likert scale about the class they were studying, the data of this questionnaire verified that the teachers' teaching ability was enhanced. Table 4.5 in the following showed the details.

Table 4.5 Students' Opinions on the Teachers' Instruction via the MPC Model

Category	Students' Opinions	\bar{x}	SD
Teaching	Teach more smoothly	4.86	0.35
	Make both teachers and students happy in class	4.86	0.35
	Offer more opportunities for communication	4.70	0.57
	Offer more interesting and motivating English class	4.48	0.66
Teachers	Offer more detailed explanations in class	4.95	0.21
	Teach better now than before	4.86	0.35
	Provide help to students by more teachers	4.86	0.35
	Answer students' questions more quickly	4.75	0.49
	Keep the teaching pace as planned	4.67	0.64
	Help students in class immediately	4.58	0.64
Total		4.75	0.46

Table 4.5 showed that the opinions rated by the 105 student participants were mainly categorized into two aspects: "the teaching (4 items)" and "the teachers (6 items)." Their perspectives were shown in their mean scores from high to low in each level. For example, in the aspect of "the teaching", the teacher could keep the teaching pace as planned; they could offer more opportunities for communication in class and after class; they could teach better now than before; they could make students happy in class because of the positive learning atmosphere (\bar{x} = 4.67, 4.70, 4.86, 4.86 and SD = 0.64, 0.57, 0.35, 0.35). Likewise, in the aspect of "the teachers", the teacher could teach more smoothly; they offered more detailed

explanations in class; they answered the students' questions more quickly; and helped the students solve their difficulties timely in class (\bar{x} =4.86, 4.95, 4.75, 4.67, 4.58 and SD = 0.35, 0.21, 0.49, 0.64, 0.64). In fact, the total mean score (\bar{x} =4.75) of the questionnaire result indicated that the student participants showed their positive opinions on their teachers' teaching after the teachers participated in the MPC Model.

4.2.2.2 Qualitative Results for Teachers' Teaching Ability

Enhancement

The qualitative results concerning the enhancement of teachers' teaching ability were presented in the following aspects: smooth teaching steps in classroom teaching, increase of interaction in classroom teaching, and reasonable solutions to classroom problems.

1) Smooth teaching steps in classroom teaching

By participating in the teaching practice for 15 weeks via the MPC Model, the teacher participants in the dyads within the same team sometimes worked together in the classroom teaching. The peer teachers in the same dyad showed up in the same class simultaneously for two periods a week (normally there were four periods per week for a class, and each period lasted 50 minutes) and in the other two periods one of the peer teachers just sat in the classroom as an observer.

The results from the teacher's logs showed that in the classroom teaching the teacher participants always went through the teaching procedure smoothly. The main teaching steps could be practiced effectively, and their preparation for lesson

was found to be effective. As one of the teacher participants recorded in her log, “... *now I am enjoying teaching cause' I can follow the steps easily and effectively... Although I had similar steps in my teaching before, yet frankly speaking, some steps were not actually functioned, they were not done effectively. However, now with the MPC Model, I prepared the lessons with my peer, and we made a good preparation for each step in classroom teaching according to the TBLT or CLT, and sometimes we also prepared some alternative activities just to make sure to complete every step in classroom teaching... ”*

The researcher also wrote in her field notes that the teacher participants followed the steps taught during the training. The steps of the teaching procedure followed by the two teachers in the same dyad generally went smoothly. In the classroom teaching by these six dyads, the “preview” always happened at the very beginning of the class, which acted as the warm-up or lead-in practice. The “teacher’s presentation” was a kind of highlight in the teaching procedure, in which new information and knowledge were delivered. The “questions & answers” were relatively flexible, which was carried out from the first step to the last step in the teaching procedure for interactions. The “discussion” was the topic-based step, in which the students were expected to share their thoughts. The “other activities” step was optional in the teaching procedure, which was used for remedying the unworkable activities. Both the “summary” and the “assignment” were at the end of the teaching procedure, which were used to close the class.

The results from the open-ended questions of the students' questionnaire showed that the student participants were satisfied with the way that their English teacher used in class this term, as one of them recorded, *“the teachers are more energetic and active. In each lesson, they give us more clear explanation and more understandable teaching. Now I can catch them easily, and I am more interested in English...”*

2) Increase of interaction in classroom teaching

From the teacher's logs and the researcher's field notes, the results revealed that the teacher participants could make classroom more interactive. It was also found that the teachers sometimes acted as an organizer in class and the interaction happened not only between the teacher and the students, but also among the students themselves. A teacher participant wrote in his logs, *“Interaction nowadays is quite encouraged in classroom teaching because it offers more practice to the students for their knowledge learned from the course. Since I joined in the MPC Model program, I've learned more about the TBLT and how it could be used to design the interaction activities in class. We (my partner and I) try to use more interactions in our teaching from the first teaching step to the last in classroom, which helps to realize the student-centered teaching concept. So now in our classroom teaching, we'd like to motivate the students to interact with us or the students, by doing so, we find that the students are more involved in class...”*

Meanwhile, the researcher also had such reports in her filed notes that the interaction that the teacher participants did in their class could be found in almost every step of the classroom teaching. The two teachers in each dyad tried their best to increase the interactions between teachers and students, and among the students themselves in class. Many tasks designed for classroom teaching were found to be done in an interactive way. In many cases, the interaction could be found frequently between the teacher and the students, sometimes the interaction was between the teacher and one student, sometimes between the teacher and a small group, or the whole class. Besides, the researcher also found that the interaction among the students mostly happened in both the preview and the review step, and sometimes in other steps as well. In doing so, the teacher was really an organizer, trying to control the whole class and keep them on task.

The results from the open-ended questions of the students' questionnaire also showed that the student participants had more interaction with the teachers and other students in class, which motivated them to learn English. As one of them said, *“Questions and discussions are a bigger part in class, and the teachers want us to share our understanding with them. We can work in pair or in group. Because we can help each other, we are more confident and brave in answering the teacher's questions. The English class with more English teachers involved is really good.”*

3) Reasonable solutions to classroom problems

After the data from the teacher's logs and the researcher's field notes were analyzed, it was found that the teacher participants could solve problems that arose from their classrooms by working with the dyads and the teams. In a teacher's logs, she recorded, *"The peer coaching within the team teaching is really helpful. In the past I used to work by myself with my students' problems, especially those unexpected ones. I found it was somewhat difficult because some problems could not be solved on the spot, and I had to keep thinking about the answers for a while or long time. Even worse, I may ignore them if they are really beyond my reach. But now, I can work with my peer and team, we can discuss my problems together, and share their students' problems, which contributed to my solutions to my students' problem."*

In the researcher's field notes, she also recorded that the student participants were in the intact classes, and the problems arising from different classes were not always the same. Different teacher dyads faced different problems from their students in most cases although some problems sometimes were the same. By their after-class cooperation, the teachers could work together for their problems, and those expected problems in particular. More reasonable solutions were provided with the help of the cooperation in the MPC Model. For example, in the class taught by the teachers in Dyad 2 of Team 1, there was a male student whose English level was neither fair. The teacher found that he could do the written work very well, but when it came to the face-to-face talking or oral presentation, he could not do it well. In fact, his English

pronunciation was good and he could explain himself clearly. The problem was that what he talked about did not get to the point. The peer teachers failed to solve this problem after their best efforts. Therefore, the four teachers in the same team gathered together to solve the problem. First they listened to the class teacher describe the students' performances both in and after class, read his work, then analyzed this phenomenon by searching some materials in psycholinguistics, and then they tried some solutions offered in the materials, and several weeks later, the student was found to be much better in his public speaking and presentations.

The results from the open-ended questions in the students' questionnaire also showed that the student participants thought that the teachers now could solve their problems more quickly. As one of them wrote, *"I am much more satisfied with my teacher now than before because she can solve my problem more quickly. My problem is the difficulty in understanding English numbers by listening. She discussed my problem with another teacher, and gave me extra help after class. Both the teachers gave me lots of listening exercises, checked my answers, analyzed my problems, and then offered the strategies to deal with the problems. Now I am not afraid of numbers."*

Therefore, it was found that the MPC Model offered the teacher participants the platform to enhance their teaching ability in the daily work by implementing the teaching steps more smoothly, increasing the classroom interaction, and solving the students' problems more efficiently. With the improvement of their teaching ability,

the teachers were motivated to sustain their professional development through collaboration.

4.2.3 Effective Cooperation of Teaching Teams

In this study, while pairing up the teacher participants, the researcher had the assumption that three teams could be different according to their teaching experiences so as to investigate which team could achieve more efficient cooperation and what kind of pairing could make more contribution to the MPC Model. Therefore, Team 1 included two experienced teachers and two inexperienced teachers, with one experienced and one inexperienced teacher in a dyad; Team 2 consisted of four experienced teachers, with two experienced teachers in a dyad; Team 3 was made up of four inexperienced teachers, with two inexperienced teachers in a dyad.

4.2.3.1 Quantitative Results for Effective Cooperation of Teaching

Teams

While observing the teacher participants' cooperation in dyads and teams for 15 weeks (45 times in total, with 3 times a week for each dyad and team), the researcher filled in the checklist to see if there were any differences between the three teams in their classroom teaching and after-class cooperation. The result was presented in Table 4.6 below:

Table 4.6 Comparison of Teachers' Cooperation in Teams

Item	Cooperation	Team 1	Team2	Team 3
		(ex. & inex.) Total (%)	(ex. & ex.) Total (%)	(inex. & inex.) Total (%)
Agreement	Agreement with each other in dyad cooperation	45(100)	45(100)	45(100)
	Agreement with each other in team cooperation	45(100)	45(100)	45(100)
	Agreement on taking one of them as a coach when necessary in dyad cooperation	45(100)	38(84)	36(80)
	Agreement on further discussing classroom research	45(100)		45(100)
	40(88)			
	Agreement on adding extra time for cooperation	45(100)	40(88)	37(82)
	Mean /Percentage	45.00/100	42.60/94	40.60/90
Practice	Reaching higher level of professionalism	45(100)	40(88)	42(93)
	Understanding new curriculum requirements	45(100)	40(88)	42(93)
	Understanding the training content	45(100)	45(100)	
	40(88)			
		Integrating the training content and lesson preparation	45(100)	45(100)
	Conducting classroom research	45(100)	45(100)	40(88)
	Applying strategies to solve problems jumping from classroom	45(100)	45(100)	
	42(93)			
	Applying information technology into classroom teaching	45(100)	42(93)	45(100)
	Mean/Percentage	45.00/100	43.14/94	42.00/93

As shown in Table 4.6, the results revealed that the teachers' cooperation in each team had some differences in two aspects: cooperation agreement and cooperation practice. With regard to their agreement in the cooperation, it was found that Team 1 reached the agreement most frequently (100%). Both the teachers in Team 1 (experienced and inexperienced) could always achieve successful cooperation both in dyads and teams; they were willing to take the peer teacher as a coach if necessary, they agreed with each other to make further discussion on the classroom research, and they were happy to add more time for their cooperation. However, it was also found that Team 2 (experienced and experienced) and Team 3 (inexperienced and inexperienced) reached the agreement about 93% and 90%

respectively, which were both less than Team 1. In Team 2, sometimes it was not easy for the peer teachers to accept the other as the coach (84%), and both sometimes were not willing to spend extra time on their cooperation (88%). In Team 3, it was also found that the peer teachers accepted the other as the coach (80%), and were willing to spend extra time on their cooperation times (82%). They agreed to further discuss the classroom research (88%).

As far as the cooperation practice was concerned, Team 1 (100%) was found to be better than Team 2 (94%) and Team 3 (93%). In Team 1, the peer teachers could achieve higher level of professionalism, understand new curriculum requirements, and training content; they also could integrate the training content into teaching preparation, conduct classroom research, apply strategies to solve problems arising from classroom, and apply information technology to classroom teaching. However, in Team 2, it was found that the peer teachers could not always reach higher level of professionalism (88%), or understand new curriculum requirements (88%), and could not always apply information technology to classroom teaching (93%). In Team 3, the peer teachers could reach higher level of professionalism (93%), or understand new curriculum requirements (93%).

The results revealed that teaching experience played a key role in improving teaching abilities. Actually, the teachers' cooperation in Team 2 and Team 3 were still effective although it was not perfect, but the cooperation between experienced teachers and inexperienced teachers (Team 1) seemed to be the most effective among

them. This was because there was a gap between the teachers in Team 1 based on teaching experience and age, which helped their acceptance with each other. However, the percentage in Team 2 and Team 3 did not always mean ineffective because it provided the teachers more opportunities to discuss. The qualitative data in next section showed their different ideas about this.

4.2.3.2 Qualitative Results for Effective Cooperation of Teaching

Teams

The results from the researcher's field notes showed that the cooperation between teachers with different personal background did play a role in pairing up. It was found that the teachers' teaching experience, age background, and personal engagement played an important role in their team and dyad cooperation. The researcher reported in the notes, *"Team 1 made up of experienced teachers and inexperienced teachers could cooperate smoothly and easily in terms of effectiveness of matching. Both teachers in the same dyad could agree with each other easily in understanding new trends, practicing new teaching methods, and discussing the strategies to some issues. Four teachers in the same team also accepted each other easily in their cooperation for solving the problems from the classrooms and conducting the classroom research. Actually teaching experience difference and age gap were found to help them with their positive acceptance and encourage their personal engagement in the cooperation. The experienced teacher worked as a coach in most cases because of his or her experienced teaching background and rich*

professional knowledge. And sometimes the inexperienced teachers also acted as a coach due to their skillful experience in some new informational technology. ”

“Team 2 including only experienced teachers could cooperate smoothly and easily in most cases, but sometimes they had some problems in their cooperation. The dyad teachers or team members were sometimes found not to accept the other as the coach because all shared the similar teaching experience and they were at the same age of thirties. They had to find more evidence if they wanted to convince the other. All of them faced the same problem that they could not put more time in their cooperation because they needed to take care of the family. ”

“Team 3 composed of only inexperienced teachers could also cooperate smoothly and easily in most cases, but sometimes they still had some problems in their cooperation. The dyad teachers or team members were sometimes found not to accept the other as the coach because of their similar teaching experience and age, and more evidence and more discussion were needed if they wanted to convince the other. They also faced some problems in understanding curriculum requirement because sometimes they had different ideas on it. Some of them thought that they should follow the requirement strictly, while others said that they could consider how to optimize the curriculum by carrying out the curriculum flexibly.”

Therefore, the cooperation between the teacher participants via the MPC Model was found generally efficient, but for more successful effectiveness of matching, the team including experienced teachers and inexperienced teachers should be encouraged.

To sum up, the results from the observation checklists, the teacher's logs, the researcher's field notes, and the students' questionnaire revealed the improvement of the teacher participants' professional knowledge and teaching ability by implementing the MPC Model for their in-service professional development.

4.3 Answers to Research Question 3

In order to answer Research Question 3 "*What are the tertiary EFL teachers' attitudes towards the MPC Model for their in-service professional development?*" the results from both quantitative and qualitative data were presented according to the themes concerning the teachers' attitudes.

4.3.1 Teachers' Attitudes towards the MPC Model

The investigation of the attitudes that the teacher participants had towards the MPC Model for their in-service professional development was conducted in the quantitative and qualitative ways as follows:

4.3.1.1 Quantitative Results for Teachers' Attitudes

An investigation was conducted through the questionnaire that was made up of both closed-ended and open-ended questions. Firstly, according to their level of agreement, the teacher participants rated on the 5-point Likert scale to show their opinions on the MPC Model for their in-service professional development.

Table 4.7 Teachers' Attitudes towards the MPC Model

Category	Teachers' Attitudes	\bar{x}	SD
Process	Provide multilayered cooperation	4.92	0.28
	Encourage teachers to deal with unexpected problems	4.92	0.28
	Emphasize process of professional development	4.83	0.39
	Function differently from the teaching done by an individual teacher	4.83	0.39
Target-group	Help new teachers learn from experienced teachers	4.92	0.29
	Help teacher reduce the sense of isolation	4.92	0.28
	Help experienced teachers understand a new curriculum	4.83	0.39
Product	Provide the opportunities for both dyads and teams to solve problems and share their ideas	4.92	0.28
	Update teachers' professional knowledge and competence	4.92	0.29
	Promote professional development in a sustainable way	4.83	0.39
Total		4.88	0.32

Table 4.7 showed that the perceptions of the teacher participants towards the MPC Model by such categories as “process”, “target-group” and “product.” The teachers showed their agreement on the four items of process, three items of the target-group, and three of product respectively. The detailed agreement was shown in their mean scores from high to low satisfaction in each level. The result of the items concerning the “process” of the MPC Model showed that the teachers agreed that the MPC Model could provide the teachers with multilayered cooperation, deal with unexpected problems from the real teaching context, emphasize the process of professional development, and offer a different teaching process from that done by an individual teacher ($\bar{x} = 4.92, 4.92, 4.83, 4.83$ and $SD = 0.28, 0.28, 0.39, 0.39$). Meanwhile, those items about the “target-group” showed that the MPC Model could be

used to help new teachers learn from experienced colleagues, to reduce the teachers' sense of isolation, and help experienced teachers understand a new curriculum ($\bar{x} = 4.92, 4.92, 4.83$ and $SD = 0.28, 0.28, 0.39$). Furthermore, the "product" items that the MPC Model produced showed the teachers' agreement that the MPC Model provided opportunities for the peer teachers to solve problems and share their opinions, improve their professional knowledge and competence, and sustain the teachers' professional development ($\bar{x} = 4.92, 4.92, 4.83$ and $SD = 0.28, 0.28, 0.39$). Therefore, the teacher participants showed their positive attitudes towards the MPC Model.

4.3.1.2 Qualitative Results for Teachers' Attitudes

The qualitative results concerning the teachers' attitudes were presented based on four aspects: effective teaching enhancement, cooperative classroom research encouragement, strong self-confidence and friendship, and professional development continuation.

1) Effective teaching enhancement

The results from the open-ended questions in the questionnaire presented that all of the 12 teachers thought the MPC Model could provide an efficient way to develop their professional abilities without taking them away from their daily teaching. They explained that in the daily teaching, the MPC Model offered the opportunity to involve more than one teacher, they worked together for teaching, talked about the teaching theories or methods, and designed their lessons that would be suitable for their students, and so on.

From the teacher's logs, it was recorded that the teacher participants found that the classroom teaching with the help of the MPC Model was more helpful. They described that they had a better understanding of the purposes of each step in the teaching procedure; they shared more common ideas about the practice of the teaching steps; they could complement a better teaching method; their teaching was much more systematic; they conducted more interactive activities in class; they could arouse the students' interest in English; they could answer the students' questions more quickly. So in general, as one of them put, *"the teaching in class now is more well-designed, orderly, and well-implemented."*

The results from the interview also showed that while answering whether the MPC Model could deal efficiently with the problems arising from their classroom teaching, they showed their uniform agreement. As one of them said, *"...Sometimes the problems are so unexpected, when I teach by myself, and I can find nobody to discuss with, sometimes I fail to solve it, and sometimes I solve it long after. But in the MPC Model, the peer teachers' help, the team members' help can find the solution quickly or timely. What's more, we find we are strong or confident enough to deal with the situation with a team behind us..."*

2) Cooperative classroom research

From the answers to the open-ended questions in the questionnaire, all of 12 teacher participants wrote that the MPC Model created an atmosphere where the teachers in the dyads or teams chose to conduct research based on the problems or

situations in their teaching context, as well as for their individual work in their research project. During their cooperation in the project team, they had to turn to TEFL theories and practices to conduct their research, strengthening their TEFL knowledge.

In the teacher's logs, the results showed that the teacher participants felt much more mature academically via the MPC Model because the peer teachers had to read more in order to serve the students better with the latest knowledge and information and to discuss the topics for some projects for the classroom research.

The results from the interview also showed that the MPC Model could encourage the teachers to conduct classroom research in a cooperative way. With the cooperation of the colleagues, they would prefer to do the action research. As one of them said, *"... I think, maybe, the biggest difference that the multilayered peer coaching model made is to help us with our classroom research in a team. In dyad or team, we can exchange ideas to connect our students' problems with classroom research. By sharing our teaching methods, our solutions to the problems, and of course, depending on the TEFL theories and principles, we can conduct related research..."*

3) Strong self-confidence and friendship

All of the 12 teacher participants' responses to the open-ended questions in the questionnaire showed that they preferred to use the MPC Model if they could make a choice. It was mainly because when working with colleagues, they thought

they could find more self-confidence both in their teaching and research. Meanwhile, their friendship could be strengthened in their cooperation while they contributed their ideas to each other, and sometimes their academic disagreement could make them reconsider their own ideas and keep them thinking about the relevant issues, which also increased their understanding with one another.

In the teacher's logs, the teacher participants wrote down their reflections on both classroom teaching and after-class cooperation. The results showed that they felt much stronger in classroom teaching because the two teachers in a dyad first prepared their teaching mutually and then shared their ideas with their team members who were in another dyad of the same team. They also felt more confident mentally because they had their colleagues working together to overcome difficulties; they felt happier because their teaching was more effective, their professional knowledge was improving, and their colleagues were more helpful and friendly.

The interviewees also gave their responses to the question that whether the MPC Model contributed to a better understanding between the colleagues, and all of them thought that by working together the teachers had more contact with their colleagues, which led to their better understanding of each other. Besides, many of them suggested that they should continue the MPC Model after the experimental teaching, and more courses could be involved.

4) Professional development continuation

The results from the open-ended questions in the questionnaire showed that in terms of the crucial problem in their teaching that should be solved through the multilayered peer coaching practice, all of the teacher participants wrote that they should adopt the MPC Model to let their own professional development continue through the daily teaching collaboration so as to improve their professional knowledge and teaching ability.

The teacher participants wrote down in the teacher's logs that one of the helpful aspects the teacher participants experienced in their cooperation included that they felt more effective in their professional development because they could put their professional growth in their daily work and continue their professional development.

The interviewees also gave their responses to the question "Do you think the multilayered peer coaching practice can make your in-service professional development continuous?" all of them said "yes." Here was the voice from a teacher, *".....this model is quite useful and helpful in this area, for the professional development, the sustainability and enthusiasm are most important ways, how to say, we find this model can be for professional development, to go on to help teachers with their professional development, and if we can train the key purpose that is involved in this model, I think it is definitely useful and helpful to sustain the professional development."*

They also said that if they had the choice, they would choose the MPC Model for their in-service professional development. For example, one teacher gave her reason:

“I will choose this model. I think it can encourage our in-service professional development, sometimes when we reach one level, we stop here, we can not expand our ideas, can not expand our teaching methods, but when we use this kind of multilayered peer coaching practice, we work, we cooperate with each other, and the other teachers in your group can bring you new ideas, new teaching methods, so it certainly can enlarge our views, can expand our horizons and it is very helpful, for our professional development.”

Therefore, the attitudes that the teacher participants showed towards the MPC Model were positive. Through this model, the teachers could continue their professional development by practicing well-planned teaching and conducting classroom research together with their peers and team members. Meanwhile, their self-confidence in teaching and academic research was also strengthened, which contributed a lot to the continuity of their in-service professional development.

To conclude, it can be said with the results in this study that after the teachers' cooperation in the MPC Model, their professional knowledge and teaching ability were improved or enhanced through their daily teaching. With such frequent cooperation, their in-service professional development could be carried out in a sustainable way.

4.4 Discussion

According to the results presented above, the problems and suggestions on the tertiary EFL teachers' in-service professional development, the efficiency of the MPC Model for the EFL teachers' in-service professional development, and the tertiary EFL teachers' attitudes towards the MPC Model were discussed as follows:

4.4.1 Tertiary EFL Teachers' Problems of In-service Professional Development and Their Suggestions on In-service Professional Development

The results from the needs analysis questionnaire and the group interview revealed that there were many problems for the tertiary EFL teachers about their in-service professional development. These problems could be classified into three levels: national level, university level, and personal level. The national level problems mainly dealt with inefficiency of existing training programs. For example, many programs were short-termed, less practical, unattended issues, unable to serve the teachers' real needs, and unable to help the teachers solve problems in their daily teaching. Meanwhile, the university level problems included a tight budget, heavy teaching workload, and limited financial support from the administrators. Besides, the personal level problem indicated that some teachers' unaware assumption about what led to their ignorance of the in-service professional development.

In order to solve these problems, the tertiary EFL teachers also suggested some solutions in relation to the three levels. First of all, in terms of the national level

problems, more programs should be developed, and especially those that could help teachers conceptualize new learning theories and teaching approaches, solve teachers' real problems, sustain teachers' in-service professional development, help teachers understand and implement the training contents, and conduct classroom research. Secondly, regarding the university level problems, the teachers mentioned that the university should recognize the importance of teachers' in-service professional development, increase budgets for teachers to attend professional conferences. Thirdly, with regards to the personal level problems, the teachers proposed that teachers should put their in-service professional development into regular practice, and cooperation and collaboration among colleagues should be encouraged. They also recommended trying team work and peer coaching. Peer coaching within team teaching was better than individual work for their in-service professional development.

It was found that these suggestions made by the teacher participants were related to their need to be a better EFL teacher with sustainable in-service professional development, and these suggestions on the training programs should be proposed in-service professional development model. Therefore, there was a need to develop the MPC Model, which could strengthen the tertiary EFL teachers' collaboration in their daily teaching so that their in-service professional development could be conducted in a practical and sustainable way.

4.4.1.1 Causes Affecting Tertiary EFL Teachers' In-service

Professional Development

Based on the results from the questionnaire, it could be seen that the most important cause that affected tertiary EFL teachers' in-service professional development was the lack of practical programs. This happened simply because the government administrators in charge of teacher education and the program designers did not meet the tertiary EFL teachers' real needs. They sometimes took it for granted to specify the training objectives and identify the trainees. Different regions had different problems, so the quality of a program that was good in one place may not be suitable for another, and the quantity of program also depended on the local needs.

Therefore, it could be argued that the insufficiency of practical training programs hindered the EFL teachers' in-service professional development, which was in line with some other studies' results. For example, Tsui (2007) claimed that the EFL profession is facing two problems, namely, the lack of teacher training programs and the dissatisfaction with conventional training models. Liu (2005) also claimed that many training models are quite traditional in which the lecture-based training lacks interaction between the trainer and the trainees. As Koch (2006) indicated in his study that the process must actually be effective in achieving its goals. All of the efficiency, timeliness and predictability in the world are wasted if the process is not doing what the stakeholders need of it. Other studies were also conducted to see the range of professional development opportunities available for teachers in order to

explore or design more meaningful and effective activities in professional development programs (Sandholtz, 2002; Pir, 2005; Starkey et al., 2009).

The research results also revealed another important cause that was the lack of the continuity for teachers' in-service professional development. The results showed that although attending such professional development programs as *one-year or half-a-year off-service non-degree program, one-week workshop, two-day or three-day seminar, provincial or national academic conference*, the teacher participants thought that these programs failed to sustain their in-service professional development. They chose to use the old way of teaching after returning from the training program. This happened because many programs that the teachers attended did not offer the platform to help them continue what they learned from the training; there was no atmosphere at work for them to discuss their teaching and research with colleagues, and sometimes the teaching equipment was not technologically advanced enough to implement new teaching design as trained.

Hence, it could be argued that the improperly-designed training programs led to the discontinuity for the teachers to apply the training content to their daily teaching, which in turn hindered the tertiary teachers' sustainable in-service professional development. Some other researchers also emphasized the importance of the continuity in teachers' professional development in their studies. Lange (1990) stated that in using the term development, the intent is to suggest that teachers continue to evolve in the use, adaptation, and application of their professional

knowledge and competence. It is the continuity of that evolution that teacher education programs seek. Richards and Farrell (2005) have also claimed that development serves a long-term goal and seek to facilitate growth of teacher's understanding of teaching and of themselves as teachers. Furthermore, Widdén et al. (1996) and Day (1999) have pointed out that the nature of teaching needs continuing career-long professional development role of the teacher. Wallace (1998) also claimed that the people working in a profession like teaching regard the process of professional development as continuous and on-going.

The contradiction between tertiary EFL teachers' heavy workload and their desire to have in-service professional development was also found to be another cause affecting their in-service professional development. The results showed that EFL teachers were in the dilemma, that is, while they wanted to have their in-service professional development, their heavy workload often stopped them from doing so. This happened simply because English has become more and more important in the university curriculum with the education reform of China. The situation of more students learning English but fewer EFL teachers also contributed to the teachers' heavy workload. In addition, the university could not recruit more EFL teachers due to its tight budget for teacher salary. In fact, heavy workload became a problem as reported by many researchers. For example, Carney (2003) and Day, et al. (2007) indicated that time and workloads were critical factors that teachers encounter in continuous professional development. Heavy workload was considered as a common

problem for public education as a result of an increase in demand that discouraged teachers from participating in continuous professional development in their busy professional lives (Quaglia et al., 1991; Day & Gu, 2010). On the contrary, China's MOE has increasingly emphasized on the importance to teachers' in-service professional development by claiming that in-service training should be conducted respectively by education institutes and in service teacher training schools for teachers. In addition, education departments in regular higher education institutions and all kinds of teacher training classes are also set up to train teachers (CERNET I, 2001). The non-degree education for in-service teachers should be the main parts of continuing education, which has been the key of teacher training (CERNET III, 2001). This implied that the school should give more time and budget to promote teachers' professional development by allowing professional development activities to be conducted within school hours and arranging time for teachers to have more space in engaging in continuous professional development activities (Wan, 2011).

Additionally, the contradiction between the university's financial support and the expense for the training programs became another cause that affected tertiary EFL teachers' in-service professional development. The results showed that most of the training programs cost the university more because they were offered in other cities or areas. This happened because the training programs provided in China were usually at national level, regional level or university level. The national level training was often conducted in developed cities or provinces, which needed a greater budget.

Many universities had their own policy in terms of the related payment. For instance, according to the policy of Guiyang University, the university had a fixed budget for a teacher to take a training program each year, and if the expense was over the budget, the teacher had to pay for the rest. This undoubtedly had a negative impact on the teachers' decision. This was consistent with what some other researchers found in their studies. Wan (2011) found in the ACTEQ 2007 study that the contributing factors to teachers' participation in continuous professional development activities include support from the school administration. Wan (2011) also suggested that the school could provide financial support to teachers to participate by paying tuition fees of the courses and there should be good management of school resources so that teachers could find it more convenient to participate in available continuous professional development courses. This implied that the authorities of the university should attach more importance to the EFL teachers' in-service professional development so that teachers could get more support from them.

Finally, another vital cause affecting tertiary EFL teachers' in-service professional development was the lack of a practical and sustainable model. It was found that the suggestions they made, and the needs they called for revealed the fact that they needed a practical and sustainable model for their in-service professional development. This happened because the models that the teachers had used for their in-service professional development before were not what they actually needed, and could not solve the problems in their real teaching context although the models were

designed with good intentions. This was consistent with Ono and Ferreira's (2010) study, where they pointed out that many models of professional development do not achieve their ambitious learning goals. Other researchers' studies also found that traditional in-service teacher professional development models or programs were delivered in the form of workshops, seminars, conferences or courses, which have been criticized as being brief, fragmented, incoherent encounters that were decontextualised and isolated from real classroom situations (Fullan & Hargreaves, 1996; Ball & Cohen, 1999; Collinson & Ono, 2001; Feiman-Nemser, 2001; Villegas-Reimers, 2003; Schulle & Dembélé, 2007). Therefore, this implied that the tertiary EFL teachers needed not only their in-service professional development but also a suitable model for it.

4.4.1.2 Suggestions on Tertiary EFL Teacher In-service

Professional Development

The research results from both questionnaire and group interview also illustrated that the tertiary EFL teachers were not satisfied with the programs they had attended for their in-service professional development, and the suggestions they made to improve their in-service professional development were as follows:

Firstly, it was suggested that tertiary EFL teacher in-service professional development should be regarded as important as their pre-service professional development in their teaching career. This was because universities and teachers paid less attention to their in-service professional development than their pre-service one.

Universities had limited budget on it, and the teachers were challenged by heavy teaching load and self assumption. They should attach greater importance on the in-service professional development. Other studies also found the same facts (e.g. Freeman & Johnson, 1998; Peixotto & Fager, 1998; Maclean, 1999). They mentioned that pre-service TEFL programs offered student teachers tailored and highly specialized knowledge in language and linguistics, but TEFL methodology and testing, practice teaching, and other areas depended on the in-service programs. Teachers should be prepared with knowledge-based, effective and meaningful in-service professional development opportunities, which was critical to the successful implementation of any change agenda. Richards and Farrell (2005) have emphasized its importance by defining that professional development serves a long-term goal and seeks to facilitate growth of teacher's understanding of teaching and of themselves as teachers. Dall'Alba and Sandberg (2006) have stressed its importance by listing the intended outcomes from the teachers' in-service professional development, which included enhancing professional skills and understandings; improving the teaching profession; and supporting major educational changes and reforms that have an impact on teaching practice.

Secondly, the programs for EFL teacher in-service professional development should help teachers conceptualize new learning theories and teaching approaches, and the ability resolving the teaching problems with effective strategies as well. This might be because the training programs that the teacher participants

attended could not help them understand the true meaning of the theories, nor to apply these principles when dealing with the situation in their real teaching. In fact, an ideal program should serve as a platform for teachers to update their professional knowledge, then to put the knowledge into practical use. This was consistent with some other studies. James (1973) ascertained that it was only through the growth of in-service training that this gulf between advancing knowledge and practice could be bridged. Spence (1996, as cited in Yigit, 2008) claimed that good in-service professional development programs, such as INSET, could be classified into three groups: first, professional education, a widening and deepening of a teacher's theoretical perspectives by means of advanced study; second, professional training, the development of the knowledge and skills are of direct applicability to daily work; and third, professional support, activities aimed at developing on-the-job experience and performance.

Thirdly, the tertiary EFL teachers recommended the strategy of collaboration for EFL teachers in their in-service professional development, and it was suggested that team work was better than individual practice in terms of sustainable in-service professional development. The results also showed that the teachers suggested that collaboration such as peer coaching within a team teaching should be encouraged and employed for their in-service professional development. The teachers saw this as a solution to some problems in their in-service professional development. They expected to have some colleagues work together to discuss their

teaching and research in their daily work. Regarding the advantages of cooperation among the teachers such as peer coaching, team teaching, etc. for their in-service professional development, some other studies also shared similar results with the suggestions made by the teacher participants in this study. The findings from Vacilotto and Cummings' study (2007) indicated that peer coaching fostered the exchange of teaching methods and materials, cultivated the development of teaching skills, and encouraged participants to reflect upon their own teaching methods and styles. Wagner and Leydesdorff (2005) also found that teams that work collaboratively can obtain greater resources, recognition and reward when facing competition for finite resources. Therefore, encouraging the tertiary EFL teachers to have cooperation in their in-service professional development can contribute to its continuity and persistence.

4.4.1.3 Problems that Can not Be Solved Easily in Teacher

In-service Professional Development

The research results from both questionnaire and group interview also showed that some problems could not be easily solved for tertiary EFL teacher in-service professional development. For example, the result showed that most of national training programs were offered in other cities or areas and cost the university more budget. There seemed to be no effective solutions to this problem so far. This was because China is a big country, which was divided into two parts of the “east” and the “west” according to economical situation. Their difference in economy

development and the distance in academic investment led to imbalanced university development. It was found that the east of China is generally much more developed than the west of China in many aspects, such as, the universities in the east had more budget than those in the west, and the teachers in the east universities had more opportunities to have professional development at home or abroad. Many sponsors of national training programs were from the east and a majority of the programs took east universities into better consideration. Therefore, the budget of west universities limited them to send their teachers for training in other areas. Some studies also found the similar fact. Hayes (2010) claimed that spending more on the professional development may allow for greater intensity: higher quality, more time for learning, and more follow-up support as educators apply their learning. Gulamhussein (2013) also stated that there is a reason to believe that effective professional development funding will require more spending, but sometimes a restructuring of current spending will be necessary if no more spending can be found.

4.4.2 Efficiency of the MPC Model for Tertiary EFL Teachers'

In-service Professional Development

To test the efficiency of the MPC Model, the researcher conducted the experiment including the workshop and the follow-up teaching practice. The results presented earlier revealed the efficiency of the MPC Model in three main areas as follows:

4.4.2.1 Improvement of the Teachers' Professional Knowledge and Teaching Ability

The results from observations and teacher's logs showed that the teachers' professional knowledge and teaching ability increased. Their improved professional knowledge was found in their teaching delivery, responses to their students' problems, and classroom research. Meanwhile, their teaching ability was also reported improved in teaching procedure. This could be because the MPC Model had such strengths as offering more logical sequence of the content in training, the completeness of training steps which included both theory and practice, and adequate time for the teachers to fully absorb and digest new knowledge gained from the training and hands-on experience from practice session and consultation from peers.

However, it was also found there were some negative results in this study, such as, there were some conflicts in the teachers' discussion; and the time for cooperation was constrained sometimes. This was because the teachers were at the same age with similar teaching experiences, and they were not easily convinced by the others with similar background.

Generally speaking, while in other conferences, there was no hands-on feedback because the teachers did not know about the application of their knowledge whether it is appropriate and how to make it better. But in the MPC Model, psychologically, having peers to discuss how to apply new theory in real teaching practice helps the teachers increase confidence in doing so. Therefore, the teachers

could improve their professional knowledge and teaching ability by cooperating with each other. The results of this study were quite similar to other previous studies, for example, Mishra (2002) argued that in teacher development, knowledge is negotiated and achieved through collaborative work. Wagner and Leydesdorff (2005) also stated that teams that work collaboratively can obtain greater resources. Similarly, according to the constructivist perspective, learning activities in constructivist settings were characterized by active engagement, inquiry, problem solving, and collaboration with others. Meanwhile, Vygotsky's theory of social constructivism also emphasized that the interaction of learners with others can enhance cognitive development (Rice & Wilson, 1999).

4.4.2.2 Benefits from the Teachers' Cooperation in the MPC Model

In this study the research results revealed that both the teachers and the students benefited from the teachers' cooperation in the MPC Model. First of all, from classroom and after-class cooperation observations, it was found that the teachers could follow the steps of the teaching procedures smoothly because of their good preparation in the cooperation, and could solve the problems that they used to have in their professional development. Secondly, the data from the teachers' logs and the researcher's field notes described the details in the teachers' cooperation by using the MPC Model, which showed how the teacher participants improve their teaching ability and problem-solving skills. In addition, the students' opinions of the teachers' cooperation in the multilayered peer coaching showed their satisfaction with the

teachers' classroom teaching and after-class help while the teachers went through each step in the MPC Model.

On the one hand, it could be claimed that the multilayered cooperation for teachers in the MPC Model enabled the teachers to have better preparation and presentation of their lessons, more effective discussions on problem solving and classroom research, and closer friendship with colleagues. Some other researchers shared similar results at this point. Leavitt (2006) stated that team teaching enhanced many pedagogical and intellectual advantages: it can help create a dynamic and interactive learning environment, provide instructors with a useful way of modeling thinking within or across disciplines, and also inspire new research ideas and intellectual partnerships among faculty. Vacilotto and Cummings (2007) have also claimed that peer coaching fosters the exchange of teaching methods and materials, cultivates the development of teaching skills, and encourages participants to reflect upon their own teaching methods and styles. Richards and Farrell (2005) have stated that team teaching is an effective means of teacher development. When the teachers stay together for lesson preparation and classroom teaching, they always put their ideas together and produce better outcomes and achieve better performances.

On the other hand, this happened because the MPC Model had direct impacts on the students' English learning. When their teachers were well equipped with their professional knowledge and competence in the MPC model, the students who were instructed by these teachers could feel that they understood their lessons

better in class, their questions could be answered more quickly, and they found more engaged in English and more active in class. So this phenomenon was consistent with some other studies. Goetz (2000) identified the benefits of team teaching for both teachers and learners. For teachers, team teaching is an effective way to learn new teaching skills and can often contribute to professional development. For learners, the cooperation observed between teachers can serve as an example of teamwork and communication. Wadkins et al. (2006) also claimed that one of the benefits that team teaching offers students is an increase in the number of feedbacks they received from instructors. More importantly, a collaborative teaching environment invited students to take a more active role in the learning process. Because team teaching encourages a variety of perspectives on a topic, students are more likely to feel they can make valuable contributions to class discussions (Anderson & Speck, 1998). It has been documented extensively that teacher collaboration is a necessary element for improved student achievement and ongoing school success (DelliCarpini, 2008).

4.4.2.3 Continuity of the Teachers' In-service Professional

Development in the MPC Model

The results from this study revealed that the problem of tertiary EFL teachers' failing to continue their in-service professional development was solved by applying the MPC Model to their in-service professional development. This happened because the MPC Model was characterized by putting the teachers' in-service professional development into their daily teaching in a cooperative way. The design of

the MPC Model was helped theoretically by the constructivist principle “Activity Theory,” which was largely based on Vygotsky’s work. It theorized that when individuals engage and interact with their environment, production of tools results. These tools are exteriorized forms of mental processes, and as these mental processes are manifested in tools, they become more readily accessible and communicable to other people, thereafter becoming useful for social interaction, and such a process can lead to internalization (Vygotsky, 1978). Learning takes place in social interaction in a specific context which becomes internalized by a person (Hedegaard, 1998). Following Vygotskian theory, the teachers began to internalize the processes of their daily cooperation in teaching and research until they became an automatic part of their internal professional development activities.

4.4.3 An Investigation on Tertiary EFL Teachers’ Attitudes towards the MPC Model for Their In-service Professional Development

The results from the questionnaire and the interview revealed that the teacher participants showed a very positive attitude towards the MPC Model for their in-service professional development.

4.4.3.1 Advantages that Teachers Recognize to Cooperate with Peers and Team Members

Based on the results from the questionnaire and the interview, the teachers agreed that their cooperation in the MPC Model helped them solve the problems in their in-service professional development. They preferred to work

together with the peer teacher or team members in their daily teaching rather than work individually. They could easily get more ideas by working with colleagues in the MPC Model, more ideas appeared frequently and more teaching strategies used in classroom teaching. In addition, they felt at ease in the teaching team. Because the multilayered peer coaching offered the teachers a friendly, supportive, and constructive environment in which the peer teachers and the team members could work together for their teaching and research. In doing so, the teachers felt much stronger academically and more confident psychologically, which was in line with what some other researchers found. Montaya et al. (2009) pointed out that in teacher cooperation experiences, the members of the group give each other moral support and confidence, and most of the teachers involved felt that they carried out their professional duties with greater confidence and with the support of their colleagues. Johnson et al. (1991) also stressed that through cooperation, lecturers satisfied personal needs, obtaining security and psychological support; they satisfied teaching needs, as they received pedagogic advice; and they satisfied organizational needs on coordinating the students' learning. Dunne and Villani (2007) asserted that through the use of successful cooperative planning and organizational techniques, teams of classroom educators and ESL (English as a Second Language) teachers not only discover how to improve their lesson delivery and differentiate instruction for ELLs (English language Learners), but also offer peer support to each other and engage in formal or informal mentoring and peer coaching arrangements. This implied that the

teachers' agreement with the advantages of the multilayered peer coaching was the first step for them to have in-service professional development and was done by using the MPC Model.

4.4.3.2 Factors Leading to the Teachers' Satisfaction with the MPC Model

From the results of this study, the teachers expressed that by using the MPC Model it was much easier for them to improve their teaching. This happened because the MPC Model with its striking characteristics of putting peer coaching within a team teaching context facilitated the teachers' in-service professional development, and they could improve their professional knowledge and teaching ability in their daily work rather than do it on purpose in a specific program. This was quite the same with some other researchers' work. According to Leavitt (2006), everyone on the team has to be behind every element of the course, while reaching this consensus may take a lot of time and compromise, in the end the extra effort will result in a far more successful intellectual experience. Darling-Hammond and Richardson (2009) reviewed 20 years of research on effective teacher learning and professional development, examining the content, context, and design of high quality professional development. They concluded that teachers learned most effectively and easily when learning is collaborative and collegial, and professional development is intensive and sustained over time. They noted that the most successful framework for this type of professional learning for teachers is professional learning communities.

The teachers also expressed that by using the MPC Model they felt much more comfortable with their teaching and research. This was because when the peer teachers and team members worked together, they had more contact with each other and had a better understanding of each other than before. Friendship made in their cooperation could encourage their learning interest, and the production or outcomes from their cooperative teaching and research could motivate their professional development as well. This was just consistent with previous studies, such as Dove and Honigsfeld (2010), who pointed out that when teachers engage in collaborative practices, they experienced a reduction in isolation, enjoy more occasions to share their expertise, and appreciate the opportunity to shape the way the ESL program operates in their schools. The teachers in such a context were willing to continue their in-service professional development.

4.5 Summary

In sum, this chapter described the results and discussions for this study. By presenting the results in response to the research purposes and research questions, data from different research instruments were analyzed in both quantitative and qualitative ways and displayed in detail. The results contained three main sections: 1) the problems of the tertiary EFL teachers' in-service professional development and their suggestions on how to improve it; 2) the efficiency of the MPC Model; and 3) the teachers' attitudes towards the MPC Model. Firstly, the needs analysis

questionnaire and the group interview were employed for investigating the problems, suggestions and needs for the tertiary EFL teachers' in-service professional development, from which the MPC Model was developed. It was found that there were many problems hindering the teachers' in-service professional development, and the teachers' suggestions were quite constructive, which offered the needs for developing the MPC Model. Secondly, whether the MPC Model could solve the teacher's problems in their in-service professional development and how to solve them were investigated by observations, teacher's logs, researcher's field notes and students' questionnaire. The results showed that the teachers could employ the MPC Model effectively to improve their in-service professional development by bettering their classroom teaching and strengthening their after-class cooperation. Thirdly, the reported teachers' attitudes towards the MPC Model also showed that the teachers had positive attitudes towards the MPC Model because of the advantages of this model and some factors that led to their satisfactions with this model.

Besides, in this chapter all of the results in this study were discussed in detail. In the next chapter, the application of the MPC Model was explained according to its operating process.

CHAPTER 5

THE MULTILAYERED PEER COACHING MODEL FOR TERTIARY EFL TEACHER IN-SERVICE PROFESSIONAL DEVELOPMENT

This chapter presents the MPC Model for tertiary EFL teacher in-service professional development. It firstly introduces the objectives of this model, then its operational flowchart, after that, demonstrates its operating process by explaining its working phases and the relevant activities.

5.1 MPC Model Operating Process

5.1.1 Objectives of the MPC Model

According to the rationale of this study, the MPC Model was developed with the following objectives:

- to create an EFL teacher in-service professional development model which integrates theory and daily practice through multilayered collaboration;
- to provide EFL teachers with a training model which is collaborative, integrative and sustainable by integrating their professional knowledge and daily undertakings;
- to enhance EFL teachers' professional knowledge and competence that need to be improved through multilayered teamwork activities.

5.1.2 Definition of the MPC Model

The multilayered peer coaching model (the MPC Model) refers to the practice of peer coaching within a team teaching context, which can offer teachers opportunities to support one another in their work. In the TEFL setting, this means that teachers experience two layers of professional collaboration. The first layer is team teaching in which four teachers can be involved as a team so that common issues and problems will be discussed and solved by sharing the ideas of the team members. The second layer is peer coaching where two dyads are formed within the team so that the two teachers in each dyad will work together to reflect on current practices, expand, refine, and build new skills; share ideas; teach each other; conduct classroom research; or solve problems in the workplace.

5.1.3 Experts' Evaluation on the MPC Model

After the MPC Model was developed, the drafted model and the evaluation form were submitted to three experts in the TEFL and educational research areas both in China and Thailand for evaluation. This model took ADDIE as its base, and followed its five phases in the development: Analysis, Design, Development, Implementation and Evaluation. The collected data from a five-point rating scale questionnaire were calculated using arithmetic means. The results of the analysis in Table 5.1 showed their positive evaluation of the MPC Model.

Table 5.1 Results of Experts' Evaluation on the MPC Model

Statements	\bar{x}	SD
1. Each component in the multilayered peer coaching model has clear function and connection to the overall system.	5.00	0.00
2. The 5 steps or phases of the multilayered peer coaching model: Analysis, Design, Development, Implementation, and Evaluation are clear and easy to be implemented in developing this model for tertiary EFL teacher in-service professional development.	4.67	0.58
3. The multilayered peer coaching model is appropriate for the tertiary EFL teachers' in-service professional development.	5.00	0.00
4. The multilayered peer coaching model is appropriate to be used in training and/or learning for the tertiary EFL teachers to enhance their professional knowledge and competence.	4.67	0.58
5. The multilayered peer coaching model has sufficient flexibility to be effective in continuing the tertiary EFL teacher in-service professional development.	5.00	0.00
Total	4.87	0.23

The results in Table 5.1 revealed that the experts strongly agreed with three items (No.1, 3 and 5) with the mean scores of 5.00 and standard deviation of 0.00, which indicated that the MPC Model's components had clear functions, that it is appropriate for tertiary EFL teachers' in-service professional development, and flexible enough for them to continue their in-service professional development. The experts agreed with two items (No. 2 and 4) with the mean scores of 4.67 and standard deviation of 0.58 that the MPC Model had clear and easy phases to follow, and is appropriate to be used for enhancing the EFL teachers' professional knowledge and competence. Thus, the results presented in Table 5.1 showed the experts' positive evaluation of the MPC Model.

5.1.4 Procedural Flowchart of the MPC Model

A procedural or working flowchart is the diagram to represent the process, showing the detailed steps or activities. In this study, the working flowchart of the

MPC Model was constructed to display the formation of the cooperative groups, with an emphasis on their relationship with one another, and represent the cooperative process in the MPC Model, with a focus on the activities that the cooperative groups conducted via the MPC Model. The details were shown in Figure 5.1 as follows:

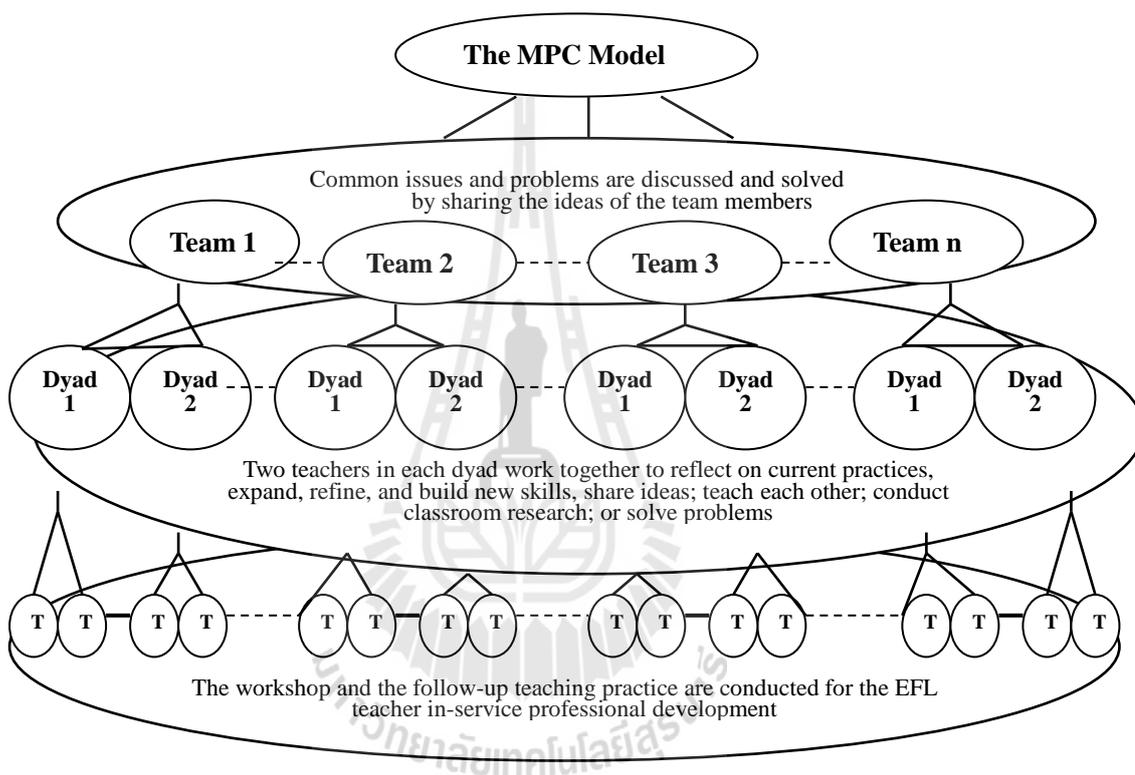


Figure 5.1 The Procedural Flowchart of the MPC Model

As shown in Figure 5.1, the number of teams in the MPC Model can be determined according to the actual training needs. "Team...n" in this figure meant the actual team number in the training. All the teams could also help one another if necessary, so the dotted lines between each team meant their relations to be potential helpers. Meanwhile, all the dyads in each team had their required and regular cooperation, so the lines between each dyad meant their relations to be cooperative

partners. Besides, all the teachers in each dyad were also regular cooperative members, so the lines between the teachers meant their relations to be cooperative partners.

The MPC Model included an iterative two-layered cooperation for EFL teachers by putting the practice of peer coaching within a team teaching context. The first layer was team teaching in which four teachers could be involved as a team, and the second layer was peer coaching where two dyads were formed within the team. Both the workshop and the follow-up teaching practice were conducted in the MPC Model for the tertiary EFL teachers to have and sustain their in-service professional development.

5.1.5 Cooperation Process of the MPC Model

While implementing the cooperation via the MPC Model, two steps were followed including a workshop and a follow-up teaching practice. These steps helped enhance the teachers' professional development and make the solid connection between theories and practice in a sustainable way.

5.1.5.1 Workshop in the MPC Model

The workshop started at the beginning of the model implementation. It had its own rationale and objectives. The approaches applied in the workshop should be specified according to the expected outcomes, and the workshop participants and length should be also specified as well.

In the implementation phase of the MPC Model in this study, a 3-day workshop was designed for the beginning of model implementation. The teachers

received the training in this workshop with the help of an external expert and the researcher of this study. The workshop offered the teacher the simulation platform to improve professional knowledge and skills, which would be further reinforced in the follow-up teaching practice after the workshop. The implementation details of this workshop were as follows:

Set Workshop Rationale

To set the workshop rationale, some elements should be taken into consideration, including the professionalism level, curriculum requirements, current situation of the professional development, expectations of the profession, and the gap between the previous studies and the present study.

For example, the workshop of this study provided a framework for organizing a tertiary EFL teachers' training program via the MPC Model, with a focus on its contribution to tertiary EFL teachers' in-service professional development. The initiation of this workshop included the following aspects: a) the higher level of professionalism in TEFL today than previously; b) the release of the new curriculum requirements by China's Ministry of Education; c) the situation in Chinese universities whose EFL teachers can not sustain their professional development; d) recognition that in-service professional development can help EFL teachers to meet the expectation of this profession; e) recognition that there is the gap in a review of the academic literature on in-service professional development for tertiary EFL teachers, especially on peer coaching or team teaching.

State Workshop Objectives

While stating the workshop objectives, the researcher needs to consider the following elements: professional knowledge and competence improvement, theory into practice by cooperation, curriculum innovation and instruction discussion.

To illustrate, this workshop focused on the principle that the best way to improve a teacher's in-service professional development was by being actively engaged in the cooperation with their colleagues, and their contributions to the teamwork mattered. This meant giving teachers ample time and space to stay together to plan, teach and reflect on what they were doing for the course, and gave evidence that they were growing and changing as an EFL teacher in their professional knowledge and competence. So, namely, a) to provide EFL teachers with an opportunity to learn new knowledge and skills via the MPC Model; b) to facilitate EFL teachers to improve their professional knowledge and competence by cooperating with their colleagues; c) to present a concentrated but integrated discussion of effective innovations in English curriculum and delivery of instruction to support program implementation.

Specify Workshop Approaches

In terms of the workshop approaches, they should be specified based on the following aspects: problem discussion, direct instruction lecturing, cooperative practice, and multilayered peer coaching practice. This is because the approaches adopted should be interactive and cooperative, which focus on the practicality and application of the training content.

In this study, this workshop was process-oriented, so group work, pair work, oral presentation, self-reflection, and lecture were applied in this workshop. All the methods took the following four parts as the guidance.

a) Problem Discussion

All of the participants discussed the problems existing in their EFL teaching, and the problems existing in their professional development, and then their related suggestions, which led to further discussion on the updated English language competence and TEFL methodology in practice.

b) Direct Instruction Lecturing

All of the participants were involved in the lectures given by the expert, and practiced what they had learned later in this workshop. Meanwhile, the participants themselves also presented their mini lessons in this workshop.

c) Cooperative Practice

All of the participants practiced the mini EFL lessons in group work, in peer coaching where a dyad worked together, and in team teaching where all the dyads worked together, and then gave their reflections on what they had done, which indirectly introduced the idea of cooperative teaching to all participants, to have a better understanding of the definitions and nature of peer coaching and team teaching.

d) Multilayered Peer Coaching Practice

All of the participants joined in the MPC Model in this workshop, and their reflections contributed to the measurement of this model. Then they got to know the

model through actual practices and gradually had their conceptualization of this model.

Specify Workshop Participants and Length

To specify the participants and length of the workshop, the following two elements should be considered: the criteria of selecting participants and the reasons for the length of the workshop time.

For example, the participants in this workshop were selected according to the purposive sampling method and the teachers' teaching experience, and the length of time was chosen not to be too long or not too short due to the participants' personal engagement. Hence, twelve tertiary EFL teachers, one expert in the field of TEFL, and the researcher of this study participated in this workshop. The workshop was conducted for three days, with 8 hours or 4 sessions per day.

Identify Workshop Expected Outcomes

The expected outcomes of the workshop should match the participants' needs and the workshop objectives. So while identifying the expected outcomes, the workshop should include the following elements: better understanding of the importance of cooperation, effective guidance of the peers, efficient collaboration under the same task, problem solving strategies, working relationship, and service attitude.

For example, this workshop structure attempted to model the practice in multilayered peer coaching by setting expected outcomes as follows: each participant

would a) get a better understanding of the importance of cooperative teaching and its contribution to in-service professional development; b) learn how to effectively lead their peers within their own professional abilities and personalities; c) learn how to effectively collaborate under the same tasks by making his or her own contribution; d) learn more on how to effectively solve problems and respectfully work out issues with the help of their peers and team members; e) learn how to create more effective working relationships; f) learn how to be more service oriented.

Plan Sessions in the Workshop

To plan the sessions in the workshop should depend on the duration of the workshop, the training content, and the approaches or methods applied in the workshop.

For instance, this workshop lasted three days with eight hours per day. Four 2-hour sessions were arranged in the morning and afternoon respectively each day with coffee/tea break and lunch in between. There were twelve sessions in this workshop in total. In each session, the training had its specific topic and practice, with the cooperation of the teacher participants in dyads and teams (See Appendix J).

To conclude, this workshop, which served as an important part of the MPC Model, was designed to provide new knowledge and skills of TEFL to teacher participants. Meanwhile, it also offered the platform for cooperating with each other so that they know how to work together for their in-service professional development.

5.1.5.2 Follow-up Teaching Practice in the MPC Model

The follow-up teaching practice was an extension and in-depth practice of the workshop. It had its own rationale and objectives. The approaches and activities trained in the workshop were expected to apply in the follow-up teaching practice in the selected intact classes for a semester.

In the implementation phase of the MPC Model in this study, a 15-week follow-up teaching practice was conducted after the workshop. In the follow-up teaching practice, the teacher participants did two activities: the after-class cooperation and classroom teaching, with the same team and dyad as in the workshop.

Rationale of the Follow-up Teaching Practice

To set the rationale of the follow-up teaching practice effectively, several steps should be taken into consideration. The first step was to heighten the professionalism, which could set the tone for the study; the second was to inform the new requirements of curriculum; the third was to redesign the model for the practicality and sustainability; the fourth was to provide the practical teaching; and the last step was to apply the workshop training content to the real context.

For example, the follow-up teaching practice of this study offered a platform for sustaining a tertiary EFL teachers' training program. Its rationale had a match with that of the workshop, including five aspects: to heighten the professionalism; to inform the new curriculum requirements; to redesign the model for EFL teachers' professional development which is more practical and sustainable;

to provide the teaching that can combine theories into practice; to apply the training content in the workshop to the real teaching context so that the participants can see the connection between theories and real teaching situation clearly through direct experience.

Objectives of the Follow-up Teaching Practice

To state the objectives of the follow-up teaching practice, there were four steps to follow. Firstly, to utilize what was acquired from the workshop to give content to the follow-up teaching practice; secondly, to guide the teachers to integrate the training content, classroom teaching and classroom research; thirdly, to strive toward optimal relationships with colleagues through their cooperation; and finally, to pursue further studies on the basis of self evaluation and teamwork assessment.

To illustrate, the follow-up teaching practice of this study had its own objectives, including a) to make EFL teacher in-service professional development sustainable by allowing opportunities for participants to learn to apply knowledge gained from the workshop to real teaching; b) to make EFL teacher in-service professional development practical by guiding the teachers to integrate the training content, classroom teaching and classroom research; c) to make EFL teacher in-service professional development acceptable by creating a close relationship between the peer teachers and team members through their cooperation; and d) to make EFL teacher in-service professional development efficient by pursuing further studies on the basis of self evaluation and teamwork assessment.

Approaches to the Follow-up Teaching Practice

To select the approaches to the follow-up teaching practice, the researcher should make a) the teaching practice process-oriented by pair work and team work, b) the teaching output effective by presentations, lectures, seminars, etc., and c) the cooperation practical by the multilayered peer coaching practice.

For example, the follow-up teaching practice of this study was process-oriented, in which pair work and team work were applied sequentially or iteratively in its whole process. All the methods took the cooperation as the guidance. Therefore, the cooperation in both classroom teaching and after-class discussion was the main concern so as to have effective teaching methods. The cooperation in peers and teams followed such approaches and methods as: problem discussion; presentations, lectures, seminars, etc.

Procedure of the Follow-up Teaching Practice

Regarding the procedure of the follow-up teaching practice, some steps should be considered. They were: a) to determine the length of the follow-up teaching practice; b) to arrange the amount of time for classroom teaching and after-class cooperation; c) to make the schedule for classroom teaching and after-class cooperation; d) to set the training and practice sessions of the follow-up teaching practice; and e) to specify the training and practice approaches.

For this study, the follow-up teaching practice lasted 15 weeks with four-hour classroom teaching and four-hour after-class cooperation per week. Four

classroom teaching was arranged according to the university course schedule, and the after-class cooperation was on Tuesday and Friday when all of the teacher participants were available. So taking one week as one session, there were fifteen sessions in total. In each session, the training had its specific topic and practice, with the cooperation of the teachers in dyads and teams. The detailed sessions were shown in Table 5.2 as follows:

Table 5.2 Training and Practice Sessions of the Follow-up Teaching Practice

Week	Training Content	Teaching Practice	
		Cooperation for Classroom Teaching	After-Class Cooperation
1	TBLT	Classroom teaching with application of the TBLT in dyads	After-class cooperation for preparing lessons using TBLT in dyads and teams
2	TBLT	Classroom teaching with application of the TBLT in dyads	After-class cooperation for preparing lessons using TBLT in dyads and teams
3	TBLT	Classroom teaching with application of the TBLT in dyads	After-class cooperation for preparing lessons using TBLT in dyads and teams
4	CLT	Classroom teaching with application of the CLT in dyads	After-class cooperation for preparing lessons using CLT in dyads and teams
5	CLT	Classroom teaching with application of the CL in dyads	After-class cooperation for preparing lessons using CLT in dyads and teams
6	CLT	Classroom teaching with application of the CLT in dyads	After-class cooperation for preparing lessons using CLT in dyads and teams
7	Material Adaptation	Classroom teaching with the materials selected in dyads and teams	After-class cooperation for selecting materials in dyads and teams
8	Material Adaptation	Classroom teaching with the materials selected in dyads and teams	After-class cooperation for selecting materials in dyads and teams

Table 5.2 Training and Practice Sessions of the Follow-up Teaching Practice

(Cont.)

Week	Training Content	Teaching Practice	
		Cooperation for Classroom Teaching	After-Class Cooperation
9	Material Adaptation	Classroom teaching with the materials selected in dyads and teams	After-class cooperation for selecting materials in dyads and teams
10	TBLT in Classroom Teaching & Research	Classroom teaching with a focus on the practice of TBLT in dyads	After-class cooperation for finding the relationship between TBLT and classroom research
11	TBLT in Classroom Teaching & Research	Classroom teaching with a focus on the practice of TBLT in dyads	After-class cooperation for finding the relationship between TBLT and classroom research
12	CLT in Classroom Teaching & Research	Classroom teaching with a focus on the practice of CLT in dyads	After-class cooperation for finding the relationship between CLT and classroom research
13	CLT in Classroom Teaching & Research	Classroom teaching with a focus on the practice of CLT in dyads	After-class cooperation for finding the relationship between CLT and classroom research
14	Material Adaptation for Classroom Teaching & Research	Classroom teaching with a focus on the advantages of the required material in dyads	After-class cooperation for finding the relationship between required material and classroom research
15	Material Adaptation for Classroom Teaching & Research	Classroom teaching with a focus on the advantages of the required material in dyads	After-class cooperation for finding the relationship between required material and classroom research

During the 15-week follow-up teaching practice, the teacher participants reinforced the content on which they had a quick touch in the workshop and then

practiced them. As shown in Table 5.2, the first three weeks (Week1-3) were the time for the teacher participants to be trained with TBLT. The practice was conducted right after each training. The expert in the workshop trained them one hour a week for the TBLT, and then the teachers conducted their daily teaching by applying TBLT. The second three weeks (Week 4-6) were for CLT, the third three weeks (Week 7-9) were for material adaptation, and the rest weeks (Week 10-15) were the integrative practice of the training content with the classroom teaching and research.

The teacher participants followed the planned sessions to conduct the cooperation both in class and after class. In the classroom teaching, the teacher participants followed the teaching procedure discussed in advance, and did the teaching tasks designed based on TBLT and CLT, and during teaching interactions were highly encouraged between the teachers and the students, and also among the students. All of the teachers were asked to fill in the teacher's log after each lesson to record their classroom practice and self-reflections. In the after-class cooperation, the teachers in a dyad or a team met with one another at least twice a week. They first followed the training content, and then discussed the common issues and problems arising during their classroom teaching and the classroom research related to the training content.

5.1.6 Strengths and Weaknesses of the MPC Model

The MPC Model provided tertiary EFL teachers with the cooperation in the practice of peer coaching within a team teaching context. While it offered the

cooperation, both strengths and weaknesses could be found in this model, and the details were as follows:

There were some strengths in the MPC Model, which helped the teachers self-direct their own in-service professional development. The most obvious was that it allowed the teachers to improve their professional knowledge and teaching ability in their daily work. The multilayered and cooperative nature of this model allowed the teachers to collaborate with both peers and teams, which offered more time and space for the peer teachers and team members to discuss the subject knowledge to be improved and the problems to be solved. In addition, the teachers became more creative with their teaching as their lessons were better prepared through discussing with peers and teams. The collaboration of the teachers in this model could strengthen their confidence in their teaching and research. Also, it also built up friendship among the cooperative teachers. It was a context-based or area-based model that cost less university budget, and solved the right problem. In terms of implementation, it was easily operated because the teachers were also the colleagues who worked in the same organization. Finally, its high practicality helped sustain the teacher in-service professional development.

However, there were also some weaknesses in the MPC Model, which needed to be improved to make it better. For example, it is demanding in terms of time and effort. It took the teachers more working hours in their training and follow-up cooperation if the university did not pay them more. There might be some

conflicts in the teachers' cooperation if the pairing-up of the peer and team was not well-designed. Furthermore, there were many more challenges for the teachers because they had to read more to convince the others in their dyads and teams, which could scare or frustrate some teachers.

Therefore, although the MPC Model was proved to be efficient for tertiary EFL teacher in-service professional development, still its strengths and weaknesses should be recognized so that this model could be applied with an intention to keep its strengths and avoid its weaknesses.

5.2 Summary

In sum, this chapter introduced the MPC Model by describing its objectives and operating procedures. Each phase for implementing the MPC Model was explained and illustrated. From the objectives, the operational flowchart of the MPC Model, to the cooperation process in this model, this chapter presented the elements in the operating process. Taking the workshop and the follow-up teaching practice as its concrete platform, the MPC Model was implemented in a logical and systematic way. By combining the tertiary EFL teacher in-service professional development with their daily teaching, the MPC Model made their in-service professional development continuous and sustainable. The next chapter was conclusions, limitations and recommendations for this study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

This final chapter summarizes the findings of this study. Firstly, a conclusion is drawn from the research questions and their results. Then, implications are made for the successful application of the MPC Model. Finally recommendations and limitations of this study are provided.

6.1 Conclusions

In order to help tertiary EFL teachers to have a practical and sustainable in-service professional development, this study was conducted to develop and evaluate the MPC Model as well as to find out the teachers' attitudes towards the model.

6.1.1 Research Questions

To achieve the purposes of this study, the following questions were addressed.

1. What are the tertiary EFL teachers' problems and suggestions concerning their in-service professional development?
2. Does the multilayered peer coaching model (the MPC Model) help the in-service tertiary EFL teachers improve their professional knowledge and teaching ability? If so, how? If not, why not?

3. What are the tertiary EFL teachers' attitudes towards the multilayered peer coaching model (the MPC Model) for their in-service professional development?

6.1.2 Results

The results of this study were summarized according to the three research questions as follows:

1. The problems concerning in-service professional development that tertiary EFL teachers strongly agreed were a) lack of effective training programs, b) lack of attention paid by the administrators and teachers themselves, and c) lack of continuity of self development. More specifically, many programs failed to offer approaches to solve problems from their daily teaching. Besides, universities allocated a less budget for teachers to attend conferences while travel and registration expenses were high. The teachers' heavy teaching workload required by the universities also hindered them from professional improvement. Meanwhile, some tertiary EFL teachers' unaware assumption about professional development led to their ignorance of personal in-service professional development. In addition, many existing programs were short-term. As a result, it depended on teachers whether they could be continued or not. The results from the preliminary study showed that all these problems contributed greatly to the need to have a practical, sustainable, and context-based or area-based model for their in-service professional development. In short, the problems could be found at all levels: personal, organizational, and national. After analyzing the problems about their in-service professional development and the suggestions from

teachers, the MPC Model was constructed by the researcher and evaluated by the experts in the TEFL field and in the educational research area. In order to develop a practical, sustainable, and context-based or area-based model for tertiary EFL teacher in-service professional development, the researcher reviewed related literature and designed this model based on the ADDIE model, one of the most popular ISD theories. There were five phases of the MPC Model construction: needs analysis, design the model, develop the model, implement the model, and evaluate the model. The MPC Model was rated by the experts as “very appropriate” ($\bar{x}=4.87$) to use for the tertiary EFL teacher in-service professional development. The results of this study showed that the MPC Model helped the tertiary EFL teachers solve the problems concerning teaching.

2. The results also showed how the tertiary EFL teachers improved their professional knowledge and teaching ability while participating in the MPC Model. First, the teachers directly received training about TEFL in the workshop, and second, they learned from other teachers’ discussion and cooperation in the follow-up teaching practice. The results from the checklists of their teaching performance showed that the teachers’ professional knowledge and teaching ability were improved by trying to put theories into practice using new teaching techniques or by designing their own lesson plan which included new teaching methods. Besides, the results from the teacher’s logs, the researcher’s field notes, and the questionnaire for the students’ opinions on their teachers’ instruction also revealed that the tertiary EFL teachers

were improving their professional knowledge and teaching ability as seen from classroom teaching techniques and the way they discussed in dyads and teams.

3. The results from the questionnaire and the interview showed that the tertiary EFL teachers had very positive attitudes towards the MPC Model for their in-service professional development. They strongly agreed that the MPC Model was an effective way to promote their professional development because the multilayered cooperation allowed them more opportunities to share their experiences and gain different ideas. It could be used for experienced teachers to work together to understand and implement a new curriculum. Moreover, it could also be used to help new teachers learn from more experienced colleagues. Finally, it was useful for improving teachers' professional competence and performance. They also strongly agreed that the MPC Model could allow them to get various solutions to problems timely so that they could quickly deal with unexpected problems arising from the real teaching sessions. In terms of the procedure, it also provided opportunities for two teachers to look at teaching problems and discuss possible solutions. Then four teachers in the same team could share their opinions on those matters. This in turn could reduce the sense of isolation that some new teachers tended to feel. In their daily teaching, the MPC Model offered the opportunity to involve with more than one teacher. Teachers could work together and talk about the teaching theories or methods. They helped design their teaching plan that was expected to be more suitable for their students, and they could also conduct the action research.

However, some negative results were also found in this study. The result showed that the MPC Model would cost the university more budget because of the extra hours the teacher participants needed to spend for after-class cooperation. More incentive strategies should be taken as the teacher participants' reward for their performance. Besides, it was found that the MPC Model would sometimes produce a conflict between the teachers' teaching workload and their teaching attitudes. This was because this model had more teachers involved in their daily teaching, which meant the teachers had to work longer. In doing so, the teachers would not be always happy with their situation if there were no extra payment, so their teaching attitude was not always positive.

To conclude, the results of the study revealed that the MPC Model was effective, practical sustainable but demanding in terms of time and experience.

6.2 Implications

From the results of this study, some pedagogical implications concerning the MPC Model were discussed as follows:

6.2.1 The MPC Model Provided the EFL Teachers' Cooperative Ability.

One of the practical implications of this study was that the MPC Model provided the EFL teachers' cooperative ability, which was necessary for professional enhancement. First, the design of the MPC Model included the group discussion stage after theoretical session. Some positive results showed that after the group discussion

the teachers had well-structured lesson preparation and systematic classroom presentation, practical solutions to the problems, and closer friendship with colleagues. Meanwhile, the facts that teachers used to work individually and even had no offices for their academic exchange were avoided in the MPC Model. Second, the MPC Model designed the cooperation between the teachers in dyads and teams by pairing up the teachers based on their teaching experience. Their multilayered cooperation helped them solve more problems occurring in the real setting.

Therefore, it was obvious that the design of the MPC Model allowed the EFL teachers' more frequent contacts with each other. As the cooperation continued, their cooperative ability was increasingly enhanced. Simultaneously, they had a better understanding of each other, so their friendship could also be strengthened.

6.2.2 The MPC Model Can be Applied for CLIL Classroom.

The findings of this study also implied that the MPC Model is applicable for content-based teaching contexts, such as business English, English for medicine, etc. The application of the MPC Model could be used with ESP (English for Specific Purposes) where both English language and other subject teaching were involved. In this case, the dyads within a team were made up of an EFL teacher and a content teacher, who was good at the relevant subject or discipline. So their cooperation could mix the English language skills and the target content together with the EFL teacher in charge of the language problems, and the content teacher focusing on the relevant content. With their cooperation, the students could get better delivery of the lesson, as

Mehisto et al. (2008) put, “in language classes, students are likely to learn more if they are not simply learning language for language’s sake, but using language to accomplish concrete tasks and learn new content”. And what is more, both the EFL teachers and the content teachers can benefit from this method of self professional development because it is the process training. The MPC Model could help them with their in-service professional development.

6.2.3 The MPC Model Can be Used as a Model in Continuing Professional Development for the Teachers of Other Subjects.

Another possible implication is that the MPC Model can be used as a model in continuing professional development for the teachers of other subjects. Teachers are subject to considerable and continuous changes in their lives in the process of educational change or innovation, and continuing professional development was regarded as ‘an integral part of school development’ (Lee & Shiu, 2008). Continuing professional development played an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins & Harris, 2000). The MPC Model can be used in continuing professional development as a program for better facilitating the process of professional development planning, enhancing the effectiveness of continuing professional development activities, and improving the teachers’ competence development in a practical sense. Designed as a program, the MPC Model assembled the peer teachers in a team to have their study plan and

practice for their professional knowledge. Because continuing professional development worked as an ongoing process of any kind of education, training, learning and support activities could be engaged in by teachers alone or with others (Bolam, 1993; Day, 1999), the MPC Model could help them realize their goals by doing the self development with a partner and a team as the supporters.

6.2.4 The MPC Model Can be Applied in Primary and Secondary Schools for Their EFL Teachers' In-service Professional Development.

The MPC Model can be used in primary and secondary schools for EFL teachers' in-service professional development. Although tertiary EFL teachers and primary or secondary EFL teachers work in different teaching contexts which have different requirements for their professional knowledge levels, all of them should keep their profession developing. Because of the characteristics of the students they are teaching, primary or secondary EFL teachers are more assembled in their workplace compared with the tertiary EFL teachers. So the MPC Model could help them with their in-service professional development as an alternative. Peers and team members worked together sometimes in union and sometimes in separation, which could create a base for the teachers to get help and share their ideas. And more importantly, when they have more students asking questions or needing help, the peers and team members could lend a hand to solve the problems as soon as possible.

6.2.5 The MPC Model Can Help Peer Coaching Applied in a More Supportive Way.

The four implications mentioned above were all for teacher training, while this implication was for theory, that is, the MPC Model could reinforce peer coaching and applies it in a multilayered way.

Peer coaching could enhance teaching and teacher supervision because it provided opportunities to discuss, analyze, and reflect on problems of professional practice (Benedetti, 1999). Two layers of cooperation in the MPC Model provided teachers with more supportive ways than the regular peer coaching. One of the layers was the peer coaching where two peer teachers formed in a dyad could work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach each other; conduct classroom research; or solve problems in their workplace. As an important element in the MPC Model, peer coaching was always carried out for the EFL teachers' in-service professional development with the cooperation as its characteristics. In addition, the other layer in the MPC Model supported the peer coaching, which made the peer coaching in a team teaching context. Two dyads with four teachers in total were formed as a team, and they worked together to discuss common issues and deal with problems that the peer teacher in each dyad could not solve by pooling the ideas of the team members. Therefore, the peer coaching took the team as its base, and it was greatly supported. Besides, the MPC Model could also help fill in a gap in the research literature of EFL teacher in-service professional development by providing the multilayered peer coaching cooperation.

6.3 Recommendations for Further Studies

To investigate the effects of the MPC Model, the implementation of this model was conducted. This study reached its objectives successfully. However, some recommendations can be suggested for further research.

1. The MPC Model could be employed for a similar study for EFL teachers teaching other courses besides the “Comprehensive English Course”, such as “English writing”, “English listening”, “Translation”, “British and American Literature”, etc. in order to sustain their in-service professional development.

2. A similar research could be conducted via the MPC Model, in which the subjects will be EFL teachers who teach non-English major students. In their daily teaching, the subjects may face different problems in their classroom because of the students’ different disciplines and different English levels. More cooperation with colleagues via the multilayered peer coaching can produce more strategies for them to solve the problems and serve their students better. Furthermore, the EFL teachers teaching non-English major students will have continuity in their in-service professional development.

3. The professional development for EFL teachers is a lifelong process during which a great deal of method practicing and knowledge building occurs. Accordingly, the research on the tertiary EFL teacher in-service professional development may need long-term investigation. There should be a longitudinal study for their professional achievement and development so as to follow the individual

EFL teacher or the individuals over a long period while tracing some aspects of their language development and professional development.

4. Similar research concerning the MPC Model should be conducted involving investigating the students' achievements at different stages after they are taught by the EFL teachers who make use of the MPC Model to have their in-service professional development. The students' performances and achievements can be one of the ways to reflect on the effects the MPC Model has on the EFL teacher in-service professional development.

5. A comparative study of a professional development model for tertiary EFL teachers which is similar to the MPC Model should be conducted. By comparison, the MPC Model can be put into better use to satisfy the EFL teachers' expectations for themselves and their colleagues.

6.4 Limitations of the Study

The main concern of this study was to develop and evaluate the MPC Model for tertiary EFL teachers' in-service professional development. Although this study triangulated data collection techniques through multiple measures, which enabled the researcher to verify the research results, some limitations were addressed.

First, the subjects of this study were chosen based on purposiveness and availability, who came from the developing area of China (the West of China), and the number was small and it did not well represent the EFL teachers at all universities

or the EFL students at other levels or majors since the teachers have a different English teaching context and proficiency level of professional knowledge, and the students have different learning backgrounds. Accordingly, the results of this study should be viewed with caution before making generalizations about other tertiary EFL teachers.

Second, the researcher of this study had multiple roles at the same time, for example, designer, trainer, researcher, and also administrator at the university. Even though the researcher tried to avoid the influence by applying triangulation such as the students' evaluation, it may still have some biases concerning the implementation of this model.

Third, the training content used in this study was mainly based on the needs of the teacher participants involved in this particular experiment. Their needs could not be the same as those of other teachers who would be trained. Therefore, the results of this study should not be generalized to other aspects of the training content for teachers.

Fourth, the results of this study were restricted to the EFL teacher training for their in-service professional development, so generalizations beyond teachers' professional development should not be speculated.



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APPENDIX A

Questionnaire for Needs Analysis (需求分析问卷调查)

Dear teacher (各位老师),

This questionnaire is designed to gather the information about your problems and suggestions on in-service professional development, and the needs for the multilayered peer coaching practice model for tertiary EFL teacher in-service professional development. There are four parts in this questionnaire. Please kindly follow the directions of each part, and give your responses accordingly. Thanks a lot for your contribution to the study. (本问卷旨在征求您在职职业发展中遇到的问题 and 意见, 以及对多层次合作模式的需求。本问卷共分四部分, 每部分均有填写说明。恳请您根据填写说明给出相应答复。非常感谢您对本研究所尽之力)

Part I. Personal Information (个人信息)

Directions: Please read each of the following items carefully and mark (√) the response which best describes your situation.

1. Age (年龄)	Under 27 years old ()	27 - 37 years old ()	Over 37 years old ()
2. Gender (性别)	Male ()	Female ()	/
3. Education Background (学历)	BA ()	MA ()	Ph. D ()
4. Years of Teaching Experience (任教年限)	Under 5 years ()	5-10 years ()	Over 10 years ()
5. Frequency for Attending Professional Development (参加职业发展的次数)	Never ()	1-3 times ()	Over 4 times ()
6. Workload of Teaching a Week (周教学工作量)	Under 5 hours ()	5 -8 hours ()	Over 8 hours()

Part II. Problems that the Tertiary EFL Teachers May Have in Their In-service Professional Development (大学外语教师在职职业发展中可能遇到的问题)

Directions: Please read each of the following statements carefully and mark (√) the response which best describes your opinions (说明: 请仔细阅读下列内容并在最能说明您的意见处打钩(√)).

- 5 = strongly agree (完全同意)
- 4 = agree (同意)
- 3 = uncertain (不确定)
- 2 = disagree (不同意)
- 1 = strongly disagree (完全不同意)

Example:

	5	4	3	2	1
Teachers are in the dilemma that while they want to have their in-service professional development, their heavy workload often stops them from doing so. (教师进退维谷, 繁重的工作量阻止他们的在职职业发展。)	√				

Explanation: It means that you strongly agree that teachers are in the dilemma that while they want to have their in-service professional development, their heavy workload often stops them from doing so. (打钩处说明你完全同意教师进退维谷, 繁重的工作量阻止他们的在职职业发展。)

	5	4	3	2	1
1. There are quite limited programs for tertiary EFL teachers for their in-service professional development. (大学外语教师的在职职业发展项目很有限。)					
2. Many programs for EFL teacher in-service professional development are short-term, which is not good enough to contribute to the continuity of teachers' in-service professional development. (多数外语教师的在职职业发展是短期的, 因而不利于其延续性。)					
3. Many programs of in-service professional development focus considerably on the theories of TEFL. (多数在职职业发展项目过多关注外语教学理论。)					
4. Many programs of in-service professional development lay less emphasis on the issues existing in the TEFL. (多数在职职业发展项目不太强调外语教学中存在的问题。)					
5. Many programs of in-service professional development fail to serve EFL teachers' needs to solve their real problems. (多数在职职业发展项目不能满足外语教师解决实际问题。)					
6. Many programs of EFL teacher in-service professional development fail to offer approaches to help EFL teachers solve problems directly from their daily teaching. (多数在职职业发展项目不能提供可直接帮助教师解决日常教学问题的方法。)					
7. Implementing EFL teacher in-service professional development costs the university more because most of the programs are offered in other cities or areas. (进行外语教师的在职职业发展花费大, 其原因是大多数项目都在异地。)					
8. EFL Teachers are in the dilemma that while they want to have their in-service professional development, their heavy workload often stops them from doing so. (教师进退维谷, 繁重的工作量阻止他们的在职职业发展。)					

9. Some administrators do not attach importance to the EFL teachers' in-service professional development, so teachers can not get support for their in-service professional development from them. (部分教学管理人员不重视外语教师的在职职业发展, 支持力度不够。)					
10. For some tertiary EFL teachers, their unaware assumption about in-service professional development leads to their ignorance of personal in-service professional development. (部分大学外语教师落伍的观念使其忽略个人在职职业发展。)					

Directions: Please answer the following questions. (请回答下列问题)

1. Have you ever been involved in any programs for in-service professional development before? If yes, what kind of programs are they? (您曾参加过在职职业发展项目吗? 如参加, 是哪种项目?)
2. Do you ever meet with some problems in your daily teaching which can not be solved by yourself? If yes, what problems are they? (您曾在日常教学中遇到自己无法解决的问题吗? 如有, 是什么问题?)
3. Do you often take your in-service professional development into your agenda? If not, what do you think hinders your in-service professional development? (您把在职职业发展纳入计划了吗? 如果没有, 是什么阻止您?)
4. When you can realize the importance of in-service professional development, do you think you can easily carry it out? (当认识在职职业发展的重要性时, 您认为容易进行吗?)
5. What problem should be solved first of all to facilitate your in-service professional development? (要使在职职业发展便利进行, 首要解决的问题是什么?)

Part III. Suggestions that the Tertiary EFL Teachers Make for Their In-service Professional Development (大学外语教师对其在职职业发展的建议)

Directions: Please read each of the following statements carefully and mark (√) the response which best describes your opinions. (说明: 请仔细阅读下列内容并在最能说明您的意见处打钩(√)).

- 5 = strongly agree (完全同意)
 4 = agree (同意)
 3 = uncertain (不确定)
 2 = disagree (不同意)
 1 = strongly disagree (完全不同意)

Example:

	5	4	3	2	1
Teachers should attach importance to in-service professional development. (教师应该重视在职职业发展。)	√				

Explanation: It means that you strongly agree that teachers should attach importance to in-service professional development. (打钩之处说明您完全同意教师应重视自身在职职业发展。)

	5	4	3	2	1
1. Programs for EFL teacher in-service professional development should help teachers' conceptualization for new learning theories and teaching approaches. (外语教师的在职职业发展项目应有助于教师新学习理论和教学方法的形成。)					
2. Programs for EFL teacher in-service professional development should contribute to solving teachers' problems with effective strategies. (外语教师的在职职业发展项目应使用有效策略解决问题。)					
3. In order to have effective in-service professional development, EFL teachers should have it ongoing rather than a short-term practice. (外语教师的在职职业发展应持续不断, 使其有效。)					
4. What matters in EFL teacher in-service professional development is not how many times they attend the relevant programs but how much they can learn from them. (外语教师在在职职业发展的关键不是参加项目的次数而是所学到的知识量。)					
5. Effective tertiary EFL teacher in-service professional development should be carried out without ignoring the classroom research. (有效的大学外语教师在在职职业发展不应该忽略课堂研究。)					
6. Tertiary EFL teacher in-service professional development should be as importantly as their pre-service professional development in their career, more budgets should be made by universities. (大学外语教师应把在职职业发展等同职前培训, 视为其职业生涯中的重要过程, 学校应有更多的预算。)					
7. Tertiary EFL teacher in-service professional development should be put into agenda. (大学外语教师应把在职职业发展纳入计划。)					
8. Collaboration for EFL teachers in their in-service professional development should be encouraged. (应提倡利用外语教师的合作进行在职职业发展。)					

9. Team work is better than individual practice in terms of sustainable in-service professional development. (就在职业发展的持续性而言, 团队教学比单独教学更有效。)					
10. Peer coaching within team teaching can be more effective with its two-layer cooperation for teachers in the process of learning new knowledge and of solving the problems from their real teaching context. (针对教师学习新知识和解决实际教学中的问题, 多层次合作教学的效果更好。)					

Directions: Please answer the following questions. (请回答下列问题)

1. Are you satisfied with the programs you have attended for your in-service professional development? If not, do you have any suggestions? (您对参加过的在职职业发展项目满意吗? 如果不, 有什么建议?)
2. What is the ideal program or model for your in-service professional development? (您认为理想的在职职业发展项目或模式是什么?)
3. If you are a program planner, what program will you design for EFL teachers to have their in-service professional development? (如过您是项目策划人, 你会为大学外语教师设计什么样的在职职业发展项目?)
4. What programs do you think will lead you to be happy with your in-service professional development as a sustainable behavior? (您认为怎样的在职职业发展项目能被愉快接受并持续进行?)
5. Do you like to work individually for your in-service professional development or with a partner or within a team? (您愿意单独进行在职职业发展, 还是与同伴或小组一起进行?)

Part IV. Needs of the Tertiary EFL Teachers for Their In-service Professional Development (大学外语教师在职职业发展的需求)

Directions: Please answer the following questions (请回答下列问题)

1. To be a better EFL teacher from now on, what do you need?
(即时起要成为更好的外语教师, 您需要什么?)
2. For your professional development, what do you need from the training programs?
(要进行自己的职业发展, 您需要从培训项目中得到什么?)
3. If peer coaching within a team teaching context practice is used for your in-service professional development, do you think that you need it? Why or why not?
(如果把多层次合作模式用于您的在职职业发展, 您认为需要它吗? 为什么需要或为什么不需要?)

Thank you very much for your cooperation! (谢谢合作!)

APPENDIX B

Students' Opinions on the MPC Model for Tertiary EFL Teacher In-service Professional Development

多层次合作模式用于外语教师在职职业发展学生意见调查

Dear student (各位同学),

This questionnaire is designed to gather the information about your opinions or attitudes toward the approaches that your English teacher uses for his or her teaching during this term because your English teacher is involved in the multilayered peer coaching practice, which aims to encourage their in-service professional development. There are three parts in this questionnaire. Please kindly follow the directions of each part, and give your responses accordingly. Thanks a lot for your contribution to the study. (本问卷旨在征求您对本学期您的外语老师所用的教学方法的意见。您的老师正参加多层次合作模式以促进其在职职业发展项目。本问卷共分三部分, 每部分均有填写说明。恳请您根据填写说明给出相应答复。非常感谢您对本研究所尽之力。)

Part I. Personal Information (个人信息)

Directions: Please read each of the following items carefully and mark (√) the response which best describes your situation. (说明: 请仔细阅读下列内容并在最能说明您的情况处打钩(√)。)

1. Age (年龄)	Under 18 years old ()	18 - 20 years old ()	Over 20 years old ()
2. Gender (性别)	Male ()	Female ()	/
3. Years of Learning English (学习英语年限)	Under 5 years ()	5-10 years ()	Over 10 years ()
4. Self-evaluation of Your English Ability (英语能力自我评价)	Good ()	Just so-so ()	Bad ()
5. Score of Your English College Entrance Examination (The full mark is 150.) (高考英语成绩)	Less than 90 ()	91 - 113 ()	Over 114 ()
6. Score of Your Latest English Achievement Test (The full mark is 100.) (最近一次英语考试成绩)	Less than 60 ()	61 - 75 ()	Over 76 ()

Part II. Multilayered Peer Coaching Practice (多层次合作模式)

Directions: Please read each of the following statements carefully and mark (√) the response which best describes your opinions. (说明: 请仔细阅读下列内容并在最能说明您的意见处打钩(√)).

- 5 = strongly agree (完全同意)
 4 = agree (同意)
 3 = uncertain (不确定)
 2 = disagree (不同意)
 1 = strongly disagree (完全不同意)

Example:

	5	4	3	2	1
Peer coaching within a team teaching context is an effective way to promote professional development. (多层次合作教学是促进职业发展的一个有效途径。)	√				

Explanation: It means that you strongly agree that peer coaching within a team teaching context is an effective way to promote professional development. (打钩之处说明您完全同意多层次合作教学是促进职业发展的一个有效途径。)

	5	4	3	2	1
1. Co-teaching offers more opportunities for communication in class. (合作教学提供更多课堂交流的机会。)					
2. Co-teaching allows each teacher to teach based on his or her expertise. (合作教学允许每位教师讲授自己的专长内容。)					
3. An English class monitored by more than one English teacher is more interesting and motivating. (不止一名英语教师监管的课堂更有趣、更激发人。)					
4. Working with other teachers through the MPC Model makes my teacher happy, and I am happy, too. (通过 MPC 模式与其他老师合作教学使我的老师感到高兴, 我也高兴。)					
5. English teachers who are experiencing the multilayered peer coaching practice can answer my questions much more quickly. (体验多层合作实践的英语教师能更快速回答我的问题。)					
6. English teachers who work together can teach each unit of the textbook at the pace planned in the course description. (共同合作的英语教师能够按照课程描述中计划的进度讲授每个单元。)					
7. The English teacher with the help of the multilayered peer coaching practice teaches us in a different way that is better than before. (参加多层合作实践的英语教师现在使用不同的方法教我们, 这种方法更好。)					

8. English teachers who are experiencing the multilayered peer coaching practice can immediately help me with my difficulties in class. (体验多层合作实践的英语教师能立刻在课堂上解决我们的困难。)					
9. When I need help in my English learning, I can go to more than one teacher for their help. (当我在英语学习中需要帮助时, 我现在可以得到不止一名老师的帮助。)					
10. Young teachers with the help of the multilayered peer coaching practice can give us more detailed explanations in class. (得助于多层合作实践的年轻教师在课堂上能给我们更详细的解析。)					

Part III. Comments or Suggestions on the Multilayered Peer Coaching Practice (多层次合作教学评价和建议)

Directions: Please answer the following questions. (请回答下列问题)

6. What kind of English teacher do you like? And what kind of English class do you think is the one you are interested in? (您喜欢哪种英语教师? 您感兴趣的英语课是怎样的?)
7. In term of the way your English teacher used this term in his or her classroom teaching, do you find any differences between this term and before? (就您的英语老师所用的课堂教学方法而言, 您发现这学期有不同之处吗?)
8. Are you satisfied with the way that your English teacher used this term? If yes, Why? (您满意您的英语教师所用的教学方法吗?)
9. What do you think of the English classroom teaching in which more English teachers are involved? (您认为有多名教师参与的课堂教学方式如何?)
10. Do you have any suggestions on the teacher collaboration in their teaching? (就教学中的教师合作, 您有建议吗?)

Thank you very much for your cooperation! (谢谢合作!)

APPENDIX C

Teachers' Opinions on the MPC Model for

Tertiary EFL Teacher In-service Professional Development

(多层次合作模式用于外语教师在职职业发展教师意见调查)

Dear teacher (各位老师),

This questionnaire is designed to gather the information about your opinions or attitudes toward the practice of multilayered peer coaching model for tertiary EFL teacher in-service professional development. There are three parts in this questionnaire. Please kindly follow the directions of each part, and give your responses accordingly. Thanks a lot for your contribution to the study. (本问卷旨在征求您对多层次合作模式用于大学外语教师在职职业发展的意见。本问卷共分三部分, 每部分均有填写说明。恳请您根据填写说明给出相应答复。非常感谢您对本研究所尽之力。)

Part I. Personal Information (个人信息)

Directions: Please read each of the following items carefully and mark (✓) the response which best describes your situation. (说明: 请仔细阅读下列内容并在最能说明您的情况处打钩(✓)。)

1. Age (年龄)	Under 27 years old ()	27 - 37 years old ()	Over 37 years old ()
2. Gender (性别)	Male ()	Female ()	/
3. Education Background (学历)	BA ()	MA ()	Ph. D ()
4. Years of Teaching Experience (任教年限)	Under 5 years ()	5-10 years ()	Over 10 years ()
5. Frequency for Attending Professional Development (参加职业发展的次数)	Never ()	1-3 times ()	Over 4 times ()
6. Workload of Teaching a Week (周教学工作量)	Under 5 hours ()	5 -8 hours ()	Over 8 hours()

Part II. Multilayered Peer Coaching Practice (多层次合作模式)

Directions: Please read each of the following statements carefully and mark (√) the response which best describes your opinions. (说明: 请仔细阅读下列内容并在最能说明您的意见处打钩(√)).

- 5 = strongly agree (完全同意)
 4 = agree (同意)
 3 = uncertain (不确定)
 2 = disagree (不同意)
 1 = strongly disagree (完全不同意)

Example:

	5	4	3	2	1
Peer coaching within a team teaching context is an effective way to promote professional development. (多层次合作教学是促进职业发展的一个有效途径。)	√				

Explanation: It means that you strongly agree that peer coaching within a team teaching context is an effective way to promote professional development. (打钩之处说明您完全同意多层次合作教学是促进职业发展的一个有效途径。)

	5	4	3	2	1
1. The MPC Model can provide multilayered cooperation among teachers, that is, first within the dyads, and then within the team. (多层次合作教学模式向教师提供更多的合作环节, 即, 先有同伴互导, 后有团队教学。)					
2. The MPC Model can put many heads together so that teachers can quickly deal with unexpected problems. (多层次合作教学模式提供机会让教师集思广益, 共同应对突如其来的教学问题。)					
3. The MPC Model emphasizes the process of professional development. (多层次合作教学模式强调职业发展的过程。)					
4. The MPC Model does not function the same as teaching done by an individual teacher. (多层次合作教学模式所起的作用与教师单独教学的作用不同。)					
5. The MPC Model can be used to help new teachers to learn from more experienced colleagues. (多层次合作教学模式有助于年轻教师向经验丰富的同事学习。)					
6. The MPC Model can be used for experienced teachers to work together to understand and implement a new curriculum. (多层次合作教学模式有助于经验丰富的老师们共同研究以便更好理解和贯彻新课程。)					
7. The MPC Model can reduce the sense of isolation that teachers tend to feel. (多层次合作教学模式能降低教师工作中的孤独感。)					

8. The MPC Model provides opportunities for two teachers to identify teaching problems and think of possible solutions, and then four teachers in the same team can share their opinions on them. (多层次合作教学提供机会让两位教师共同应对教学问题并提出可行的解决办法, 然后同组的四位教师共享。)					
9. The MPC Model is useful for updating teachers' professional knowledge and performance. (多层次合作教学模式有利于更新教师的专业知识及其运用能力。)					
10. The MPC Model is an effective way to promote professional development in a sustainable way. (多层次合作教学模式是持续提高专业发展的一种有效途径。)					

Part III. Comments or Suggestions on the Multilayered Peer Coaching Practice (多层次合作教学评价和建议)

Directions: Please answer the following questions. (请回答下列问题)

6. Do you think that the multilayered peer coaching practice can provide an efficient way for teachers to develop their professional abilities without dragging them away from their daily teaching? If so, in what way? (您认为多层次合作教学模式能提供有效途径让教师在不脱离日常教学工作的情况下发展其职业能力吗? 如果是, 如何进行?)
7. What do you think is the most urgent problem in your teaching that should be solved with the multilayered peer coaching practice? (您认为需用多层次合作教学模式解决的最紧迫问题是什么?)
8. Do you think the knowledge of TEFL can be strengthened more effectively with the multilayered peer coaching practice? (您认为多层次合作教学模式能有效巩固外语教学的知识吗?)
9. Do you think the knowledge related to teaching the required materials can be reinforced more effectively with the multilayered peer coaching practice? (您认为多层次合作教学模式能有效巩固对规定使用教材的教学吗?)
10. If you can make a choice, which model will you prefer to practice, the multilayered peer coaching practice model or the traditional individual teaching model? Why? (如果能选择, 您更喜欢哪种教学模式: 多层次合作教学模式还是传统教学模式? 为什么?)

Thank you very much for your cooperation! (谢谢合作!)

APPENDIX D

Group Interview Questions for Needs Analysis

(For Tertiary EFL Teachers)

1. What do you think of teachers' professional development in general?
2. Do you have any experiences of professional development?
3. Do you include your professional development in your career plan? If yes, why? If not, why not?
4. Do you think it is necessary for EFL teachers to have in-service professional development even if they have had their pre-service professional development?
5. Do you have any problems in your in-service professional development? If yes, what are they?
6. What kind of program would you like to attend for your in-service professional development? Why?
7. What do you think should be the criteria of taking in-service professional development, i.e., when to take the professional development, or how to take it, etc.?
8. Do you have any suggestions regarding EFL teacher in-service development?
9. Would you like to have collaboration with your colleagues for your in-service professional development?
10. Do you think it is important to have your in-service professional development in a sustained way? Do you think it contributes to this sustaining power by combining your in-service professional development with your daily teaching?
11. Do you think you need an appropriate program or model for your in-service professional development?

小组访谈问题

(针对外语教师)

1. 您认为教师职业发展的总体情况怎样？
2. 您经历过职业发展培训吗？
3. 您会把自身的职业发展纳入计划吗？为什么？
4. 您认为外语教师有必要在已有职前培训经历后进行在职职业发展吗？
5. 您进行在职职业发展时遇到问题了吗！如果有，是什么问题？
6. 您愿意参加什么样的在职职业发展项目？为什么？
7. 进行在职职业发展的标准是什么？例如，何时进行职业发展？怎样进行职业发展？
8. 您就外语教师的在职职业发展有任何建议吗？
9. 你愿意采取与同事合作的方式进行在职职业发展吗？
10. 您认为教师在职职业发展的延续性重要吗？把在职职业发展融入自己的日常教学有助于这种延续性吗？
11. 您认为自己需要一种适合的在职职业发展的项目或模式吗？



APPENDIX E

Interview Questions

(For EFL teachers)

1. Have you experienced peer coaching or team teaching in your teaching before?
2. Do you know what the multilayered peer coaching practice model is? If yes, please explain it briefly.
3. Do you think there is a difference between the multilayered peer coaching model and the traditional individual teaching model?
4. Which teaching model would you like to adopt in your daily teaching, the multilayered peer coaching model or the traditional individual teaching model?
5. Do you think the multilayered peer coaching is helpful in your classroom teaching? If so, in what way?
6. Do you think the multilayered peer coaching practice model can encourage your in-service professional development?
7. Do you think the multilayered peer coaching practice can make your in-service professional development continuous?
8. Do you think the multilayered peer coaching practice model can deal efficiently with the problems arising from your classroom?
9. Do you think the multilayered peer coaching practice model contributes greatly to a better understanding between colleagues?
10. Do you have any suggestions in terms of the multilayered peer coaching practice model?

访谈问题

(针对外语教师)

1. 您在教学中体验过同伴互导或者团队教学吗?
2. 您知道什么是多层次合作教学模式吗? 如果知道, 请简述!
3. 您认为多层次合作教学模式与传统教学模式有差别吗?
4. 您在教学中愿意采用哪种模式? 是多层次合作教学模式还是传统教学模式?
5. 您认为多层次合作教学模式有助于日常教学吗? 如果有, 怎样帮助?
6. 您认为多层次合作教学模式能促进您的在职职业发展吗?
7. 您认为多层次合作教学模式能使您的在职职业发展持续不断吗?
8. 您认为多层次合作教学模式能有效解决日常教学中出现的问题吗?
9. 您认为多层次合作教学模式能有助于同事间更多了解吗?
10. 您就多层次合作教学模式而言有其它建议吗?

APPENDIX G

Observation Checklist (II)

Date:

Subject:

Period (50 min.)	Procedures of Teaching						
	Preview	Teacher's presentation	Question & answer	Discussion	Other activities	Summary	Assignment
1 st 10 min.							
2 nd 10 min.							
3 rd 10 min.							
4 th 10 min.							
5 th 10 min.							

APPENDIX H
Teacher's Log (I)
For Classroom Teaching

Date:

Subject:

Teaching Model:

Procedure of Teaching	Teacher's Reflection
1	
2	
3	
4	
5	
6	
7	
	Other suggestions:

APPENDIX I
Teacher's Log (II)
For After-class Cooperation

Date:

Subject:

Procedure of Cooperation	Teacher's Reflection
1	
2	
3	
4	
5	
6	
7	
	Other suggestions:

APPENDIX J

The Workshop Sessions for the MPC Model for In-service Professional Development of Tertiary EFL Teachers

Day 1

8:30-10:00

Problem Discussion: Discussing the Problems Existing in the Participants' EFL Teaching

- 8:30- 8:50 Introduction---Overview of the workshop
- 8:50- 9:20 Discussing the problems that the participating teachers have in their EFL Teaching
 - a. To make a list of their problems they have in EFL Teaching
 - b. To make a list of the suggestions they make to solve the problems
- 9:20-9:50 Presenting the problems collected from the participants and discussing them by comparing their problems with the current requirements of TEFL.
- 9:50-10:00 Summarizing what is discussed in this session

10:00-10:30 Tea Break

10:30-12:00

Problem Discussion: Discussing the Problems and the Suggestions Concerning Updating the Participants' Professional Knowledge and Teaching Ability

- 10:30-11:10 Discussing the problems and suggestions in the participants' professional knowledge and teaching ability
 - a. To write down their problems in updating professional knowledge
 - b. To write down their suggestions on updating professional knowledge
- 11:10-11:50 Discussing the problems and the suggestions that the teachers have by comparing what they have written with the model which will be used in this workshop.
- 11:40-12:00 Summarizing what is discussed in this session

12:00-13:00 Lunch

13:00-14:30

Instruction Presentation: Presenting the Knowledge of TEFL Based on the Teacher Participants' Needs

- 13:00-13:30 Presenting TBLT (Task-based Language Teaching)
- 13:30-14:00 Presenting a TBLT micro teaching with the designed tasks
- 14:00-14:20 Designing a task cooperatively according to the principles of TBLT
- 14:20-14:30 Summarizing what is discussed in this session

14:30-15:00 Tea Break

15:00-16:30

Instruction Presentation: Presenting the Knowledge of TEFL Based on the Teacher Participants' Needs

- 15:00-15:30 Presenting CLT (Communicative Language Teaching)
- 13:30-14:00 Presenting a CLT micro teaching with the designed tasks
- 14:00-14:20 Designing a task cooperatively according to the principles of CLT
- 14:20-14:30 Summarizing what is discussed in this session

Day 2

8:30-10:00

Problem Discussion: Discussing the Problems in the Participants' EFL Textbook Adaptation

- 8:30-9:00 Discussing the problems that the participating teachers have for textbooks
 - a. To make a list of their problems they have for EFL textbook adaptation
 - b. To make a list of the ways they use to manage the textbook
- 9:00-9:50 Discussing the problems and the suggestions that the teachers have by comparing what they have written with the requirement of textbook adaptation.
- 9:50-10:00 Summarizing what is discussed in this session

10:00-10:30 Tea Break

10:30-12:00

Instruction Presentation: Presenting How to Apply a Tertiary EFL Textbook Effectively

- 10:30-10:50 Presenting how to prescribe a tertiary EFL textbook
- 10:50-11:10 Presenting how to supplement materials to the required tertiary EFL textbook
- 11:10-11:20 Presenting how to get inside rather than everything of the tertiary EFL textbook
- 11:20-11:35 Presenting how to choose the tertiary EFL textbook materials for in-class teaching
- 11:35-11:50 Presenting how to choose the tertiary EFL textbook materials for after-class practice
- 11:50-12:00 Summarizing what is discussed in this session

12:00-13:00 Lunch

13:00-14:30

Cooperative Practice: Defining Cooperative Practice and Having Peer-Coaching-Based Practice

- 13:00-13:20 Discussing the ways that tertiary EFL teachers can use for cooperation in their work and defining peer coaching
- 13:20-13:25 Group the participants according to their teaching duration and experience into dyads
- 13:25-13:40 Discussing and presenting in peer coaching how to plan warm-up exercises in the tertiary EFL textbook
- 13:40-14:00 Discussing and presenting in peer coaching how to plan listening lesson in the tertiary EFL textbook with the help of CLT
- 14:00-14:20 Discussing and presenting in peer coaching how to plan speaking lesson in the tertiary EFL textbook with the help of CLT
- 14:20-14:30 Summarizing what is discussed in this session

14:30-15:00 Tea Break

15:00-16:30**Cooperative Practice: Discussing and Practicing the Combination of Peer Coaching and Team Teaching by Putting Peer Coaching into the Team Context**

15:00-15:15 Discussing the practice combining peer coaching with team teaching

15:15-15:20 Group the peer teachers according to their teaching duration and experience into teams

15:20-15:40 Discussing and presenting in teams how to plan reading lesson in the tertiary EFL textbook with the help of TBLT

15:40-16:00 Discussing and presenting in teams how to plan writing lesson in the tertiary EFL textbook with the help of TBLT

16:00-16:20 Discussing and presenting in teams how to plan translating lesson (from English to Chinese & from Chinese to English) with the help of TBLT

16:20-16:30 Summarizing what is discussed in this session

Day 3**8:30-10:00****Multilayered Peer Coaching Practice: Practicing the Multilayered Peer Coaching Model**

8:30 -8:50 Discussing how the tertiary EFL teachers can use the MPC model for cooperation

8:50-9:50 Practicing Task 1:

- The participants will think about their English learning experience and make a list of the teaching materials they used. Try to be as specific as possible. (10 min.)
- Then based on the list, they will answer the following questions: Did you particularly like or dislike any of them? Why? Were the materials on your list widely used? Are they still used now? (15min.)
- When they are ready, talk with their peers first and then go into their teams and share their lists. (10 min.)
- Each team will have a representative present his or her team's information. (15 min.)

9:50-10:00 Summarizing what is discussed in this session

10:00-10:30 *Tea Break*

10:30-12:00**Multilayered Peer Coaching Practice: Practicing the Multilayered Peer Coaching Model**

10:30-11:10 Practicing Task 2:

- The participants will take the required tertiary EFL textbook they are using now and look through the book and make a list of the features of the textbook. (15 min)
- They will see to what extent the book has reflected the features of good textbooks discussed just now and discuss it in peers and teams. (10 min)
- Each team will have a representative present his or her team's analysis on the textbook. (15 min.)

11:10-11:50 Practicing Task 3:

- The participants will select a unit in the required material and discuss how to teach it in teams. (10 min)
- Then they will work with peers for the detailed teaching plan. (10 min)
- Each dyad will present their opinions or their understandings in their team. (15 min.)
- They discuss the unit in teams again so as to find the connection between classroom teaching and classroom research. (5 min)

11:50-12:00 Summarizing what is discussed in this session

12:00-13:00 *Lunch*

13:00-14:30**Multilayered Peer Coaching Practice: Practicing the Multilayered Peer Coaching Model**

13:00- 14:20 Practicing Task 4:

The participants will prepare “micro teaching” of this unit based on the plan they did just now. Here’s how

- designing the “micro-teaching” tasks of this unit with the guidance of TBLT and CLT in peers and teams. (20 min)
- One of the participants of Team 1, who acts as the teacher while others are students, will present the “micro teaching”.(20 min)
- One of the participants of Team2, who acts as the teacher while others are students, will present the “micro teaching”. (20 min)
- One of the participants of Team 3, who acts as the teacher while others are students, will present the “micro teaching”. (20 min)

14:20-14:30 Summarizing what is discussed in this session

14:30-15:00 Tea Break

15:00-16:30**Multilayered Peer Coaching Practice: Practicing the Multilayered Peer Coaching Model**

15:00-16:00 Practicing Task 5:

The participants will discuss classroom research in multilayered peer coaching model, including

- making a research plan in dyads (15 min)
- sharing the dyad’s research plan in teams (15 min)
- discussing the plans for improvement. (15 min)
- Each team will take turns to present their research plan (15 min)

16:00-16:10 Giving the summaries of the multilayered peer coaching model

16:20-16:30 Making the arrangement for the follow-up practice

The End

APPENDIX K

An Evaluation Form of the Multilayered Peer Coaching Model for the Experts in Educational Research and English Language Teaching

Directions: Please read each of the following statements carefully and mark (✓) the response which best describes your opinions (说明: 请仔细阅读下列内容并在最能说明您的意见处打钩(✓)).

- 5 = strongly agree (完全同意)
 4 = agree (同意)
 3 = uncertain (不确定)
 2 = disagree (不同意)
 1 = strongly disagree (完全不同意)

	5	4	3	2	1
1. Each component in the multilayered peer coaching model has clear function and connection to the overall system.					
2. The 5 steps or phases of the multilayered peer coaching model: Analysis, Design, Development, Implementation, and Evaluation are clear and easy to be implemented in developing this model for tertiary EFL teacher in-service professional development.					
3. The multilayered peer coaching model is appropriate for the tertiary EFL teachers' in-service professional development.					
4. The multilayered peer coaching model is appropriate to use in training and/or learning for the tertiary EFL teachers to enhance their professional knowledge and competence.					
5. The multilayered peer coaching model has sufficient flexibility to be effective in continuing the tertiary EFL teacher in-service professional development.					

Comments

Thank you very much!

CURRICULUM VITAE

Junyi Meng was born in 1966 in Guizhou, China. She obtained her B.A. in English Language Arts from Guizhou Normal University, China in 1986, received her Master in Arts of Teaching from Oakland University, USA in 1998, and obtained her Ph.D. in English Language Studies from Suranaree University of Technology, Thailand in 2014.

In the past decade, she has worked as a professor, M.A. advisor, and the director of the Teaching Section in the Institute of Languages Education at Guizhou Normal University, China. At present, she works as a professor, M.A. advisor, and the acting dean of the School of Foreign Languages at Guiyang University, China. She is a member of National Association of Foreign Language Education in China Education Society, and the vice-president of Guizhou Foreign Languages Association. Her academic interests include TEFL and teacher professional development. She has published more than thirty academic papers in Chinese and international journals. She has chaired four research projects sponsored by the Education Department of Guizhou Province from 2007 to 2012. She was entitled as the “Distinguished Teacher in Guizhou Higher Institutions” in 2012. She has attended many academic conferences. In January, 2012, her presentation at the Post-Thai TEFL Conference in Khon Kaen University, Thailand, was highly evaluated. She can be reached at jymeng66@hotmail.com.