

**WORK-BASED REFLECTIVE TRAINING MODEL FOR
TOURISM ENGLISH TEACHERS PROFESSIONAL
DEVELOPMENT**



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

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รูปแบบการฝึกแบบสะท้อนกลับโดยใช้การทำงานเป็นฐานเพื่อการพัฒนาวิชาชีพ
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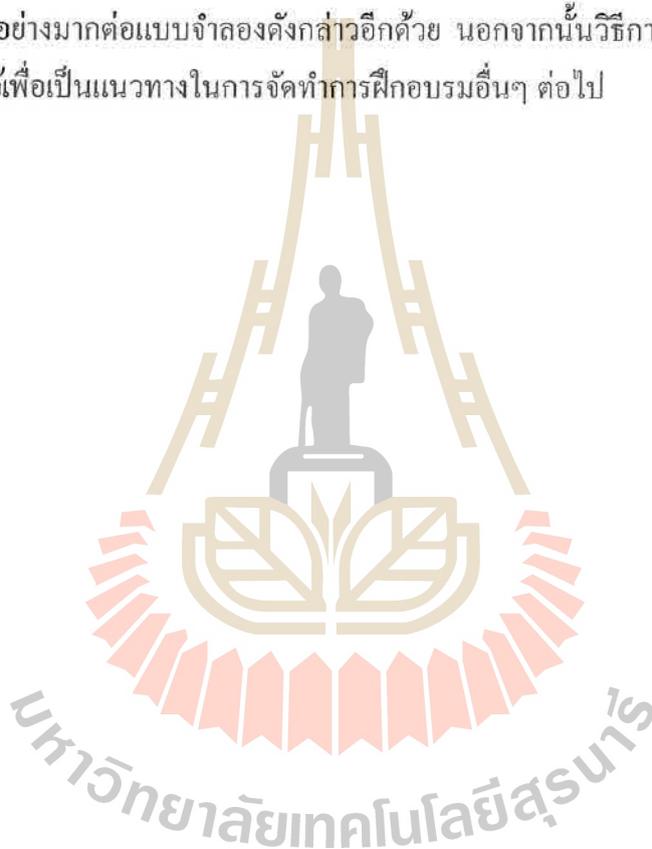
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กัญหาว์ เชื้อ : รูปแบบการฝึกแบบสะท้อนกลับโดยใช้การทำงานเป็นฐานเพื่อการพัฒนาวิชาชีพสำหรับครูสอนภาษาอังกฤษเพื่อการท่องเที่ยว (WORK-BASED REFLECTIVE TRAINING MODEL FOR TOURISM ENGLISH TEACHERS PROFESSIONAL DEVELOPMENT) อาจารย์ที่ปรึกษา : รองศาสตราจารย์ ทรงพร ทาเจริญศักดิ์, 242 หน้า

ในยุคสมัยใหม่ อุตสาหกรรมการท่องเที่ยวได้เป็นส่วนสำคัญอย่างยิ่งต่อเศรษฐกิจซึ่งให้ผลประโยชน์ต่อผู้คนที่อยู่ในและนอกธุรกิจทั้งทางตรงและทางอ้อม ด้วยความต้องการที่เพิ่มขึ้นของการท่องเที่ยวทั้งขาเข้าและขาออก จึงทำให้บุคลากรวิชาชีพด้านท่องเที่ยวที่สามารถพูดภาษาอังกฤษได้จำนวนมากเป็นที่ต้องการ เพื่อตอบสนองความต้องการนี้ สาขาวิชาภาษาอังกฤษเพื่อการท่องเที่ยวได้ถูกจัดตั้งขึ้นเป็นวิชาเอกในมหาวิทยาลัยและวิทยาลัยต่างๆ อย่างไรก็ตามพบว่ามีปัญหาในการสอนภาษาอังกฤษเพื่อการท่องเที่ยวและการพัฒนาวิชาชีพของครูผู้สอน การฝึกอบรมเพื่อพัฒนาที่มีความจำเป็นสำหรับครูภาษาอังกฤษเพื่อการท่องเที่ยวโดยเฉพาะอย่างยิ่งผู้ที่ได้รับการฝึกฝนให้เป็นครูสอนภาษามาตั้งแต่แรกเริ่ม นอกจากนี้ยังพบว่ารูปแบบการฝึกอบรมที่มีอยู่ไม่สามารถตอบสนองความต้องการของครูภาษาอังกฤษเพื่อการท่องเที่ยวได้ ด้วยเหตุนี้การศึกษาวิจัยในครั้งนี้จึงมีจุดประสงค์ 1) เพื่อสำรวจปัญหาและความต้องการของครูผู้สอนในการสอนภาษาอังกฤษเพื่อการท่องเที่ยวและการพัฒนาวิชาชีพ ก่อนให้ข้อเสนอแนะเพื่อปรับปรุงการพัฒนาวิชาชีพ 2) เพื่อพัฒนาแบบจำลองการสะท้อนการทำงาน (Work-based Reflective Model) สำหรับการพัฒนาวิชาชีพครูภาษาอังกฤษเพื่อการท่องเที่ยวและทดสอบประสิทธิภาพของแบบจำลองดังกล่าว และ 3) เพื่อศึกษาทัศนคติของครูภาษาอังกฤษเพื่อการท่องเที่ยวที่มีต่อแบบจำลองสำหรับการพัฒนาวิชาชีพของครูผู้สอนดังกล่าว

ในการเก็บข้อมูลระยะแรกโดยการใช้แบบสอบถาม มีผู้เข้าร่วมได้แก่ ครูภาษาอังกฤษเพื่อการท่องเที่ยว 253 คนจาก 6 มหาวิทยาลัยและวิทยาลัย นักศึกษาภาษาอังกฤษเพื่อการท่องเที่ยว 392 คนจากมหาวิทยาลัยไซลิและบุคลากรวิชาชีพด้านท่องเที่ยว 389 คน จาก 6 เมืองในจีนตอนใต้ จากนั้นในระยะที่สอง ในส่วนของการฝึกอบรม ครูภาษาอังกฤษเพื่อการท่องเที่ยว 15 คน ครูพี่เลี้ยงจำนวน 15 คน และนักเรียนภาษาอังกฤษเพื่อการท่องเที่ยวในห้องเรียนที่ครูฝึกสอนเครื่องมือทั้ง 6 ชนิดที่ใช้ในการเก็บข้อมูลประกอบด้วย แบบสอบถาม การสัมภาษณ์แบบกึ่งทางการแผนการสอนของครู การประเมินทางอินเทอร์เน็ต โดยครูพี่เลี้ยงและนักเรียน การประเมินตนเองของผู้เข้ารับการฝึกอบรม คะแนนและข้อคิดเห็นจากครูผู้ฝึกสอนและครูพี่เลี้ยง คะแนนเฉลี่ยและT-test ได้ถูกใช้เพื่อวิเคราะห์ข้อมูลเชิงปริมาณขณะที่การวิเคราะห์เนื้อหาสำหรับการวิเคราะห์ข้อมูลเชิงคุณภาพ

จากผลการศึกษาพบว่าปัญหาหลักมีอยู่ในการสอนภาษาอังกฤษเพื่อการท่องเที่ยวและการพัฒนาวิชาชีพครูภาษาอังกฤษเพื่อการท่องเที่ยวที่เกี่ยวข้องกับคุณภาพการสอน การออกแบบหลักสูตรและตัวครูผู้สอนภาษาอังกฤษเพื่อการท่องเที่ยว ครูภาษาอังกฤษเพื่อการท่องเที่ยวมีความต้องการสำหรับการพัฒนาวิชาชีพที่เกี่ยวข้องกับ ความเชี่ยวชาญด้านภาษาอังกฤษ ความรู้ในเนื้อหา ด้านการท่องเที่ยว ทักษะการสอน ทักษะการวิจัยและด้านอื่นๆ ผลการศึกษานี้ได้ถูกพบว่าครู ภาษาอังกฤษเพื่อการท่องเที่ยวที่เข้ารับการฝึกอบรมได้เปลี่ยนแปลงได้อย่างมีนัยยะสำคัญด้วยการ ฝึกอบรมด้วยแบบจำลองการสะท้อนการทำงาน นอกจากนี้ครูภาษาอังกฤษเพื่อการท่องเที่ยวได้มี ทักษะคติเชิงบวกอย่างมากต่อแบบจำลองดังกล่าวอีกด้วย นอกจากนี้วิธีกรออกแบบการฝึกอบรม ได้ถูกนำเสนอไว้เพื่อเป็นแนวทางในการจัดทำกรฝึกอบรมอื่นๆ ต่อไป



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GUIHUA XIE : WORK-BASED REFLECTIVE TRAINING MODEL
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TOURISM ENGLISH TEACHER/MODEL/DEVELOPMENT/WBR MODEL/
IN-SERVICE TRAINING

In the modern age, the tourism industry makes up a significant part of the economy, directly and indirectly benefiting the people in and out of the business. With the increasing needs from inbound and outbound tourism, greater amount of English-speaking tourism and travel professionals are in demand. To meet the needs, Tourism English (TE) programs are provided as a major in universities and colleges. However, problems exist in TE teaching and TE teacher professional development. In-service teacher training is needed for TE teachers, who were originally trained as language teachers. Existing training programs, however, could not meet the needs of TE teachers. Therefore, the present study aimed 1) to explore the problems in TE teaching and TE teachers' needs before finding suggestions to improve their professional development; 2) to develop the Work-based Reflective Model (the WBR Model) for TE teacher professional development and then test its efficiency; and 3) to investigate TE teachers' attitudes towards the WBR Model for their professional development.

In the first phase of data collection through the use of questionnaire, the participants included 253 TE teachers from 6 universities and colleges and 392 TE

students from Kaili University, and 389 tourism professionals from 6 cities and prefectures in South China. In the second phase, 15 TE teachers, 15 mentors and students in the intact classes were selected to take different roles in the training. Data were collected by six instruments, i.e., questionnaires, semi-structured interview, teachers' logs, online evaluation, trainee teachers' self-appraisals, scoring results and comments from trainers and mentors. Mean scores and T-test were employed to analyze the quantitative data while content analysis was used for qualitative data.

The findings of the study proved that major problems existed in TE teaching and TE teacher professional development concerning TE teaching quality, TE curriculum design and TE teachers. TE teachers had their own needs in their professional development in terms of English proficiency, tourism content knowledge, teaching skills, research skills and other aspects. It was discovered that TE trainee teachers made significant changes with the training provided by the WBR Model. TE teachers had very positive attitudes towards the WBR Model. Moreover, the design of the model is also provided to be an example for designing the training model for other purposes.

School of Foreign Languages

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LIST OF ABBREVIATIONS

BE:	Business English
EGP:	English for general purposes
ESP:	English for specific purposes
GE:	General English
KLU:	Kaili University
MOE:	China Ministry of Education
SCET:	Supervision Committee of English Teaching
SCETTEB:	TE Branch, MOE Supervision Committee of English Teaching
SFS:	School of Foreign Studies
TE:	Tourism English
TEFL:	Teaching English as a foreign language
TEM-4	Test for English Majors-Band 4
TEM-8	Test for English Majors-Band 8
WBR Model:	The Work-based Reflective Model
ZPD:	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

The present study aims at investigating the situations of teacher training in the field of tourism English (TE). Its purpose is to design Work-based Reflective Model (WBR Model) for TE teacher professional development. This chapter deals with the introduction of the whole study, starting with the background, which is followed by the rationale, the purposes, research questions and significance of the study. At the end of the chapter are definitions of operational terms frequently applied in the present research.

1.1 Background of the Study

Howatt (1984) noted that Teaching English as a Foreign Language (TEFL) emerged as an autonomous profession during the first half of the 20th century. No matter what theories or principles are involved, the effect of language teaching and learning is always focused, directly concerning with the competencies of language teachers. Therefore, teacher awareness, competencies and skills of the language are of great significance and have attracted great attentions from scholars, experts and even teachers themselves (Brumfit, 1997).

In the history of English language teaching, English for Specific Purposes (ESP) emerged in early 20th century, referring to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Parkinson, 2011). In the early days, its teaching was largely motivated by the needs to communicate across languages in areas such as commerce and technology (Belcher 2009). ESP has been expanding along with more recent subareas. Many countries have been involved in the teaching of ESP and its subfields for their social, economic and educational development (Krzanowski, 2009).

ESP teaching focuses on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English (Paltridge and Starfield, 2013). The wide range of purposes and contexts in which English is used has made ESP an eclectic discipline. Before the 1980s, English was taught and learned mostly for general purposes (EGP) in China. In the 1980s, English for Science and Technology was quite a popular idea and practice in the country. From then on, ESP has been attracting attentions of scholars, teachers and authorities of EGP in the country (Wang, 2008). At the end of the same decade, some more ideas on ESP were introduced at a larger scale. ESP courses like Business English, Tourism English, Finance English, Engineering English, English for Art Purposes, and Aviation English were designed and then taught in some universities with the publications of textbooks in these fields. Since then, EGP and ESP have become two major orientations in the field of TEFL in China (Zhang, 2007). ESP has experienced some development stages

in China but now there are still some practical problems in terms of curriculum designs, teaching quality and teacher education. Similarly, tourism English (TE), a sub-branch of ESP, has its problems in these aspects. It is critical to study such issues to improve TE teaching quality for higher standards (Wang, 2008).

Since the end of last century, domestic tourism, inbound tourism and outbound tourism have been more and more popular, playing an active role in the economic development in China. By the end of 2008, there were altogether 20,691 travel agencies providing travel services in the country (Zhang, 2009). The number of people working for tourism sectors was 321,655, including 103,688 tour guides. In 2005, 1336 universities, colleges and vocational schools provided tourism programs to 566,493 students, but only 1% was majoring in TE. It was proved that only 10% to 20% of TE students worked in tourism businesses after graduation. Within 2 years, less than 20% of these students continued to stay in the same profession (Wang, 2004). Wang's findings also revealed that tourism sectors such as tourism administrations, travel agencies, hotels and touristic destination management offices were short of English-speaking tourism professionals.

The study of Liu (2001) showed that 99 % of foreign language learners at junior and senior secondary school level were English learners by the end of 2002. Only 1 % of these students were learning Russian or Japanese or other foreign languages mainly in the northeastern provinces. The situation was similar at the tertiary level. TE was much more popular than Japanese for Tourism, Russian for

Tourism or other foreign languages for tourism at the tertiary level (Wang, 2004). TE teaching quality has been attracting more attentions from educational circles and tourism sectors in China .

The world that teachers are preparing young people to enter is changing rapidly and the required skills of language teaching are also evolving (Huling-Austin, 1988). With the application of technology in language teaching and learning, this evolving process has become much shorter. With the fast economic and social progress, great changes have emerged in tourism and traveling, bringing out new requirements to tourism sectors and TE teaching.

Teachers are one of the major factors affecting teaching and education quality. In TE teaching, teachers play critical roles because of the specific features of TE. However, TE teachers are typically trained as language teachers and they seem to work outside of their own disciplines. It is often found that it is not easy for them to effectively integrate English language and tourism content knowledge in the teaching process. To meet the new requirements of TE teaching, TE teachers should face the challenges and solve their problems through professional development.

Teacher professional development refers to the policies and procedures designed to equip teachers with the knowledge and skills required to perform their tasks effectively in the classroom, school and wider community. It is the process by which teachers reflect upon their competence and develop them further. They should be trained to implement curricula in their field in the specific context (Richards, 2001).

TE teacher professional development is critical for TE curriculum implementation and teaching quality promotion because TE teachers can improve their competencies in many aspects in terms of foundational knowledge and skills, the required English proficiency, tourism content knowledge, teaching methodology, and skills to practice teachings in classroom or some other forms of education (Wong, 2004).

Specific problems are found in teacher professional development practices (Díaz-Maggioli, 2004). One of the major problems is that such practices are generally arranged top-down, failing to meet teachers' needs or to provide solutions to classroom problems as often expected by teachers themselves.

It can be seen that teacher professional development programs are mostly characterized by their technocratic nature of the training content. More often than not, teachers are taught techniques that they are expected to replicate in the classroom (Fessler & Christensen, 1992). In attempting to transfer such practice into their classrooms, teachers need to invest considerably more efforts than the professional development planners originally anticipated.

Another problem is the lack of variety in the delivery modes of teacher professional development. Once a decision is made to invest in professional development, the cheapest format is often chosen for the purpose: usually a lecture, workshop, or seminar. There is a vast and valuable body of literature supporting the concepts of differentiated instruction in the classroom. However, when it comes to instruction for teachers, undifferentiated approaches usually prevail. Moreover, it is

not easy for all the teachers to get access to professional development opportunities, which seldom reach teachers when they are really needed. When teachers do not help plan and deliver professional development programs, their needs can go unmet (Furlong & Maynard, 1995). This may help explain why only a small percentage of teachers seem able to transfer the content covered in a workshop to the classrooms.

Teachers go through certain developmental stages as they progress in their careers, each of which triggers specific needs and crises that they must address (Fessler & Christensen, 1992; Furlong & Maynard, 1995; Huberman, 1989). The standardized nature of traditional professional development programs assumes that all teachers should perform at the same level, regardless of their particular experience and needs. Little or no attentions are paid to the learning characteristics of teachers among professional development planners. Most professional development models for teachers ignore the fact that teachers possess unique learning characteristics that must be accounted for if the programs are to be successful. The features of adult learners have been the focus of research for a long time (Brookfield, 1986; Vella, 1994), but they are often overlooked in the process of training. Given the complex nature of teacher competence, assessing professional development often seems impossible. As a result, many professional development programs are not evaluated, nor are their results communicated to other communities (Vella, 1994). Since the beginning of the new century, TE teacher professional development programs were sponsored by TE Branch of MOE Supervision Committee of English Teaching (SCETTEB), different

universities or colleges, or even by tourism agencies (Jiang & Wang, 2006). However, the problems previously mentioned exist in the programs.

As is often seen, most of the programs remain fragmented, poorly aligned with curricula and inadequate to meet teachers' needs (Cohen & Hill, 2001). Many are intellectually superficial and do not take into account how teachers could better learn and implement their teaching practices (Kyriakides, Creemers & Antoniou, 2009; Richards, 2001). There are some teacher professional development models but they cannot meet the needs of TE teachers (Jiang & Wang, 2006). Many scholars or researchers such as Burns (1992), Darling-Hammond (2000), Freeman and Johnson (1998) and Zeichner (2003) hold the idea that many teachers have expressed dissatisfaction with pre-service and in-service professional development programs. The findings show that it is critical to have a well-designed model for TE teachers.

1.2 Rationale of the Study

The rationale of the study was discussed on the basis of the background of the study.

1.2.1 Importance of TE Teacher Professional Development

As was discussed in the former section, there are specific problems in TE in terms of its curricula, teaching and teacher training, which affect TE teaching quality. Teacher training programs should be conducted so as to prepare TE teachers for better changes for their profession and to meet higher requirements of TE teaching.

Professional development serves a long-term understanding of teachers' teaching and of themselves as teachers (Richards & Farrell, 2005). It brings out some other outcomes such as enhancement in professional skills and understandings, updating of teaching profession, improvement in educational changes and innovations that are required in and involved with teaching practice (Dall'Alba & Sandberg, 2006). These targets can be reached through teacher professional development, which can keep the teachers up to date with the new changes and development of TE teaching. TE teacher professional development programs can be designed to help TE teachers so as to implement TE curricula effectively in the Chinese context.

1.2.2 Advantages of WBR Model to TE Teacher Professional

Development

The research findings of Cohen and Hill (2001), Kyriakides, Creemers and Antoniou (2009), Burns (1996), Darling-Hammond (2000), Freeman and Johnson (1998) and Zeichner (2003) display teachers' dissatisfaction with current professional development programs. WBR Model provides TE teachers with the training from workshops, work-based practices and mentoring, equipping them with the knowledge and skills to implement TE curricula efficiently and to meet higher teaching quality standards. It offers TE teachers opportunities to learn through work and reflections so as to improve their professional development. The model could be helpful for solving the problems in TE teaching and improving teacher professional development due to at least three reasons. The first is the need of teacher quality improvement from the

national perspective. The second is the need of teaching quality promotion from the institutional perspective. The third is the needs of TE teachers, who long for equipping themselves with the knowledge and skills in terms of classroom teaching methodology, English language proficiency and tourism content knowledge.

1.2.3 Necessities of TE Teacher Professional Development Models

Some gaps have been discovered by the researcher in reviewing the literature related to TE teacher training and professional development, especially on TE teacher training models. The gaps are depicted as follows:

Firstly, because TE has a brief history as an ESP branch, most of the previous studies on TE were related to aspects of TE features and teaching. For example, Simon (2012), Boonyavatana (2000) and Dann (1996) focused their research on the important roles of teaching English for university students from other majors rather than English major. Other scholars like Magennis (2002), Fuentes (2007), Jaworski and Pritchard (2005), Kang (2011), Mendéz (2005), Mol (2008), Pierini (2009), Thurlow and Jaworski (2010), Wilailak (2008), Hsu (1999), Apichai (2000) and Kunyot (2005) conducted their studies on TE teaching from social, cultural and linguistic perspectives. In China, a few studies were carried out on the issues and trends of TE teaching. For example, Peng (2007) made detailed analysis of TE teaching problems and called for necessary innovations. Some other studies were involved with TE teaching methods. For instance, Zhou (2007), Liu (2007) and Zhu (2008) made suggestions on the effective application of TE teaching methods.

Secondly, there were fewer results concerning TE teacher professional development. Ma (2005), Chen (2006), Yao (2010), Wang (2011) and Qu (2013) conducted studies on the bi-disciplinary quality of TE teachers in vocational colleges and made suggestions to improve it. Jiang and Wang (2006), Yang (2006), Xie and Zheng (2007), Peng (2007) and Li and Cui (2006) found that there were problems in TE teacher professional development, claiming that TE teachers should get more training for their improvement in terms of vocational ability, teaching skills and understanding of tourism contents.

Thirdly, no research is found on TE teacher training models. There are still gaps in the studies of this field.

Based on the discussions, it was concluded that it is critical to conduct a systematic study on TE teacher professional development models so as to provide them more help for in-service training.

1.3 Purposes of the Study

According to the background of the study, there is a great need for the answer to the question of how to design WBR Model for TE teacher professional development. The present study attempted

- 1) to explore the problems in TE teaching and TE teacher professional development;
- 2) to explore TE teachers' needs for their professional development;

- 3) to find suggestions on TE teacher professional development;
- 4) to develop WBR Model for TE teacher professional development and then test its efficiency; and
- 5) to investigate TE teachers' attitudes towards WBR Model for their professional development.

1.4 Research Questions

To achieve the purposes, three research questions were raised as follows:

- 1) What problems exist in TE teaching and TE teacher professional development?
- 2) What needs do TE teachers have for their professional development?
- 3) What suggestions can be found for the solutions concerning TE teachers' professional development?
- 4) Could TE teachers' professional knowledge and teaching ability be improved through the in-service training of WBR Model?
- 5) What attitudes do TE teachers have towards WBR Model in their professional development?

1.5 Significance of the Study

The present study could bring valuable outcomes to TE teacher professional development and its significance was listed as follows:

Firstly, it provided a clearer picture of TE teaching current situations in southern China in terms of teacher training, training models and the problems based on data collection and analysis. It was a good foundation for deeper understandings and insights of TE teaching and TE teacher professional development.

Secondly, the findings of the present study could provide training program planners or educational administrators with more perspectives in the designs of training programs. The application of WBR Model was believed to yield the results advocated by TE teachers, students and tourism professionals.

Thirdly, the present study could lead TE teachers to know more about TE teaching and TE teacher training in the Chinese context. With the help, TE teachers could have more options for their own professional development.

Fourthly, the findings of the study could provide reference to researchers in the field by adding more to the related literature.

1.6 Definitions of Operational Terms of the Study

1) TE Teacher Professional Development

TE teacher professional development refers to the ongoing training that TE teachers receive to improve in areas of deficiency, to gain new knowledge or insight in the area of tourism English. It indicates the knowledge, skills and ongoing opportunities of learning and is usually undertaken to improve abilities of TE teachers in performing TE teaching. It helps TE teachers to grow professionally both in

tourism and English teaching, keeping their skills and career fresh. Since TE teachers are generally trained as language teachers, TE professional development serves a longer-term goal and seeks to facilitate growth of their understanding of tourism content knowledge and English teaching and of themselves as teachers. It comes in various forms like workshops, work-based training, and mentoring, and so on.

2) Tourism English

Tourism English (TE) is generally treated as an English course for the specific purposes of tourism. In the Chinese context, it is either a course or a specialty. As a course, Tourism English is conducted for students majoring in tourism. As a specialty, it is independent from the majors of English or tourism. In some areas, it is also called English Oriented in Tourism. In the present study, TE is a specialty.

3) WBR Model

In the present study, a model means a system or a pattern which is used to the basis of teachers with specific approaches and methods. WBR Model refers to the in-service training system for TE teacher professional development. It provides TE teachers with the training from workshops, work-based practices and mentoring, equipping TE teachers with the knowledge and skills to implement TE curricula efficiently and to meet higher teaching quality standards. It offers TE teachers opportunities to learn through work and reflections so as to improve their professional development.

4) Problems in TE Teaching

In the present study, problems in TE teaching refer to those situations regarded as harmful to TE teaching quality and needing to be dealt with and overcome with constant efforts. The situations of TE teaching and learning are typically emphasized in the process.

5) TE Teachers' Needs

The needs for teachers are specific to particular majors or schools. They need to be equipped with the attitudes, knowledge and skills mainly for the practice of classroom teaching. TE teachers are typically trained as language teachers and their needs are mostly concerning with English language proficiencies, tourism content knowledge and teaching methodology.

1.7 Summary

This chapter provided a detailed overview of the background of the present study. Then specific situations of TE in China were introduced. A description of TE development in China was provided, explaining the needs and importance of TE training in the country. After that, the purposes of the study, research questions and significance of the study were presented. At the end of the chapter were the definitions of operational terms for the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In order to provide theoretical foundations to the development of WBR Model for TE teacher professional development, a review of related literature is presented in this chapter, which consists of eight parts. The first part is about teacher professional development, focusing on the nature of teacher professional development and the situations of teacher professional development in China. An introduction is then made to the research of ESP and TE. This section presents the historical development of ESP and TE research. The third part is about major teacher professional development models. The fourth part deals with the approaches for TE teacher training. The fifth part of the chapter is about training models for TE professionals and the use of ISD. The sixth part is introduced on information processing, activity theory and reflection in TE teacher professional development. The seventh part is the theoretical framework which is followed by the summary.

2.1 Teacher Professional Development

2.1.1 Nature of Teacher Professional Development

Professional development refers to a long process in which a person of the profession will continue growing in the career. The long process is for a long-term

goal and should go beyond personal reflection. In terms of teacher education, the term in-service training or in-service professional development is often used. It refers to the training for trainees to develop knowledge and skills in a specific discipline or occupation. Traditionally, teacher education, teacher training and teacher professional development were used to indicate their professional growth, frequently encompassing all types of learning undertaken by teachers beyond the point of their initial training (Craft, 2000).

Teacher professional development is considered essential mechanisms for enhancing teachers' content knowledge and developing their teaching practice to meet higher standards (Cohen & Hill, 2001; Darling-Hammond & McLaughlin, 1995; Smith & O'Day, 1991). In recent years, the demand for improved quality of teaching and learning and for higher academic standards has put issues related to effective professional development on the agenda of educators, researchers and policy-makers.

According to Guskey (2000), the term of teacher professional development refers to those processes, actions and activities designed to enhance the professional knowledge, skills and attitudes of teachers so that they might improve the learning of students. Despite the recognition of its importance and the pressures emanating from high stake accountability systems, most professional development opportunities remain fragmented, poorly aligned with curricula and inadequate to meet teachers' needs (Borko, 2004; Cohen & Hill, 2001; Corcoran & McDiarmid, 2000).

There is a rich body of literature engaging with teacher professional development. To scholars like Cohen and Hill (2001), Darling-Hammond and McLaughlin (1995), and Smith and O'Day (1991), teacher training and professional development are essential mechanisms for enhancing teachers' content knowledge and developing their teaching practice to meet higher standards. In practice, professional development is broadly used, indicating all types of learning undertaken by teachers (Craft, 2000) or those processes, actions and activities designed to enhance the professional knowledge, skills and attitudes of teachers (Guskey, 2000). Day (1999) states that professional development consists of all natural learning experiences and those conscious and planned activities intended to be of direct or indirect benefit to the quality of education in the classroom. To Bolam (1993), professional development consists of practitioner, training, education and support activities experienced by teachers.

In teacher professional development, there are some problems. Educational systems annually spend a considerable amount of funds and resources on in-service seminars and other forms of professional development, which are intellectually superficial and do not take into account what should be known about effective teaching and how teachers could better learn and implement such practices (Ball & Cohen, 1999; Kyriakides, Creemers & Antoniou, 2009; Putnam & Borko, 1997). Educational reform movements around the world are setting ambitious goals for student learning (Borko, 2004). Although teachers generally support high standards in teaching and learning, many teachers are not prepared to implement their teaching

practice based on such standards (Cohen, 1990; Elmore & Burney, 1996; Elmore, Peterson & McCarthy, 1996; Grant, Peterson & Shojgreen-Downer, 1996; Sizer, 1992). This is why there is now more than ever the need to guide teachers to respond to the growing demands of increased accountability and the needs to raise student learning standards by developing effective programs that can promote change in classroom practices (Ball & Cohen, 1999; Fullan & Miles, 1992; Putnam & Borko, 1997; Spillane, 1999; Wilson & Berne, 1999).

Although researchers are beginning to examine the effects of professional development on teaching and learning, few studies have explicitly compared the effects of different approaches to professional development (Garet, Porter, Desimone, Birman & Yoon, 2001). There is a clear need for new and systematic research on the effectiveness of alternative strategies in relation to teacher professional development.

Traditionally, TE teacher professional development programs were carried out by different institutions at different levels (Jiang & Wang, 2006). However, most of them remained fragmented, poorly aligned with curricula and inadequate to meet teachers' needs (Zhou, 2008; Cohen & Hill, 2001). Many were intellectually superficial and did not take into account how teachers could better learn and implement their teaching practices (Kyriakides, Creemers & Antoniou, 2009).

In terms of the intrinsic specifications of teacher professional development, great differences can be sensed in different cultural contexts. The General Teaching Council (GTC, 2000), an executive agency in the Department of Education of Britain, declares that teacher professional development should try to 1) develop a

shared understanding in the profession about what professional development and learning should include; 2) influence national policy and funding; 3) raise teachers' expectations both on entry to the profession and of professional learning communities; 4) enable teachers to reflect on how they can and do contribute to the professional, collective knowledge about teaching and learning; 5) provide the basis for widening opportunities for accreditation and recruitment; and 6) provide support for school leaders in making time and support available.

In the context of China, teacher professional development is treated as a process in which teachers are developed for reflective abilities. According to Xu (2010), stress should be laid on what they can do in practice instead of on what they are taught. Sustainable competencies and reflection should be achieved so as to improve 1) their self-directed learning abilities; 2) their pedagogic and research abilities and 3) their abilities in practice and creation.

2.1.2 Teacher Professional Development in China

As a critical part of the Chinese educational system, teacher professional development plays a positive role in enhancing teacher quality and teaching quality.

2.1.2.1 Policies on Teacher Professional Development

From the webpage of China MOE (<http://www.moe.gov.cn>), important documents can be found on teacher professional development. Among them, *The Decisions of Strengthening Education Reforms and Comprehensively Improving Quality Education* issued in 1999, the regulation of *On Further Improvement of Vocational Education* issued in 2004, the policy entitled *On Overall Improvement of*

Higher Vocational Education Quality issued in 2006 and *National In-service Training Plan for Teachers (2009-2012)* issued in 2008 made suggestions on how to improve teachers' bi-disciplinary quality on the basis of theoretical and on-site training. In 2010, *Long-term Reform and Development Plan of Education in China 2010-2020* was issued, putting stress to teacher continuing education and bi-disciplinary quality. Objectives were made about bi-disciplinary training as shown in Table 2.1.

Table 2.1 Objectives of Bi-disciplinary Teacher Professional Development

Year	2009	2015	2020
Continuing Education Trainees	16,600	29,000	35,000

As important national policies, those documents gave general ideas and broad orientations about teacher professional development instead of the detailed procedures or practical strategies. How to achieve the goals of the policies depended on the in-depth understanding and educational concepts of related administrators, scholars and trainers. Teacher professional development policies of the provincial or university levels could be found in relation to the national policy (Chen, 2003).

2.1.2.2 Practice of Teacher Professional Development

In the Chinese context, teacher professional development programs were conducted and some achievements were made. In 2009, for example, various in-service professional development programs were launched for teachers of compulsory education level as presented in Table 2.2.

Table 2.2 National In-service Professional Development Programs in 2009

Programs	Participants
Key Teacher Program of Primary and Middle Schools in Central and West China	11,000
Key Teacher Program of Primary and Middle Schools in Remote-Minority Areas	3,000
Distance Program for Teachers in Compulsory Education Schools in Rural Areas	300,000
Program for Teachers of Curriculum Reform Provinces	80,000
Key Trainer Training Program in China	500
Program for Teachers in Earthquake-hit Areas	1,200
Program for PE and Arts Teachers in Central and West China	1,200
Student Affair Management Training Program	100,000

For tertiary teachers, it was not easy to carry out large-scale training programs as those mentioned above. Seminars and workshops were mainly organized for tertiary teachers. The workshops provided to college English teachers in 2006 were an example as displayed in Table 2.3.

Table 2.3 College English Teacher Workshops in November 2006

Group	Date	City and Participants
Group I	Nov. 21	Shenyang City: 300 teachers
	Nov. 22	Shenyang City: 300 teachers
	Nov. 24	Changchun City: 300 teachers
	Nov. 25	Changchun City: 300 teachers
	Nov. 27	Harbin City: 300 teachers
	Nov. 28	Harbin City: 300 teachers
Group II	Nov. 21	Zhengzhou City: 300 teachers
	Nov. 22	Zhengzhou City: 300 teachers
	Nov. 24	Hefei City: 300 teachers
	Nov. 25	Hefei City: 300 teachers
	Nov. 27	Nanjing City: 300 teachers
Group III	Nov. 21	Nanjing City: 300 teachers
	Nov. 22	Nanjing City: 300 teachers
	Nov. 24	Guangzhou City: 300 teachers
	Nov. 25	Guangzhou City: 300 teachers
	Nov. 27	Fuzhou City: 300 teachers

The program in Table 2.3 showed that workshops were mainly found even in important national programs. It can be implied that gaps still exist between national policies and the actual practice of teacher professional development.

2.1.2.3 Problems of Teacher Professional Development in China

Teacher education consists of degree-oriented and non-degree programs. In the 1980s, debates existed on the connotations of teacher professional development, for people had a vague understanding of the tasks and targets in the field. Some scholars insisted that degree-oriented education should be the most important (Cheng & Wang, 2004). However, too much stress on degree-oriented education could lead to a dilemma destructive to educational practice and quality (Gu & Wang, 2006; Zhou, 2008). Non-degree teacher education should be taken into account to improve educational and teaching quality. But different opinions emerged in defining the form of non-degree teacher professional development (Shi & Englert, 2008). Scholars agreed that improvement of professional competence should be the core task of teacher professional development. Unfortunately, it was not stressed in the practice of teacher professional development (Wan, 2011; Sun, 2003).

Problems existed in contents of teacher professional development programs. Scholars had suggestions from diversified perspectives (Wu, 2008). It seemed that the changes of educational contents were unavoidable with the changes of national needs (Zheng, 2010; Li, 2001). Some insisted that the training contents should be useful to improve professional knowledge, skills and qualifications based on national needs. However, teacher professional development practice was different as expected in the concepts (Zhang & Li, 2003; Zhong & Wu, 2004).

In terms of training methods, different ideas arose to support teacher professional development, ranging from workshops, self-teaching, distance education, team research projects, mentoring, fieldwork and teaching contests (Huang & Bao, 2006). Suggestions were also made on the application of teaching-aid packages, off-campus surveys and community learning (Liu, 2006). In practice, workshop was the most frequently used (Hou & Zhang, 2012).

Trainers could be a key factor affecting teacher training. It was debated that a qualified trainer should have profound professional knowledge, rich work experience, in-depth educational principles and abilities to solve classroom problems (Zhou, 2008). Unfortunately, many trainers in teacher training programs could not meet the standards of the training or the needs of trainees (Gu & Wang, 2006).

Teacher professional development evaluation attracted attentions from researchers, and there were many problems in the practice of evaluation in terms of the evaluation parties, evaluation standards and evaluation methods (Liu, 2006).

It was found that problems existed on teachers themselves in terms of professional understanding, needs and learning strategy (Wan, 2011), though many solutions were proposed for the problems (Zhong & Wu, 2004; Li, 2001).

In sum, teacher professional development experienced some changes in China and there were problems in both its theory and practice.

2.2 ESP and TE Teacher Professional Development

2.2.1 ESP Teacher Professional Development

In the early era of the 20th century, ESP emerged as a branch of English teaching especially at tertiary level (Krzanowski, 2009). Its earlier stages witnessed the stress on the research of different topics (Johns, 2011). However, ESP teacher professional development did not turn into a major topic at the time, though its importance was realized by some scholars. For example, Dudley-Evans and St John (1998) focused their research on the key roles of ESP practitioners. ESP teacher professional development was touched in terms of its connotations, developing curricula to equip teachers with what they really needed in their classroom teaching practice.

From the 1980s in China, some English programs were designed and implemented in the name of ESP, though some of them were not based on ESP principles (Chen, 2005). Similarly, ESP teacher professional development was not taken into consideration in its earlier stages. Related literature showed that before the 1990s, the focus was on the introduction of ESP ideas (Qin, 2003; Zhou & Guo, 2004) and on teaching methodology and contents (Liu, 1996; Cai, 2004).

With the growing needs from the state, institutions and teachers, ESP teacher professional development began to arouse interest and concerns from the 1990s (Wang & Ning, 2003). ESP teacher professional development training was conducted but mainly through workshops (Liu, 2010). But what should be done for ESP teachers was always a question among scholars.

The categorization of ESP can reflect the academic views and educational practice in different cultural context. Figure 2.1 shows the divisions of ESP branches in the USA as follows:

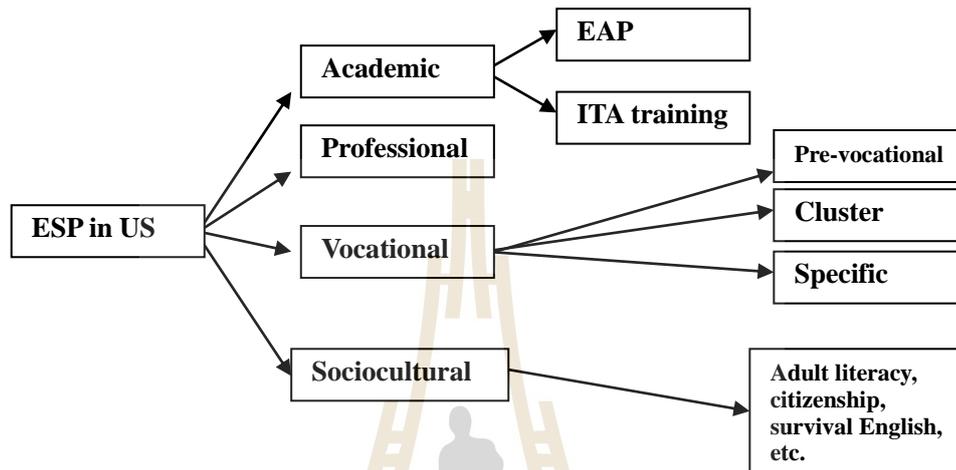


Figure 2.1 ESP in the United States of America (Howard, 1997)

Figure 2.1 shows that ESP in the United States is divided into four main branches: academic, professional, vocational, and sociocultural. ESP teachers should be familiar with the content knowledge of the particular field. Figure 2.2 shows that the division of ESP branches is simpler from its purposes in the United Kingdom.

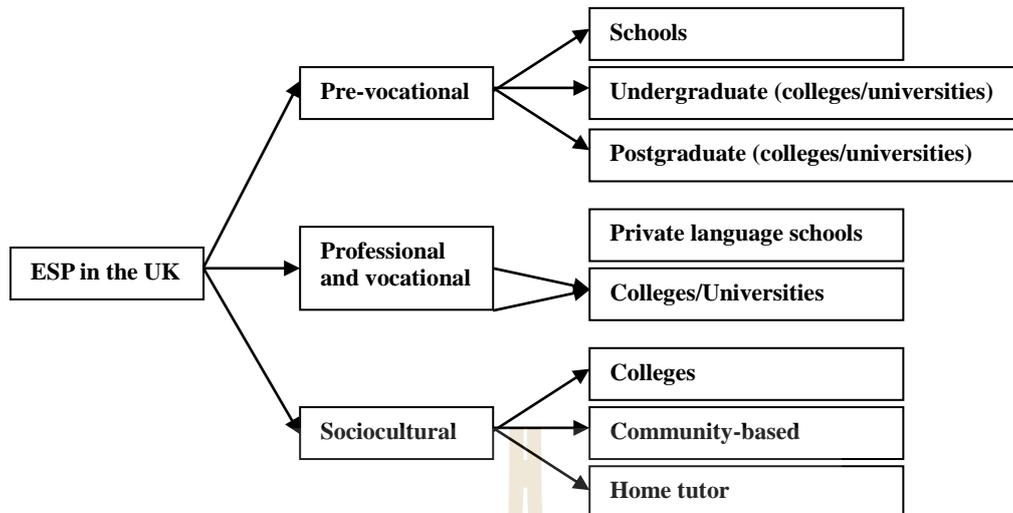


Figure 2.2 ESP Purposes in the United Kingdom (Howard, 1997)

Figure 2.2 shows that ESP is categorized into only three branches on the basis of its purposes. Among the eight sub-branches, six are conducted for schools, colleges and/or universities. Comparatively, the division of ESP is much more complicated in the Chinese context, for ESP focuses more on language in China than in English-speaking countries (Cai, 2004). Focus is mainly on the professional and vocational purposes of ESP (Zhao, 2009). It is crucial to provide ESP teachers with specific professional development programs, since they are one of the most important factors in ESP development (Liu, 2010).

Some scholars proposed some suggestions to improve ESP teacher professional development from various perspectives. Chen (2011) proposed that ESP teachers should have collaborations with the teachers of related disciplines and professionals of related businesses so as to push ESP teaching forward in a more professional way. Liu (1996) proposed that ESP should be selected from teachers of

related majors and special programs should be provided to improve their English competence. Cai (2004) thought that ESP courses should be taught by teachers of English, who should be trained to have a command of the content knowledge of related subjects. Chen (2011) considered that ESP teachers should be selected from graduates of English major. Necessary pre-service and in-service professional development programs should be conducted to improve their content knowledge, pedagogical knowledge and vocational skills. She proposed a conceptual framework for ESP professional development as follows:

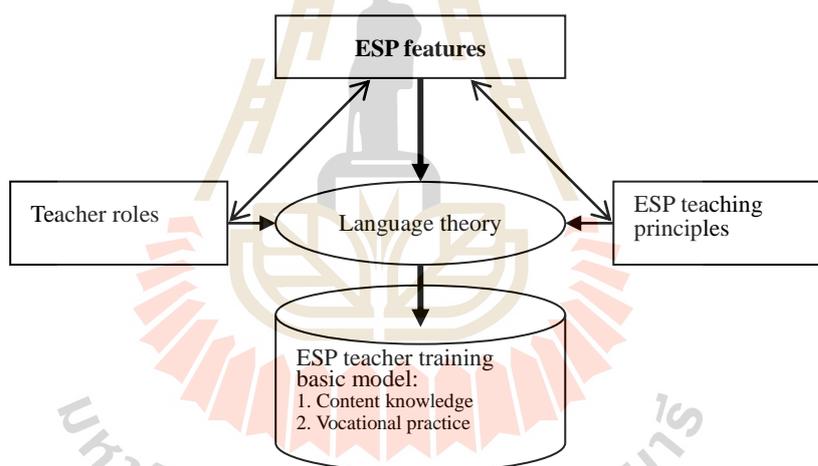


Figure 2.3 Conceptual Framework of ESP Teacher Training

The conceptual framework in Figure 2.3 showed that language theory is the core of the training system. Content knowledge and vocational practice are treated as the foundation, directly acting on language theory and indirectly supporting ESP teaching principles and teacher roles (Chen, 2011).

According to Paltridge and Starfield (2013), an ESP teacher should have general professional training as an educator and teacher as well as special training as a teacher of foreign or second language. In the training process, the components of skills, information and theory must be categorized distinctively in order to make clear what should be the core components for the potential trainees.

2.2.2 TE Teacher Professional Development in China

Only a few findings were found about TE in China, mainly focusing on its teaching problems (Qin, 2003; Peng, 2007), teaching methodology (Liu, 2007; Wei & Wang, 2008), the vocational practice and methods (Zhu, 2013), and textbooks (Dai, 2013; Zhang, 2011; Li, 2011). There were fewer results concerning TE teacher professional development. Ma (2005), Chen (2006), Yao (2010), Wang (2011) and Qu (2013) carried out their study on the bi-disciplinary quality of TE teachers in vocational colleges. They made suggestions to improve TE teachers' English language competence, tourism content knowledge and teaching ability through the training from workshops and work-based practice.

The findings of some scholars showed that there were problems in TE teacher professional development. Based on their study, Jiang and Wang (2006) found that the training programs for TE teachers were generally seminars lasting for one or two days. Yang (2006) found that the design and application of TE teacher professional development programs were one of the biggest problems in the field and he called for more reforms to the models for TE teacher professional

enhancement. Xie and Zheng (2007), Peng (2007), E (2013) and Li and Cui (2006) made investigations of the relationship between TE teaching quality and TE teacher professional development, concluding that TE teachers should get more training in terms of vocational ability, teaching skills and understanding of tourism contents.

2.2.3 TE Teacher Professional Qualifications

Educational institutions cannot do without qualified teachers. About the qualifications of teachers, however, different scholars had different ideas. A very general definition for teacher quality is that a teacher should have the teacher knowledge and skills for the teaching career. Richards (2001) stated that teacher knowledge consists of practical knowledge, content knowledge, contextual knowledge, pedagogical knowledge, personal knowledge, and reflective knowledge. Teacher skills have different requirements or standards in different fields. For example, CELTA of UCLES 1996 specified teacher skills as many aspects including professional development (Richards, 2001).

As is required, a TE teacher is a teacher with the integrated skills and knowledge of English and tourism. No. 16 Regulation issued by China MOE in 2006 (<http://www.moe.edu.cn/edoas/website18/73/info13573.htm>) made a description that ESP teachers including TE teachers should be bi-disciplinary. Zhou (2008) listed TE teacher qualifications as follows:

1) Double-certificate Type: A bi-disciplinary teacher should have at least the certificates of teacher qualifications and professional qualifications. In this sense,

a TE teacher should have a degree/certificate of English major, a degree/certificate of tourism major or a tour guide license, and a teacher certificate. The degrees or certificates are the basic premise of the qualifications required for a TE teacher.

2) Double-competence Type: A bi-disciplinary teacher should be equipped with the comprehensive quality of both a teacher and a professional. That is to say, a TE teacher should be equipped with the quality of a teacher of English and the quality of a tourism professional.

3) Superposition Type: The Superposition Type means the obtaining of double certificates and double competences. In this type, a bi-disciplinary teacher is required to own both double certificates and double competences. In this situation, certificates and competences are equally important for a bi-disciplinary teacher.

4) Double-level Type: According to Zhou (2008), the definition of the Double-level Type is that the teacher has the capability to conduct two levels of teaching: competence training and quality education. In terms of TE teaching, for instance, a teacher should know how to carry out the teaching well so as to train the students for a high competence of both English and tourism as well as for quality education.

5) Multiple-quality Type: Zhou (2008) regarded the Multiple-quality Type as the type for TE teachers to be equipped with at least four kinds of qualities: theoretical knowledge, teaching methods and skills, experience in vocational teaching, and up-to-date professional skills.

Liu and Gong's study (2001) demonstrated that only less than 35% of TE teachers graduated from TE. In regards of the TE teacher qualifications discussed by Zhou (2008), it was suggested that there is still a great gap to fill in the field of TE teacher qualifications. As a result, there are needs for TE teacher professional development especially in higher educational institutions.

To sum up, TE teacher qualifications can be listed in various forms in the Chinese context. Such qualifications cannot be obtained without pains-taking efforts and well-planned training programs. In the training process, teacher professional development models play very critical roles.

2.3 Major Teacher Professional Development Models

Teachers have their own learning process, for they have to focus on the practical skills to solve classroom problems (Howard, 1997). Figure 2.4 showed the elements of such a process of teacher learning.

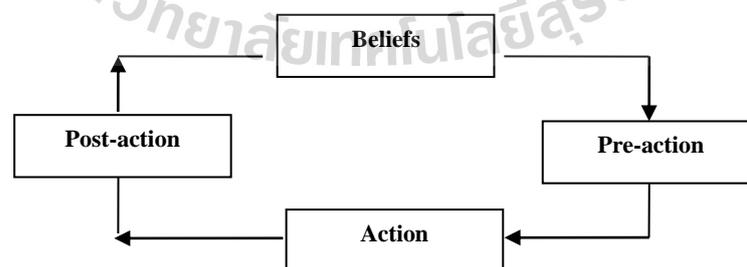


Figure 2.4 Teachers' Learning Process (Howard, 1997)

The process in Figure 2.4 showed that teachers' learning is based on their beliefs about teaching and learning. They know what they can do for both themselves

and their students. Teachers are able to see for themselves the effects of the clearly defined purpose and focus of the learning. The learning process consists of three stages: 1) pre-action, in which the objectives, reasons and methods are considered; 2) the action of the learning, which is generally conducted through the practice of imitating, observing and teaching, reflections and formative evaluation on the learning process; and 3) post-action, during which teachers have their reflections, discussions and summative evaluation of the outcomes of the learning. Due to the characteristics of teachers' learning process and learning needs, there were various models for teacher professional development in many cultural and educational contexts.

2.3.1 Zeichner's Four Models

Zeichner (1983) made a conclusion of teacher professional development with four models listed as follows:

1) Behavioristic Teacher Education Model stresses the training of observable skills, which are thought to have direct interaction with effective classroom teaching. Teaching techniques are the core contents. Copying or imitations are the chief approaches.

2) Personalistic Teacher Education Model, in which the psychological factors of teachers are focused, is the one to improve the formation of professional awareness and beliefs of teachers. It is believed that with good training programs, teachers can have their own beliefs on their educational profession while they are learning about education in terms of behaviors, skills and subject knowledge.

3) Traditional-craft Model focuses on the practical skills mainly from mentoring. By learning from more experienced teachers, teachers especially novice teachers can know more about the crafty knowledge of teaching. It is also called traditional way of craft training method.

4) Inquiry-oriented Teacher Education Model attempts to lead and guide trainee teachers to research-based trainings. In the training process, situations of classroom teaching are mainly introduced. Teachers can have a clearer picture of what should be achieved for the future development.

2.3.2 Wallace's Three Models

According to Wallace (1991), there are three major models for teacher professional development as follows.

1) In the training process of Craft Model, trainees, particularly the young, learn the craft by imitating the expert's techniques and by following the expert's instructions and advice. Actually, this traditional model is simple in terms of its practice routines: it is mostly an interaction between demonstration and imitation and is accordingly called apprenticeship model. In Zeichner's four models, it is called Traditional-craft Model.

2) Put forward by Schön (1983), Applied Science Model is probably still the most prevalent traditional model underlying most training or educational programs. It is different from other models just because in such a model, the trainees learn by putting into practice the findings of scientific knowledge and experimentation conveyed to them by experts in the field.

3) The notion of reflection had great influence in the philosophical concepts about teacher professional development in the 1980s and 1990s (Grenfell, 1996). In Reflective Model, the received knowledge derived from research findings is combined with experimental knowledge to form the so-called “knowledge-in-action”.

In the design of WBR Model, Craft Model and Reflective Model were adapted, focusing on the interaction between demonstration and imitation for novice teachers as well as their knowledge-in-action.

2.3.3 Dynamic Model

Creemers, Kyriakides and Antoniou (2013) proposed Dynamic Model based on the assumption that an evidence-based approach to teacher professional development should be adopted. Rather than focusing on a specific approach to teaching, teacher professional development should be concerned with developing those skills that are found to be associated with successful learning outcomes, irrespective of the approach from which they are derived.

2.3.4 Competency-based Model

According to Bunda and Sanders (1979), generally there are two types of competence. One definition conceives of competence as a hypothetical construct, while the second refers to a standard of performance, either implicitly or explicitly. Based on the assumption, competency-based teacher professional development was proposed, referring to an educational movement that advocates defining educational

goals in terms of precise measurable description of the knowledge, skills and behaviors teachers should possess at the end of a course of study (Guskey, 2000). As a result, Competency-based Model began to take its stage in teacher education.

2.3.5 Four-integration Model

To Zhou (2008), Four-integration Model should be conducted to meet the needs of educational institutions and teachers. It refers to the combination of a systematic curriculum and special-topic courses, theories and expertise, knowledge and methodologies as well as inquiry-based courses and practice-driven courses.

2.4 Approaches for TE Teacher Professional Development

Teacher professional development is generally to promote teacher qualifications and teaching quality so as to improve them professionally. In China, emphasis was particularly stressed on pre-service trainings (Wong, 2004). However, with the higher qualification requirements in higher education, in-service trainings have more impacts to teachers, students and schools. Based on her research findings, Li (2011) categorized TE teacher professional development into five approaches.

2.4.1 Theory-informed Approach

Theory-informed Approach stresses a systematic construction of educational and teaching theories. It is usually a kind of off-work training. In some cases, it is conducted in the form of school-based training.

Based on the review of foreign literature, Liang (2005) noted that visitor-oriented approach refers to some planned off-work trainings of different forms,

which are effective and fruitful because teachers can be freed from their work, focusing on their study or research with the help from supervisors. They directly get what they need from the trainings within a comparatively short time. This method, however, needs support from the administrations in terms of policy and budgets.

The mission of teacher education in 1970s and 1980s was mainly degree-oriented due to the specific situations in China (Yang & Wei, 2006; Hu, 2009; Dai, 2009). With the deepening innovations and changes of assessment standards in higher education, higher educational institutions need more teachers of PhD degree or MA degree holders in recent years. However, it is not the only way to improve teaching quality and teacher in-service professional development should be an option for the purpose.

2.4.2 Practice-driven Approach

The Practice-driven Approach focuses on the practice of TE teaching, involving with the methods of social-service, team-teaching, base-oriented training and field-based/workplace practice (Liang, 2005).

Social service is now a common social practice in different parts of the world (Wittenberg, 2003). During the process, TE teachers can learn a lot from such work experience.

Team-teaching is a kind of apprenticeship system between or among teachers (Liang, 2005). In terms of TE teaching, it means two kinds of cooperation: cooperation between novice teachers and experienced teachers, cooperation between

language teachers and tourism teachers. In actual practice, however, it is always challenged by problems in terms of the allocation of time and teachers.

Based on her review of related literature, Lin (2009) suggested that TE training programs should be conducted systematically in the base-oriented method. The most important point is to set up some training bases so as to provide different training programs to teachers all over the country.

Field-based or workplace training, generally a kind of on-site training, is often applied for TE teachers since TE also involves tourism contents. Liang, Hu and Cai (2010) made an analysis of the importance of the method and found that it was critical for TE teachers.

2.4.3 Particularity-driven Approach

The Particularity-driven Approach is a special form of TE teacher training with distinctive features. Yang and Wei (2006) concluded that it could be carried out through the programs of Outstanding Teacher Training Program (OTTP), bi-disciplinary training, contest-based method and qualification-oriented method.

OTTP is a society-oriented training method for teachers. Higher educational institutions are generally expected to provide education to students, scientific research and service to the society. OTTP, a long-term program to cultivate novice teachers to expert teachers, is often conducted for the purposes (Lai & Liu, 2007).

Dudley-Evens and John (1998) stated that ESP should be treated as a multi-disciplinary activity. Based on the experience from the teacher training

programs in her university, Jia (2008) suggested that bi-disciplinary method should be applied to TE teacher training, for a TE teacher should be bi-disciplinary: the teacher should be equipped with the knowledge and skills of both English and tourism.

Contests can be of great value in the process of teacher training, for they can stimulate teachers to study and plan more on their work. Teachers can also get trained from each other during a contest activity (Chen, 2006).

2.4.4 Practicality-oriented Approach

The Practicality-oriented Approach can be implemented with some methods like mentoring, school-based training, classroom observation and classroom-based teacher development program (CBTD) (Liang, 2005).

Mentoring is still practiced in education but in a more systematic way (Stones & Morris, 1972; Yan, 2009). From the early 1980s, some scholars in the western countries began to implement the practice and research of mentoring, which can be very effective to the training of teachers, especially to novice teachers (Bartell, 2005; Shea, 1997, 2002; Bell, 2001; Murray, 2001; Zachary, 2005; Stone, 2007; Cohen, 2000; Schwiebert, 2000; Scherer, 1999; Fisher, 1994; Daloz, 1996). Inspired by the research and practice of mentoring in China and other parts of the world, Chen (2008) insisted that mentoring should be applied to TE teacher training systematically.

Zhou (1999) proposed that teacher training could be available for all the teachers within their institutions by providing lectures, seminars and workshops from expert teachers or external scholars. The heavy workload makes it not easy for many

teachers to get their on-site training for some time. Such school-based training programs can be effective and practical for more teachers.

Classroom observation is a routine practice for professional trainings among TE teachers in some universities of China (Zhang, 2009). It promotes young teachers in terms of teaching skills effectively, though it can also upset them in the process.

Short as CBTD, Classroom-based Teacher Development was designed for teacher education in Britain in 20th century. It was introduced to the education in the Chinese context years ago (Duan, 2004; Wang, 2009). Wang (2009) discussed that education is mainly achieved through classroom teaching, which can become an important motivation for teacher professional development.

2.4.5 Life-long Learning Approach

With the application of modern technology in education, the evolutions of teaching skills will happen more frequently in shorter time (Huling-Austin, 1988). Teacher professional development is a long process and even a life-long learning. According to Wang's study (2009), such an approach can be conducted with methods like self-development, self-teaching and research. Self-development is more flexible because teachers can decide how to conduct training in the aspects concerning time, places, contents and means (Liang, 2005). It is a content-based training method (Du, 2009). Self-teaching approach is a self-training generally supervised by the administration. In his research, Lv (2009) stated that some non-university tertiary colleges were upgraded as universities in the past years and teacher training was much

more important than other projects. It was suggested that self-teaching should be applied by providing the teachers more academic resources and opportunities.

Research-based method is now quite popular in the higher education of China. In his research, Wei (2009) discussed the importance of research in the professional development for teachers. He insisted that such an approach should be carried out within a team and not by a single teacher.

To sum up, training approaches can give the training model a support if proper methods are selected. In the development of WBR Model, workshops, mentoring, and peer observations were applied.

2.5 TE Professionals Training Models and Instructional System Design

Since teacher professional development is to help teachers better fulfill their teaching, the training programs should be done in accordance to the curricula or teaching contents. It is believed that training models for TE professionals can give valuable feedbacks to the design of TE teacher training models (Liu, 2008).

Liu (1996), in his book, adopted two training models for TE professionals from two colleges in China. The first one is TE Professional Training Model in Minzhen Vocational College of Hunan Province (For convenience, it is short as the Hunan Model. See Appendix A for more details). The second one is Model of TE Skill Courses in NGS Vocational College, Guangdong Province (It is short as the Guangdong Model. See Appendix B for more details).

2.5.1 Hunan Model

Minzhen Vocational College is located in Changsha, the capital city of Hunan Province. The college is famous for the training of professionals for various fields including TE. Hunan Model clearly describes the detailed items of TE professional trainings in terms of aims, discipline structures, course structures, methods and the quality standards. It aims at training practicality-based professionals, specifically managers in tourism sectors. Social needs are analyzed in the program. Balance between theoretical training and skill practice are stressed and achieved. Courses are designed for three targets: to cultivate TE learners' expertise, to meet the needs of tourism sectors, and to lead to pertinence and practicality. The program takes a flexible integration of classroom training and workplace practice, leading students to the command of both English language and tourism content knowledge, which requires TE teachers to have the knowledge and skills of both English and tourism.

2.5.2 Guangdong Model

NGS Vocational College is situated in Guangzhou, the capital city of Guangdong Province. Guangdong Model provides much more information about TE skill trainings. It aims at the implementation of skill courses for TE students. In the model, the integrated structure of skill courses seems very important. Skill courses are emphasized. Evaluation, teaching management, on-line interaction and even digital databases are all designed for the integrated practice of theoretical teaching, English teaching and skill trainings. The model takes TBI as its priority.

These examples showed the characteristics of TE teaching and practice. The information can be crucial reference for the design of a TE teacher training model. The two cases showed that the required teacher qualifications were critical to TE teaching. To make up the lack of bi-disciplinary teachers, these two colleges recommended that experienced professionals from tourism agencies should be employed as part-time teachers. In-service training programs were also highly recommended for full-time TE teachers.

2.5.3 Application of CBI and TBLT in the Training

2.5.3.1 The Application of CBI in the Training

From the two models, it was seen that content-based instruction (CBI) was applied as the major teaching methodology. Evolved from the 1960s to the 1980s from a variety of sources, CBI is often treated as an experiential learning method since learners' learning experience is taken into account (Brinton et al., 1989). Stryker and Leaver (1997) categorized the characteristics of CBI into three groups, namely: 1) it is based on a subject matter core; 2) it uses authentic language and texts; and 3) it is appropriate to the needs of specific groups of learners. It is positive in a variety of teaching contexts especially for programs like ESP, vocational education and college-level foreign language instruction (Grabe & Stoller, 1997). According to Briton, Snow and Wesche (2003), CBI aims to eliminate the artificial separation between language instruction and subject matter classes which exists in most educational settings. The use of informational content perceived as relevant by the

learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning. Stryker and Leaver (1997) treated content as one facilitator to language growth and CBI can be effectively used in TE teaching.

In the teaching with CBI, learners are presented with discipline-based materials, and the main focus of instruction is the acquisition of disciplinary information (Kasper, 1997). The target language is largely used as the tool through which subject matter content is learned. CBI is characterized by its specific features in rich contents, integrated skills, holistic language approach and extensive use of authentic texts (Brinton, Snow, & Wesche, 2003).

Parkinson (2000) and Hudson (1991) reported their successful application of CBI in ESP teaching. The advantages were that the learners were able to build on their previous knowledge, were exposed to the contextualized uses of language, and were able to prepare for the eventual uses to which the language would be put. It was also found that the content-based approach resulted in significant improvement in the students' reading comprehension. CBI did not arouse interest in China before 1994 when scholars analyzed the feasibility of its application in ESP teaching (Zhou, 2011).

2.5.3.2 Application of TBLT in the Training

In the training process, the approach of task-based language teaching (TBLT) is used. Also known as task-based language learning or task-based instruction, it focuses on the use of authentic language and on asking students to do meaningful tasks using the target language since the training consists of many "tasks" in courses like Tour Guide English and Hotel English.

TBLT can be considered a branch of Communicative Language Teaching. It shares the same beliefs, as language should be learned as close as possible to how it is used in real life, stressing the importance to combine form-focused teaching with communication focused teaching. It has the characteristics as 1) students are encouraged to use language creatively and spontaneously through tasks and problem solving; 2) students focus on a relationship that is comparable to real world activities; 3) the conveyance of some sort of meaning is central to this method; 4) its assessment is primarily based on task outcome; and 5) is student-centered.

Although TBLT has produced very positive results in certain contexts, it reveals its weaknesses as 1) there is no acquisition of new grammar or vocabulary; 2) everything is left to the teacher; 3) not all students are or will be motivated by TBLT; 4) some students cannot notice language forms or language accuracy; and 5) students would like to use L1 rather than the target language (Bruton, 2005).

Assessment in TBLT is primarily based on task outcome rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence in TE teaching.

2.5.4 Instructional System Design

Instructional systems design (ISD) refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation (Smith and

Ragan, 1999). For Piskurich (2006), it is a set of rules to create training and the practice to maximize the effectiveness and appeal of instruction and other learning experiences. There are many ways to do instructional design but they will follow the ADDIE Model.

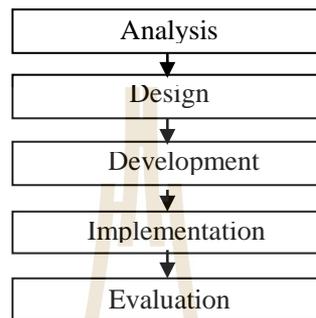


Figure 2.5 Instructional Systems Design Straight-Line Model (Smith and Ragan, 1999)

However, some designers began to realize that although the phases were a pretty good representation of how instructional design worked, the straight-line model with a beginning and an end was not realistic. Evaluation usually led to more analysis, which created the need for redesign (Piskurich, 2006). As a result, there are many models developed from ADDIE Model. The one in Figure 2.6 was an example.

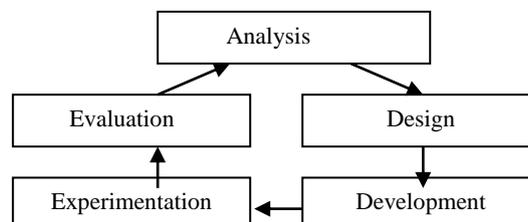


Figure 2.6 Instructional Systems Design Cyclic Model (Piskurich, 2006)

The ISD cyclic model is the one with slight changes from ADDIE Model. In fact, both formative and summative evaluation is provided to the whole system, different from what is illustrated in Figure 2.6. Interactions happen frequently among all the five elements all the time as shown in Figure 2.7.

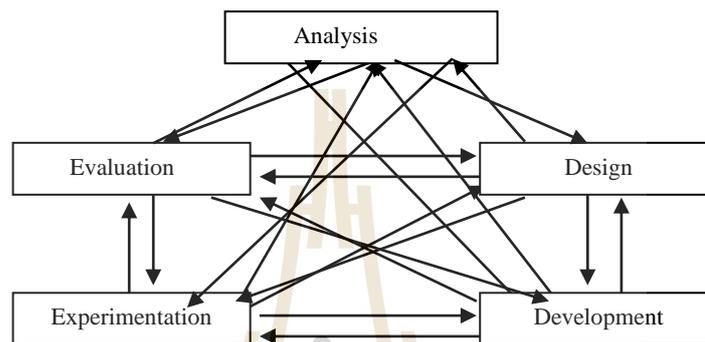


Figure 2.7 Instructional Systems Design Spiderweb Model (Piskurich, 2006)

Compared to Figure 2.6, the illustration of the ISD spiderweb model is more complicated in the process. A model assumes a specific intention of its user. ADDIE Model makes the training process more flexible and efficient with its cost effectiveness, time effectiveness, learning effectiveness, training effectiveness evaluation, competitive advantages, tourism integration and consistency. It is thus used in the design of WBR Model in the research.

2.6 Information Processing, Activity Theory and Reflection

According to Mitchell and Myles (1998), perspectives about learning processes generally consist of intermental and intramental. Intermental indicates that language learning is a result from the cognitive processes of the learner while

intramental explains that language learning is a result from the social activity of the learner. Information processing is based on intramental perspective and activity theory is based on intermental perspective. They are both very important theories supporting the learning process of TE.

2.6.1 Information Processing and TE Teacher Professional

Development

According to information processing, language learning is a complex behavior based on various processes, which take time and need practice. Through practice, there is development from controlled processing to automatic processing (McLaughlin & Heredia, 1996). Such development happens due to two types of memory: controlled processing and automatization. Controlled processing and automatization are the two categories of cognitive processing. Attention and effort that a learning process requires is the primary factor used to determine whether it is controlled processing or automatization (John & Uleman, 1989).

In controlled processing, a process that is under the flexible, intentional control of the learner, information is stored in the short-term memory. The amount of information that can be focused on at any one time is limited because of the limitations of the short-term memory (McLaughlin & Heredia, 1996).

In the process of automatization, the simple bits of information in the short-term memory are repeatedly activated through frequent practice and are stored in the long-term memory. Once stored in the long-term memory, they become

automatic. Then the learner is freed up and can move onto other bits of information and higher levels of processing, such as the integration of groups of information enabling complex language behavior (McLaughlin, 1987). The classroom can be seen as functioning to provide opportunities for students to practice what they have learnt so that what they have learnt becomes automatic (Cook, 1997).

According to the theories of information processing, the focus of TE learning should be on the disciplinary information of TE. In some activities like the workshop in WBR Model, content-based approaches should be the most preferable ones to TE teaching to the trainee teachers because in the training process, the trainee teachers are presented with discipline-based materials, and the main focus of instruction is the acquisition of TE information (Kasper, 1997). In the application of CBI, the target language is viewed largely as the tool through which subject matter content is learned rather than as the immediate object of study (Brinton, Snow, & Wesche, 1989). Since TE teachers are typically trained as language teachers, they are believed to use the target language well for the learning of tourism content.

2.6.2 Activity Theory and TE Teacher Professional Development

Information processing construes that language learning process is a complex behavior concerning individual learners. However, such a learning process is also a kind of social activity. Sociocultural perspectives on learning, originally proposed by Vygotsky in the early 20th century, are applied to ESP learning recently (McLaughlin & Heredia, 1996). Activity theory considers an entire activity system

beyond just one learner. The sociocultural theory focuses on two central ideas and they are both important to language learning process.

The first is that learning arises from and through social interaction and it is therefore regarded as a social activity. When a learner is faced with a task he is unable to complete with his present knowledge and skills, scaffolding might appear. The learner works on the task in collaboration with a more knowledgeable or skillful individual, who offers help to the learner as they work on the task together. With the help, the learner comes to know how to complete the task. With the scaffolding, learning is most productive when the learner is in the Zone of Proximal Development (ZPD). As a result, the learner will be able to work independently on the task in the future (Mitchell & Myles, 1998). Mentoring and workplace practice programs of the WBR Model are actually a kind of social interaction between/among trainers and trainee teachers. It is critical for novice teachers to learn about TE teaching and tourism content knowledge from more experienced teachers or tourism professionals.

A second idea is that learners actively construct their own learning environment. Sociocultural theorists never treat the learner as a passive recipient. They claim that learners shape their own learning, and they do so because they have their own individual goals (Mitchell & Myles, 1998). That should be true with the trainee teachers in the training process, during which they know what their goals are and can shape their own learning so as to achieve the goals and meet their own needs.

2.6.3 Teacher Reflections and TE Teacher Professional Development

In the past decades, the terms reflection and critical reflection have become more and more popular in teacher professional development. Scholars believe that reflections can yield more if they are purposeful in teacher professional development process. As Crawley (2005) explains, it is about challenging and testing out what you do as a teacher and being prepared to act on the results.

According to Houston (1988), Dewey is treated the key originator of the concept of reflection on the basis of drawing on the educational ideas of various educators or philosophers. To Dewey, reflection is a special form of problem solving. Within the process, consideration is to be given to any form of knowledge or belief involved and the grounds for its support (Adler, 1991). In such a context, reflection is considered as an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs and knowledge.

Tharp and Gallimore (1991) proposed that even the competent adult can profit from regulation for enhancement and maintenance of performance. This view, developed from the theory of Vygotsky, emphasizes the premise of mediated learning with its consequent recognition of the learner's goal directedness. The importance of language in cultural transmission and acquisition is well supported in the literature on learning in both formal and informal settings (Norman, 1978; Wertsch, 1985).

In the process of teaching and learning, reflection can generally provide help to the teachers and learners, making them feel aware of and confident in

themselves. Apart from some other strengths, reflection can also maximize the opportunities for learning, improve professional judgment, and help the learners learn from their successes and mistakes. It can help the learners to meet the requirements to undertake professional development (Roffey-Barentsen & Malthouse, 2009).

In the training of TE teachers, reflection was believed to be a critical factor that helped them improve their professional development. Teachers' logs and summaries are the media for them to show their reflections.

2.7 Theoretical Framework of the Study

The review of related literature provided critical ideas for the research. The study was about the development WBR Model for TE teacher training. The model was conducted among TE teachers to improve their professional development. In the development process, related theories were involved and some programs were conducted in order to support the design of the model.

In the designing and conducting process, teacher professional development was the most important word to be mentioned. In TE teacher training, professional development generally gets involved with professional understanding, knowledge and skills in the field of English and tourism teaching.

Having a command of tourism content knowledge was one of the basic tasks in the training from WBR Model. From the perspectives of theory and practice, this involves the disciplinary information theory in information processing.

Accordingly, CBI was used in the training process, during which English language was viewed to a great extent as the tool through which subject matter content was learned rather than as the immediate object of study (Brinton, Snow, & Wesche, 1989). This was important to TE teachers, for as teachers from English major, they had a strong need to be equipped with the content knowledge of tourism. For the training comprised of various tasks, TBLT was also put into practice in the training.

Language learning process is a complex behavior concerning individual learners. However, it is also a kind of social activity. Activity theory considers an entire activity system beyond just one learner, focusing on two central ideas and they are both important to language learning process. The first is that learning arises from and through social interaction and it is therefore regarded as a social activity. When a learner is faced with a task he is unable to complete with his present knowledge and skills, scaffolding might appear. In the training process, it was important to provide the trainee teachers the opportunities for such a social activity. Mentoring and workplace practice programs of WBR Model are actually a kind of social interaction between/among trainers and trainee teachers, providing the trainee teachers opportunities to learn from the more experienced teachers or tourism professionals. Meanwhile, opportunities should be offered to these teachers to shape their own learning so as to achieve the goals and to meet their needs.

Reflection was crucial for the trainee teachers in the training process, during which they were asked to report what they did and what they gained from the training.

It was found that their reflection was a critical factor that helped them improve their professional development.

The review of related literature showed that there is no teacher in-service professional development model for TE teachers in the Chinese context. In order to make a more systematic and scientific development of WBR Model, the theory and models of ISD were taken into account. In the case, ADDIE Model was adopted to the development of WBR Model. Some elements of Reflective Model and Craft Model were absorbed to the development process. The theoretical framework of the study is illustrated as follows:

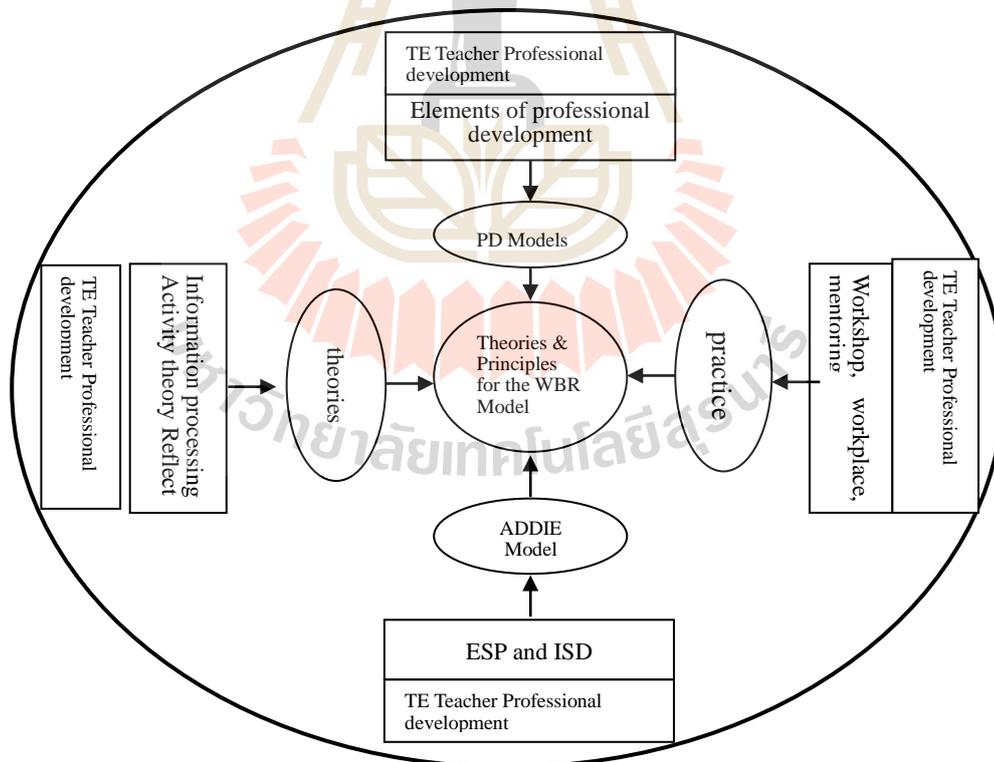
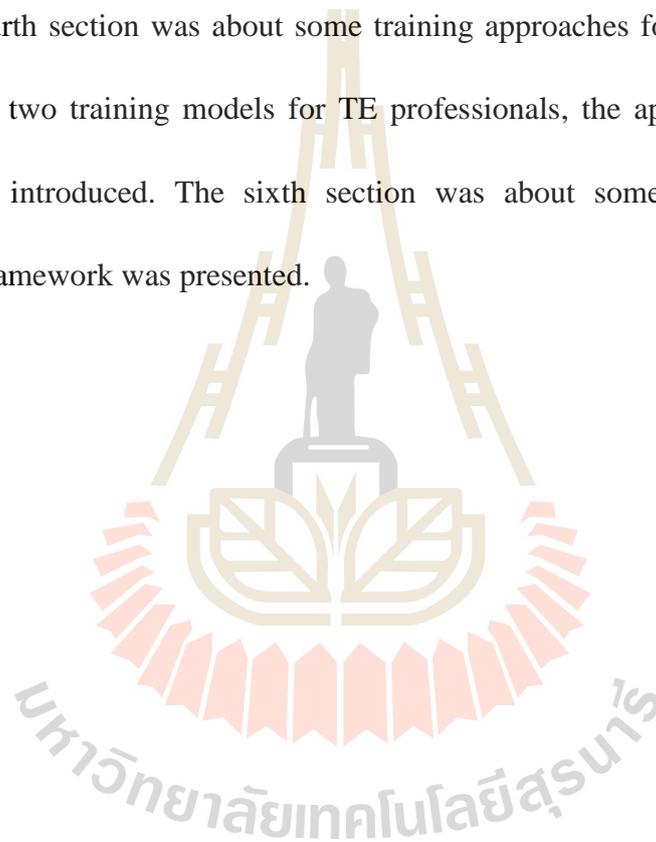


Figure 2.8 Theoretical Framework of WBR Model for TE Teacher Professional Development

2.8 Summary

In order to provide theoretical foundations to the study, a review of related literature was presented. The first part was about teacher professional development. The second was about the research of ESP and TE teacher professional development. Some major teacher professional development methods were presented in the third part. The fourth section was about some training approaches for TE teachers. In the fifth section, two training models for TE professionals, the application of CBI and CBLT were introduced. The sixth section was about some theories before the theoretical framework was presented.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the research methodology for the study, starting with the research design, population and participants, and variables. Then research instruments and procedures are reported. The last part is about the pilot study.

3.1 Research Design

Before the conduction of a study, it is critical to frame the research design, collecting all the components into an integral system (Creswell, 2003).

According to the research purposes, the study consisted three major parts. The first phase was to collect data about the problems in TE teaching, TE teachers' needs in their professional development and the suggestions for the solutions. For the purpose, questionnaires and interviews were employed among three groups of participants. The second phase was to develop, implement and evaluate WBR Model. In order to achieve the purpose, data were collected from the trainees' logs, student and colleague online evaluation, the grading and comments from workshop trainers, workplace trainers and mentors. The last phase was to investigate TE teachers' attitudes towards WBR Model. To achieve the purpose, a post-experiment questionnaire and interview, trainee teachers' logs and self-appraisals were used.

According to Creswell (2003), there were different kinds of research methods including quantitative research, qualitative research and mixed methods research. In selecting the research approach for a study, factors like the research problems and the researcher's preferences and experiences have to be taken into consideration. The data collected for the present study mainly relied on interviews, logs, comments and self-appraisals. Quantitative data from questionnaires and grading scores were used as a supplement because the supplementary data could provide more support to the study (Denzin, Norman & Yvonna, 2005). Qualitative research was therefore selected for the study, gathering an in-depth picture of TE teaching situations and WBR Model efficiency.

3.2 Context and Participants of the Research

3.2.1 Context of the Research

According to the findings of a survey, nine of the ten top touristic destinations of China were in the south and the tourism income in the south was much higher than other parts of the country (Pan, 2007). Therefore, the participants of the study were selected from the south, for TE programs were much more popular in the region. Different areas in the south had great differences in terms of social, economic and educational development. Participants were selected from the most popular tourism regions including Chengdu, Guangzhou, Guilin and Kaili, which lie from southeast to southwest in the country. The regions and the universities/colleges were listed as in Table 3.1:

Table 3.1 Information of Selected Universities and Colleges

City/Province	University/College
Guilin, Guangxi	Lijiang College
Guilin, Guangxi	Guilin University of Technology
Guangzhou, Guangdong	Baiyun University
Chengdu, Sichuan	Chengdu University
Kaili, Guizhou	Kaili University
Qiandongnan Prefecture, Guizhou	Qiandongnan Vocational College

The six universities and colleges were selected for two reasons: they offered TE major programs and they were from the areas where tourism was run successfully.

3.2.2 Participants of the Study

There were three groups of participants in the study: TE teachers, TE students and tourism professionals. The quantitative data and qualitative data on problems in TE teaching and TE teacher professional development, TE teachers' needs and their solutions were collected from the three groups of participants. To determine the number of participants, Khaimook's (2006) sample size calculation design was applied because it was used for more exact information about the population for surveys in the mentioned areas.

3.2.2.1 Teacher Participants

The report from China MOE Supervision Committee of English Teaching (SCET, 2008) showed that the total number of students concerning TE in China was approximately 60,000 at the end of 2008. The average student-teacher ratio was about 18:1 and the total number of teachers involving TE was roughly 3,400.

Therefore, the number of teacher participants was calculated to be at least 252. The number of interviewees was at least 84 (253/3 of the participants).

In the process of data collection, 285 TE teachers were selected by random sampling. All of them were asked to complete a questionnaire. Among the returned questionnaires, 253 were completed and could be used for the research.

Table 3.2 Number of Teacher Participants

University/College	Participants	Interviewees
Chengdu University	45	15
Lijiang College	45	16
Guilin University of Technology	39	13
Guangdong Baiyun University	45	16
Kaili University	42	14
Qiandongnan Vocational College	37	12
Total	253	86

In the experiment phase, 16 TE teachers were selected from this group of participants as a trainer and mentors based on KLU Trainer Teachers Selection Standard (See Appendix C): 1 associate professor was invited to be the workshop trainer while 13 associate professors and 2 lecturers worked as the mentors. 15 teachers, whose work experience as TE teachers was not longer than 4 years, were selected as the trainees from Kaili University for the convenience of the experiment.

3.2.2.2 Student Participants

All the 415 TE students from Kaili University were treated as the participants of the study with convenience sampling. Altogether 415 questionnaires were distributed and 392 of the 408 returned questionnaires were completed.

3.2.2.3 Participants of Tourism Professionals

In the study, tourism professionals included those involving tourism management, travel practice and hospitality services. Their number was uncertain and was treated as an infinite one. The numbers of the participants and interviewees were calculated to be at least 385 and 128 (385/3 of the participants).

The participants of tourism professionals were selected through purposive sampling method. They were specifically selected because of their expertise and work experience. For the purpose, the participants were selected from tourism professionals who had graduated from TE or English majors and had been working in tourism sectors for over ten years. In order to collect data from the participants of tourism professionals, 450 questionnaires were delivered but 412 were turned back. 389 of the returned paper were completed as shown in Table 3.2.

Table 3.3 Number of Tourism Professionals

City	Participants	Interviewees
Chengdu City	65	21
Counties around Guilin	70	24
Guilin City	40	18
Guangzhou City	65	22
Kaili City	78	23
Qiandongnan Prefecture	71	22
Total	389	130

In the experiment, 5 tourism professionals were chosen as trainers in accordance to KLU Trainer Teachers Selection Standard (See Appendix C): one for workshop sessions and four for the workplace training. They were senior personnel in tourism sectors. For the convenience of the training, they were all from Kaili City.

3.2.3 Variables

The study aimed to develop WBR Model so as to improve TE teacher professional development. In the study, independent variables and dependent variables were categorized as follows:

The independent variables covered WBR Model and the training process. Dependent variables referred to TE teachers' professional development in professional knowledge, teaching ability, and attitudes towards WBR Model.

3.3 Research Instruments

In terms of the employment of instruments for the study, triangulation was applied, involving with the application of more than one research instrument to collect data. The data collected by each instrument were compared to determine whether or not there was the convergence of multiple data sources or multiple data collection (Creswell, 2005). This research aimed to develop and evaluate WBR Model. Data by one instrument seemed not sufficient to draw conclusions. Triangulation was therefore applied to the research to guarantee more reliable findings.

3.3.1 Questionnaires

Questionnaires can be used to collect vast quantities of data from a variety of respondents (Wilkinson & Birmingham, 2003). Four questionnaires were designed and conducted for the study. The first three were designed on the basis of Richards' questionnaire designing model (2001), the questionnaire of education quality for

tertiary students by MOE (See Appendix E), used to elicit views for the first three research questions from the three groups of participants (See Appendices F, G and H). The fourth one was developed to gather trainee teachers' attitudes towards WBR Model for Research Question 5 (See Appendix I).

Each questionnaire consisted of two parts, namely: personal information and question items. The participants were asked to rate on 5-point Likert scale according to their level of agreement. Each item was translated into Chinese in order to avoid misunderstanding and confusing. During the conduction, all the participants were completely anonymous.

The validity and reliability of data collection instruments are critical to the overall measurement qualities (Wilkinson & Birmingham, 2003). The questionnaires depended on the readability of the statements and the actual wordings described in the content items, and piloting was a very important step in the questionnaire construction. Some steps and measures were taken for validity and reliability check.

3.3.1.1 Content Validity Check

The first step was to check whether the questionnaire items and interview questions could measure what they had been designed for. For the purpose, the English and Chinese versions, their evaluation forms and the research questions were sent to three experts respectively from Kaili University, Qiandongnan Vocational College of Guizhou Province and Baiyun College of Guangdong Province. The experts, academically qualified and experienced, read the relevance of each item to

the purposes of the questionnaires and the appropriateness of the content areas. They checked the evaluation forms by using Item-Objective Congruence Index (IOC) as a validation method for the relevancy of the content and the objectives of the questionnaires. The evaluation forms used 3-point scales (1=relevant, 0= uncertain, -1=irrelevant).

3.3.1.2 Validity and Reliability Check

The second step was to check the results of IOC index for each item and question by item analysis (IAS). According to Booncherd (1974), the acceptable value should be higher or equal to 0.5 (≥ 0.5). The result of the questionnaire for TE teachers was 0.913 and that of the interview question was 0.901. The results of the questionnaire for TE students were respectively 0.9 and 0.825 while the results of the questionnaire for tourism professionals were respectively 0.948 and 0.879. Both the items and questions of the three questionnaires fell between the results. The results of the item analysis from the IOC showed that there were respectively 3, 1 and 1 unacceptable items in the questionnaires for TE teachers, TE students and tourism professionals. The researcher corrected and improved the unacceptable items according to the advice and suggestions from the experts.

3.3.2 Interviews

An interview is a conversation initiated by the interviewer for the specific purposes of obtaining research-relevant information (Robinson, 1993). Interviews were applied to the present study because they yielded richest data. Among different

interviews, semi-structured interview is often preferred because of its flexibility (Nunan, 1992). In the present study, four semi-structured interviews were used (See Appendices G, H, I and J).

Before the data collection, the interview questions were piloted with four teachers, five students and three tourism professionals to see whether they had been made clear for interviewees. Transcriptions were made for the overall picture of their answers from the interviews. All the questions were reworded and rearranged with the supervisor's comments before they were applied to actual practice.

3.3.3 Other Instruments in the Experiment

The efficiency of training models is generally evaluated by outsiders and insiders in various forms (Creswell, 2005). To meet the needs of the present study, evaluation forms, on-line assessments, logs, scoring results comments and self-appraisals were used.

3.3.3.1 Evaluation Forms for Consultations

An evaluation was conducted to check the efficiency of the model with WBR Model Evaluation Criteria Range. The design of the model and the evaluation form were sent to 3 experts respectively. The experts gave comments and suggestions for the revision of the model.

3.3.3.2 Teachers' Logs

A log is a factual and precisely detailed record of what a teacher or student is doing each day, as far as teaching, learning and assessment are concerned

(Bailey, 1987). In the experiment, the trainees were asked to keep their logs, recording what they did in the process. At the end of each phase, they were requested to make summaries based on the logs about what they had fulfilled. The summaries had to be submitted together with the logs, from which qualitative data were collected.

3.3.3.3 Online Evaluations

In the present study, online evaluations by students and teacher colleagues were applied so as to check the experiment results.

Student Online Evaluation: At the end of each term, students at KLU are required to evaluate their teachers by filling KLU Student Online Evaluation Form (See Appendix J), which is a standardized evaluation designed by China Fangzheng Education Evaluation System. The feedbacks can be an important index to the effect of the teaching in the term.

Student Online Evaluation consists of five parts: teaching contents, teaching methods, teacher task fulfillment, teaching effect and teacher responsibility. Each part covers a total score of 100. Students are asked to finish the scoring and then give a description about a teacher's teaching in the past term. At the bottom of the form is the average score of all the five parts from the scores of all a class. The teachers are ranked automatically on the basis of the average scores among all the teachers in charge of the courses for the class. For the overall evaluation of the teaching effect of the trainee teachers, the mean scores of three terms were used,

respectively the terms before, during and after the experiment. At the end of each term, students are trained on evaluating their teachers on line before the conduction.

Colleague Online Evaluation: When a term is over, all the teachers are required to make online evaluation to their colleagues based on team work, classroom observations, mentoring and teaching contests. Also provided by China Fangzheng Education Evaluation System (See Appendix K), the form is made up of 5 aspects: appropriate contents, creative methods, teaching task fulfillment, teaching effect and student development promotion. Each aspect needs detailed specifications and scoring. The evaluation requirements are the same as those for the students' evaluation form. As a result of the score, a teacher's ranking is made among all the teachers in charge of a cluster of major courses or non-major courses. The scores and the ranking are treated as important reference to the administrative summative assessment of teaching effects. In this research, evaluation results of three terms were also collected.

3.3.3.4 Scoring and Comments from Trainers and Mentors

In the experiment, data were collected from the scoring results and comments from the workshop trainers, the workplace trainers and mentors.

Workshop Trainers' Scoring and Comments: In the workshop, lectures, group presentations and simulation practice were arranged. The trainers evaluated the trainees by giving them scores based on the efficiency of the activities. The evaluation was conducted with the percentile grading method, which, based on

Workshop Trainers' Scoring Form of WBR Model and consultancy from two experts (See Appendix M), consisted of five levels: Excellent (90-100), Good (80-89), Average (60-79), Fail (40-59) and Bad (0-39). The comparisons of the scores from different phases displayed the changes the trainee teachers had made. In the whole process, the trainers also made comments on what the trainee teachers did.

Workplace Trainers' Scoring and Comments: The workplace training was conducted twice, one before the mentoring program and the other after the mentoring program. The evaluation criterion Workplace Trainers' Scoring Form of WBR Model (See Appendix N) covered five levels: Excellent (20-25), Good (15-19.9), Average (10-14.9), Fail (5-9.9) and Bad (0-4.9).

Mentors' Scoring and Comments: The mentors gave evaluation with the percentile grading method on the basis of the criterion Mentors' Scoring Form of WBR Model (See Appendix O), which were composed of five levels: Excellent (90-100), Good (80-89), Average (70-79), Pass (60-69) and Fail (0-59).

3.3.3.5 Trainee Teachers' Self-appraisals

When all the training activities had been conducted, all the trainee teachers were asked to make summaries of what they had done and achieved. A self-appraisal form was used (See Appendix L). The form was revised by two experts from Department of Teaching Affairs of Kaili University. Qualitative data from the self-appraisals were used to evaluate the efficiency of the model.

3.4 Research Procedure

The model provided activities including workshops, workplace training and mentoring. The whole model covered a process of workplace practice and reflections so as to help TE teachers expand and build academic and professional knowledge in the fields of teaching methodology, teaching skills and tourism content knowledge. The development process was conducted on the basis of the instructional system design criterion of ADDIE Model as follows:

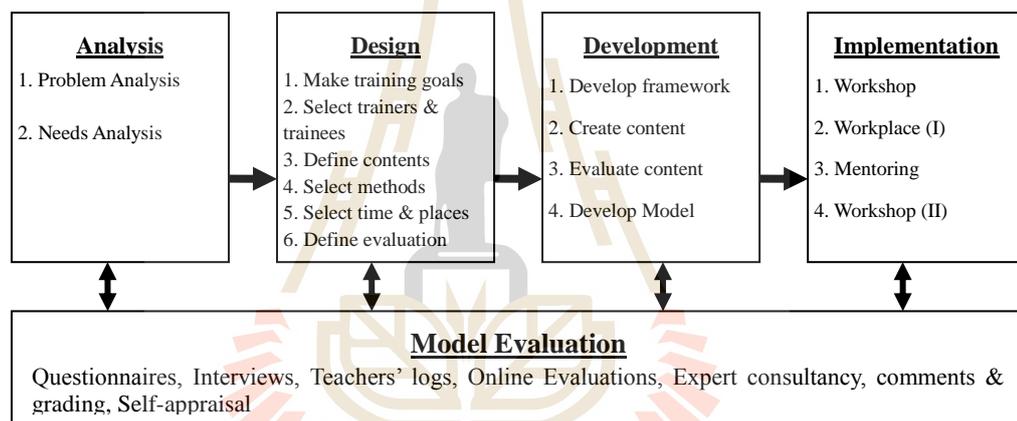


Figure 3.1 Development Process of WBR Model

Figure 3.1 showed that the whole process included five phases, namely Phase 1: Context Analysis; Phase 2: Model Design; Phase 3: Model Development; Phase 4: Model Implementation and Phase 5: Model Evaluation. Each phase was made up with elements as the support, which made the training as an integral process, playing their own roles in the entire system. The process of each phase was demonstrated respectively in details as in the following parts.

3.4.1 Context Analysis of WBR Model

To develop a training model, it is critical to make an investigation of the context focusing on current TE training problems and TE teachers' needs. For the purposes, three questionnaires and interviews were constructed and applied.

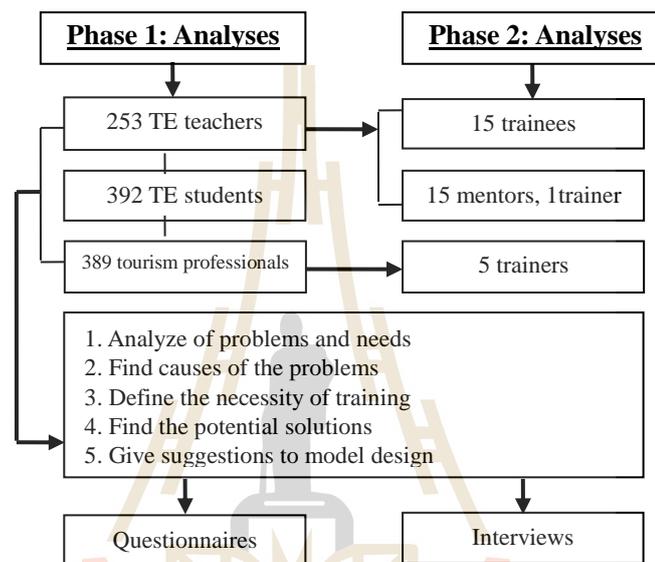


Figure 3.2 Detailed Process of Context Analysis in WBR Model

Based on the investigation, it was decided whether it was necessary to create a model for the training to solve the problems of TE teaching and meet the needs of TE teachers. The findings of the research in Phase I showed that it was necessary to have a training model so as to provide systematic training to TE teachers.

3.4.1.1 Details of the Five Steps

As discussed in the former part, Phase 1 of Context Analyses was implemented in five steps:

Step 1: Analyzing of policy, problems and needs

Before the model design and conduction, analyses were made in the fields of policy of national, provincial and university levels, problems in TE teaching situations and what TE teachers needed most. Through reviewing related literature, the data of relevant policy were drawn. Both quantitative and qualitative data were collected through questionnaires and semi-structured interviews. In order to have a clearer picture of TE teaching situations and TE teachers' needs, a survey was carried out among six universities or colleges in southern China.

Step 2: Finding the causes of the problems

After TE teaching problems and TE teachers' needs were detected, it was critical to find their causes, for they could lead to the expected outcomes of the training in terms of the contents and patterns. Through the same questionnaires and interviews discussed in Step 1, the researcher collected data about the causes of the problems in TE field.

Step 3: Defining the necessity of training

After the discussions of the requirements of policy at different levels, TE teaching problems and TE teachers' needs, it was possible to decide whether it was crucial to conduct the training activities. The findings of the present study revealed that it was necessary to implement training so as to solve the problems in TE teaching and to meet the needs of the TE teachers for their professional development.

Step 4: Finding the potential solutions

This step was essential to find solutions to the problems and teachers' needs on the basis of data. When all the information was collected in the first three steps, it was obvious that training should be provided to TE teachers. Based on the research findings, it was important to develop WBR Model for the purposes.

Step 5: Giving suggestions on the training model

What model is used for the training is of great importance. There are many kinds of models for teacher professional development. But different models are characterized by their own features. In the present study, ADDIE Model was adopted as the resource of WBR Model due to its elements of instructional design system criterion. The reflective model by Wallace (1991) was also borrowed as a reference.

3.4.2 Design of WBR Model

In this part, altogether six steps were conducted on the basis of the research design as illustrated in Figure 3.3.

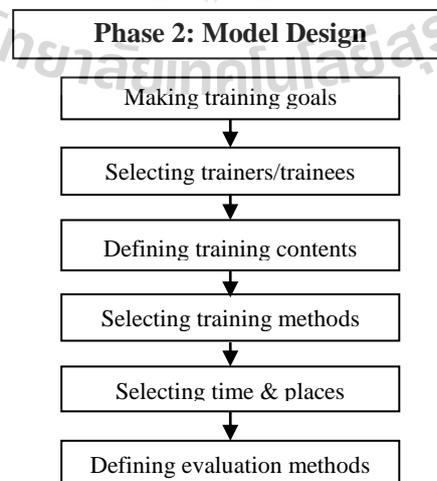


Figure 3.3 Phase II: Design of WBR Model

After the design of WBR Model, three experts were consulted and they provided great help to various steps in the design of the model.

3.4.2.1 Making the Training Goals

What to achieve from the training was vital for the trainee teachers. It was also one of the most important means to test the efficiency of WBR Model. The first step in the model design was to make the training goals, which covered the process goals and the ultimate goals. The process goals were defined as what to be achieved by groups or individuals, for in varied phases, the trainees were arranged in different ways. The goals of the workshops and workplace training had to be achieved by groups while the goals of the mentoring had to be achieved by individuals. During the training, their tourism knowledge and teaching methodology should be improved. The overall level of the trainees' professional development should be promoted.

3.4.2.2 Selecting the Trainers and Trainees

A standard was made to select the trainers. Since the program involved with the training activities on campus and in tourism workplaces, consultancy and discussions were made before selecting the trainers. Two trainers were selected for the workshop, four trainers for workplace training and fifteen mentors for mentoring. For the convenience of the follow-up experiment, fifteen young TE teachers were selected from Kaili University as the trainees of WBR Model.

Defining the Training Contents

Since the training involved on-campus training and on-site practice, it was crucial to define what to use as the contents in the training process. Based on the teacher participants' problems and needs, their suggestions, background knowledge, and available resources, the content for the training was selected. There were too many resources for any training materials with the application of modern technology. Careful filtering was needed in selecting materials for any training. In the study, the researcher chose six books as references by consulting experts.

Selecting the Training Methods

The choice of training methods was determined by the training objectives. The training involved with tourism contents and TE teaching methodology on the basis of trainee teachers' needs. The training should cover the training of related theories and teaching practice. Therefore, a workshop, workplace training and teaching practice were covered as the training pattern of the model. In the study, learner-centered and content-based methods were selected. Attentions were paid to the training and practice of tourism contents and TE teaching methodology.

3.4.2.5 Selecting Time and Places

In the study, two aspects were taken into account: coherence of time and convenience of locations. The former could make all the activities smoothly connected as a whole. The latter could make the training easier and more efficient.

In Kaili University, a term is made of 18 weeks. One week is arranged for mid-term tests and two for final examinations. Teachers teach in fifteen weeks. The training from WBR Model covered twenty weeks. The workshop covered one week in the summer term break. After that, the trainee teachers spent two weeks for on-site training. The mentoring started at the beginning of the new term and lasted for fifteen weeks. Then the teachers were arranged to practice in the workplaces for two weeks.

Convenience of the locations for the training was another critical aspect to be considered. In the study, the workshop and the mentoring were conducted in Kaili University. The workplace training was conducted in Kaili, which is rich in tourism resources and reliable for workplace practice. That could save time and budgets, making the training more efficient and practical.

3.4.2.6 Defining the Evaluation Methods

During the training process from WBR Model, evaluation methods were triangulated to check the efficiency of the model, including questionnaires and interviews, comments and grading results from the workshop, the workplaces and the mentoring, student and colleague online evaluations, logs, and self-appraisals.

3.4.3 Model Development

In the development process, WBR Model was developed into a systematic and concrete framework for all the training activities. Similarly, some aspects should

be taken into considerations in the process to maintain its efficiency in practice. In the development process, five steps were conducted:

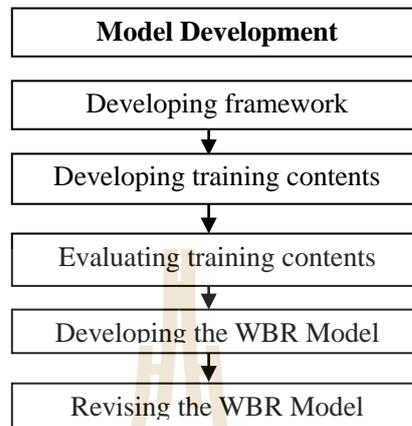


Figure 3.4 Phase III Development of WBR Model

3.4.3.1 Developing the Framework of the Model

WBR Model conceptual framework was developed as shown in Figure 3.5.

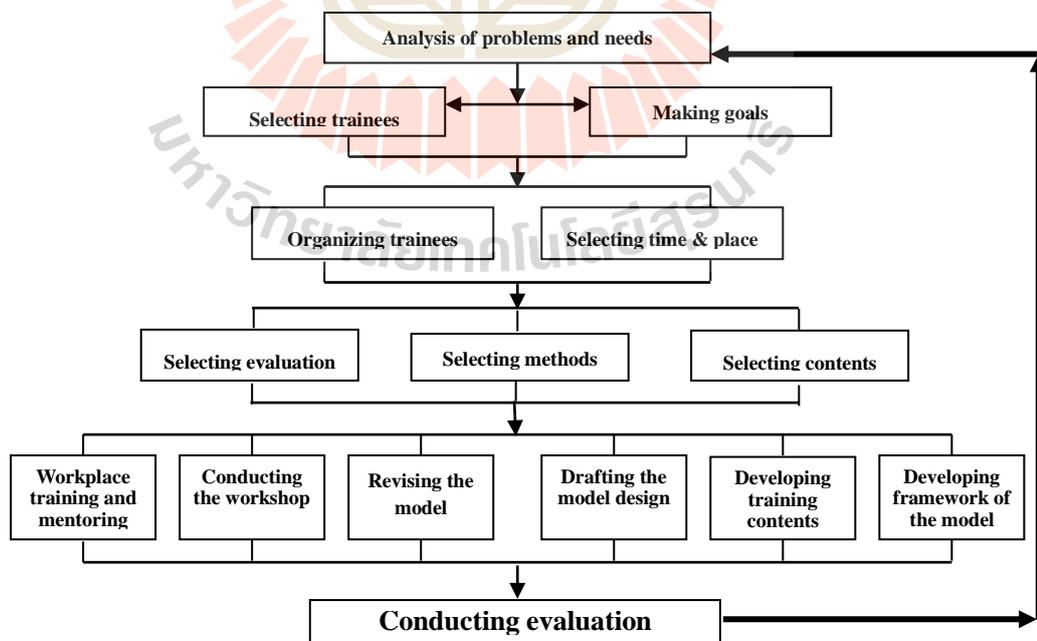


Figure 3.5 The Conceptual Framework of WBR Model

The conceptual framework of WBR Model provided a training system based on the five steps of ADDIE pattern. The principles of information processing, activity theory and reflection were absorbed to its design. Some aspects were taken into consideration. Firstly it contained the necessary components of a training system so as to cover the requirements and standards of the instructions and evaluation in the training process. Secondly, the training goals and trainees' needs were taken into account. Thirdly, the training contents were selected on the basis of training goals, trainees' needs and experts' advice.

3.4.3.2 Creating the Training Contents

The teaching materials should be evaluated before they were put into the practice of teacher training. To make the training more effective, the researcher and some trainers of the programs discussed and developed the contents for the training practice according to the training goals, the trainees' needs and the features of TE teaching. The contents mainly covered the knowledge concerning ESP teaching methodology and tourism related to TE teaching practice.

3.4.3.3 Evaluating the Training Contents

Before selecting the books as the reference of the training activities, the researcher read the books and discussed with the trainers and mentors, analyzing and checking their applicability and practicality for the training. The analysis was conducted to check whether the content could meet the training purposes and the trainee teachers' needs.

3.4.3.4 Developing the Draft of WBR Model

Based on the conceptual framework and the training contents, the development of WBR Model was started. When the model draft was completed, it was sent to 3 experts for evaluation. These experts evaluated the appropriateness of the model by filling out the seven items of a five-point scale evaluation form.

3.4.3.5 Finalizing WBR Model

After WBR Model was evaluated by the experts, the researcher tried out the model by asking a trainer to make a lecture and the effectiveness of the training contents was assessed. Talks were made to three mentor candidates about the oncoming supervisions. Two young teachers were shown to a travel agency to check the convenience of the workplace training. Adjustments of some steps were made on the basis of data. Following the revision of the model was the preparation of all the teaching plans by the trainers. Then the researcher and the trainers discussed to improve the evaluation criteria for the workshops, mentoring and workplace training.

3.4.4 Implementation of WBR Model

The implementation of WBR Model, lasting for 20 weeks, consisted of all the activities required in the training. For the convenience of the experiment, it was conducted in the city of Kaili, where Kaili University is located.

3.4.5 Evaluation of WBR Model

The last phase of the development process of WBR Model was the evaluation. During and after the model development, formative and summative evaluations were provided to check the efficiency of the model with various methods.

3.5 Data Analyses

3.5.1 Quantitative Data Analyses

Quantitative data from instruments of questionnaires, experts' evaluation, student online evaluation, colleague online evaluation, workshop trainers' scoring, workplace trainers' scoring and mentors' scoring were analyzed using SPSS 16.0 for Windows. In order to have a clearer picture of the participants' ideas, views and attitudes, mean scores and T-tests were applied in data analyses.

3.5.2 Qualitative Data Analyses

In the study, qualitative data were collected from instruments such as interviews, teachers' logs, workshop trainers' comments, workplace trainers' comments, mentors' comments and trainee teachers' self-appraisals. Content analysis was used for qualitative data analysis. The data were analyzed by following the steps of content analysis. The researcher followed the analysis steps for data from every source to gain more in-depth information.

3.6 The Pilot Study

A pilot study is a small experiment designed to gather information prior to a larger study in order to improve the latter's quality and efficiency (Bailey, 1987). A pilot study was conducted for the present research and it lasted for five weeks.

3.6.1 Basic Information about the Pilot Study

Based on convenience and availability, 65 participants were selected: 10 TE teachers and 40 students from Kaili University and 15 tourism professionals from Kaili City. All the participants were the subjects of the present study.

3.6.2 Implications of the Pilot Study for the Main Study

The findings of the pilot study showed that the research design and methodology were feasible. Implications could be reached from the suggestions of the participants as follows:

1) Time Duration Should Be Adjusted. The workshops and workplace training were suggested to last longer. Therefore, the time for the workshop and workplace training was extended to 5 weeks, and the mentoring lasted for 15 weeks to provide the trainees more practice in teaching methodology and tourism sectors.

2) Subjective Scoring Should Be Avoided. According to the trainers and trainees, the scores in the training process might be too subjective as evaluation means. More scores should be achieved so as to show the changes of the trainees in different phases. There should also be some criteria for the scoring in order to make the evaluation more objective. Arrangements were made for more scoring at different phases for more in-depth findings.

3) The Post-experiment Questionnaire Items Should Be Adjusted. Some items in the post-experiment questionnaire overlapped with the items in other questionnaires of the study. They should be strengthened or replaced. Therefore, some changes were made to these items.

4) More Tourism Sectors Should Be Selected. In the pilot study, only a hotel and a travel agency were selected for the workplace training due to the limitations of time. Selection of more tourism sectors could provide more resources. Two more tourism enterprises were selected for the main study.

3.7 Summary

To sum up, this chapter focused on the research methodology for the study. It started with the research design, population and participants. The participants were selected from six universities or colleges from southern China. Triangulation of research instruments was applied to the study: questionnaires, interviews, online evaluation results, scoring results and comments from trainers and mentors, teachers' logs and self-appraisals were used. A pilot study was conducted so as to get the information about the research methodology. The pilot brought out some implications for the improvement of the main study.

CHAPTER 4

WBR MODEL DEVELOPMENT AND IMPLEMENTATION

This chapter presents the development and implementation of WBR Model for TE teacher professional development. It firstly makes an introduction to the objectives, which is followed by the presentation of its development phases and the designing process of its various components. The last part is a summary.

4.1 Specifications of WBR Model

4.1.1 Definition and Main Objectives of WBR Model

WBR Model refers to the in-service training system for TE teacher professional development. It provides TE teachers with the training from workshops, work-based training, mentoring and workplace practice, equipping TE teachers with the knowledge, attitudes, behaviors and skills to implement TE curricula efficiently and to meet higher teaching quality standards. It offers TE teachers opportunities to learn through work and reflections so as to improve their professional development.

According to the rationale of the present study, the main objectives of WBR Model were to: 1) create a model for TE teacher professional development so as to meet higher teaching quality standards in TE teaching at the tertiary level; 2)

provide TE teachers with training activities concerning the knowledge and skills to implement TE curricula efficiently; 3) provide TE teachers the chance to gain bi-disciplinary competences through mentoring and work-based training; and 4) provide TE teacher trainings to meet the institutional needs.

4.1.2 Experts' Evaluation of WBR Model

When completed, the draft of WBR Model was sent to three experts for the evaluation of its appropriateness by filling out the seven items of a five-point scale evaluation form based on the criteria range of means as follows:

Table 4.1 WBR Model Evaluation Criteria Range

Mean Scores	Level of appropriateness
4.1-5.0	Most appropriate
3.1-4.0	Very appropriate
2.1-3.0	Appropriate
1.1-2.0	Somewhat appropriate
0.0-1.0	Inappropriate

WBR Model evaluation criteria range was sent to the experts together with the evaluation form. The experts' feedback showed the results of their attitudes towards WBR Model as follows:

Table 4.2 Evaluation Results of WBR Model

Items	\bar{X}	SD	Level of Appropriateness
All the elements in WBR can strongly support the whole training system of WBR Model.	5.00	.000	Most appropriate
All the five steps are clearly specified and strongly connected in the training process.	4.67	.577	Most appropriate
All the five steps are practical and operable in the training process.	4.67	.577	Most appropriate
All the five steps are operable in the training process.	4.67	.577	Most appropriate
WBR Model is flexible in improving TE teachers' tourism knowledge and teaching ability.	5.00	.000	Most appropriate
WBR Model is easy for implementation so as to maintain the training effectiveness for TE teachers.	4.33	.577	Most appropriate
WBR Model is closely related with TE teacher professional development training.	5.00	.000	Most appropriate
Total	4.78	.289	

The results demonstrated that the experts gave positive evaluation to the model. According to WBR Model Evaluation Criteria Range, all the seven items were evaluated to be most appropriate.

After the evaluation, the researcher tried out the model by asking a trainer to give a lecture to all the teachers in School of Foreign Studies, Kaili University. From his presentation, the researcher checked the effectiveness of the training methodology and contents through the trainee teachers' feedback. After that, the researcher ensured that the mentors and the workplaces were ready to give supervisions to the young trainee teachers. The researcher introduced two young teachers to a travel agency and talked with one of the managers there so as to check the convenience of the workplace program. Information obtained through these steps was useful for the researcher to make the programs clearer, shorter and more feasible than the original one.

4.1.3 Operational System of WBR Model

Based on the conceptual framework and training contents, the development of WBR Model was started. It was designed to provide training so as to improve TE teachers' professional development. As reflected by its name, WBR Model focused on TE teachers' work-based experience and reflections from the training. In the training process, a workshop, workplace training and a mentoring program were conducted. The operational system of the model was illustrated as follows:

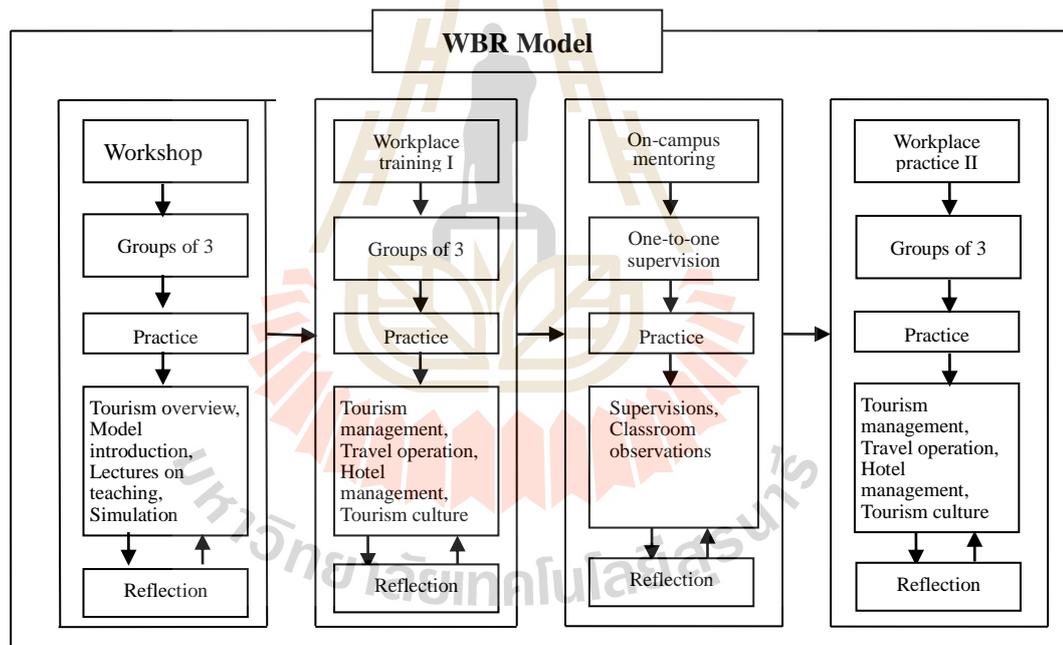


Figure 4.1 Operational System of WBR Model

It was seen that the operational system of WBR Model was supported by work-based practice and reflection according to the design and needs of TE teachers. In the system, all the training components were arranged one after another.

4.1.4 Process of Work-based Practice in WBR Model

Work-based practice and reflection were the major features of WBR Model, for the trainee teachers were inspired to learn through both practice and reflections, which happened in the whole process of the training from the workshop to Work-based Practice (II) as shown in Figure 4.1.

The whole process of the experiment was designed to test the efficiency of WBR Model. Its implementation included all the activities required as illustrated in Figure 4.2:

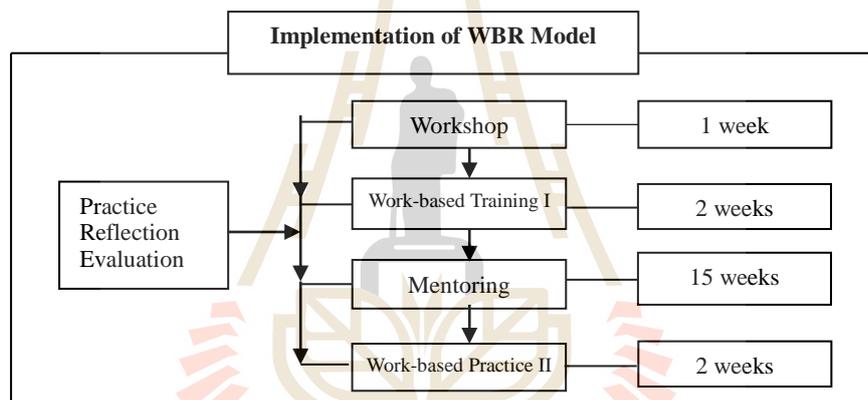


Figure 4.2 Structure of WBR Model Implementation

4.1.4.1 Conduction of the Workshop

To set the expected outcomes of the workshop, the trainee teachers' needs should be taken into account. The core competencies include the required English proficiency, tourism content knowledge, pedagogical knowledge and classroom teachings ability. Therefore, some outcomes should be achieved such as 1) improvement of tourism content knowledge; 2) knowledge of English for tourism; 3) TE teaching ability; 4) TE research ability and 5) TE evaluation methods.

The workshop was the first stage of WBR Model. Lectures, group presentations, simulation practice were arranged. The detailed process of the implementation of the workshop was described as follows:

1) Reasons for a workshop: The workshop was designed initially to provide the trainee teachers with the opportunities to improve their tourism content knowledge, attitudes and skills in TE teaching. The workshop could be a good start at the beginning of the training so as to provide the trainee teachers a clear picture of the latest development of tourism sectors, TE teaching requirements and methods.

2) Contents for the workshop: The contents of the workshop depend on the needs to analyze the specific context. To set the contents of the workshop, some factors were considered in details including tourism content, theories and practice of TE teaching, the objectives of the training, the trainees' background and needs, and other factors. The details mainly covered four parts: introduction to tourism, introduction to TE teaching methods, simulation practice and reflection. The overview of tourism included the latest development of tourism, the expectations of the tourism sectors, issues in TE professional training, the differences between TE and GE, and suggestions for TE teaching. The second part focused on TE teaching methods. In the training, the principles and importance of Content-based Instruction (CBI) in TE teaching was introduced and the techniques of Task-based Language Teaching (TBLT) in TE teaching were presented. The third part was about the simulation practice, concerning what the trainee teachers were required to do. All the trainee teachers were asked to reflect on what they had learned and what should be improved.

To make the training more efficient, the researchers and some trainers discussed and developed the contents for the training practice according to the training goals and the trainees' needs. The contents mainly covered the knowledge concerning ESP teaching methodology and tourism content knowledge. TE teaching methodology, the principles of TBI and CBI were covered.

Three books were used as the references for the training of TE teaching methodology. *Modern Foreign Language Teaching Methodology* (Yin, 2009) was selected as because the author, a famous scholar of language teaching methodology in China, gave very detailed descriptions about the use of TBLT in the Chinese context. *Content-based Instruction in Foreign Language Education: Models and Methods* by Stryker and Leaver (1997), influential scholars in CBI, provides practical information about the models and methods of its application in classroom teaching. *ESP Teaching Research: Theory and Practice* (Shan, 2012) makes detailed introductions to the design of ESP courses and the application of ESP teaching methods in the Chinese context and other countries. The books were provided to both the trainers and the trainees as the reference books for the workshop training and mentoring programs. The trainee teachers were required to read and discuss the principles, methods and models of the methods or approaches from the books.

Since tourism covers a wider field concerning many aspects, the researcher and the trainers of the programs were very careful in selecting the references from many choices, narrowing the topics to tourism management,

hospitality management and tour guide business as generally practiced in TE teaching contents. After discussions with the trainers and consulting two experts, three books were selected. *Strategic Management in Tourism* by Moutinho (2006), an influential scholar on tourism education, presents the latest development of tourism management from a world-wide perspective, covering evaluation of the most important global trends in tourism, analysis of the impact of crucial environmental issues and the major factors affecting international tourism management. The book is helpful to learners in their future careers and professionals working in the tourism sectors. *Hotel Management and Operations* compiled by Rutherford and O'Fallon (2006), two scholars famous in hotel management research and education, is a practical book based on the contributions of sixty leading professionals and academics of the field in the world. It is distinctive with its newest perspectives, providing comprehensive information which is presented in interesting sections. *Tour Guide Practice*, written by the scholars from China Tour Guide Qualification Test Office of China Tourism Administration (2010), is a must-read book to learners who will enter the tour guide business in the future. It was the most authoritative institution for English tour guide qualification training and tests. It has been the most popular for students related to tourism since the publication of its first edition in 2001 in China.

All these references were given to both the trainers and trainees for the workshop and the workplace practice. The trainee teachers were asked to read the books and pay attentions to the terms, genres and sentence structures in the passages of their readings so as to know more about the contents in the references.

The researcher and the trainers selected some of the chapters and made supplementary handouts so as to help them prepare the lectures on TE teaching methodology and tourism contents. The handouts were also provided to the trainees. They were asked to get familiar with the contents before they went to the training.

3) Selection of trainers and trainees

Before the workshop, standards were made on the selection of the trainers and the trainees in order to make the training more efficient. Based on the training, two trainers were selected from a large number of candidates. One was an external expert from English major who had been working in the local tourism administration for 22 years. The other was an associate professor with a MA degree and he had an experience of 13 years in English methodology at Kaili University. According to the needs of the training and the requirements of the selection criteria, fifteen TE teachers from Kaili University were selected to participate in the training.

4) Means and methods to conduct the workshop

In terms of the means and methods to conduct the workshop, some aspects had to be considered. The workshop was carried out in four parts, namely, lectures, group presentations, simulation practice and reflection (See Appendix P for details). The means and methods were selected because they made the workshop more feasible and rewarding. In such a training program, the trainees' needs could be met according to the needs analysis.

5) Time and locations for the workshop

On the basis of the research design and needs of the trainees, all the programs should be conducted in a cyclical way. The allocation of time was a key point to consider. A whole term would be spent on mentoring. In order to make the training in a systematic way, the researcher decided to conduct the workshop Work-based Practice (I) during a term break before the mentoring. The workshop was conducted at Kaili University. The arrangement was more helpful for the lecture, simulation practice and presentations.

4.1.4.2 Operation of Workplace Training (I)

To select workplaces was critical to the training. As commonly seen in tourism practice, tourism administrations, travel agencies, hotels and scenic spots were the tourism sectors mentioned most frequently. As a result, one tourism administration, one travel agency, one hotel and one scenic spot were selected for the training programs by the criteria of practicality and convenience. Apart from the criteria, the 4 tourism sectors were selected because of the following reasons: Kaili Tourism Administration was the best operated one in Guizhou Province; Qiandongnan International Travel Service was the largest travel agency in the area in terms of its staff and tourism business; Heaven-sent Dragon Hotel of Kaili, a 4-star hotel, was the best one in the city in terms of its infrastructures and management; the Miao village of Xijiang, the largest community of Miao people in China, was a popular touristic destination in Southwest China.

The conduction of work-based training (I) lasted for sixty hours in two weeks. During the time, the trainee teachers received training in four tourism sectors and spent three days in each of them: six hours in each of the first two days and three hours on the third day. The trainers made comments and gave scores to the trainee teachers by observing how they did in the workplaces and by listening to their reflections. They filled out the Form of WBR Model Workplace Evaluation Criterion. The training was conducted as follows:

1) Work-based Training in the Local Tourism Administration

The first workplace was the local tourism administration of Kaili City. A vice director was invited to be the trainer. The activities were depicted as in Table 4.3.

Table 4.3 Content Table of Work-based Training (I): tourism administration

Phase I: Kaili City Tourism Administration		
Day 1	Activity	In-charge Agents
AM	<p>8:00-10:00 A lecture on tourism</p> <ol style="list-style-type: none"> 1. Brief introduction to the tourism administration 2. Contents of tourism management 3. Situations of tourism development in the area 4. Tourism operation for the growing markets 5. Discussions; questions and answers. <p>10:00-10:30 Tea Break</p> <p>10:30-11:30 Tourism and Education</p> <ol style="list-style-type: none"> 1. Needs of tourism sectors for high-quality tourism professionals 2. Suggestions to the improvement of tourism and TE training 3. Discussions, questions and answers 	Vice Director
PM	<p>2:00-3:00 Visit to Tourism Development Section</p> <ol style="list-style-type: none"> 1. Overview of tourism management missions 2. Tourism development strategies 3. Questions and answers <p>3:00-4:00 Visit to Tourism Market Promotion Section</p> <ol style="list-style-type: none"> 1. Tourism market promotion policy 2. Tourism market promotion practice 3. Questions and answers <p>4:00-5:00 Visit to Tourism Quality Assurance Section</p> <ol style="list-style-type: none"> 1. Tourism quality criteria 2. Solutions of tourism complaints 3. Questions and answers 	<p>Vice Director Manager Zhang</p> <p>Manager Ma</p> <p>Manager Wan</p>
	<p>Outcomes & Assessment: The trainees learned about the general situations of tourism management. The Vice Director and managers made comments. The trainees made reflections on what they had learned.</p>	Vice Director & managers

Table 4.3 Content Table of Work-based Training (I): tourism administration
(Cont.)

Day 2	Activity	In-charge Agents
AM	8:00-11:00 Working at Tourism Quality Assurance Section 1. Read documents on tourism quality criteria. 2. Learn regulations of tourism complaint solutions. 3. Learn situations of tour guide qualification training and tests.	Manager Wan
PM	2:00-5:00 Cases of tourism complaints 1. Introduction to specific cases 2. Conclusion of tourism quality criteria and tourism complaint solutions	Manager Wan
	Outcomes/Assessment: The trainees learned about tourism quality criteria and tourism complaint solutions. The manager made comments based on observations and discussions. The trainees made reflections on what they had learned.	Manager Wan
Day 3	Activity	In-charge Agents
AM	8:00-11:00 Trainees' presentations The trainer listened to each trainee who talked about their understanding of tourism management based on their work experience. Then the trainer filled the evaluation form for each trainee.	Vice Director

2) Work-based Training in Qiandongnan International Travel

Service

Qiandongnan International Travel Service is the largest travel agency in the area in terms of its staff and tourism business. A vice chief manager was invited as the trainer and he could speak very good English. The activities of the training were depicted as in Table 4.4.

Table 4.4 Content Table of Work-based Training (I): travel agency

Phase II: Qiandongnan International Travel Service		
Day 4	Activity	In-charge Agents
AM	8:00-10:00 A lecture on tourism 1. Brief introduction to the travel agency 2. Travel agency management 3. Various forms of travel agencies and their functions 4. Travel Emergencies and their solutions 5. Buyers and sellers in tourism 6. Transportation for traveling 10:00-10:30 Tea Break 10:30-11:30 Traveling business and education 1. Requirements of qualified tour guides 2. Discussions, questions and answers	Vice Chief Manager

Table 4.4 Content Table of Work-based Training (I): travel agency (Cont.)

PM	2:00-5:00 Visit to Development of Travel Affairs 1. Overview of travel affairs 2. Infrastructures of the agency 3. Tour guides and language requirements in the agency 4. Information about the local tourism market 5. Planning of all-inclusive travel books 6. Traveling routes in the area 7. Analysis of expected profits and loss 8. Questions and answers	Vice Chief Manager Manager Yang
	Outcomes & Assessment: The trainees learned about the general situations of agency management. The Vice Chief Manager and Manager Yang made comments. The trainees recorded what they had learned.	Vice Chief Manager & Manager Yang
Day 5	Activity	In-charge Agents
AM	8:00-11:00 Working at Development of Travel Affairs Reading related documents on how to become a qualified tour guide	Manager Yang
PM	2:00-5:00 Cases of tourism complaints Learning how to plan all-inclusive travel books	Manager Yang
	Outcomes/Assessment: The trainees learned about the detailed quality of a qualified tour guide and the techniques of planning all-inclusive travel books.	Manager Yang
Day 6	Activity	In-charge Agents
AM	8:00-11:00 Trainees' presentations The trainer listened to each trainee who talked in details about what they had learned and experienced in the agency. Then the trainer filled the evaluation form for each trainee.	Vice Chief Manager

3) Work-based Training at Heaven-sent Dragon Hotel

Heaven-sent Dragon Hotel of Kaili, a 4-star hotel, is the best one in the city in terms of its infrastructures and management. The lobby manager of the hotel, who graduated from the major of tourism English, was invited as the trainer of the program. She made a detailed plan of the lecture for the trainee teachers. The activities were depicted as in Table 4.5.

Table 4.5 Content Table of Work-based Training (I): hotels

Phase III: Heaven-sent Dragon Hotel		
Day 7	Activity	In-charge Agents
AM	8:00-10:00 A lecture on hotel management 1. Introduction to the hotel and its major departments 2. Introduction to Hotel English 3. Discussions; questions and answers 10:00-10:30 Tea Break 10:30-11:30 Needs of Hotel for Qualified Professionals 1. Needs of hotels for high-quality tourism professionals 2. Suggestions to the improvement of TE training 3. Discussions, questions and answers	Lobby Manager
PM	2:00-3:00 Visit to Front Desk 1. Tasks of the Front Desk 2. Questions and answers 3:00-4:00 Visit to Housekeeping Department 1. Details about the work of the department 2. Questions and answers 4:00-5:00 Visit to Food & Beverages Center 1. Details about the work of the Center 2. Questions and answers	Lobby Manager Manager Liu Manager Yang Manager Qin
	Outcomes & Assessment: The trainees learned about the general situations of hotel management. The lobby manager and other three managers made comments. The trainees made reflections on what they had learned.	Lobby Manager & managers
Day 8	Activity	In-charge Agents
AM	8:00-11:00 Working at Different Departments 1. Observing the operations of three departments 2. Questions and answers	Managers
PM	2:00-3:00 Participating in the work of the departments Group 1 staying in Front Desk; Group 2 & 3 at Housekeeping Department; Group 4 & 5 at Food & Beverages Center 3:00-4:00 Participating in the work of the departments Group 2 & 3 staying in Front Desk; Group 4 & 5 at Housekeeping Department; Group 1 at Food & Beverages Center 4:00-5:00 Participating in the work of the departments Group 4 & 5 staying in Front Desk; Group 1 at Housekeeping Department; Group 2 & 3 at Food & Beverages Center	Managers
	Outcomes/Assessment: The trainees learned about the management and operations of the hotel and the functions of the three major departments.	Managers
Day 9	Activity	In-charge Agents
AM	8:00-11:00 Trainees' presentations The trainer listened to each trainee who talked in details about what they had learned and experienced at the hotel. Then the trainer filled the evaluation form for each trainee.	Lobby Manager

4) Work-based Training at Xijiang Miao Village

The Miao village of Xijiang is claimed to be the largest community of Miao people in China. As a popular touristic destination, the number of its tourists was 0.689 million in 2010. The trainee teachers were sent there to learn how a

touristic destination or scenic spot was managed and operated. A tour guide of English was invited to be the trainer for the program. The activities were depicted as in Table 4.6.

Table 4.6 Content Table of Work-based Training (I): scenic spots

Phase IV: Attractions of Xijiang Village		
Day 10	Activity	In-charge Agents
AM	<p>8:00-10:00 A lecture on Tourist Attractions Management:</p> <ol style="list-style-type: none"> 1. Management mode of the village from the perspectives of tourism 2. Services provided by both the management office and villagers 3. Local products 4. Promotion programs of the village 5. Miao culture and customs of the local people 6. About the village 7. Discussions; questions and answers <p>10:00-10:30 Visits to the local museum for more information</p> <p>10:30-11:30 What Education Sectors Can Do for Tourism Development</p> <ol style="list-style-type: none"> 1. Training high-quality tourism professionals 2. Helping the staff of tourism to improve their professional skills 3. Discussions, questions and answers 	Tour guide
PM	<p>2:00-3:00 Visiting Ticket Office</p> <ol style="list-style-type: none"> 1. Information of travelers to the village 2. Questions and answers <p>3:00-4:00 Visiting Management Office</p> <ol style="list-style-type: none"> 1. Information about the tourism projects in the village 2. Questions and answers <p>4:00-5:00 Visiting Farmers' Houses</p> <ol style="list-style-type: none"> 1. Information about what they need 2. Questions and answers 	Tour guide
	Outcomes & Assessment: The trainees learned about attraction management. The tour guide made comments.	Tour guide
Day 11	Activity	In-charge Agents
AM	<p>8:00-11:00 Talking with tour guides</p> <ol style="list-style-type: none"> 1. Talking with tour guides about their work 2. Questions and answers 	Tour guide
PM	<p>2:00-5:00 Joining International Tour Groups to the Village</p> <p>Five groups were arranged to join five tour groups of international travelers, listening to the tour guides and talked with the travelers.</p>	Tour guide
	Outcomes/Assessment: The trainees learned about village and its tourism situations.	Tour guide
Day 12	Activity	In-charge Agents
AM	<p>8:00-11:00 Trainees' presentations</p> <p>The trainer listened to each trainee who talked in details about what they had learned and experienced at the village. Then the trainer filled the evaluation form for each trainee.</p>	Tour guide

The work-based practice (II) was conducted to give the trainee teachers more training of tourism knowledge and to check whether they could apply

their tourism English more freely. The comments and grading results were compared with those of the workplace practice program (I).

4.1.4.3 Conduction of the Mentoring Program

The mentoring was designed to give more training to the trainee teachers and to check how they conducted TE teaching. Fifteen teachers were selected to be the mentors so as to provide one-to-one supervision. Before the conduction, a criterion of mentor selection and a standard of mentoring had been made to make the mentoring effective. In the process of the conduction, the mentors and mentees had to meet at least four hours for supervisions and classroom observations per week. Every four weeks, the mentors evaluated their mentees by the feedbacks and by observing their classroom teaching. The results were compared so as to get the data about how the mentees did in the process. The program consisted of two parts as follows:

1) Face-to-face Supervisions

The mentors and mentees met every week for supervisions in terms of teaching planning, teaching progress, problem solving and so on. The mentors wrote down what they got from the mentees' feedback. The mentees also kept what they had learned from the mentors in their logs.

2) Classroom Peer-observations

Peer-observations were required for the mentoring program. The mentors went to observe the mentees' classroom teaching at least one hour per week

and made their comments in The Classroom Observation Form. The data were used as important reference to evaluate the effect of the mentees' teaching. The mentees were required to observe their mentors' classroom teaching at least one hour per week. Through the observations, they learned from their mentors how to manage the class, to select the key contents, and to blend the tourism contents with English language and so on. They kept their reflections in their logs.

4.2 Summary

Chapter 4 dealt with the conclusion of WBR Model, providing with detailed descriptions and illustrations about different phases of the model, including its development and implementation. In the implementation phase, detailed explanations were made about the workshop, the workplace training and the mentoring, which were treated the core contents of the implementation of WBR Model. The results would be displayed in Chapter 5.

CHAPTER 5

RESULTS OF THE STUDY

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 five research questions.

5.1 Results in Relation to Research Question 1

Research Question 1 was “*What problems exist in Tourism English (TE) teaching and TE teacher professional development?*” The data concerning the problems were collected through three questionnaires and semi-structured interviews. The results were presented as follows:

5.1.1 Quantitative Results Concerning Problems in TE Teaching and TE Teacher Professional Development

Three questionnaires were distributed among 253 TE teachers, 392 TE students and 389 tourism professionals. The data were analyzed using SPSS 16.0 for Windows to examine the participants’ problems in TE teaching. Mean scores were used to show the findings of the research.

5.1.1.1 TE Teachers’ Attitudes towards the Problems

The data collected from the 5-point Likert scale questionnaire of TE teachers presented the problems in TE teaching as shown in Table 5.1.

Table 5.1 TE Teachers' Attitudes towards Problems in TE Teaching

Problems	\bar{x}	SD
TE teaching is beneficial for students' future profession.	2.76	.868
TE teaching can meet the needs of tourism sectors.	2.64	.761
You can give more priority on teaching tourism content knowledge.	1.98	.626
You can focus on the practice of tourism in TE teaching.	1.90	.665
You have participated in the training of TE teaching in your career.	1.85	.735
The existing training programs are helpful for teacher professional development.	1.78	.653
You know well how to manage tourism content knowledge in teaching.	1.77	.649
You have a good command of both English and tourism content knowledge.	1.77	.692
You can integrate tourism contents and English language well in teaching.	1.66	.588
You can supply sufficient tourism terms in TE teaching when necessary.	1.65	.705
You have opportunities to learn tourism knowledge from in-service training.	1.55	.638
Total	1.94	.689

253 TE teachers gave responses to the above questionnaire. The results in Table 5.1 displayed the problems covering 3 aspects: contents of TE teaching, the effectiveness of TE teaching and teacher professional development.

About the effectiveness of TE teaching, the teacher participants showed neutral attitudes. They were not sure whether TE teaching was beneficial for the students' future profession or not ($\bar{x}=2.76$; $SD=0.868$). They were not certain whether TE teaching could meet the needs of tourism sectors ($\bar{x}=2.64$; $SD=0.761$).

To the teacher participants, TE teachers could not give more priority on teaching tourism contents ($\bar{x}=1.98$; $SD=0.626$) and they could not focus on the practice of tourism in TE teaching ($\bar{x}=1.90$; $SD=0.665$). Towards the problems in TE teacher development, the participants showed negative views. The data demonstrated that the teacher participants thought that TE teachers did not receive training of ESP teaching in their career ($\bar{x}=1.85$; $SD=0.735$); the existing training programs were not helpful for their professional development ($\bar{x}=1.78$; $SD=0.653$).

They admitted that they did not know well how to manage tourism content knowledge in teaching ($\bar{x}=1.77$; $SD=0.649$); they did not have a good command of both English and tourism content knowledge ($\bar{x}=1.77$; $SD=0.692$); they could not integrate tourism contents and English language well ($\bar{x}=1.66$; $SD=0.588$); they could not supply sufficient tourism terms in TE teaching when necessary ($\bar{x}=1.65$; $SD=0.705$). They also expressed that they did not have enough in-service training for their professional development ($\bar{x}=1.55$; $SD=0.638$).

5.1.1.2 TE Students' Attitudes towards the Problems

The data collected from the questionnaire of TE students revealed the problems in TE teaching as shown in Table 5.2.

Table 5.2 TE Students' Attitudes towards Problems of TE Teaching

Problems	\bar{x}	SD
What you learn from TE can meet the expectations of tourism sectors.	2.24	.812
TE teachers provide sufficient opportunities for workplace practice.	1.80	.842
Your TE teachers often give you help for vocational practice.	1.79	.770
TE teachers focus on the cultivation of students' practical abilities.	1.79	.828
TE teachers can teach tourism content knowledge through English.	1.79	.747
TE teachers teach you much about tourism content knowledge.	1.71	.721
Tourism practice covers a high percentage in TE teaching.	1.68	.724
Total	1.83	.778

392 TE students gave responses to the 5-point Likert scale questionnaire. From Table 5.2, it can be seen that TE student participants disagreed with all the items asked except the first one "What you learn from TE can meet the expectations of tourism sectors" that they reported neutral ($\bar{x}=2.24$ and $SD=0.778$).

5.1.1.3 Tourism Professionals' Attitudes towards the Problems

The data collected from 389 tourism professionals showed the problems in TE teaching in Table 5.3.

Table 5.3 Tourism Professionals' Attitudes towards Problems of TE Teaching

Problems	\bar{X}	SD
TE teachers focused mainly on English language in teaching.	3.88	.662
What you learned from TE can meet the needs of your work now.	2.56	.622
What you benefited most from TE teaching is English and tourism contents.	2.43	.595
You were satisfied with your TE teachers' teaching in terms of tourism contents.	1.73	.737
TE teaching can meet the expectations of tourism sectors.	1.72	.755
TE teachers frequently used tourism terms in TE teaching.	1.71	.879
TE teachers treated it most important to provide students tourism contents.	1.57	.665
TE teachers focused on the cultivation of students' practical abilities.	1.46	.639
TE teachers integrated English and tourism content knowledge well.	1.43	.522
Total	2.05	.675

From the results, 389 tourism professionals agreed that TE teachers mainly focused on English language in TE teaching ($\bar{X}=3.88$; $SD=0.662$). However, they remained neutral when answering whether what they had learned from TE could meet the needs of their work and whether English and tourism contents were what they benefited most ($\bar{X}=2.56$ and 2.43 ; $SD=0.622$ and 0.595).

On the contrary, they did not agree with that they were satisfied with TE teachers' teaching in terms of tourism content knowledge ($\bar{X}=1.73$; $SD=0.737$) and that TE teaching could meet the expectations of tourism sectors ($\bar{X}=1.72$; $SD=0.755$). They disagreed that TE teachers frequently used tourism terms in TE teaching ($\bar{X}=1.71$; $SD=0.879$); TE teachers treated it most important to provide

students tourism contents ($\bar{X}=1.57$; $SD=0.665$); TE teachers focused on the cultivation of students' practical abilities ($\bar{X}=1.46$; $SD=0.639$) and TE teachers integrated English and tourism content knowledge well ($\bar{X}=1.43$; $SD=0.522$).

To sum up, the results revealed some major problems involving TE contents, TE teaching effectiveness and TE teacher professional development. The results from the teacher participants showed that there were some problems in teacher professional development mainly concerning their command of English and tourism content knowledge as well as in-service training programs.

5.1.2 Qualitative Results of the Problems in TE Teaching and TE

Teacher Professional Development

The responses from the interviewees of 86 teachers, 130 students and 130 tourism professionals gave more insights to the problems in TE teaching. The problems they mentioned were categorized into four groups and presented as follows:

5.1.2.1 Problems in Relation to Teaching Quality

1) Evaluation of Students' Professional Performance

64% of the teacher participants mentioned the problems in the evaluation of students' professional performance. It seemed that the most important evaluation method was to check the number of certificates that students had obtained, including certificates of TEM-8, TEM-4 and Tour-guide Work License and so on. The reasons that were repetitively mentioned were that obtaining certificates should not be the only way of evaluation of students' professional performance. T6 stated:

“The assessment should be implemented in various ways. Certificates

are important for the students, for they tell people something about what qualifications students have obtained. But too much focus on certificates means the neglect to the training or evaluation of other skills like pronunciations. Communication ability is in fact necessary for tour guides..”

In fact, 35% of the students looked at the certificates in the sense that it guaranteed only knowledge but not the real ability to work. They considered that the requirements on qualifications or certificates cost them too much time and energy, which they should have spent on the learning of tourism content knowledge and English language skills. S11 stated,

“...We know it is easier for us to find a job with the certificates. However, TE learning does not mean these certificates only. We need something practical. We need the training of knowledge and skills of both tourism and English. To earn the certificates really make me exhausted...”

In the interview, 25% of the tourism professionals stated that certificates alone did not mean the qualifications or competences that students should have. They said that TE teachers should be more careful in evaluating their students’ professional competences in tourism and English. One manager from a travel agency replied:

“It is true that we are prone to employ students with related certificates or licenses. But they are never the guarantee of high quality. Nowadays students are required to get various certificates. But my suggestion is that teachers must employ different ways to assess them. That is the best way to expose students to real work experience...”

2) TE Teaching Methodology

61% of the teacher participants mentioned that problems existed in TE contents and TE teaching methodology. They explained that most of TE teachers

taught their lessons in the way of GE. To them, such problems came into existence due to the lack of pedagogical knowledge and the complexity of TE. T38 answered:

“...In my teaching, what I focused on was just reading from the text and explaining the text sentence by sentence. In the teaching process, I prefer to use CLT. It is quite good in terms of language teaching. But it is not so effective in the teaching of tourism contents. I need to add some more teaching methods like CBLT to my teaching. I think many young teachers have met such problems...”

During the interview, 33% of the student participants also insisted that they had found that TE teaching was similar to GE courses. As S17 explained,

“...the teacher told us something about the new words before we were asked to read the texts. Sometimes we had to read aloud in the class, for he would like to check how well we could read. All the steps of the class were arranged to practice on the words and sentence structures...”

28% of the tourism professionals insisted that TE teachers should make some changes in their teaching methodology because it was crucial to the efficiency of TE teaching. One tour guide stated:

“Good teaching methodology is a promise of how to teach well. No regulation is found about what kind of methods a teacher should use in classroom. But the better use of teaching methodology could be more creative and positive to show the students where to go and what to achieve. When I was a student, my TE teachers asked the students practice on the pattern drills, dialogues and conversations. Quite similar to the teaching of English major courses...”

3) Application of Technology in Teaching

24% of the teacher participants had a strong wish to have technological support to their teaching in order to maximize the effect of teaching to its optimal scale. For them, there were some problems in the field. T21 stated,

“Technology can help making teaching process and management more interesting and informative. TE teaching cannot be implemented well without the help of technology. In TE teaching, we need to present students something like folklores and products through pictures, films and music and so on. But I find many teachers didn’t treat it seriously. They were not good at applying the necessary audio or video materials to their teaching...”

28% of the students and 13% of the tourism professionals also mentioned the technological limitations in TE teaching. S14 stated,

“In many cases, the so-called modern education cannot be done without technology, which can provide richer content and more delivery modes to TE teaching. But it is a pity that we didn’t get enough. Some of the teachers preferred more traditional ways...”

P77 reported her views about technological application:

“...The world is changing rapidly. With the help from technology, more information about tourism can be provided to teaching. TE is different from GE and it needs to show pictures or films of scenic spots or traveling situations. Technology nowadays allows teachers to bring the real world into classrooms. TE teachers should know more about its application...”

4) Insufficiency of Teaching Facilities and Resources

16% of the teacher participants complained that the insufficiency of teaching facilities and resources including modern equipment or books made their teaching restricted. As T18 replied,

“In the teaching process, we need to show students lots of pictures or movies, since TE is quite special. But the facilities in the university are limited. We even do not have a virtual tourism simulation lab. My students don’t get enough experience of tourism from on-campus training with the help of such facilities...”

Book resource was the biggest among all the problems the students mentioned. For example, 61% of them stated that they did not have enough reference books and that the TE textbooks were too difficult for them. S8 answered as follows:

“The textbooks were compiled mainly by professors from universities like Beijing University or Tsinghua University. They were designed for their students but not for us. I spend too much time on the learning of so many new words and sentence structures. How can I focus my time on the learning of the contents of tourism?”

The students agreed that the textbooks were not related with the students' life experience or with what they would do in the future. S47 responded,

“The contents in the textbooks are mainly about some big cities like Beijing, Tianjin and Shanghai. I could not possibly find a job there. What we would like to know is something about this area...”

S19 complained that *“when I want to explore questions about tourism, it is quite hard, for I cannot find enough references for my projects...”*

Only 4% of the tourism professionals mentioned something in the field. They agreed that the limited teaching facilities could not maximize the effect of teaching. P36 answered,

“I have found that some of the TE graduates do not know enough about the latest development of tourism. This involves with many factors and the insufficiency of teaching facilities is one of them.”

5.1.2.2 Problems Concerning Curriculum Design

1) Goals of TE Training

Since TE had only a short development history in China, there were some problems in its curriculum design. 41% of the teachers thought that the goals of TE teaching were not clearly specified. T23 replied,

“...TE curricula are often designed top-down without enough detailed information. As a teacher, I cannot get a clear picture of the intended goals or the expected outcomes in TE teaching from the curriculum...”

T65 insisted,

“What the students should become in the future should be the core basis of the curriculum. It could be concluded that the goals were not clearly or specifically defined. That is quite hard for the teaching...”

2) Integration of English Language and Tourism Contents

The findings from the interviews showed that some TE teachers did not have a clear mind of what to focus on. They focused too much on the teaching of English language instead of tourism contents. 65% of the teachers answered that they “got confused about whether to focus on English language skills or tourism contents”. T47 stated, “I found teaching Tour-guide English quite tough. In the teaching, I spent most of my time paraphrasing sentences or explaining the grammar points”. T38 described his problem in teaching,

“...I need to learn more about how to have a perfect infusing of English and tourism contents. In class, I often spent my time telling my students about TEM4 and TEM8 tests, for they should get the certificates before they can graduate...”

In the interview, 54% of the student interviewees reported that the teaching of tourism contents was not sufficient. S6 answered,

“What we need is the knowledge and skills of both tourism and English. But we are trained to be language students only. What we have to do in some TE courses is still about theme sentences, sentence structures, sentence cohesion...”

In the interview, S4 stated,

“My TE teachers kept the tourism contents and English apart...the teachers taught us English language in a natural way. But when it came to tourism content knowledge, they preferred to explain it in Chinese...”

As much as 58% of the tourism professionals had similar opinions.

P19 replied,

“I was quite confident when I just started my career in my travel agency, for I spoke fluent English. But I felt embarrassed when I stayed with some travelers, for they seemed to know much more about the culture of the people here. Nobody told us anything about it before....”

3) Insufficiency of On-site Practices

73% of the teacher participants reported that they could not provide their students sufficient on-site practice in workplaces. For example, T36 answered:

“TE is special because of its requirements in professional knowledge and competence. Therefore TE students should have more time for on-site practice. However, they have to stay on campus for their practice due to many reasons. On campus we can provide only simulation instead of the real situations...”

32% of the students described that they could not have enough practice in workplaces. S43 stated,

“It is important to check how well we learn TE in the real situations. What we do is to show how we can manage the process and deal with the problems of sight-seeing, but only in classroom...”

52% of the tourism professionals agreed that TE students should have on-site practice in workplaces, which was no longer stressed because of safety and budget problems and the tight schedules of tourism sectors. P55 responded:

“In the past years, TE students were often sent to work in my agency for some time each year. But now they stay on campus only. I’m afraid that there will be some gap between tourism operations and what the students learn at school...”

4) Problems Concerning Course Design

37% of the teachers mentioned there was an imbalance between English skill courses and tourism-based courses, for the former covered a higher percentage. T48 stated,

“There are very few differences between TE and GE...TE-centered courses do not have their distinctive features as expected. However, the training of TE professionals needs proper courses and different teaching ways. I think nearly half of the courses are not related to TE...”

33% of the students mentioned the core TE-centered courses covered around half of the total courses in their learning. S12 said,

“As a TE student, I found that we did not have enough TE-focused courses as expected. Other courses are good, for they provide us with fundamental knowledge. But for us, TE-focused courses are better. We need to be equipped with both tourism content knowledge and English language skills...”

5.1.2.3 Problems Relating to TE Teachers

1) Problems Relating to Teacher Knowledge and Skills

The data from the interview showed that TE teachers had problems in the knowledge and skills needed for their profession. 58% of the teacher participants mentioned that they did not have a good command of tourism knowledge or teaching methods. T45 stated:

“I graduated from English major and I did not have the training of tourism content knowledge. However, I was assigned the work of TE teaching, and it was too much for me. I had to learn tourism knowledge by myself. I still have some problems with tourism knowledge in my teaching...”

T36 asserted, *“When I was in the university, I attended some selective courses of tourism. However, that is not enough for my teaching. I need to learn more about how to conduct my work well. It is helpful for my work...”*

Due to the lack of tourism content knowledge and appropriate teaching methods, 50% of the teachers expounded that they were not confident enough for TE teaching. T10 replied, *“Tourism covers many aspects. I don't think I know a lot about it. How can I help my students well is a question that troubles me.”*

52% of the teachers said that they were not highly motivated in TE teaching. They had a strong wish to teach GE. As T41 answered,

“...What I want to do is to teach English language to my students. Tourism English teaching is also English teaching but it is for the specific purposes of tourism. It needs something more.”

48% of the tourism professionals proclaimed that TE teachers needed to improve themselves in their tourism knowledge. P44 stated,

“When I asked my teachers something about tourism, they gave me answers, but not very detailed or related. Nobody is perfect. I think some of my TE teachers are good enough, but some should improve themselves in tourism knowledge...”

42% of them reported that TE teachers were found unconfident when they went supervising their students in workplaces. One manager from a hotel stated,

“...Many TE teachers are confident. But when they come with their students for on-site practice, they are not confident at all. What they need is to know more about the operations of tourism.”

2) Problems of Teaching Efficiency

Problems about the efficiency of TE teaching in terms of teaching plans, class and time management and the control of the teaching process were found in the interview data. 53% of the teachers claimed that they were not efficient enough in their teaching. T3 replied:

“Frankly speaking, I could not do my teaching efficiently due to my loose plan of the teaching. I cannot implement my teaching exactly as planned, for I spend too much time on telling my students something different...”

40% of the tourism professionals mentioned the problems of TE teaching efficiency, which could be found in class planning, classroom management and on-site practice. P58 stated, *“Some of my teachers did not even finish what had been planned in the term. They could not arrange their teaching steps appropriately....”*

To sum up, the findings from the semi-structured interviews showed that there were some major problems concerning TE teaching quality, TE curriculum design and TE teachers.

5.2 Results in Relation to Research Question 2

Research Question 2 was “*What needs do TE teachers have for their professional development?*” This section reported the findings based on the quantitative and qualitative data from the questionnaires and interviews concerning TE teachers’ needs in professional development.

5.2.1 Quantitative Results of TE Teachers’ Needs

The data from the three questionnaires demonstrated the participants’ attitudes of TE teachers’ needs in professional development.

5.2.1.1 TE Teachers’ Attitudes towards their Needs

The quantitative data collected from the questionnaire of TE teachers presented their needs for professional development as shown in Table 5.4.

Table 5.4 TE Teachers’ Attitudes towards their Needs

Needs	\bar{x}	SD
It is critical to provide in-service training to TE teachers.	4.07	.530
You should learn more of tourism content knowledge in in-service training.	4.02	.590
Bi-disciplinary quality is crucial for TE teachers.	3.92	.712
You need to have a higher degree.	3.58	.761
You should improve your English proficiency in in-service training.	3.56	.730
It is important for TE teachers to get qualifications of English and tourism.	3.37	.763
Total	3.75	.681

Results in Table 5.4 showed that TE teachers strongly agreed that they needed in-service training so as to improve their tourism content knowledge (\bar{X} =4.07, 4.02; SD=0.530, 0.590). They realized that bi-disciplinary quality was crucial for them (\bar{X} =3.92; SD=0.712) and they needed to get a higher degree(\bar{X} =3.58; SD=0.761). It was important for TE teachers to equip with English proficiency (\bar{X} =3.56; SD=0.730). They also thought they needed qualifications of both English and tourism (\bar{X} =3.37; SD=0.763).

5.2.1.2 TE Students' Attitudes towards TE Teachers' Needs

The quantitative data collected from the questionnaire revealed the students' attitudes towards TE teachers' needs for professional development in Table 5.5.

Table 5.5 Students' Attitudes towards TE Teachers' Needs

Needs	\bar{X}	SD
TE teachers should keep improving their teaching abilities.	3.90	.541
TE teachers should keep improving their professional abilities.	3.76	.536
TE teachers should keep improving their research abilities.	3.67	.630
TE teachers should keep improving their tourism knowledge.	3.56	.653
A qualified TE teacher should have a good command of English language and tourism content knowledge.	3.48	.729
TE teachers should keep working for higher academic titles.	3.33	.781
Total	3.62	.618

From Table 5.5, it can be concluded that the students considered that TE teachers should keep improving their teaching ability (\bar{X} =3.90; SD=0.541), tourism knowledge (\bar{X} =3.76; SD=0.536), research ability (\bar{X} =3.67; SD=0.630), professional ability (\bar{X} =3.56; SD=0.653) and keep working for higher academic titles

(\bar{X} =3.33; SD=0.781). They regarded a qualified TE teacher as the one with a good command of English language and tourism content knowledge (\bar{X} =3.48; SD=0.729).

5.2.1.3 Tourism Professionals' Attitudes towards TE Teachers' Needs

The data collected from the questionnaire of tourism professionals displayed the needs of TE teachers for their professional development in Table 5.6.

Table 5.6 Tourism Professionals' Attitudes towards TE Teachers' Needs

Needs	\bar{X}	SD
TE teachers should keep improving their teaching abilities.	3.95	.563
TE teachers should keep improving their tourism content knowledge.	3.80	.530
TE teachers should keep improving their research abilities.	3.73	.666
A qualified TE teacher should have a good command of English and tourism content knowledge.	3.56	.618
It is important for TE teachers to have higher degrees.	2.31	.797
Total	3.47	.635

The results in Table 5.6 showed the tourism professionals agreed that qualified TE teachers should keep improving their teaching ability (\bar{X} =3.95; SD=0.563) and their their tourism content knowledge (\bar{X} =3.80; SD=0.530). They also thought that TE teachers should keep improving their research ability (\bar{X} =3.73; SD=0.666). TE teachers should have a good command of both English language and tourism content knowledge (\bar{X} =3.56; SD=0.618). However, their opinions were neutral when asked about the higher degrees of TE teachers (\bar{X} =2.31; SD=0.797).

To summarize, the quantitative results from all the groups of participants showed that TE teachers strongly needed in-service training so as to improve their tourism content knowledge and English proficiency. TE teachers

themselves thought that they needed higher degrees. It was mentioned that a qualified TE teacher should have a good command of English language and tourism content knowledge. TE teachers should keep improving their tourism knowledge, teaching ability and research ability.

5.2.2 Qualitative Results of TE Teachers' Needs

The responses from the participants of 86 teachers, 130 students and 130 tourism professionals gave more insights to TE teachers' needs for their professional development. The needs were categorized into five aspects and presented as follows:

5.2.2.1 Needs of English Proficiency

The qualitative data showed that TE teachers needed to have higher English proficiency through regular specific training programs, audiovisual self-teaching and studying abroad.

71% of the teachers insisted that there should be regular specific training programs for them such as workshops, seminars, classroom observations and so on. T55 stated,

“I know the importance of English proficiency for a TE teacher. Some teachers are quite good at English. But some need help in their work. It will be better if we can have more training programs like workshops or seminars. I really want to attend training programs about English writing...”

But 44% of the teachers expressed that they needed to have more audiovisual materials so as to teach themselves. T18 answered,

“...In order to improve my English proficiency, I watched lots of English movies. They were very helpful. Unfortunately we cannot have more for all the TE teachers and even students ...”

36% of the teachers thought that studying abroad was one of the best ways to improve their English proficiency in English-speaking countries. T8 stated,

“I have been working with some native speakers for a long time. It is a good chance to improve the fluency and accuracy of English. I can imagine living and studying in an English-speaking country for some time could be the best way to improve my English.”

65% of the students thought that it was important for TE teachers to improve their English proficiency through training. S11 reported,

“...Not every TE teacher can speak fluent English. I should say some of them need to improve it. I think specific programs will be better for them. I wish my teachers can have a good chance for the training...”

To students, teachers would be a good resource for English proficiency training and they should have a high proficiency of the language. S32 replied,

“...TE teachers can be our examples. They need to practice their English, too. They can regularly watch English movies or listen to English news so as to keep them a high level of the language proficiency. It is much easier.”

5.2.2.2 Needs of Tourism Content Knowledge

The data reflected that TE teachers needed to improve tourism content knowledge because it was one of the most important competencies for them.

1) Tourism On-site Training

70% of the teachers thought that the best way to learn tourism content knowledge was workplace practice or on-site training, which could show them how tourism was operated. T5 made a description of her experience at a travel agency:

“I worked at a travel agency for two months. I was quite sure about what I should do. But later on I found that I was not that qualified. So I began to focus on the details of tourism operations and management. I learned from the managers and tour guides how to make connections among travelers, scenic spots and hotels...By doing so, I knew more about the principles and practice of tourism sectors.”

48% of the student participants uttered that it was quite important for TE teachers to have the work experience in tourism workplaces. S/35 answered,

“In tourism sectors, people need to know many aspects concerning its operation. We hope teachers can tell us something in the field. It is more helpful if they can show us something practical. For example, to arrange rooms for different meetings is interesting...”

68% of the tourism professionals insisted that it was critical for TE teachers to work in the tourism sectors for a while so as to know more about the situations and operations of tourism. P22 replied,

“...I should say TE teachers can learn tourism content knowledge from books. But some cases are not always the same as the actual situations. The experience in such workplaces can show them more details of the tourism industry. That is helpful for their teaching...”

2) School-based In-service Training Programs

75% of the teacher participants agreed that in-service training programs conducted in their schools were helpful for them, for such programs could be more practical, efficient and related to their job. T25 stated:

“It is not easy for us young teachers to participate in some training programs in other cities because of the budgets and workload. Anyhow, we hope to have some training programs regularly. The department can invite experienced tourism personnel or experienced colleagues for the training. They can give us training through workshops or seminars. That will be practical and helpful...”

51% of the tourism professionals treated it critical and helpful to regularly provide TE teachers with training through workshops or seminars. P22 replied,

“We often invite experienced managers or tour guides to have workshops for the managers and staff in the agency. As for TE teachers, such workshops or seminars will be helpful. The training can help them learn more about tourism...”

5.2.2.3 Needs of Teaching Skills

The results from the interviews showed that the participants considered that teaching skills were a critical component in TE teachers' professional development.

1) Evaluation Methods

65% of the teachers agreed that they should know how to better apply more formative evaluation to their teaching process, which could be more helpful for them to know how the teaching or students' learning was going on. T33 stated:

“It is necessary for TE teachers to apply formative evaluation in the teaching process. Not just summative evaluation. TE is different from GE. It needs different evaluation methods. TE teachers need to know more about evaluation methods for the purposes...”

36% of the students stated that TE teachers should apply different ways to evaluate the learning process and outcomes, which could be helpful to get the information of the teaching and learning effectiveness. S8 reported,

“...Actually, we hope TE teachers could use other forms of evaluation. For example, the course Tourism Management can be evaluated through course papers. Tour-guide English can be evaluated through presentations or simulations. Not just paper-based tests...”

35% of the tourism professionals suggested that TE teachers needed to know more about the evaluation of students' skills. P16 answered,

"...TE is special and it is not proper to evaluate the students' learning effect with tests only. More methods should be used so as to help the students to have a good command of practical skills for tourism business."

2) Course Delivery Skill

74% of the teachers agreed that course delivery methods could affect teaching effect. They needed to learn more about its skill. T28 stated,

"I have classroom observations regularly. I have found that some teachers are quite popular among the students. They present the teaching contents in interesting ways. That is what I need to learn..."

42% of the students thought that it was important for some teachers to make a change in their classroom delivery modes. For example, S14 replied,

"Different teachers have different teaching styles and delivery methods. Good delivery methods can make us much more interested. I think some teachers should make changes and try to present their teaching more creatively..."

5.2.2.4 Needs of Research Skills

The results from the interviews witnessed TE teachers' needs to improve research skills so as to keep them learning about tourism, English and teaching. 53% of the teachers reported that they needed to improve their research skills. T32 stated,

"TE is a bi-disciplinary subject and needs special attentions. It has a very short development history and just very little resources can be found about it. But what to research and how to carry out the research is a question for me. I need to learn more in the field..."

32% of the teachers thought that TE teachers needed to have more publications. T55 stated,

“...Research is a must for teachers now in China, for its output is one of the necessary requirements for academic title promotion and research funds. Publications can tell people something more. Under such a context, teachers need to have more publications so as to provide help to themselves and other people.”

48% of the students agreed that TE teachers needed to improve their research skills. S46 stated,

“Research skills can promote the research outputs, which can also result in in-depth understanding of TE and its teaching. We can say that researcher teachers are generally more popular among the students.”

5.2.2.5 Needs of Higher Academic Titles

In China, academic title promotion needs to reach certain standards in aspects like degrees, publications and teaching quality. 38% of the students confirmed that TE teachers needed to have a promotion of their academic titles, which meant higher abilities in teaching and research. S62 stated,

“...a higher academic title means the accumulation of many things, including teaching ability and experience, research outcomes and some other qualifications. TE teachers should keep working for such a promotion. We can benefit from their success...”

In conclusion, the findings from the interviews displayed that TE teachers had their own needs in their professional development in terms of English proficiency, tourism content knowledge, teaching skills, research skills and promotion of their academic titles, respectively covering in-service training, audiovisual resources, studying abroad, workplace training, evaluation methods and more publications.

5.3 Results in Relation to Research Question 3

Research Question 3 was “*What suggestions can be found for the solutions concerning TE teachers’ professional development?*” This section reported the suggestions for the solutions to meet TE teachers’ needs based on the quantitative and qualitative data from the questionnaires and interviews respectively.

5.3.1 Quantitative Results of the Suggestions

The data from the questionnaires displayed the solutions suggested by the participants to meet TE teachers’ needs for their professional development.

5.3.1.1 Solutions Suggested by TE Teachers

The quantitative results from the questionnaire demonstrated that the teacher participants made suggestions on how to meet their needs in professional development as shown in Table 5.7.

Table 5.7 Solutions Suggested by TE Teachers to Meet their Needs

Suggestions	\bar{x}	SD
It is important to observe classroom teaching of more experienced teachers.	4.15	.788
A good in-service training model is helpful for TE teacher professional development.	4.14	.480
It is important to have on-site training.	4.04	.763
It is important for teachers to get help from mentoring programs.	3.97	.695
It is important to organize school-based training programs for teachers.	3.92	.770
You think it is important to teach yourself through research.	3.15	.508
It is important for teachers to participate in Outstanding Teacher Training Programs.	2.75	.660
It is important to have vocational contests at different levels.	2.70	.646
You think it is important to learn by yourself.	2.47	.574
It is important to have base-oriented training.	2.40	.558
It is important for teachers to learn tourism content knowledge from social-service programs.	2.39	.637
It is important for teachers to have team teaching.	2.36	.527
It is important for teachers to earn qualification of English and tourism.	2.27	.618
It is crucial for TE teachers to study off-work as a visitor to other universities.	2.26	.702
It is important to participate in Classroom-based Teaching Development programs.	2.18	.689
Total	3.01	.641

The results in Table 5.7 showed that the teacher participants strongly agreed that they needed to conduct classroom observations ($\bar{X}=4.15$; $SD=0.788$); that a good in-service training model was helpful for TE teachers' professional development ($\bar{X}=4.14$; $SD=0.480$) and it was important to provide TE teachers with on-site training ($\bar{X}=4.04$; $SD=0.763$).

They agreed that it was important to give help to TE teachers through mentoring and other school-based training programs ($\bar{X}=3.97$ and 3.92 ; $SD=0.695$ and 0.770). They also agreed that it was important for TE teachers to teach themselves through research ($\bar{X}=3.15$; $SD=0.508$).

However, they had neutral attitudes towards other items, including the conduction of visitor study, social-service programs, team teaching, base-oriented training, OTTP, vocational contests, qualification training programs and Classroom-based Teaching Development programs.

5.3.1.2 Solutions Suggested by TE Students

The quantitative data collected from the questionnaire of TE students showed their suggestions to meet the needs of TE teacher professional development.

The results were shown in Table 5.8.

Table 5.8 Solutions Suggested by TE Students to Meet TE Teachers' Needs

Suggestions	\bar{X}	SD
A well-designed in-service teacher training model is helpful for TE teacher professional development	3.65	.651

The quantitative results in Table 5.8 demonstrated that the student participants agreed that a well-designed in-service teacher training model was helpful for TE teacher professional development (\bar{X} =3.65; SD= 0.651).

5.3.1.3 Solutions Suggested by Tourism Professionals

The quantitative results in Table 5.9 showed the suggestions by the tourism professionals to meet the needs of TE teacher professional development.

Table 5.9 Solutions Suggested by Tourism Professionals

Suggestions	\bar{X}	SD
A well-designed in-service training model is helpful for TE teacher professional development.	3.95	.770

The quantitative results from the tourism professionals in Table 5.9 confirmed that a well-designed in-service teacher training model was helpful for TE teacher professional development (\bar{X} =3.95; SD= 0.770).

5.3.2 Qualitative Results for the Solutions

The responses from the participants of 86 teachers, 130 students and 130 tourism professionals showed the suggestions on the solutions to meet TE teachers' needs of professional development presented as follows:

5.3.2.1 Improvement of In-service Training Programs

72% of the teachers suggested that their in-service training programs should be improved so as to promote their professional development. T76 stated,

"...Teacher in-service training is a complicated system and involves many aspects. What we need is something practical that can help us solve the problems in teaching. Such programs should provide systematic and practical

training to meet the needs of TE teachers. There are still some problems in TE teaching, and the training should be designed to solve these problems.”

45% of the tourism professionals suggested that TE teacher training programs should be improved so as to promote TE teachers’ teaching skills and tourism knowledge. P44 replied,

“TE teaching is special. The training for TE teachers should be special. The aspects of teaching skill, English proficiency and tourism content knowledge should be taken into consideration. Don’t just focus on theories. They need to know something practical...”

5.3.2.2 More Help from More Experienced Teachers

55% of the teacher participants reported that more experienced teachers should be treated as reliable resources for novice teacher training. Often in the form of mentoring, experienced teachers could present the details of teaching techniques, professional skills and research skills for young teachers. T26 stated,

“It is a real blessing when you can learn from a considerate and experienced senior. That can save lots of time. My mentor taught me a lot about teaching, research and even student management. But my suggestion is that there should be some systematic mentoring...”

5.3.2.3 More Support from the Universities/Colleges

Support from the university or college is critical to teacher professional development, for they can supply necessary budgets and other resources. They can arrange time and places and even staff to help the conduction of the training programs. 58% of the teacher participants agreed that support from universities or colleges could make teacher training much operable and productive. T49 answered:

“Well, actually waiting for the help from the university is a bit helpless because every faculty is looking forward to having that money. Many training programs are conducted in big cities. It is not easy for us to attend some of them without the money. We hope the university can give more support to young teachers.”

During the interview, young teacher participants complained about their heavy workloads. They expressed that tight schedules made it hard for them to improve their professional development. 43% of the teacher participants suggested that their workloads should be reduced to some degree. T8 stated:

“All teachers want to give more to students. Therefore, we want to learn more from different training programs and from the experienced teachers. But the heavy workload keeps us too busy. I know the problem is not controllable for us. Anyhow, I wish young teachers can have some time to learn something more.”

5.3.2.4 More Practices in Tourism Sectors

Results from the interviews showed that 54% of the teachers agreed that it was vital for TE teachers to learn tourism content knowledge from tourism sectors. They thought that these workplaces could provide more information about tourism and could also provide more chances for off-campus practices. T72 answered,

“During the stay with my students in a travel agency for two months, I learned a lot about the management, operation and situations of tourism. There should be such professional practices for TE teachers. That can help a lot especially in tourism content knowledge...Of course, we can do something else to improve ourselves if we cannot afford the time. For example, we can teach ourselves through the use of technology, job-shadowing, or cameras. We don't have to go for the real visits all the times....but the real visits to tourism sectors are certainly better...”

62% of the tourism professionals suggested that TE programs should keep a close connection with tourism sectors. P53 replied:

“It is believed that some programs in university should have their connection with related institutions, organizations or enterprises. That can help cultivate students’ skills required by the profession. Such programs are helpful for TE students in terms of professional skill improvement...”

To sum up, the findings based on the quantitative and qualitative data illustrated the solutions for the problems in TE teaching and TE teachers’ professional development, covering in-service training programs, help from more experienced teachers, and support from the University/College and workplace practices.

5.4 Answers in Relation to Research Question 4

Research Question 4 was *“Could TE teachers’ professional knowledge and teaching ability be improved through the in-service training of WBR Model?”* In response to the question, data were collected from the trainees’ logs, student and colleague online evaluation, the grading results and comments from workshop trainers, workplace trainers, and mentors. The data were analyzed and presented in three parts: improvement of tourism knowledge, balanced integration of tourism knowledge and English language, and improvement of teaching ability.

5.4.1 Improvement of Tourism Knowledge

Quantitative and qualitative data were collected from all the training stages of the BWR Model. The results were presented as follows:

5.4.1.1 Quantitative Results of Tourism Knowledge Improvement

The results from the grading evaluation of the workshop trainers, workplace trainers and classroom mentors clearly illustrated the improvement of the trainee teachers' tourism knowledge after attending the training programs of WBR Model.

1) Results from the Workshop

In the workshop, lectures, group presentations, simulation practice were arranged (See Appendix P for details). The trainee teachers were divided into five groups of three. Each group was required to make two group presentations about tourism development and TE teaching: one at the beginning and one at the end of the workshop. The trainers evaluated the trainee teachers by observing their presentations to see what they understood in the field. The evaluation was conducted with the percentile grading method and the scores were presented in Table 5.10 (A).

Table 5.10 (A) Workshop Grading Results: Tourism Knowledge

Groups	Trainees	Tourism knowledge	
		Presentation 1	Presentation 2
G1	T1-3	75	78
G2	T4-6	75	80
G3	T7-9	74	78
G4	T10-12	75	80
G5	T13-15	74	80
Mean/SD		74.6/0.548	79.2/1.095

The comparisons displayed a change between the mean scores from the first presentation (\bar{X} =74.6; SD=0.548) and the second one (\bar{X} =79.2; SD=1.095).

The results, however, revealed that all the groups stayed at the level of *Average* in both the first and the second presentations. In order to test the significance of the difference, a paired-sample T-test was employed as shown in Table 5.10(B).

Table 5.10 (B) Paired Sample T-test Results of Presentations 1 and 2

		\bar{X}	SD	t	Sig.
Pair 1	Presentation 1	74.60	.548	-9.02	.001
	Presentation 2	79.20	1.095		

The paired-sample t-test score ($t=-9.02$, $p=0.001$) displayed a significant difference in the scores of Presentation 1 and Presentation 2. As the p -value was less than 0.05 ($p \leq .05$), it was concluded that the workshop training was helpful to improve teachers' tourism knowledge.

2) Results from the Work-based Practices

The work-based training and practice were conducted two respectively. At the end of each time, trainers gave each group scores and comments based on observations and the trainees' reflections. The results were presented in Table 5.11(A).

Table 5.11 (A) Workplace Grading Results

Group	Trainee	Tour guide (Score/%)		Hospitality (Score/%)		Tourism management (Score/%)		Culture (Score/%)	
		I	II	I	II	I	II	I	II
G1	T1-3	18(72)	20(80)	16(64)	20(80)	17(68)	20(80)	17(68)	21(84)
G2	T4-6	18(72)	21(84)	17(68)	20(80)	19(76)	21(84)	17(68)	20(80)
G3	T7-9	19(76)	21(84)	16(64)	20(80)	18(72)	21(84)	19(76)	20(80)
G4	T10-12	19(76)	22(88)	18(72)	21(84)	19(76)	21(84)	18(72)	20(80)
G5	T13-15	18(72)	20(80)	17(68)	21(84)	17(68)	20(80)	17(68)	20(80)
Mean		18.4	20.8	16.8	20.4	18.0	20.6	17.6	20.2
Percentage		73.6	83.2	67.2	81.6	72.0	82.4	70.4	80.8

The comparisons showed that changes happened between the mean scores about the trainee teachers' tourism knowledge in tour guide business, hospitality management, tourism management and tourism culture. Take tour guide knowledge as example. At the end of Work-based Training (I), the mean score of the results from all the groups was 18.4 and it fell in the level of Good. At the end of Work-based Practice (II), the mean score was 20.2, falling in the level of Excellent. In order to check the differences between the mean scores, paired-sample t-tests were conducted as shown in Table 5.11 (B).

Table 5.11 (B) Paired Sample T-test Results of Work-based Practice (I) and (II)

		\bar{X}	SD	t	Sig.
Pair 1	Tour guide1	18.40	.548	-9.798	.001
	Tour guide2	20.80	.837		
Pair 2	Hospitality1	16.80	.837	-14.697	.000
	Hospitality2	20.40	.548		
Pair 3	Management1	18.00	1.00	-10.614	.000
	Management2	20.60	.548		
Pair 4	Culture1	17.60	.894	-5.099	.007
	Culture2	20.20	.447		

Paired-sample t-tests were conducted and the scores ($t=-9.798$, -14.697 , -10.614 and -5.099 ; $p=0.001$, 0.000 , 0.000 and 0.007) showed significant differences between the mean scores of Work-based Training (I) and Work-based Practice (II). As the p -values were less than 0.05 ($p \leq .05$), it was seen that teacher tourism knowledge was significantly improved by the workplace training.

3) Results from the Mentoring Program

The mentoring provided the results of the mentees' tourism knowledge improvement as listed in Table 5.12 (A).

Table 5.12 (A) Mentoring Grading Results: Tourism Knowledge

Trainees	Week 1-4	Week5-8	Week 9-12	Week 13-15
T1	70	75	78	85
T2	70	75	78	85
T3	75	80	80	85
T4	75	75	80	80
T5	75	80	80	85
T6	70	75	78	85
T7	70	75	80	85
T8	75	80	88	85
T9	70	75	75	80
T10	75	80	80	85
T11	70	80	80	85
T12	75	80	85	85
T13	70	80	85	85
T14	70	75	78	80
T15	75	78	80	85
Mean/SD	72.3/2.58	77.5/2.50	80.3/2.30	84/2.07

The results presented in Table 5.12 (A) displayed that a comparison was made among the mean scores from the four stages of the mentoring program (Stage 1: $\bar{X} = 72.3$, $SD = 2.58$; Stage 2: $\bar{X} = 77.5$, $SD = 2.50$; Stage 3: $\bar{X} = 80.3$, $SD = 2.30$; Stage 4: $\bar{X} = 84$, $SD = 2.07$). It could be seen that the improvement gradually increased. To check the differences between the mean scores of Stages 1 and 4, a paired-sample t-test was conducted and the results were displayed in Table 5.12 (B).

**Table 5.12 (B) Paired Sample T-test Results of Stages 1 and 4 in Mentoring:
Tourism Knowledge**

		\bar{X}	SD	t	Sig.
Pair 1	Week 1-4	72.33	2.582	-14.642	.000
	Week 13-15	84.00	2.070		

The paired-sample t-test result ($t=-14.642$, $p=0.000$) of Stage 1 and Stage 4 reflected a significant difference in the scores of Stage 1 ($\bar{X}=72.3$; $SD=2.582$) and Stage 4 ($\bar{X}=84.0$; $SD=2.070$). As the p -value was less than 0.05 ($p \leq .05$), it suggested that the mentoring could improve the trainee teachers' tourism knowledge.

To sum up, the results based on the data from the workshops, the workplace practice and the mentoring of WBR Model proved that TE teachers' tourism knowledge was improved significantly.

5.4.1.2 Qualitative Results of Tourism Knowledge Improvement

The qualitative data of TE teachers' tourism knowledge improvement were collected from the trainees' logs, the workplace trainers' comments and the mentors' comments. The results were reported in the two major themes as follows:

1) Deeper Understanding of Tourism Principles and Practice

The comments of the four workplace trainers confirmed that the trainees had a deeper understanding of tourism principles and practices than before.

For example, the trainer from Qiandongnan International Travel Service wrote:

"... I have to say that when they just came to my agency, it seemed that they knew very little about it. For most of them, the job of a travel agency was just to send tour guides out and help travelers. Actually it is not that simple. They

came for the training twice and each time they stayed here for three days. It was not easy for them. After the training, they knew much more about how a travel agency is operated. They could clearly tell the differences of various kinds of travel agencies and how the agencies work for different purposes...

The manager from Heaven-sent Dragon Hotel wrote:

“...it seemed that they did not have lots of knowledge or experience about hospitality management. For instance, when they just came, they did not know what sundry fees or deposits meant. Some of them called the doormen ‘Waiters’, or described ‘King-size bed’ as ‘big bed’. But after the training for six days in two times, they could talk or act in the ways as they had been expected.”

Most of the mentors gave positive comments to the mentee colleagues, illustrating that the trainee teachers made great changes in the improvement of tourism knowledge. A mentor reported her comments as follows:

“As a young teacher majoring in English, the trainee teacher found it hard to teach TE well due to her lack of tourism knowledge. In the teaching, she used to explain tourism situations in Chinese, such as hospitality development, food from different cultures and many aspects concerning tourism practice. In the training program, the mentee has been working well with me. We meet and talk regularly. Each week we have peer-observations and then I give her some more comments. Now she can tell her students more about tourism, and of course, in English...”

The trainee teachers’ logs also demonstrated their improved understanding about tourism principles and practice. In her logs, for instance, T2 described her changes in tourism content knowledge as follows:

“...To be frank, I did not think tourism was something difficult though I knew very little about tourism and TE. However, I found it quite difficult to teach TE well when I was assigned the task. For example, I could not even tell the differences between tourism and traveling... What I could do was just to read the passages from the books. With the training programs, I have learned a lot. I think I am now quite ready to tell my students more...”

2) Uses of Tourism Technical Terms

Technical terms are treated one of the core contents of a subject. The better uses of tourism terms such as hospitality, package deal, theme park, ecotourism and so on were regarded as one task of TE teaching. The uses of tourism-specific terms in TE teaching could show the tourism knowledge improvement of TE teachers.

The external expert of the workshop made his comments as follows:

“...In the first group presentations, some of the trainee teachers could not clearly or effectively use tourism terms as expected. In the lectures of the workshop, they even got confused about the words or phrases like ‘package vacation’, ‘long-haul destination’ or ‘tourist boom’. I asked them to tell me the exact differences among the words trip, travel, journey, tour, cruise and voyage. But it was not easy for some of them. After the training, they knew better how to distinguish terms from everyday words...And in the second presentations at the end of the training, they used the terms more frequently and professionally. From their reflection work, I knew they had sensed the changes...”

The comments of the mentors showed that the trainee teachers could use tourism terms in teaching more appropriately. One mentor wrote in his comments:

“...I made some comparisons to my mentee colleague’s teaching in the past weeks. For example, at the very beginning, he talked with me about a very short paragraph about a trip plan: ‘We have planned to go on a cruise in Phuket this summer. We went to consult a travel agent and chose a seven-day package vacation for our trip. The travel agent gave us the itinerary, and offered us cheap cut-price tickets for the flights to the island. We are looking forward to the cruise to avoid the congestion on the island....’ He told me that he knew every word of the passage, but when he taught, he had difficulty in using the terms and preferred to use simple words. I found he is better now in the use of tourism terms, not just the everyday words...”

In conclusion, the findings from the workshop, the workplace practice and the mentoring proved that TE teachers’ tourism knowledge was improved greatly.

After the training, the trainee teachers had a deeper understanding of tourism principles and practice, and they could use tourism terms more appropriately.

5.4.2 Integration of Tourism Contents and English Language in Teaching

Results from the workshops and mentoring were used to prove the integration of tourism contents and English language in teaching.

In the training, the trainee teachers agreed that TE teaching was mainly to help the learners to be equipped with the ability of effective communication in a range of tourism-related situations, placing special emphasis on the relevant vocabulary, register and grammatical structure used in the field of tourism. Tourism contents and English language should be integrated to help students to accomplish the specified goals. For example, the vocabulary and skills needed to speak English with tourists are different from those in everyday English. Another example was the English necessary for working in tourist information offices, including how to provide directions, understand guidebooks and write news for press releases. In TE teaching, the integration needs special attentions due to the features of tourism English.

In this part, quantitative and qualitative data were drawn from the grading of the workshop trainers and mentors. The results were presented as follows:

5.4.2.1 Quantitative Results of Integration of Tourism Contents and English Language

The results revealed the trainee teachers' improvement in integrating tourism contents with English language in TE teaching.

1) Results from the Grading Evaluation after the Workshop

A comparison was made to reveal the trend of the trainee teachers' changes in the integration of tourism contents and English language in their teaching. The evaluation was conducted by the two trainers during the training.

Table 5.13 (A) Workshop Results: Integration of Tourism Contents & English

Groups	Trainees	Integration	
		Presentation 1	Presentation 2
G1	T1-3	75	84
G2	T4-6	75	85
G3	T7-9	76	85
G4	T10-12	76	85
G5	T13-15	75	84
Mean/SD		75.4/0.548	84.6/0.548

The comparisons of the mean scores showed the trainee teachers' improved skills in integrating tourism contents with English language. To check the differences between the mean scores of Presentation 1 and 2, a paired-sample t-test was conducted and the results were presented in Table 5.13 (B).

Table 5.13 (B) Paired Sample T-test Results of the Workshop Grading Results

Integration of Tourism Contents & English

		\bar{X}	SD	t	Sig.
Pair 1	Presentation 1	75.40	.548	-46.000	.000
	Presentation 2	84.60	.548		

There was a significant difference ($t=-46.0$, $p=0.000$) in the mean score of Presentation 1 ($\bar{X}=75.4$; $SD=0.548$) and that of Presentation 2 ($\bar{X}=84.60$; $SD=0.548$). The p -value was less than 0.05 ($p \leq .05$), showing that the workshop

significantly improved the teachers' ability in the integration of tourism contents and English.

2) Results from the Mentoring Program

The mentoring provided quantitative data to the results of the trainee teachers' improvement in integration of tourism contents and English language as shown in Table 5.14 (A).

Table 5.14 (A) Mentoring Results: Integration of Tourism Contents & English

Trainees	Week 1-4	Week 5-8	Week 9-12	Week 13-15
T1	75	78	82	85
T2	73	78	82	85
T3	75	85	85	90
T4	75	80	85	85
T5	75	85	80	85
T6	73	78	80	85
T7	75	80	80	90
T8	75	80	80	85
T9	75	80	80	85
T10	75	85	85	90
T11	75	80	80	85
T12	75	80	80	85
T13	74	80	80	85
T14	75	76	80	83
T15	75	80	80	83
Mean/SD	74.67/0.724	80.3/2.69	81.3/1.05	85.73/2.314

Results presented in Table 5.14 (A) displayed a comparison made among the mean scores from the four stages of the mentoring. The results manifested that they had improved the integration of tourism contents and English language gradually in fifteen weeks. To check the differences between the mean scores of

Stages 1 and 4, a paired-sample t-test was done and the results were listed in Table 5.14 (B).

Table 5.14 (B) Paired Sample T-test Results of Stages 1 and 4 in Mentoring: Integration of Tourism Contents & English

		\bar{X}	SD	t	Sig.
Pair 1	Week 1-4	74.67	0.724	-18.526	.000
	Week 13-15	85.73	2.314		

A significant difference ($t=-18.526$, $p=0.000$) was found in the scores of Stage 1 ($\bar{X}=74.67$, $SD=0.724$) and Stage 2 ($\bar{X}=85.73$, $SD=2.314$), revealing that the mentoring improved the trainee teachers' integration of tourism contents and English. The p -value was less than 0.05 ($p \leq 0.05$), showing that the mentoring significantly improved the teachers' ability in the integration of tourism contents and English.

To sum up, the results based on the quantitative data confirmed that TE teachers could integrate tourism contents with English language more professionally.

5.4.2.2 Qualitative Results of Integration of Tourism Contents and English

The qualitative data of the integration were collected from the trainees' logs and comments of the workplace trainers and the mentors. The results were described in the three major themes: better uses of tourism terms, more teaching methods for the focus of tourism and more application of tourism situations.

1) Better Uses of Tourism Terms

In TE teaching, the better uses of tourism terms were regarded as one task of the integration between tourism contents and English language. The comments of the workshop trainers revealed the trainee teachers' use of tourism terms more appropriately after the training. One of the trainers made his comments as follows:

“...In the first group presentations, the trainee teachers could not use tourism terms well. For example, they used the word ‘traveling’ to take the place of journey, trip, excursion, cruise and so on. They are different in many aspects. After the training, they could supply more specific words to different contents and contexts...”

The comments of the mentors also showed that the trainee could better use the terms in their teaching. As one mentor wrote in his comments,

“...At the beginning, my mentee colleague was a little bit confused about tourism terms and everyday words. For example, when he made an introduction of hotel departments, he mentioned Department of Food and Drinks. It was understandable. But in tourism, people would like to say ‘Center of Food and Beverage’. Anyhow, he has made great changes...”

2) More Teaching Methods for the Focus of Tourism

The comments of the mentors showed that most of the trainee teachers were keen on the uses of grammar translation method in TE teaching, focusing on the training of grammar and translating the vocabulary into Chinese so as to help the students to memorize them. After the training, the trainee teachers applied more methods to their teaching. A mentor wrote in her comments as follows:

“...At the beginning of the mentoring, I found my colleague liked to apply GT in her teaching of Tourism Studies. What she did in class was to translate the texts sentence by sentence, and then explained the grammar points in details. In

such a way, she focused too much on the language itself. I recommended her to have a try of other methods like CLT and CBLT, attracting her students to learn the language through the simulations. By doing so, she could integrate tourism contents and English in a natural and smooth way...

The data from the trainee teachers' logs showed that they began to use more methods in TE teaching in a proper way. T5 reflected in her logs as follows:

"...In the workshop, the trainers and other colleagues in my group showed me the application of some methods such as TBLT. I practiced it in the simulation and I think I can use it in my teaching of Hospitality English. I also have a try of other methods such as TPR for the practice of some situations in traveling. These methods brought changes to my teaching, for I could teach both the tourism contents and English language at the same time..."

3) Application of More Tourism Situations in TE Teaching

TE is designed to achieve the occupational needs of tourism. In the teaching, situations of tourism are helpful to lead the learners to the specific context of tourism. That is a flexible way to blend tourism contents with English language. In the mentoring, the mentors made comments on the application of tourism situations by observing the mentees' lectures. One of the mentors wrote his comments as follows:

"...In her teaching, my mentee seemed to neglect the authentic language based on real-life tourism experience. We had some discussions on the design of the teaching and the use of methods, and she was aware of the significance of real life situations and simulation exercises in teaching. She began to redesign the teaching, applying more situations and simulations to the process. Students could learn and practice their English for tour guides through role plays..."

In sum, the results displayed that the workshops and the mentoring helped providing ideas about integrating tourism contents and English.

5.4.3 Enhancement of Trainee Teachers' Teaching Ability

Results from student/colleague online evaluation, trainees' self-appraisals, mentors' grading scores and comments demonstrated the trainee teachers' teaching ability enhancement.

5.4.3.1 Quantitative Results of Teaching Ability Enhancement

1) Results from the Mentoring

The mentoring provided the outcomes of the trainee teachers' teaching ability enhancement as shown in Table 5.15 (A).

Table 5.15 (A) Mentoring Grading Results: Teaching Ability

Trainees	Week 1-4	Week 5-8	Week 9-12	Week 13-15
1	72	80	84	85
2	70	80	83	84
3	73	80	85	88
4	70	80	85	85
5	70	78	82	85
6	70	80	83	85
7	72	80	85	87
8	72	80	83	85
9	70	78	85	85
10	73	80	85	87
11	70	80	85	85
12	70	78	85	85
13	72	80	83	85
14	70	78	83	84
15	72	80	83	85
Mean/SD	71.07/1.223	79.5/0.91	83.9/1.09	85.33/1.113

The results presented in Table 5.15 (A) revealed the comparisons made among the mean scores from the four stages of the mentoring. The results

demonstrated that the enhancement of the trainee teachers' teaching ability kept growing. To further prove their teaching ability enhancement, a paired-sample t-test of the mean scores of Stages 1 and 4 were applied as presented in Table 5.15 (B).

Table 5.15 (B) Paired Sample T-test Results of Teaching Ability Enhancement after Mentoring

		\bar{X}	SD	t	Sig.
Pair 1	Week 1-4	71.07	1.223	-62.52	.000
	Week 13-15	85.33	1.113		

The paired-samples t-test results ($t=-62.525$, $p=0.000$) displayed a significant difference between the mean scores of Stage 1 ($\bar{X}=71.07$, $SD=1.223$) and Stage 4 ($\bar{X}=85.33$, $SD=1.113$). It was inducted that the training of the mentoring could enhance the trainee teachers' teaching ability.

2) Results from Student Online Evaluation

Student online evaluation results were used in evaluating trainee teachers' teaching ability enhancement. The average scores of three terms were used.

Table 5.16 (A) Results of Student Online Evaluation

Teacher & class	2/2011*	1/2012	2/2012
	Score/Rank	Score/Rank	Score/Rank
T3: TE 2008*	82.33/5*	83.45/6	87.26/4
T9: TE 2008	79.80/7	83.32/4	86.51/5
T1: TE 2009(1)	84.50/3	83.21/5	87.59/3
T 4: TE 2009(1)	70.55/8	76.15/7	83.32/5
T 5: TE 2009 (1)	78.55/6	80.21/5	84.32/4
T2: TE 2009 (2)	83.28/5	82.72/3	84.80/4
T8: TE 2009 (2)	80.23/7	80.54/5	85.15/3
T11: TE 2009 (2)	82.34/6	80.65/4	86.02/2
T12: TE 2009 (2)	85.60/3	80.45/3	84.01/5
T 10: TE 2010(1)	80.55/6	81.37/5	85.34/4
T13: TE 2010(1)	82.10/4	83.26/4	86.77/3
T 14: TE 2010 (1)	81.33/5	80.07/6	84.86/5
T6: TE 2010 (2)	82.24/4	83.62/2	85.32/3
T7: TE 2010 (2)	78.86/7	80.45/6	85.22/4
T15: TE 2010 (2)	79.20/6	81.98/4	84.59/5
Mean/SD	80.76/1.479	81.43/1.990	85.41/1.212

Note: “2/2011” means the term just before the experimentation. “1/2012” means the term of the experiment and “2/2012” means the one after the experiment. T3: TE 2008 means Teacher No.3 was in charge of a course of the class Tourism English 2008. 82.33/7 means the average score of T3 was 82.33 and the teacher ranked No. 7 among the teachers teaching the class at the end of the first term.

The results in Table 5.16 (A) showed that a comparison was made among the mean scores from the three terms respectively before, during and after the training. The mean scores proved that the some changes happened between Term 2/2011 (\bar{X} =80.76, SD=1.479) and Term 1/2012 (\bar{X} =81.43 and SD=1.990). Term 2/2012 after the training witnessed the changes of the teachers (\bar{X} =85.41 and SD=1.212). It is obvious that all the trainee teachers were listed top five among the

teachers in charge of the courses of a certain class after the training. Differences between the mean scores of Term 1/2012 and Term 2/2012 from a paired-sample t-test could further clarify the situation as shown in Table 5.16 (B).

Table 5.16 (B) Results of Paired Sample T-test of Student Online Evaluation

		\bar{X}	SD	t	Sig.
Pair 1	Term 1/2012	81.43	1.990	-11.364	.000
	Term 2/2012	85.41	1.212		

It was obvious that a significant difference ($t=-11.364$, $p=0.000$) existed between the mean scores mentioned. The p -value was less than 0.05 ($p \leq .05$), revealing that the training could enhance the trainee teachers' teaching ability.

3) Results from Colleague Online Evaluation

In this research, the ranking was made among 35 English teachers at School of Foreign Studies, Kaili University. To evaluate the trainee teachers' teaching ability enhancement, colleague online evaluation results were applied. The average scores of three terms were used. The mean scores showed the changes of the trainee teachers' teaching quality as presented in Table 5.17 (A).

Table 5.17 (A) Results of Colleague Online Evaluation

Teacher	2/2011	1/2012	2/2012
	Score/Rank	Score/Rank	Score/Rank
T1	90.33/12	92.56/6	95.25/8
T2	87.25/20	90.21/13	91.01/20
T3:	89.44/13	89.44/16	95.83/6
T4	81.87/33	82.94/32	86.65/31
T5	82.95/31	84.09/30	87.89/26
T6	88.23/18	92.46/5	94.55/9
T7	81.12/34	85.72/25	92.11/14
T8	82.32/32	86.54/21	90.93/21
T9	84.76/23	93.20/9	91.35/18
T10	83.22/29	84.54/27	87.46/28
T11	84.35/26	84.11/28	92.25/13
T12	91.34/9	92.23/7	95.77/5
T13	88.52/17	91.43/8	95.94/3
T14	84.58/25	86.35/22	89.88/23
T15	83.74/28	87.98/18	92.93/11
Mean/SD	85.60/3.299	88.25/3.599	91.99/3.112

From Table 5.17 (A), it can be explained that the mean scores in Term 2/2011 ($\bar{X}=85.60$, $SD=3.299$) and Term 1/2012 ($\bar{X}=88.25$, $SD=3.599$) fell in the level of Good. However, the mean score of Term 2/2012 ($\bar{X}=91.99$, $SD=3.112$) fell into the level of Excellent. The difference between the mean scores of Term 1/2012 and Term 2/2012 was obtained through a paired-sample t-test as follows:

Table 5.17 (B) Results of Paired Sample T-test of Colleague Online Evaluation

	Terms	\bar{X}	SD	t	Sig.
Pair 1	Term 1/2012	88.25	3.599	-6.035	.000
	Term 2/2012	91.99	3.112		

The compared mean scores of the two terms reported a significant difference of the result ($t=-11.364$, $p=0.000$). The result ($p\leq.05$) proved that the trainee teachers' teaching ability could be enhanced by the training of WBR Model.

In short, the results reflected that a promotion happened to the trainee teachers' teaching ability after the training.

5.4.3.2 Qualitative Results of Teachers' Teaching Ability

Enhancement

The qualitative data of the trainee teachers' teaching ability enhancement were collected from the mentors' comments and was reported in three major themes: comprehensive lesson plans, students' motivation and students' active participation.

1) Comprehensive and Practical Lesson Plans

During the mentoring, the mentees were required to write lesson plans every week and then talked with their mentors. The mentors read and made comments on the lesson plans before observing the teaching. Timely feedbacks were given to both the mentees and the researcher. Their comments witnessed the changes of the mentees: they were better in developing comprehensive and practical lesson plans after the training. Such ability was treated one of the premises of promoting teaching ability. One mentor wrote in her comments:

"...In the past weeks, my mentee colleague submitted me her lesson plans before her lessons. From reading these lesson plans, I found that changes happened in her ideas of teaching. She was more aware of the objectives of each lesson based on the teaching materials, making clearer behavioral and knowledge objectives. Expected outcomes were explained in details with related teaching and evaluation methods. When a lesson was taught, she made an analysis of the lesson itself, reflecting on what had worked and what aspects needed more improvement..."

2) Students' Motivation in Learning

TE teachers should keep their students motivated and interested, giving them help in learning the skills in the context of tourism. Students' motivation was treated a sign of success or failure of teaching in the mentoring process. One mentor wrote in her comments on her mentee's teaching ability enhancement as follows:

"...I talked with my mentee colleague about students' motivation. With the passing of time, she realized that she did not arrange the lessons as required. She redefined the objectives of the course and made goals attainable for her students. She applied various methods and activities to the process, arranging students to work in small groups so as to reduce their anxiety. She encouraged her students to express and reflect on themselves, telling what they had learned and what they needed..."

3) Students' Classroom Participation

TE classroom is often learner-centered rather than teacher-centered due to its vocational and occupational features. In such classrooms, students should be actively engaged in the learning process. During the mentoring, the mentors made comments on the teaching process including students' participation so as to tell the teaching effect and the mentee teachers' teaching ability. For example, one mentor reported her comments on her mentee colleague as follows:

"...At the beginning I found that the students did not participate in the classroom teaching actively. I talked with him and we tried to find the reasons. Then I talked with the students for some more suggestions. Actually, they complained that he always read the passages from the textbook. Then he employed student discussions, presentations and group work, changing the teaching into student-centered. He listened carefully to the students, leading them to have more learning experience and explore related knowledge by themselves..."

In the training process, the trainee teachers' lesson plan, students' motivation in their learning and their classroom participation were treated as one index of the trainee teachers' changes in teaching ability. The data showed that the trainee teachers' teaching ability was improved after the training of WBR Model.

In summary, the findings showed that the trainee teachers made significant changes with the help from the activities provided by WBR Model. Firstly, their tourism knowledge was improved, for they had deeper understanding of tourism contents and could better manage the tourism contents in teaching. Secondly, they could integrate tourism contents and English with the appropriate uses of tourism terms, teaching approaches and methods and more tourism situations. Thirdly, the trainee teachers' teaching ability was enhanced, for they made comprehensive and practical teaching plans, kept their students motivated and active in class.

5.5 Results in Relation to Research Question 5

Research Question 5 was “*What attitudes do TE teachers have towards WBR Model in their professional development?*” To answer the question, quantitative and qualitative data were collected through a post-experiment questionnaire, a semi-structured interview, trainee teachers' logs and trainee teachers' self-appraisals.

5.5.1 Quantitative Results for TE Teachers' Attitudes towards WBR

Model

The post-experiment questionnaires were distributed to fifteen teacher participants after they had attended the training. The ten items in the questionnaire were to obtain the information about the appropriateness of the activities and the model itself. The results were presented in Table 5.18.

Table 5.18 Results of Trainee Teachers' Attitudes towards WBR Model

Items	\bar{x}	SD
WBR Model is effective to improve teacher professional development sustainably.	4.80	.414
WBR Model is useful for improving your professional knowledge and performance.	4.67	.488
You have become more efficient in your teaching after the training.	4.60	.507
The activities in WBR Model were well designed.	4.60	.507
You reflected more frequently on your teaching in the training process.	4.53	.516
Your work experience in the tourism sectors is helpful for your teaching.	4.47	.516
You have gained a deeper understanding of TE teaching after the training.	4.47	.516
You think your TE teaching process has been strengthened after the training.	4.40	.507
The tourism sectors where you had your practice were well selected for the training.	4.13	.352
The time needed for the training in the model was acceptable.	3.40	.507
Total	4.407	.483

The data in Table 5.18 displayed the trainee teachers' positive attitudes towards WBR Model for TE teacher professional development.

The participants strongly agreed that WBR Model was efficient to improve TE teacher professional development sustainably and to improve TE professional knowledge and performance (\bar{x} =4.80, 4.67; SD=0.414, 0.488). The activities were well designed (\bar{x} =4.60, SD=0.507). They had a strong consent that in the training

process, they reflected more frequently on teaching ($\bar{X}=4.53$, $SD=0.516$). They strongly approved that after the training, they gained a deeper understanding of TE teaching, became more efficient in teaching and the teaching process was strengthened ($\bar{X}=4.47$, 4.60, 4.40; $SD=0.516$, 0.507, 0.507). They also strongly accepted that the tourism sectors were well selected for the training and their work experience there was helpful for teaching ($\bar{X}=4.13$, 4.47; $SD=0.352$, 0.516).

They agreed that the time needed for the training in the model was acceptable ($\bar{X}=3.40$, $SD=0.507$). But the mean score in this item was much lower than those of other items, which reflected the participants had various attitudes towards the time duration.

5.5.2 Qualitative Results for TE Teachers' Attitudes

The qualitative results of the trainee teachers' attitudes towards WBR Model were based on the data collected from the trainee teachers' logs, the post-experiment semi-structured interview and trainee teachers' self-appraisals. The findings depicted five aspects: deepening professional understanding of TE teaching, improving teaching efficiency, strengthening teaching process, heightening confidence in teaching and offering better opportunities for professional development.

5.5.2.1 Deepening Professional Understanding of TE Teaching

The results from the interview displayed the increase in TE professional understanding. In other words, they comprehended more about TE teaching. All the fifteen interviewees reported that with the training from WBR Model,

they had a clearer picture of what they should do about TE teaching. They described TE had its specific purposes and needs in terms of its vocational and occupational functions, though it had much in common with GE. T2, during the interview, stated as follows:

“...Well, I experienced and learned a lot from the training. Actually, the activities provided from the model were quite practical. I know what and how to serve my students better now. Of course I also know the challenges in TE teaching...”

The trainee teachers’ self-appraisal was the final reflections of what they had achieved from the training. Data from it reflected the participants’ positive attitudes towards TE teaching. T5 wrote in her self-appraisal form,

“...Since I was in charge of the teaching of TE and College English for four classes, I could not distinguish them in terms of contents, language uses or skill training. They overlap in the training purposes. However, they are different in many aspects such as learner needs, themes, and content knowledge. After the training, I know more about the differences...”

T4 stated in his self-appraisal form,

“Before the training, I thought TE and GE shared the same features. However, after the training, I know they are different in many aspects. GE often focuses on education, but TE focuses mainly on training. In TE class, the spoken skills are mostly stressed, for tourism sectors need people who can speak English well, not the ones who only know the grammar well. TE and GE teachers have differences in terms of their roles...”

In sum, the results showed that the trainee teachers’ professional understanding was deepened in relation to tourism contents, teaching methods, the features of TE, students’ needs and teachers’ roles in the learning process.

5.5.2.2 Improving Teaching Efficiency

The results from the interview showed that the trainee teachers became more efficient in their teaching due to the training of WBR Model. They thought they knew more about tourism content knowledge, technical terms and about how to integrate tourism contents with English language for meaningful contexts in class. They knew better about how to apply the principles of CBI and techniques of CBLT to their teaching process. In the interview, T1 said,

“...When preparing the lessons, I did not focus on the appropriate language for the tourism subject-matters. I spent too much time on the language in terms of sentence structures, grammar points and the training reading skills. They are necessary for students of TE or GE, but now I know TE students need more of spoken skills and the language appropriate for tourism. Now I use more evaluation ways to check what problems my students have and try to give them more help...”

The trainee teachers' logs recorded the main points of the training process. The logs showed the teaching was more efficient after the training of WBR Model. In her logs, T3 wrote:

“By observing my mentor's lectures in the past weeks, I think I have learned the teaching techniques and methods from her. In class, I know better about how to manage my time and how to deal with the tourism contents. I can make the teaching process a more integral one. So I can make a better use of my time...”

The trainee teachers' self-appraisal showed that most of the teachers were more efficient in their teaching because of the training of WBR Model. T6, for example, reported her reflections:

“Through the training of WBR Model, I have made some progress in many aspects. With a clearer picture of TE teaching principles and basic contents in

my mind, I think I am confident in classroom teaching. My changes in teaching ability and methods make me better-prepared and more efficient in teaching, much different from before. I can make my teaching more practical and interesting with their help..."

5.5.2.3 Strengthening Teaching Process

The results of the post-experiment interview showed that the trainee teachers agreed both English language and tourism content knowledge should be stressed in TE teaching. During the interview, they made some descriptions of their teaching process, reflecting that their teaching process was strengthened. T8 stated,

"...We do not have any standards or benchmarks for TE teaching from the national or provincial levels. Young teachers can easily get lost in the teaching of the contents. In my previous teaching, I focused a lot on the teaching of the language, but just some isolated language fragments. After the training, I realized that I should stick my teaching to more important elements of TE especially the tourism contents through the appropriate use of English language..."

Similar ideas were found in the trainee teachers' self-appraisals. T4 wrote:

"...The knowledge, skills and experience from the training help me to have a deeper understanding of the whole picture of TE teaching process. Actually, the teaching should be conducted on the basis of what the students need and what the tourism sectors expect. We cannot take it for granted. Now I treat TE teaching more professionally and take the aspects of the needs, methodology, evaluation and outcomes into consideration. TE is not just a language course..."

5.5.2.4 Increasing Confidence in Teaching

In the interview, the teachers described they had acquired professional knowledge and received encouragement from their trainers and mentors. They became more confident in their teaching. T9 answered:

"I have learned professional knowledge and skills from the trainers and my mentor. They are good for the improvement of my professional competences.

The encouragement and support from them are really valuable for young teachers like me, for it reduces my anxiety in teaching...

In their self-appraisal, some of the trainee teachers also described how they became more confident after the training from WBR Model. The reflection of T13 could be treated as a good example:

“The training made me more aware of educational policy and TE teaching. The training improved my tourism content knowledge, teaching skills and methods. Now I know more about the skills in TE teaching process...By the way, after the training, I have won teaching contest prizes and awards in KLU and Guizhou...”

5.5.2.5 Offering Opportunities to Improve Professional

Development

The trainee teachers reported that it was not easy for them to attend professional training programs due to the limited budgets and heavy workload. They agreed that the TE programs they had attended were inadequate and irrelevant to meet their needs. Most of the trainee teachers agreed that WBR Model could provide flexible and purposeful training to them. In his self-appraisal, T15 wrote:

“...Each year, School of Foreign Studies sent only a few teachers out for training, and it is not easy for us young teachers to get the chance... The training was quite helpful and rewarding, though it took too much time...”

The results from the interview showed that the teachers cherished the training from the model. They agreed that the program was helpful because it offered the opportunities for them to learn both theoretical knowledge and direct experience of tourism and English teaching. T11 stated:

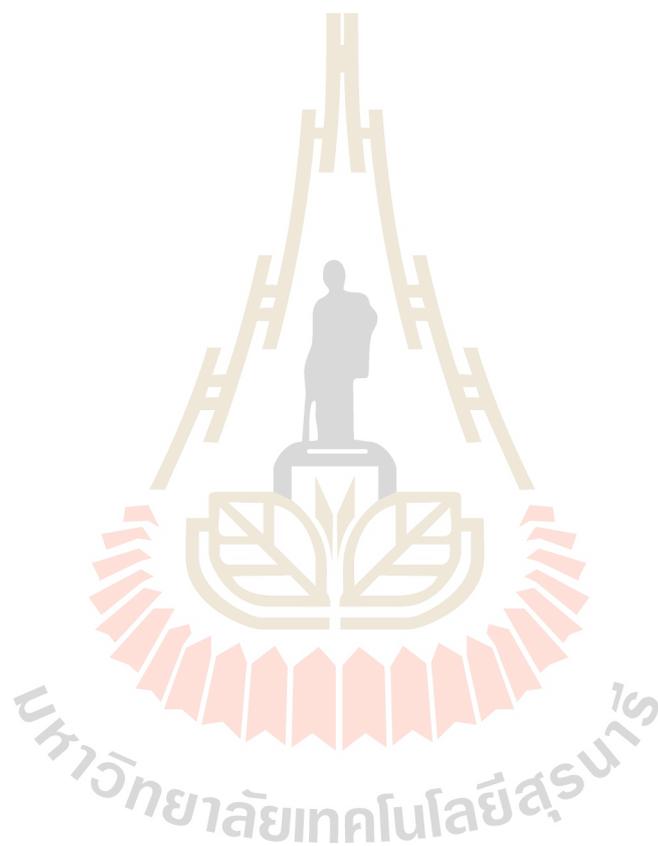
“...The program helped me to know how to become a qualified teacher and gave me more inspirations on how to be outstanding in my profession. I really like the workshop. Though it lasted for only one week, I knew what I should do in my work. To be more specific, I know better about how to teach TE more effectively, especially about how to conduct TE skill training to my students. For me, such a bi-disciplinary quality is very important...”

The qualitative results showed that the trainee teachers had positive attitudes towards WBR Model, for they were positive that the training from the model could enhance their TE professional understanding, improve teaching efficiency, strengthen teaching process, heighten their confidence in teaching and offer better opportunities for TE teacher training.

5.6 Summary

In sum, this chapter described the results for the study including five sections, including 1) the problems in TE teaching; 2) needs in TE teacher professional development; 3) the suggestions for their solutions; 4) the efficiency of WBR Model and 5) TE teachers' attitudes towards WBR Model. It was found that major problems existed, concerning TE teaching quality, TE curriculum design and TE teachers. The findings illustrated that TE teachers had needs in their professional development in terms of English proficiency, tourism content knowledge, teaching skills, research skills and promotion of their academic titles. Solutions were suggested for the problems in TE teaching and TE teacher professional development, including providing in-service training programs, help from experienced teachers, and support from the University/College and workplace practices in tourism sectors. WBR Model

was developed on the basis of the findings. Investigations were made on the efficiency of WBR Model. The findings displayed the teachers' significant changes with the help from the activities provided by the model. Teachers' attitudes towards WBR Model were reported and the findings demonstrated that all the trainee teachers were positive to the overall efficiency of WBR Model.



CHAPTER 6

DISCUSSIONS AND THE SUGGESTED MODEL

This chapter presents the discussions and the suggested model of the study based on the findings from the research.

6.1 Discussions

According to the findings of the research, the problems and TE teachers' needs in TE teaching, the efficiency of WBR Model for TE teacher professional development were discussed in this section.

6.1.1 Major Problems in TE Teaching and Their Solutions

The findings from the questionnaires and semi-structured interviews showed that in TE teaching, there were some major problems, which could be classified into three levels: national level, provincial level and university level.

At the national level, the major problems were mainly found in curriculum designs. The provincial level problems mainly covered the evaluation policy towards students' professional performance. Under such circumstances, students had to focus much of their learning on the obtaining of certain certificates or licenses. The university level problems mainly dealt with teaching quality, including insufficiency of TE courses, teaching facilities, technology application, on-site practices and teachers' professional knowledge and skills.

The findings of the study showed that the problems are caused by specific factors. The first one is that there is no TE teaching criteria at the national level due to its short history of development and practice (Qin, 2007). Under such a circumstance, it is difficult to make a standardized curriculum at the university level or to publish standard textbooks for TE students. It is hard to make TE teaching standards and to help TE teachers know what to focus on in terms of the key knowledge points and evaluation methods (Yang, 2008). Without the development of a curriculum, it is not easy for TE teachers to know what to do in teaching (Cummins, 1979).

The second reason is that there are different standards of evaluation of university students' professional performance at the provincial level. Comparatively, West China provinces have more needs of vocational or occupational personnel for different businesses so as to promote their economic development. However, how they apply evaluation to university students is a problem. At the provincial level, it is generally believed the most effective way is to check what qualifications the students have already earned, which can lead them to the neglect of learning basic knowledge and skills. In such a context, it is difficult to provide relevant courses and on-site practices to TE students. Necessary teaching facilities or technological support would be ignored for TE teaching.

The third reason is concerning TE teachers. As was discussed, most TE teachers were typically trained as language teachers. In TE teaching, they are not

equipped with the tourism knowledge or skills necessary for TE teaching, which could bring out problems to the teaching quality.

There are factors that affect the quality of education or teaching including societal factor, project factor, institutional factor, teacher factor, learner factor and adoption factor (Richards, 2001). However, for researchers, scholars or trainers in the field of education or teaching, some factors are controllable but some are not. Among the problems in TE teaching, the national level problems and provincial level problems cannot be solved through the training from WBR Model. Even some university level problems like insufficiency of TE courses, teaching facilities and technology application cannot be solved easily. However, the most important factor affecting the quality of education or teaching is the quality of the individual teacher in the classroom. The problems of on-site practice, teachers' professional knowledge and skills could be solved through the training from WBR Model.

Teacher training is the process by which teachers reflect upon their competence and develop them further. Training programs are commonly seen in various forms in educational institutions. In regards of the training programs, teacher training models have been attracting attentions from different respects (Richards, 2001). For TE teacher training, it is necessary to provide help from a training model.

6.1.2 Problems in TE Teacher Professional Development and Their Solutions

Similarly, the findings from the questionnaires and interviews showed that there were some major problems in TE teacher professional development. These problems could be classified into two levels: national level and university level.

At the national level, the major problems mainly involved with the quantity and quality of TE training programs. Each year, there were occasionally some TE training programs at the national level sponsored by TE Branch of MOE Supervision Committee of English Teaching (SCETTEB). The inadequacy of TE training programs resulted in very few opportunities for TE teachers especially young teachers. To TE teachers, these programs were not effective because they were generally workshops or seminars which lasted for only days or even hours, focusing on only certain aspects of TE teaching or learning. Some were fragmented and intellectually superficial. Most of the training programs were irrelevant to the needs of TE teachers because they were designed and conducted in a top-down manner, remaining ignorant how teachers could better learn and implement their teaching practices.

At the university level, the problems concerning TE teacher professional development mainly included heavy workload and tight financial support. The first was the heavy workload of the teachers. It was found that GE or TE teachers in the survey schools had very heavy workload. For example, the average amount of

teaching load for each TE teacher at Kaili University generally was 13.6 hours per week in the first term of 2011. Most of them were involved with administrative management or student affairs. The teachers could not afford the time for the training. Insufficiency of financial support from the universities or colleges was one of the factors that affected TE teacher professional development. In practice, most of the training programs at the national level were conducted in cities like Beijing or Shanghai. For teachers from other provinces, to attend such a training program means the cost of high budgets. It is not easy for teachers to get the financial support from the administration.

In order to solve the problems, the participants made their recommendation concerning budget increase and workload reduction. Some participants advised that TE teachers should be provided with more in-service training based on an effective model. However, the first two recommendations were not so solvable or controllable as they expected. The administration could not possibly change their plan on the budgets or teaching arrangement in order to maximize the conduction of teacher professional development. Therefore, these solutions were not really feasible. The last one was also out of control for TE teachers, since SCETTEB would design and conduct TE training based on their experts' advice and their own understanding.

The training provided in WBR Model could be the effective solutions to these problems. First of all, the workshop and workplace practice were conducted in the term breaks. The mentoring program was conducted for fifteen weeks during the

term and TE teachers could work as usual while they received the training. These arrangements could solve the time contradictions between heavy workloads and teacher training. Secondly, the work-based training was implemented in the university or in the city where the university was located. TE teachers did not have to spend a lot of budgets for the registration fees, accommodation fees and transportation fees. It could solve the problem of budgets to a great extent. Thirdly, all the training activities in the model were relevant, effective and adequate to solve TE teachers' problems in classroom teaching and their professional development.

The implementation of WBR Model proved that it provided TE teachers with practical training by solving the contradictions in budgets, time or resources. Zhang and Su (2013) concluded that school-based in-service training was very helpful for teacher professional development, for it could be a successful way to solve the problems in budgets, time, locations and resources.

6.1.3 Efficiency of WBR Model

To test the efficiency of WBR Model, a 20-week-long experiment was conducted, including the workshop, the workplace training (I), the mentoring and the workplace practice (II). The results from the trainees' logs, student and colleague online evaluations, comments of the workshop trainers, the workplace trainers and the mentors proved that WBR Model had high efficiency for TE teacher professional development in three main areas as follows: 1) TE teachers' tourism knowledge; 2) their teaching methodology and 3) their teaching ability were greatly improved.

6.1.3.1 Reasons for the Efficiency of WBR Model

The training from WBR Model was efficient to TE teachers' professional development. The reasons are discussed as follows:

The first obvious reason for the efficiency of the model is that WBR Model offered TE teachers with a comprehensive training. The whole process of the training in the model was an integral one, focusing on offering both theory and practice. As discussed in the previous chapters, TE in the study is a major in the Chinese context. TE teacher training is special because of the vocational and occupational features of TE teaching. They need to be equipped with professional competence like high English competence, rich tourism content knowledge and pedagogical competence. Therefore, a comprehensive training is necessary and significant. The training from WBR Model is different from other teacher training programs for TE teachers. In China, TE teacher training programs generally focus too much on the training of theory. There are few training programs that focus on practice. It seems that there is a clear split or gap between theory and practice in the training process and they could not be blended well (Yan, 2008). To de Arechaga (2001), professional competence is the activities that teachers practice to enhance learning, depending on mostly on their experience through seminars, conferences, individual group reflections and interaction with colleagues. In such training programs, theory rather than practice is always strongly stressed.

The second significant reason is that the model offered a training program prone to help the TE teachers to be language teachers and tourism specialists. The results showed that the trainee teachers had made achievements in both pedagogical competence and tourism, which is a crucial foundation for a qualified TE teacher. That means apart from the training of language teaching, they are offered the opportunities to learn tourism subject matters from specialists. The role of TE teachers is more complex than teaching GE or tourism. A TE teacher is more than a teacher because he is rather a practitioner who, apart from teaching, has to act many roles including collaborating with subject specialists (Hutchinson and Waters, 1987). To compensate for the lack of specialist knowledge, TE teachers should have cooperation with subject specialists. However, this is not easy. Sierocka (2008) states that it is crucial for teachers like TE teachers to have cooperation with subject specialists, but the situations are generally discouraging for two reasons. The first one is that the consultation is time-consuming. The second one is that subject specialists generally do not have strong desires to cooperate continuously unless they are interested in the teaching. The training of the model offered the chance for the teachers to learn from specialists, which provided much easier solutions to the problem of lack of tourism content knowledge.

The third obvious reason for the efficiency is that WBR Model offered the time for TE teachers to learn direct experience from others and then have reflections on themselves. During the training, opportunities were supplied to the

teachers to learn from the specialists: trainers, mentors and even their group members. In the training process, they kept their logs, make summaries and write self-appraisals, which could make them reflect on themselves: what they had learned and what they wanted to learn. That can lead to a virtuous cycle: while learning from the specialists, the teachers knew more about their own strengths and weaknesses before they planned what to learn next. They reflected on what they had known, what they wanted to learn, what they had learned from the training and what they would like to learn next. Such a virtuous circle helps the teachers highly motivated in the training process. It is similar to the Training Reflection and Action Planning (TRAP) Model presented by De Montfort University (2014) as illustrated in Figure 6.1:



Figure 6.1 TRAP Model (De Montfort University, 2014)

As shown in Figure 6.1, the TRAP Model consists of four steps. The reflections are connected step by step before planning to learn, highlighting the transferability of existing knowledge and the learning outcomes in next step.

The fourth transparent reason for the efficiency of the model is that it was a mechanism for both training and learning, which made it quite distinctive in TE teacher professional development. Other programs are generally workshops or

seminars, leading mainly to training of teachers. Concerning teacher education, there is a subtle distinction between learning and training: the former is often used to refer a long-term process for professional development while the latter is a timely, particularly technical skills-based process for skill acquisition. Learning can be described as a self-directed, work-based process leading to increased adaptive capacity (Sloman, 2005). Training endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks, aiming to improve job performance in a direct way (Truelove, 1992). In TE teacher professional development, training indicates the process when the trainee teachers received knowledge of contents from the trainers and mentors. It could be an active process, especially when the trainee teachers tried to explore something they were interested in. But in more cases, it was a passive one. Comparatively, learning was a more positive and active way of the trainee teachers' exploration for something new, interesting or practical. They took the initiative to ask about and discuss the details with the trainers, mentors or their group members. In WBR Model, all the steps including the workshop, workplace practice and mentoring offered the opportunities of training and learning to TE teachers.

The fifth reason is that it is a bottom-up approach. The program was designed on the basis of context analysis so as to meet the needs of the teachers in their classroom teaching. In this way, the training was relevant and effective for TE teachers' professional development. This is quite different from the TE training programs practiced in China, which were designed top-down by scholars or experts.

6.1.3.2 Appropriateness of Steps, Duration and Contents of the Training

In the training of WBR Model, four steps were designed and conducted, namely, the workshop, the workplace practice (I), the mentoring and the workplace practice (II). The steps were appropriate for the following reasons:

The first reason was that it was arranged in a theory-practice-reflection way, which led the TE teachers to learn systematically. In the field of philosophy, there seems to be a tension between theory and practice. In the field of education or training, the realms come together through the process of abstraction and application. But which comes first often arouses debates. WBR Model stresses the importance of practice and reflections in the process of the training. But before the practice, there should be some underlying rules for the young teachers to follow. From such a perspective, it is crucial for the TE teachers to know the related theory first before they put it into their practice as a guideline. The workshop laid a stress to deliver theoretical rules. It was appropriate to put it at the beginning of the training.

The second was that the workplace practice was arranged twice in order to offer more help to the TE teachers. After the workplace training (I), they started the teaching in the new term during which they received mentoring from more experienced colleagues. In the teaching process, they could check again and again what they still needed to learn from the specialists from tourism sectors. The workplace practice (II) could be a good chance for the compensation.

The third reason was that both the workshop and the workplace practices were arranged during term breaks while mentoring was arranged in the term. Such an arrangement was appropriate because the former ones needed the trainees to come together for the group training within a period of time. The latter was more flexible because the mentors and mentees could choose the time that was convenient for them.

In the training process, altogether twenty weeks were needed to fulfill all the training. Through analysis, discussions and consultation after the experiment, it was concluded that the duration of the training was not appropriate for TE teachers because the time frame was too long. It was agreed that all the training activities could be finished well within thirteen weeks and the suggestions were shown in Table 6.1:

Table 6.1 Suggested Duration for WBR Model Experiment

Training activities	Experiment time	Suggested time
Workshop	1 week	1 week
Workplace training (I)	2 weeks	1 week
Mentoring	15 weeks	8 weeks
Workplace practice (II)	2 weeks	3 weeks
Total	20 weeks	13 weeks

The researcher thought that such duration of time for the training was acceptable, for all the requirements of the mentoring could be met within eight weeks. It was better for the trainee teachers to stay in tourism sectors for one week for the workplace training (I). During the time they could learn about the principles

and practice of the tourism sectors through lectures and observations. The workplace practice (II) could last for three weeks, during which the trainee teachers could learn more about tourism principles and practice by observing and working in the sectors.

The content of the training was appropriate for the trainee teachers. The content mainly covered two parts: tourism and teaching methodology. Six books were used as the reference books from which the training content was taken from. These books were characterized by some features. The first one was that they were informative, providing detailed information in the related fields. The second one was that they were authoritative. All the writers of the books were famous scholars in the field either in other countries or in China. The third one was that they provide up-to-date knowledge or information in the field. The fourth one was that they were practical in the training, for they could meet the needs of the teachers.

6.1.3.3 Reliability of Selections of Trainers and Mentors

The selections of the trainers and mentors were a promise for the effective conduction of the training in WBR Model. All the trainers and mentors were selected according to the selection standards.

Two trainers were invited for the workshop training. The one in charge of the tourism overview was a manager from Kaili Tourism Administration. He graduated from English major and had been working in the field of tourism for 22 years. As a part-time professor in School of Tourism in Kaili University, he was competent in both tourism management and teaching. Meanwhile, he could speak

fluent English and it was critical for the training. The other one in charge of teaching methodology was an associate professor of English teaching methodology from Kaili University. She held a MA degree of English Teaching and had been working in the university for 17 years. She had been teaching English Teaching Methodology for over 10 years and had 12 publications in the field. Both of the trainers could present the trainee teachers up-to-date information or knowledge in the fields. They could show the teachers how to apply to theoretical underpinnings to the teaching practice.

The four trainers in the tourism sectors were treated the most experienced professionals in their fields. They could speak fluent English to the teachers and show them the direct experience in the work of their fields. All the trainee teachers learned from their lectures. After that they learned the principles and practice of tourism by doing and by observing the work involved.

Altogether fifteen teachers of English were selected from Kaili University as the mentors of the training, including thirteen associate professors and two lecturers. All of them had the experience of TE teaching or work experience in tourism sectors. The two lecturers were MA degree holders and they had been working as teachers for over ten years. All of them were skillful in supervising and helping novice teachers.

6.1.4 TE Teachers' Attitudes towards WBR Model

The results from the study displayed that the TE trainee teachers had very positive attitudes towards WBR Model for their professional development.

6.1.4.1 Benefits of the Opportunities to Learn, Practice and Reflect

The findings of the research showed that the TE trainee teachers agreed that the training in WBR Model were helpful for their professional improvement in many aspects. They were positive to the opportunities to learn theories and direct experience, to practice what they learned and to reflect on further improvement, which helped solve the problems in their professional development. In the training, the trainee teachers took in information and knowledge of tourism and TE classroom teaching from the workshop. They learned the direct experiences of tourism practice and classroom teaching from the professionals in the fields and mentors in the classroom. In each step of the model, they had sufficient opportunities to conduct simulation practices and hands-on practices. Timely feedbacks were sent to them immediately from the trainers and mentors. Based on their practice and feedbacks, they reflected on what they had learned and what they would learn next. In such a way, the training, practice and reflection made an integral and practical system for the teachers to make up what they lacked in the teaching. As discussed in the previous parts of this chapter, in the training of TE teachers, there should be the delivering of theoretical rules for them to follow as guidelines. Then they could put the theoretical rules into their practice, through which they checked, proved and adjusted what they had learned. Based on the learning and practice in the training, the trainee teachers had their reflections on their learning experience and outcomes. Actually, reflection was a crucial in the process of teacher professional development.

Portugal National Council of Teachers of Mathematics (1994) specified that the professional development of teachers, both inside and outside the classroom, is the result of their reflection and participation in training opportunities which improve and increase their development and progress. Scholars like Dewey (1933) and Zeichner (1993) were positive to inspire reflections among teachers for their professional development. This implied that TE teachers could benefit from the participation of the training and practice, and from the reflections on the learning and practice experiences.

6.1.4.2 Applicability of the Training to TE Teachers

The findings of the research showed that the trainee teachers agreed that WBR Model was applicable and helpful to sustain their professional development because of the following reasons:

1) WBR Model Is a Process-oriented Training

In the training activities of WBR Model, the trainers and mentors guided the trainee teachers through an exploration to construct understanding of TE teaching. They used tourism content to facilitate the development of important process skills including the reflections and the ability to learn and to apply their knowledge in the teaching. Such a process-oriented approach was vital to the professional development of the trainee teachers since they learned from their work and mistakes in the training process. The trainee teachers attended the training not to achieve a single goal only but to ensure they became better than they had been

before the training. The process took them the direction to attain the goals while it kept them reflecting on their teaching and thinking about future goals, since everything they did was focused on the process of improving their profession and their core competences. From such a perspective, the teachers claimed they could obtain more outcomes in the whole process: they could know how to improve their competences by themselves. They also believed that WBR Model was applicable because it could be used with other contexts or areas.

2) WBR Model Is an Example of Localized Training Design

Tourism knowledge is a major component in TE. To meet the needs of the TE teachers, the training process of WBR Model produced multiple opportunities to learn tourism knowledge through experiential learning. Tourism is always area-based because of the cultural diversities of the touristic destinations. In relation to the natures of touristic destinations, cultures and the needs of the trainee teachers, localized training plays a vital role. The tailor-made training can serve the needs of the trainee teachers effectively. Such a localized training design could bring out more results. Firstly, it is area-specific. Apart from the general principles and practices of tourism, the trainee teachers learned something about the local culture of tourism. Secondly, the training is integrated in terms of the contents and sectors. Thirdly, it is flexible because it could be responsive to any changes in the training process.

Some researchers conducted studies on localized training. For example, Dyson and Raffo (2007), and Facer (2009) made their investigations and found that there are more opportunities for the trainees to benefit from having a wide range of people involved in the training. Besides, there are also personal gains for the trainees in working with a wide range of professionals as part of their in-service training.

6.1.5 Strengths and Weaknesses of WBR Model

WBR Model provided TE teachers with the opportunities to learn from trainers and mentors through different programs. Similar to many other training models, WBR Model had its strengths and weaknesses as follows:

1) WBR Model Can Provide Systematic Training

The strong point is that the trainees can be trained in a systematic way. The whole process is embedded with more channels for the trainees to get knowledge of both tourism contents and English teaching methodology. Furthermore, all the activities in the training are designed to promote practices and reflections through the two-ways communication and hands-on experience.

Barnlund (2008) found that two-way communication plays important roles in teaching, for such interpersonal communication involves transmitting information from both parties by responding appropriately with comments, questions, and paraphrasing, and summarizing to confirm main points and an accurate understanding. In the training process from WBR Model, two-way communication

happened all the time in the activities in the form of trainer-trainee or trainee-trainee relationship. That brought out a harmonious and advantageous condition for the training.

Hands-on experience is pertinent in the training process of WBR Model. The workshop, the workplace practice and the mentoring provided multiple chances for the trainee teachers to learn knowledge through hands-on experience. In The Cambridge Business English Dictionary, hands-on experience is defined to be the knowledge or skill that someone gets from doing something rather than just reading about it or seeing it being done. For scholars like Itin (1999), Breuning and Connell (2008), Breuning and O'Connell (2008), it offers numerous advantages to learners in and out of classroom. The strategy is advocated to practice guided tactile learning in teacher training, in which teachers absorb knowledge by directly experiencing.

2) WBR Model Can Supply Varied Assessment

Assessment is critical in the training process because it can help both the trainers and the trainees gaining deeper insights to what outcomes have been achieved. In the training from WBR Model, assessments of various kinds were put into practice on the basis of the training goals and the trainees' needs. The assessments in WBR Model were conducted by the trainers, mentors, colleagues, students and even the trainee themselves throughout the whole programs. Formative and summative assessments were arranged. For example, questionnaires, interviews, the scoring results and comments from the trainers and mentors, online evaluation,

trainees' self-appraisals and so on were used for the purpose. Some of the assessments were set for learning, helping the trainers or mentors to gain insight into what the trainee teachers understood in order to guide the instruction and provide helpful feedback for improvement. Some were designed for learning, stimulating the trainee teachers for more reflections on the training and their teaching.

3) Help from Experienced and Knowledgeable Trainers

The selection of trainers could affect the quality of the training. In the training process of WBR Model, experienced and knowledgeable trainers were invited because the selection criteria were applied in practice.

A trainer should be a facilitator who is able to assume different roles and perform various functions with ease. In the case of TE teacher training, a trainer should be a person with a rich source of expertise: he should know about both tourism and English language. His depth of knowledge in the area is important for the trainees. Furthermore, the trainer should have enough expertise to act as adviser to the trainees on issues and problems they may have in the classroom or their professional development. In the training, it is also important to have inspiring trainers, who can make substantial changes to the quality of the training.

4) Drawbacks in Duration and Cost of the Training

It should be confessed that there were some drawbacks in the training process of WBR Model. The first one was the duration of the training which was rather long. Among all the activities throughout the training, the mentoring activity

covered fifteen weeks, taking most of the training time. Some mentors and mentees complained that it was too long for them because four hours were spent per week on discussions, supervisions and peer observations. The schedule was tight for them. The second was the cost which was high, though it was much lower than sending fifteen teachers for a workplace in a big city. Compared to other training programs, it cost more budgets because the whole process involved many activities and many people. These were the biggest challenges to the training program and such challenges should be taken into consideration. Some scholars noticed the problems of time and budgets in training programs. Hayes (2010), for example, insisted that spending more on the professional development may allow for 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.

6.2 The Suggested Model

Based on the research results, WBR Model was suggested and presented as follows:

6.2.1 Details of WBR Model Suggested for Adoption

Based on the findings of the research, it is suggested that the training of WBR Model should last for 13 weeks: 1 week for the workshop, 1 week for

workplace training (I), 8 weeks for mentoring and 3 weeks for workplace practice (II). Stress should be laid to practice in classroom teaching and on-site work, because it is the most important step to put the theory into practice, which can lead the trainee teachers to a better understanding and command of the knowledge and skills.

As discussed before, tourism administrations, travel agencies, hotels and scenic spots are the tourism sectors that are most frequently mentioned in hospitality businesses. They can be chosen as the workplaces for the training of the model.

6.2.2 The Suggested Model and Cautions in Workplaces

Based on the findings of the study, some recommendations were made for the improvement and implementation of WBR Model. Advice were also provided concerning the training at different workplaces.

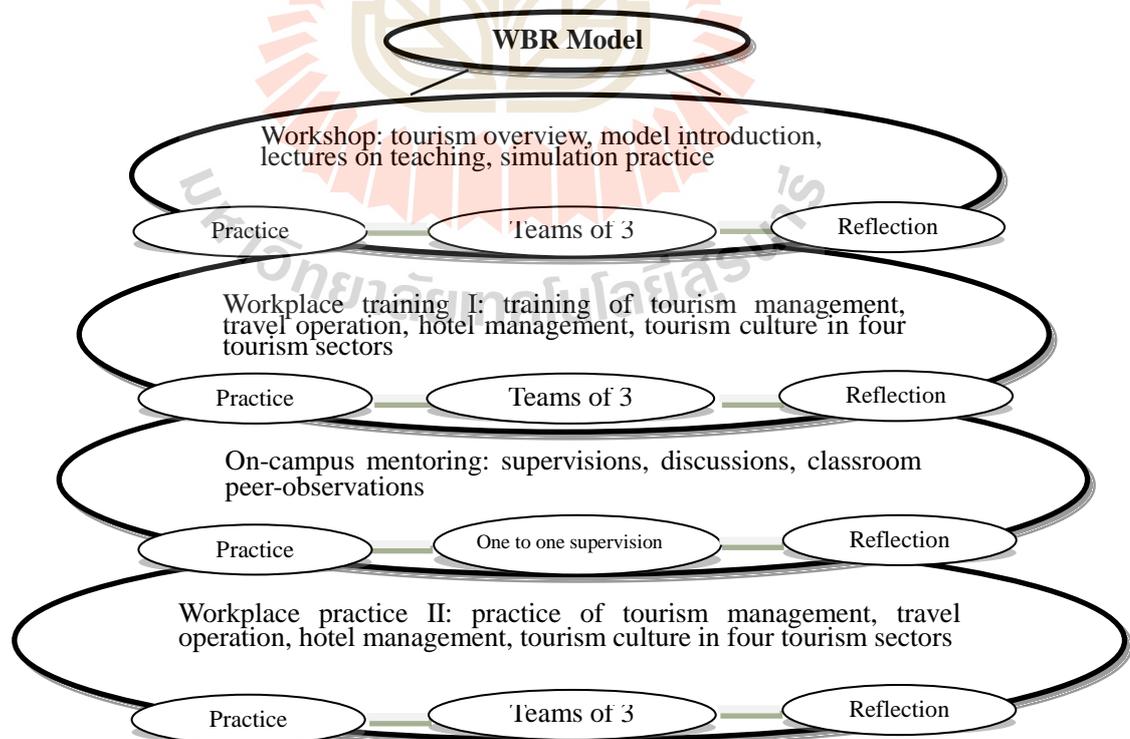


Figure 6.2 Procedural Flowchart of WBR Model

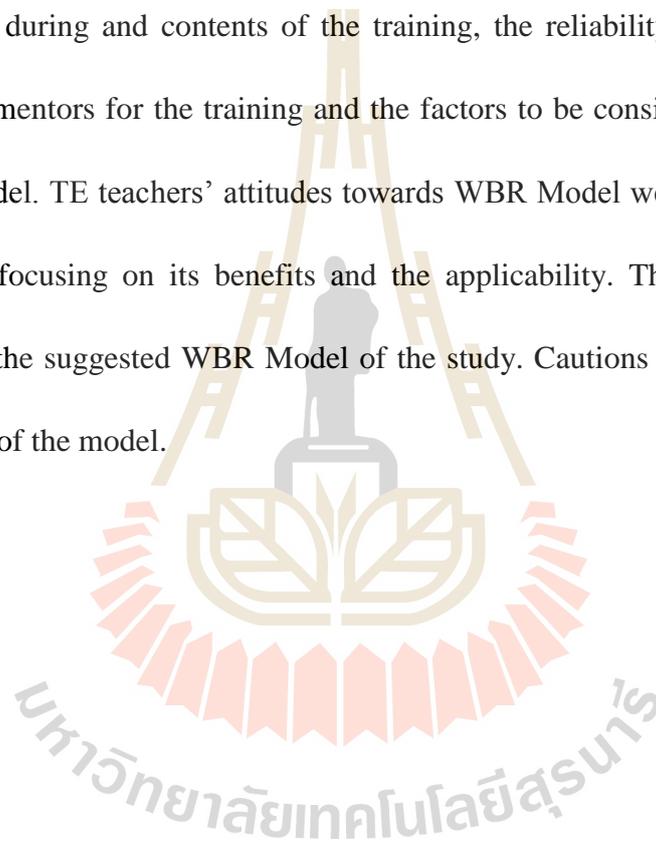
Cautions to the Conduction of the Workshop: In the conduction of the workshop, attentions should be paid to the selection of trainers and the training contents. Concerns should be shown to the supervisions of the simulation practice so as to get sufficient information about how the teachers did in the training.

Cautions to the Operation of the Work-based Practice: During the operation of the workplace practice, attentions should be paid to the schedules of the activities, which could bring some problems, for the arrangement was quite tight. Budgets should also be taken into considerations. Enough budgets could make the programs especially the workplace practice program easier. The time duration should be shortened to eight days, for all the activities could be conducted within the time. The selection of the trainers could be problematic. Experienced tourism professionals were mostly preferred, but high-ranking professionals should be avoided, for they might leave the training any time when they had workloads.

Cautions to the Conduction of the Mentoring Program: Since the mentoring program lasted for fifteen weeks, the time arrangement could be a problem for both the mentors and the mentees. The supervision and peer-observations could be accomplished well within eight twelve weeks. By the way, attentions should be paid to the personal relationship among the colleagues. It is important to avoid mentoring between colleagues with personal tensions or conflicts. If conflicts happen during the mentoring, timely arrangement should be conducted.

6.3 Summary

In the present chapter, discussions were made on some important findings, including the major problems in TE teaching and teacher professional development and their solutions. The efficiency of WBR Model was discussed, leading to five reasons for its practicality. What followed were the discussions of the appropriateness of the steps, during and contents of the training, the reliability of the selections of trainers and mentors for the training and the factors to be considered in the adoption of WBR Model. TE teachers' attitudes towards WBR Model were the last part of the discussions, focusing on its benefits and the applicability. The second part of the chapter was the suggested WBR Model of the study. Cautions were suggested about the adoption of the model.



CHAPTER 7

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND LIMITATIONS

This chapter presents the conclusions, pedagogical implications, recommendations and limitations of the study.

7.1 Conclusions

In order to help TE teachers to improve their professional development, the study was conducted to develop and evaluate the WBR Model. According to the research questions, the results of the study were summarized as follows:

- 1) The findings from the questionnaires and interviews reflected that the major problems in TE teaching were found in many aspects such as teaching evaluation, teaching methodology, technology application, teaching conditions and curriculum designs. TE teaching did not present its features of vocational and occupational training or cultivate students' abilities. Problems were also found in the contents of TE teaching. It was found that TE teachers could not select proper teaching contents. TE textbooks were found to be too difficult for most of the TE students. In the teaching process, they could not integrate tourism knowledge and English language well. TE was a special major and it should provide enough on-site

practices for students so as to improve their tourism skills. However, there was a lack of such practice for TE students and teachers.

There were problems concerning TE teachers. It was found that TE teachers had problems in teacher knowledge and skills. Most of them were typically trained as language teachers, who were not equipped with sufficient tourism knowledge or skills needed in TE teaching. Because of their lack of tourism knowledge and pedagogical knowledge, they were not efficient in teaching. TE teachers needed to gain more confidence and motivations for TE teaching. It was also proved that TE teachers did not have enough in-service training programs. They needed to attend in-service training programs to improve their professional development. To them, TE teacher training programs were not helpful for their professional development.

2) The findings showed that TE teachers had their needs of professional development categorized into five groups as follows:

Firstly, they had needs for higher English proficiency, and for the purposes, they had a wish for specific in-service training programs, more audiovisual resources and studying abroad in English-speaking countries. Secondly, they wanted to improve their tourism content knowledge through on-site training programs, for tourism content knowledge is a key ingredient of TE teaching. Thirdly, they also wanted to promote their teaching skills by improving their evaluation methods and technology application ability. Such skills could make their teaching more efficient. Fourthly, they wished to improve their fundamental knowledge and research abilities. These

abilities were critical for their professional development. The last one was that they longed for a promotion of their degrees through life-long development, including more publications and teaching quality improvement.

3) Suggestions on solutions to TE teaching problems and TE teachers' professional development needs were made and presented as follows:

It was concluded that TE curriculum should be adjusted and revised, which was a core solution to TE teaching problems and to meet TE teachers' needs. To the participants, TE teachers should have more on-site practices and other in-service training programs. These were the best ways for them to know more about tourism. TE teachers should get improvement in terms of teaching methodology, evaluation methods, English for tourism, research skills, and their fundamental knowledge.

About the means and ways to solve the problems, it was suggested that in-service training programs and models should be provided to TE teachers. TE teachers should get help from more experienced teachers, support from the university or college and practice opportunities from tourism sectors. Wishes were also expressed for the reduction of young teachers' workload and the improvement of teaching conditions.

4) The findings from the trainees' logs, student and colleague online evaluations, comments of the workshop trainers, workplace trainers and mentors showed that the trainee teachers made positive changes with the training from WBR Model. Firstly, their tourism knowledge was greatly increased, for they had deeper

understanding of tourism contents and could better manage the tourism contents in teaching. Secondly, their teaching methodology was improved. They could integrate tourism contents and English language well with the better uses of tourism terms. They applied to their classroom teaching more teaching approaches and more tourism situations. Thirdly, their teaching ability was improved, for they made better teaching plans, kept their students motivated and active in class. In short, the training from WBR Model was helpful for TE teacher professional development.

5) TE teachers had positive attitudes towards WBR Model. The results from the post-experiment questionnaire showed that all the trainee teachers were positive to the overall efficiency of WBR Model. They stated that they had received a lot from the training. They had accumulated some direct experience in tourism undertakings and classroom teaching by learning from tourism professionals and more experienced teachers. Most of them displayed their positive attitudes towards WBR Model because it was practical to sustain TE teachers' professional development. The results from the post-experiment interview showed that the trainee teachers became more aware of TE teaching, more efficient and more confident in teaching because of the opportunities for professional development training provided in the model. They also strengthened the teaching process, emphasizing the teaching of tourism contents through English.

7.2 Pedagogical Implications

Based on the results of the study, some implications were drawn from the implementation of WBR Model as follows:

7.2.1 A Bottom-up Process Is Needed for the Training

One of the obvious pedagogical implications is that the training from WBR Model provided a bottom-up process during which the trainers/mentors and the trainees/mentees were actively involved and achieved plentiful interactions. The activities throughout the training witnessed that all the staff involved supported the training. That was one of the reasons why the program was conducted smoothly.

Originally applied in information processing and knowledge ordering, top-down and bottom-up can be seen as a style or approach of thinking and teaching in practice. A top-down approach generally starts with the big picture while bottom-up approach focuses mainly on smaller segments. In a teacher training program, a bottom-up process is of vital importance because it is based on needs analysis, which allows the designer of the program to provide relevant helps. If it is top-down from the government, the objectives are usually more general while bottom-up is more specific. Once the objectives are clearly relevant, trainees will be highly motivated.

7.2.2 Experiential Learning Is Essential for Skill Learning

The second pedagogical implication from WBR Model is that experiential learning is crucial in TE teacher training. The whole process of the training is embedded with activities for practice and reflections. The trainees learned by

observing, doing and reflections rather than listening and seeing alone. Such hands-on experience contributed significantly to their professional development.

Experiential learning is learning through reflection on doing. It focuses on the learning process for the individual. According to Kolb (1984), learning is the process whereby knowledge is created through the transformation of experience. He presented a cyclical model of learning consisting four stages: concrete experience (or “Do”), reflective observation (or “Observe”), abstract conceptualization (or “Think”) and active experimentation (or “Plan”). This four-stage learning cycle shows how experience is translated through reflection into concepts. The stage of concrete stage is where the learner actively experiences an activity such as a lab session or field work. In the stage of reflective observation, he consciously reflects on the experience. The third stage is to conceptualize a model or theory of what is observed while in the last stage, the learner is trying to plan for a forthcoming experience.

7.2.3 Involvement of All Levels Is Crucial

The findings of the study imply that many people at all levels need to get involved for TE teaching and TE teacher professional development.

As shown in Chapter 4, there are specific problems in TE teaching and TE teacher professional development. On the national level, a standardized TE curriculum should be produced in order to guarantee teaching quality and teacher professional development. The government needs to play its function---a role of supporting budgets to teacher training programs. Growing evidence demonstrates that,

among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006). The government should get involved positively with teacher training and education.

The university should take teacher professional development as a key policy and supply various resources to achieve the purposes. Universities now play a major role in the education and training of their own teachers. In their research, Lee and Barro (2001), and Moon (2003) displayed that universities play critical roles in teacher education for the nation and for the universities themselves by issuing related policy and supplying different resources.

On the personal level, teachers need to see the importance of the in-service training for their professional development. Teacher performance is the most crucial input in the field of teacher training. Whatever policies may be laid down or whatever resources may be supplied, in the ultimate analysis these have to be implemented by teachers as much through their personal efforts in the training process.

7.3 Recommendations

Based on the results from the experiment, some recommendations could be proposed for further study.

1) WBR Model could be employed for a similar study for other ESP contexts such as Business English, English for Medical Purposes, Aviation English

and Engineering English. As is well-known, ESP makes use of underlying methodology and activities of the discipline it serves. It focuses on the language appropriate to the activities in terms of grammar, lexis, register, study skills, discourse and genre. It is thus often restricted as to the language skills to be learned (Stevens, 1988). Compared to other teacher in-service training models, WBR focuses on the training for the discipline of tourism. It could be used for further studies to see if it could lead teachers of other ESP contexts to improve their professional development.

2) The research was conducted among TE teachers only. It is suggested that efforts should be made in the study of the design and revisions of TE curriculum so as to help students for a better command of the integration of language and content. From this perspective, assistances could be achieved for ESP students of any disciplines through the training.

3) Further studies should be conducted to add the use of technology to the training process so as to check if it helps reduce the cost of the training and heighten the accessibility of the tourism content. Commonly seen in teaching and training practices, technology plays positive roles in the effective implementation of the teaching or training. It could provide efficiency and rich resources to both the trainers and the learners. Therefore, it is necessary to have a study on the application of technology in TE teacher training of WBR Model.

7.4 Limitations of the Study

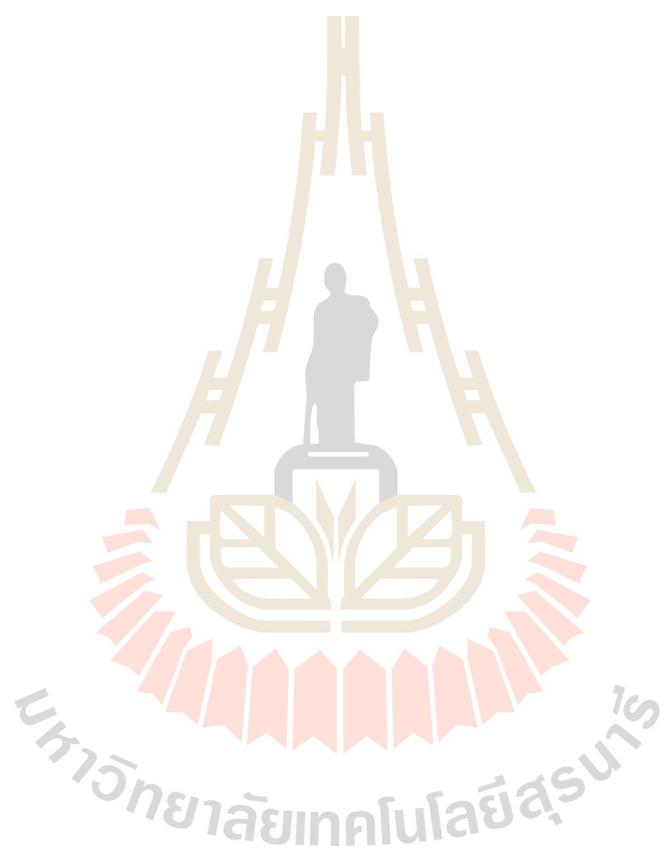
The study aimed at investigating the current situations of TE teaching and TE teacher in-service training so as to design WBR Model for TE teacher professional development. Unavoidably like some other studies in the field of language education, the study brought in certain limitations as follows:

1) The study was restricted to southern China and it is not generalized to all countries because it focused on the problems of TE teacher training and the design of WBR Model for TE teachers in the areas, though some ideas could be useful for other countries.

2) The sampling procedures were difficult since the population covers a huge number at different levels and some specific professions, including teachers, students, and tourism professionals.

3) Since China is such a big country, it was difficult to select the participants from the population. However, participants were chosen from cities in southern China though convenience and availability had to be considered.

4) The collection of the training content in this study was mainly based on the needs of the TE trainee teachers involved in the particular experiment. There could be some differences of the needs between the trainee teachers and other teachers to be trained. The results of the study, therefore, should not be generalized to the training contents in other teacher training programs.



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APPENDIX A

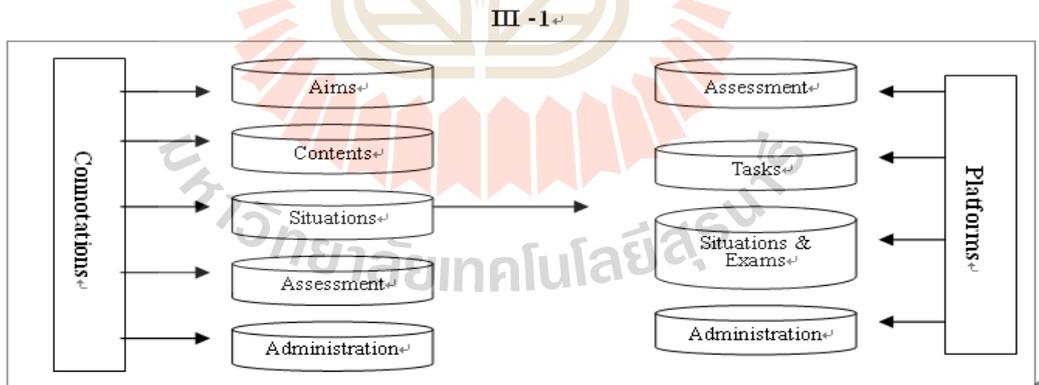
TE Professional Training Model in Changsha Minzhen Vocational College

Nbr	Items	Contents	Specifications
1	Training Aims	To train practicality-based professionals, specifically managers in enterprises of tourism and hotels.	Practical skills and vocational knowledge are focused.
2	Discipline structure	It must be closely linked with social needs	Discipline will be designed on the basis of social needs analysis.
3	Course structure	Balance should be reached between theoretical and skill courses. Practice is stressed in the process of teaching. Courses should be designed for 3 targets	to cultivate and develop TE learners' individuality
			to meet the needs of the society
			to lead to pertinence and practicality
4	Training mode	It takes the flexible combination of classroom study and workplace practice	Bi-disciplinary Mode: TE learning will be stressed while students have to learn skills of tourism skills.
			Order-form Teaching Mode: Basic TE and theoretical knowledge courses will be provided based on the needs of employers.
			Study & Work Mode: Students finish the course work in 1 st year and work in tourism agencies in 2 nd year for practical skills of tourism. From 3 rd year they come back to carry on their course work.
			Induction Training Mode: Pre-employment guide should be strengthened so as to help the students know more.
5	Teacher quality	Teachers should be "bi-disciplinary"	TE qualifications as well as required certificates of tourism.
			In-service trainings should be provided to teachers so as to achieve the goals.
			Teachers from tourism agencies will be another way to guarantee the teaching quality.

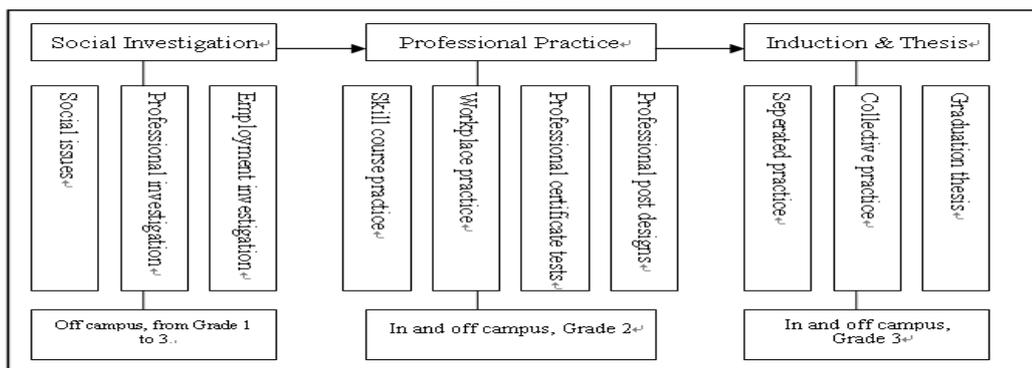
APPENDIX B

TE Skill Model in NGS Vocational College, Guangdong Province

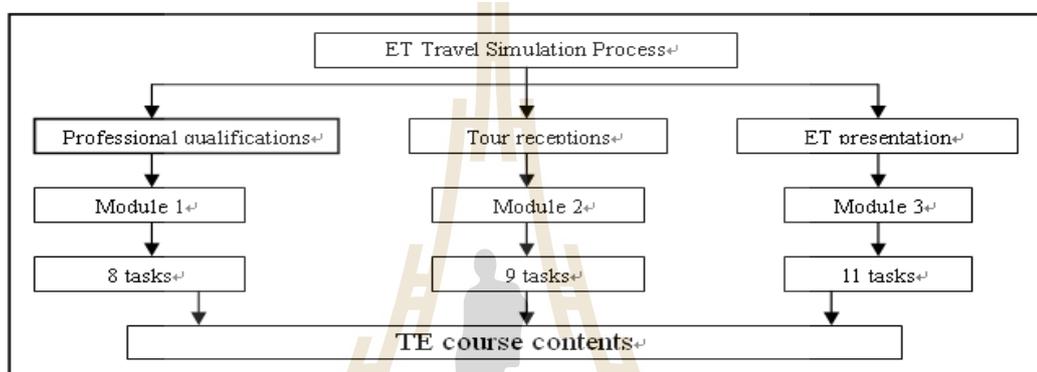
Items	Requirements	Specifications
Integrated structure of skill courses	An implementation platform	See III-1
	An integrated implementation module	See III-2
Skill courses	modes, tasks and projects	See III-3
Teaching situation platform	induction bases and the involvement of the third party	See III-4
Assessment and test platform	Formative and summative assessment	See III-5
Skill practice task platform	Detailed tasks or projects of skill courses	See III-6
Teaching administration platform	Management of teaching affairs in an open and dynamic way	See III-7
On-line interaction platform	Stimulating interactions among students, teachers and professionals	See III-8
Digital database	Providing related references	See III-9
Teaching method	Task-based method	See III-5



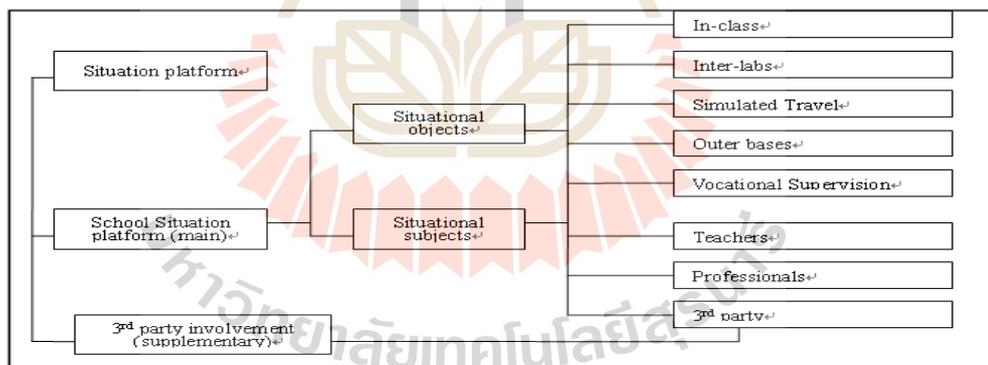
III -2



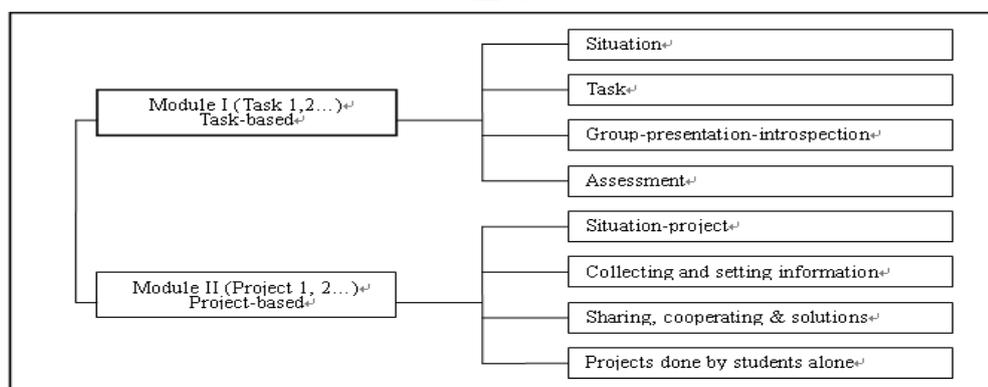
III -3

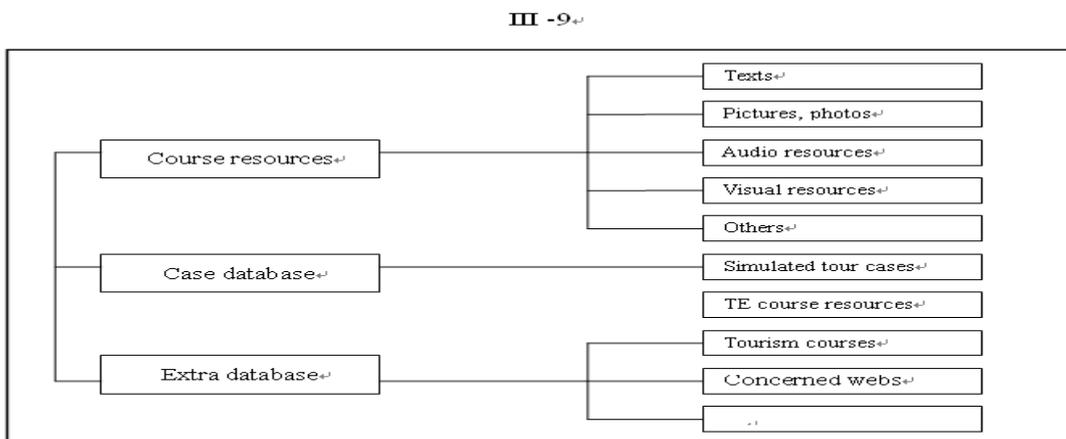
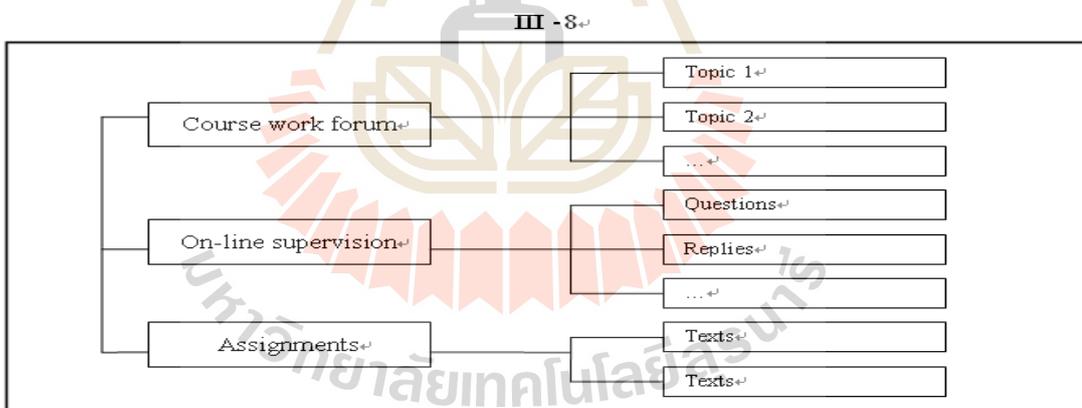
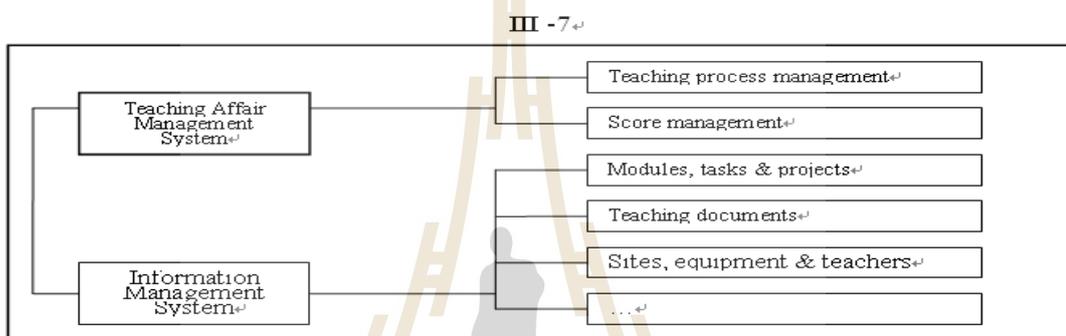
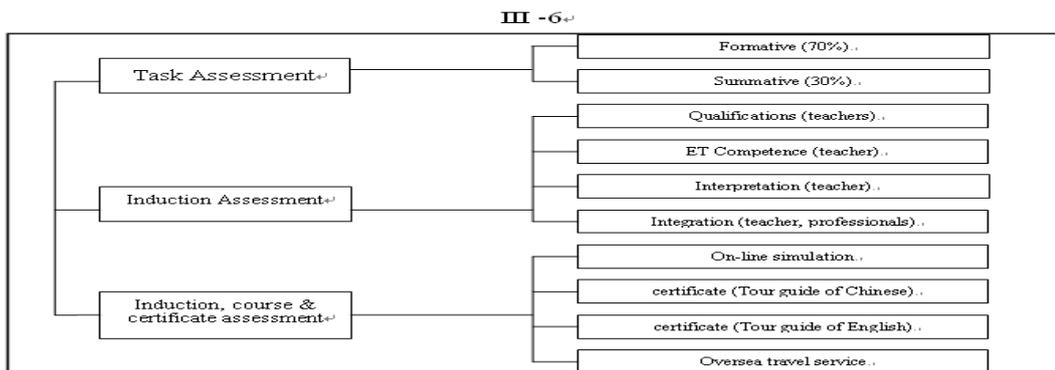


III -4



III -5





APPENDIX C

凯里学院培训教师遴选要求

KLU Trainer Teachers Selection Standard

要求分类 Qualification	要求描述 Description of the requirements
学历要求 Degree	通常情况下必须具有硕士以上学历 MA or above
职称要求 Academic title	通常情况下必须具有副教授以上职称 Associate professor or above
专业能力要求 Professional competence required	<ol style="list-style-type: none">1.熟悉本专业的理论脉络、发展状况和前沿情况； theories of the related discipline2.熟悉本专业的实践操作要领； professional skills required in the related discipline3.理解所教学科的知识体系、基本思想与方法； knowledge and methods required for the teaching of the discipline4.掌握所教学科内容的基本知识、基本原理与技能； principles and skills of education and teaching5.了解所教学科与其它学科的联系； foundational knowledge for education and teaching6.了解所教学科与社会实践的联系； knowing the relationship between the discipline and social practice7.具有较强的科研能力，发表专业论文十篇以上。 capable of research and have at least 10 publications
教学能力要求 Teaching ability required	<ol style="list-style-type: none">1.科学设计教学目标和教学计划； having clearer pictures of teaching objectives and goals2.合理利用教学资源和方法设计教学过程； making good use of teaching materials to design a teaching process3.引导和帮助学生设计个性化的学习计划； helping students design an specific learning plans to meet their needs4.营造良好学习氛围，激发与保护中学生的学习兴趣； successfully helping students interested and motivated5.通过启发式、探究式、讨论式、参与式等多种方式，有效实施教学； making full use of teaching methods in the teaching process6.有效调控教学过程； managing teaching process effectively7.引发学生独立思考和主动探究，发展学生创新能力； guiding students to think creatively and explore positively8.将现代教育技术手段渗透应用到教学中； applying technology to teaching process9.语言表达能力强，表达效果好； having strong communicative competences10.近三年教学评价在前三名以内。 ranking top three in teaching quality assessment in the past three years.
评价能力要求 Evaluation ability required	<ol style="list-style-type: none">1.利用评价工具，掌握多元评价方法，多视角、全过程评价学生发展； applying evaluation methods formatively and summatively2.引导学生进行自我评价； guiding students to conduct self-assessment3.自我评价教育教学效果，及时调整和改进教育教学工作； self-assessing teaching results and improve teaching quality4.针对教育教学工作中的现实需要与问题，进行探索和研究； research on practical needs and problems in teaching5.制定专业发展规划，不断提高自身专业素质。 working out professional development plans for competence improvement

APPENDIX D

凯里学院“青年教师导师制”导师制规定

KLU Regulation of Mentor Selection and Management

<p>工作责任要求 Commitment Requirements</p>	<ol style="list-style-type: none">1.贯彻党和国家教育方针政策，遵守教育法律法规； abide by policies on education and laws of education2.理解教育工作的意义，热爱教育事业，具有职业理想和敬业精神； have a deeper understanding of education; highly motivated in education3.认同教师的专业性和独特性，注重自身专业发展； be aware of the specialty and uniqueness of tertiary teachers4.具有良好职业道德修养； equipped with professional moralities5.具有团队合作精神，积极开展协作与交流； good at team-work and communication6.尊重个体差异，主动了解和满足青年教师的不同需要； accept individual differences and understand needs of young teachers7.信任学生，积极创造条件，促进青年教师的自主发展； help improve young teachers' professional development8. 引导青年教师自主学习，培养良好的思维习惯； help novice teachers with independent study and creative thinking9.富有爱心、责任心、耐心和细心； be responsible, patient and considerate10.乐观向上、热情开朗、有亲和力。 have a positive personality
<p>专业能力要求 Professional Ability Requirements</p>	<ol style="list-style-type: none">1.熟悉本专业的理论脉络、发展状况和前沿情况； familiar with professional theories, latest development and trends2.熟悉本专业的实践操作要领； equipped with professional skills3.理解所教学科的知识体系、基本思想与方法； competent in knowledge and methods for the discipline4.掌握所教学科内容的基本知识、基本原理与技能； qualified with basic knowledge, principles and skills for teaching5.了解所教学科与其它学科的联系； familiar with the connections among various disciplines6.了解所教学科与社会实践的联系； knowing the relationship between the discipline and social practice7.具有较强的科研能力，发表专业论文十篇以上。 capable of research and have at least 10 publications
<p>指导能力要求 Teaching Ability</p>	<ol style="list-style-type: none">1.科学设计教学目标和教学计划； making reliable teaching objectives and plans2.合理利用教学资源和方法设计教学过程； making good use of teaching materials and methods to design a teaching process3.引导和帮助学生设计个性化的学习计划； helping students design an specific learning plans to meet their needs4.营造良好学习氛围，激发与保护中学生的学习兴趣； successfully stimulating student's

Requirements	<p>learning interest and motivations</p> <p>5.通过启发式、探究式、讨论式、参与式等多种方式，有效实施教学； making full use of teaching methods in the teaching process</p> <p>6.有效调控教学过程； managing teaching process effectively</p> <p>7.引发学生独立思考和主动探究，发展学生创新能力； guiding students to think creatively and explore positively</p> <p>8.将现代教育技术手段渗透应用到教学中； applying technology to teaching process</p> <p>9.语言表达能力强，表达效果好； having strong communicative competences</p> <p>10.近三年教学评价在前三名以内。 ranking top three in teaching quality assessment in the past three years</p>
<p>评价能力要求</p> <p>Evaluation Ability Requirements</p>	<p>1.利用评价工具，掌握多元评价方法，多视角、全过程评价学生发展； applying evaluation methods formatively and summatively</p> <p>2.引导学生进行自我评价； guiding students to conduct self-assessment</p> <p>3.自我评价教育教学效果，及时调整和改进教育教学工作； self-assessing teaching results and improve teaching quality</p> <p>4.针对教育教学工作中的现实需要与问题，进行探索和研究； research on practical needs and problems in teaching</p> <p>5.制定专业发展规划，不断提高自身专业素质。 working out professional development plans for competence improvement</p>
<p>个人素质要求</p> <p>Personal Qualifications Requirements</p>	<p>1.导师制教师原则上必须是副教授职称以上；特殊情况下，可以遴选讲师，但必须具有硕士以上学位，担任相关课程教学十年以上，具有丰富的教学经验； A mentor should be at least an associate professor. In particular cases, lecturer with MA degrees can be selected as mentors if they have a teaching experience over 10 years.</p> <p>2.导师制教师原则上必须具有硕士以上学位。对于如民间文学、民间艺术等特殊专业，可以适当降低要求。 A mentor should have at least a MA degree. In particular majors such as folk literature and folk art, the requirements can be lowered.</p>

APPENDIX E

MOE Education Quality Questionnaire for Tertiary Students

教学质量评估问卷（学生用）

1. 你是_____系_____专业的学生。
2. 你所在的年级：（1）一年级 （2）二年级 （3）三年级 （4）四年级 （5）五年级
3. 你认为贵校办学的目的是：
 - （1）培养社会需要的高技术应用性人才 （2）培养技术工人或高级技师
 - （3）培养工程师、设计人员，追求根本的赢利 （4）不清楚
4. 你认为学校是以什么方式培养你的？
 - （1）注重培养学生动手能力，实训课较多
 - （2）教学过程与生产一线紧密结合，经常涉及企业实践
 - （3）由实践动手能力较强的教师或企业工程师授课
 - （4）主要是课堂理论授课
5. 你认为给你上课的教师普遍：
 - （1）师德好 （2）敬业爱生 （3）教学业务水平高 （4）一般 （5）没感觉 （6）不负责
6. 你认为学校对教师的要求：
 - （1）严格且标准高 （2）比较严格 （3）可以 （4）没要求
7. 你认为学校在教学基础设施方面：
 - （1）教室条件好 （2）实训室功能齐全 （3）图书馆藏书多，条件好
 - （4）体育设施完备 （5）多媒体教室及计算机多，配置等级高 （6）语音教室设备先进
8. 你经常到学校实训场地的_____实训室学习。
9. 你在学校获得了_____职业资格证书。
10. 你认为学校教学设备和设施利用率最高的是_____。
11. 你认为你所学的专业：
 - （1）能适应社会需求 （2）专业口径较宽 （3）符合培养目标 （4）社会不需要
12. 你所学课程的教材是否是高职教材？
 - （1）是近三年出版的高职教材 （2）是三年前出版的高职教材 （3）不是
13. 你上课时教师使用的教具是：
 - （1）挂图模型 （2）幻灯片/投影 （3）录像 （4）多媒体课件 （5）很少教具 （6）不用
14. 通过学习，你认为在学校有哪几方面素质有所提高？程度如何？
 - （1）计算机应用能力 （2）外语能力 （3）自学能力 （4）心理素质
 - （6）社会活动能力 （7）专业技能 （8）创新能力 （9）基本工艺技能

15.学校是如何指导你就业的:

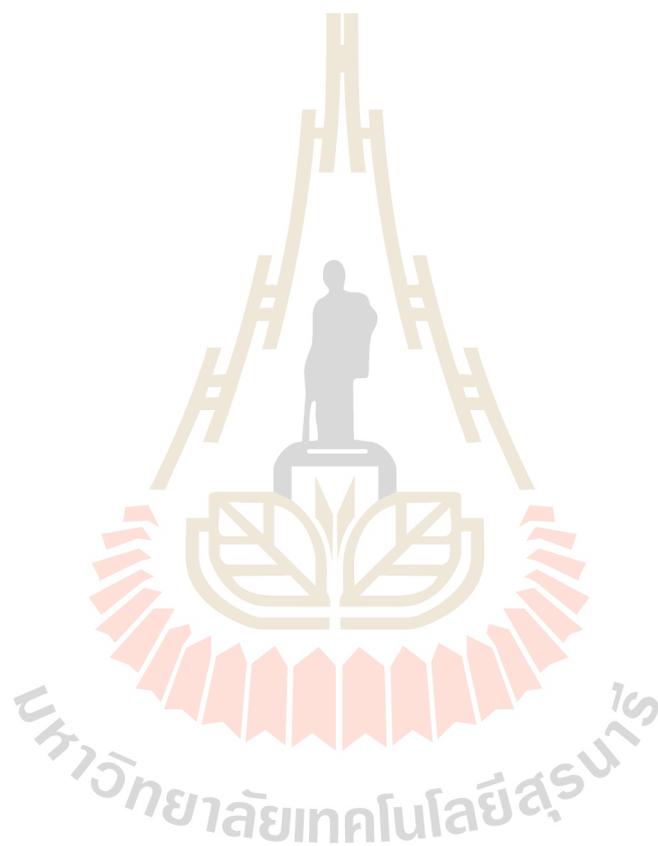
- (1) 召开人才交流会 (2) 学校积极推荐
(3) 学校经常组织企业和用人单位来校选人才
(4) 上就业指导课 (5) 学校没有什么措施 (6) 学校不管

16.学校有没有就业指导机构? (1) 有 (2) 没有

17.你认为学校培养出的毕业生: (1) 质量高 (2) 绝大部分质量较高 (3) 没学到什么

18.你对学校人才培养工作的评价(指对学生的教育和培养工作):

- (1) 好 (2) 较好 (3) 一般 (4) 差



APPENDIX F

MOE Education Quality Questionnaire for Tertiary Students

1. Department _____ Major _____
2. Grades: (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Fifth grade
3. The educational goals in your university are:
 - (1) Train high-tech practical talented personnel
 - (2) Train skilled workers and senior technician
 - (3) Train engineers and designers
 - (4) Not sure
4. How were you trained?
 - (1) Emphasis on students' practical skills
 - (2) Integrating teaching with workplace practice;
 - (3) Teaching by engineers or experienced teachers
 - (4) Mainly classroom teaching
5. Most of your teachers are equipped with:
 - (1) Good professional ethnics
 - (2) High motivations
 - (3) Good teaching skills
 - (4) So-so
 - (5) Not sure
 - (6) Irresponsible
6. You think the requirements for teachers are
 - (1) Strict with high standard
 - (2) Relatively strict
 - (3) Not so strict
 - (4) No requirements
7. How do you think of the infrastructure?
 - (1) Good classrooms
 - (2) Multi-function labs
 - (3) Rich book resources
 - (4) Complete sports facilities
 - (5) Enough multi-media facility
 - (6) Advanced language labs
8. Where do you usually go for study? _____
9. Which vocational certificates have you got from your university? _____
10. Which teaching equipment is used most frequently? _____
11. What do you think of your major?
 - (1) Meet the requirements of society
 - (2) It is a comprehensive major
 - (3) Accord with training objectives
 - (4) No use for society
12. The textbooks you are using are:
 - (1) Vocational textbooks published in recent three years
 - (2) Vocational textbooks published three years ago
 - (3) They were not vocational teaching materials
13. Which of the following teaching aids do your teachers use?

- (1) Posters (2) PowerPoint (3) Video
 (4) Multi-media (5) Very few (6) Never

14. After learning, which of the followings do you think need to be improved?

- (1) Computer skills (2) Foreign language ability (3) Self-study ability
 (4) Psychological ability (5) Social activities participation (6) Professional skills
 (7) Innovation ability (8) Basic vocational competence

15. How does your university train your employment strategies?

- (1) Organize forums (2) Positively involved (3) Get companies involved
 (4) Course training (5) They do very little (6) They do nothing

16. Are there any career guidance organizations in your university?

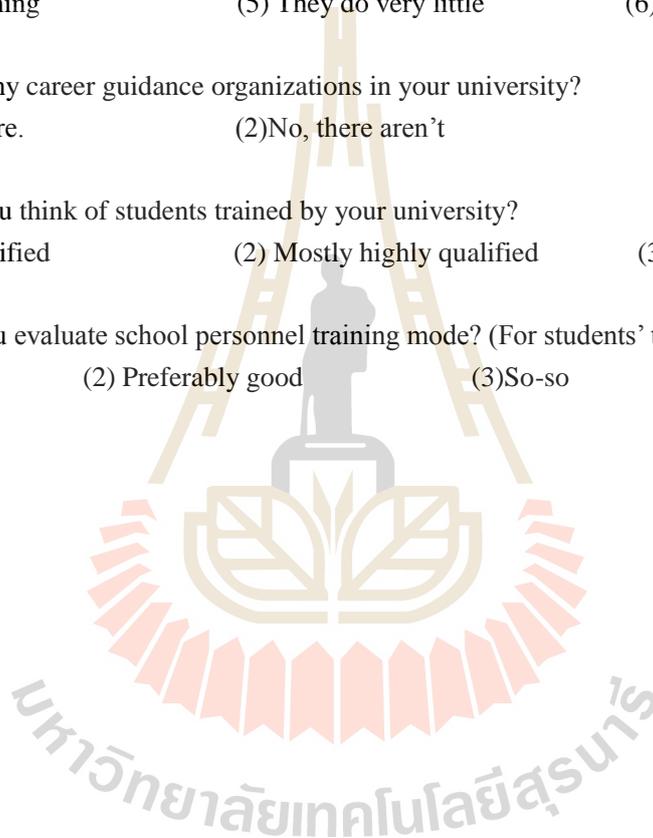
- (1) Yes, there are. (2) No, there aren't

17. What do you think of students trained by your university?

- (1) Highly qualified (2) Mostly highly qualified (3) Not qualified

18. How do you evaluate school personnel training mode? (For students' training)

- (1) Good (2) Preferably good (3) So-so (4) Poor



APPENDIX G

Questionnaire of a Training Model for TE Teacher Professional Development

旅游英语教师专业发展培训模式问卷（教师卷）

(For teachers only)

Part 1 Teacher's Background Information 个人信息

Directions: Please provide the information about yourself by choosing the choices given √. 请在你认为适合个人情况的地方打钩。

1. You have been working in this school for 你在该校工作年限是

(1) 0-5 years (2) 5-10 years (3) 10-15 years (4) 15-20 years (5) over 20 years

2. Your highest degree is

(1) 3-year program certificate (2) BA (3) MA (4) PhD (5) others and please specify.

3. Your academic title is

(1) professor (2) associate professor (3) lecturer (4) assistant (5) no title

Part 2 The Teacher's Opinions on TE Teacher Training Model 模式意见问卷

Directions: This questionnaire is designed to gather information about your opinions on TE teacher training model. Please read each statement carefully and click √ to the response which describes your opinions. The numbers from 5 to 1 stand for the following responses: 此问卷用于搜集你对旅游英语教师培训模式的看法，请在你认为能表达你意见的选项打钩。数字 5 到 1 所代表的意见如下：

5= strongly agree 完全同意

4= agree 同意

3= neither agree nor disagree 不确定

2= disagree 不同意

1= strongly disagree 完全不同意

Sample: *TE teachers can integrate tourism contents and English language well in teaching.*

If you agree with the statement, please click √ to the response 4 which describes your opinions.

Items	1	2	3	4	5
You can integrate tourism contents and English language well in teaching.				√	

Questionnaire of ET Teacher Training Mode

Items 选项	1	2	3	4	5
You can give more priority to the teaching of tourism content knowledge.你在教学中注重旅游知识的灌输。					
You can integrate tourism content knowledge and English well in teaching.你能把旅游知识和英语语言进行很好的结合。					
You know well how to manage tourism content knowledge in teaching.你能很好地处理旅游知识					
You can focus on the practice of tourism in TE teaching.你注重旅游的实践环节。					
You can supply sufficient tourism terms to TE teaching when necessary.你能恰到好处地使用术语					
TE teaching can meet the needs of tourism sectors.旅游英语教学能满足旅游部门的需要。					
TE teaching is beneficial for students' future profession.旅游英语教学能满足学生未来职业需要					
You have participated in the training of TE teaching in your career.你参加过旅游英语教学培训					
You have a good command of both English and tourism content knowledge.你能很好地掌握英语语言和旅游知识。					
You have opportunities to learn tourism knowledge from in-service training.你有机会通过在职培训学习旅游知识。					
The existing training programs are helpful for teacher professional development.现实的培训项目有利于教师专业发展。					
It is important for TE teachers to get qualifications of English and tourism.对旅游英语教师而言,取得旅游和英语的资质很重要。					
Bi-disciplinary quality is crucial for TE teachers.对旅游英语教师而言,双师型素质很重要					
You need to learn more of tourism content knowledge in in-service training.你需要通过在职培训加强旅游知识。					
You need to improve your English proficiency in in-service training.你需要通过在职培训提高英语技能。					
It is critical to provide in-service training to TE teachers.对旅游英语教师而言,在职训练很关键					
It is crucial for TE teachers to study off-work as a visitor to other universities.对旅游英语教师而言,外出访学很重要。					
You need to have a higher degree.对旅游英语教师而言,提高学位很重要。					
It is important for teachers to learn tourism content knowledge from social-service programs.对旅游英语教师而言,通过社会服务项目学习旅游知识很重要。					
It is important for teachers to have team teaching.对旅游英语教师而言,集体授课很重要。					
It is important to have base-oriented training.对旅游英语教师而言,专业基地培训很重要。					
It is important to have workplace training.对旅游英语教师而言,工作坊式的培训很重要。					
It is important for teachers to participate in the Outstanding Teacher Training Programs.对旅游英语教师而言,参加学校组织的卓越教师训练项目很重要。					
It is important to have vocational contests at different levels.对旅游英语教师而言,参加各级职业技能竞赛很重要。					
It is important for teachers to earn qualifications of English and tourism.对旅游英语教师而言,参加资质培训很重要。					
It is important for teachers to get help from mentoring programs.对旅游英语教师而言,通过导师制得到经验丰富的教师的指导很重要。					
It is important to organize school-based training programs for teachers.对旅游英语教师而言,参加校本培训项目很重要。					
It is important to observe classroom teaching of more experienced teachers.对旅游英语教师而言,对经验丰富的教师开展课堂听课很重要。					
It is important to participate in Classroom-based Teaching Development programs.对旅游英语教师而言,参加学校组织的“基于课堂教学发展训练项目”很重要。					
You think it is important to learn by yourself.对旅游英语教师而言,自学很重要。					
You think it is important to teach yourself through research.你认为通过科研提升自己很重要。					
A good in-service training model is helpful for teacher professional development.设计合理的教师在职培训模式有利于教师的专业发展。					

List of Questions for the Semi-structured Interview

半结构化访谈问题 (For teachers only 教师用卷)

Directions: You will have 5 minutes for reading the questions and thinking about the answers. Please read them carefully. (为了加强访谈效果, 请你题目进行思考, 5 分钟后进行交谈。)

1. What problems do you think exist in TE teaching? (旅游英语教学存在什么问题?)
2. What are the major problems in TE teacher professional development? (旅游英语教师专业发展存在什么问题?)
3. What aspects are the most important in TE teaching? (旅游英语教学中哪些方面最重要?)
4. What quality should a TE teacher have? (旅游英语教师应该具备什么素质?)
5. Can you say something about your future plan of your professional development? (你对自己的未来专业发展有什么打算吗?)
6. Personally speaking, do you think it important to conduct in-service training for teachers? (从个人角度看, 你认为为教师开展在职培训重要吗?)
7. For you, what are the most effective teacher training methods for you? (对你而言, 最有效的教师培训方法是什么?)
8. Do you have any suggestions for a training model for TE teachers? (对于旅游英语教师培训模式, 请问你有什么建议吗?)
9. Do you have any other suggestions for TE teacher professional development? (对于旅游英语教师专业发展, 请问你还有什么建议吗?)

APPENDIX H

Questionnaire of a Training Model for TE Teacher

Professional Development

旅游英语教师专业发展培训模式问卷（学生卷）

(For students only)

Part 1 The Student's Background Information 学生个人信息

Directions: Please provide the information about yourself by choosing the choices given √. 请在下列信息选项中打钩，提供你的信息。

1. Now you are a _____ student.
(1) 1st-year (2) 2nd-year (3) 3rd-year (4) 4th-year
2. How long have you learned English for Tourism?
(1) 1 term (2) 2 terms (3) 3 terms (4) over 4 terms

Part 2 The Student's Opinions on TE Teacher Training Model

Directions: This questionnaire is designed to gather information about your opinions on TE teacher training mode. Please read each statement carefully and click √ to the response which describes your opinions. The numbers from 5 to 1 stand for the following responses: 此问卷用于搜集你对旅游英语教师培训模式的看法，请在你认为能表达你意见的选项打钩。数字 5 到 1 所代表的意见如下：

- 5= strongly agree 完全同意 4= agree 同意 3= neither agree nor disagree 不确定
2= disagree 不同意 1= strongly disagree 完全不同意

Sample: *TE teachers stress the features of professional training in teaching.*

If you agree with the statement, please click √ to the response 4 which describes your opinions.

Items	1	2	3	4	5
TE teachers stress the features of professional training in teaching.				√	

Questionnaire of TE Teacher Training Model

Items					
TE teachers teach you much about tourism content knowledge. 老师能教授大量的旅游知识。					
Tourism practice covers a high percentage in TE teaching. 旅英教学中，旅游实践比例很重。					
TE teachers provide sufficient opportunities for workplace practice. 旅英教师能经常参加工作坊培训。					
TE teachers can teach tourism content knowledge through English. 旅英教师能利用英语教学传授旅游知识。					
TE teachers focus on the cultivation of students' practical abilities. 旅英语教师注重培养学生的实际应用能力					
Your TE teachers often give you help for vocational practice. 旅英教师经常帮助你提高职业技能。					

What you learn from TE can meet the expectations of tourism sectors. 你从旅游英语教学中学到的知识能满足旅游部门的需要。					
A qualified TE teacher should have a good command of English language and tourism content knowledge. 合格的旅游英语教师既要很好掌握旅游知识, 也要很好掌握英语语言。					
TE teachers should keep improving their professional abilities. 旅英教师应不断提高专业能力。					
TE teachers should keep improving their tourism knowledge. 旅英教师应不断加强旅游知识。					
TE teachers should keep improving their teaching abilities. 旅英教师应该不断提高教学能力。					
TE teachers should keep improving their research abilities. 旅英教师应该不断提高科研能力。					
TE teachers should keep working for higher academic titles. 旅英教师应该高自己的职称。					
A well-designed in-service training model is helpful for TE teacher professional development. 设计合理的教师在职培训模式有利于教师的专业发展。					

List of Questions for the Semi-structured Interview

半结构化访谈问题 (For students only 学生用卷)

Directions: You will have 5 minutes for reading the questions and thinking about the answers.

Please read them carefully. (为了加强访谈效果, 请你题目进行思考, 5 分钟后进行交谈。)

1. Please describe something about the contents and skills you gain from TE class. (请描述你在旅游英语课堂上学到的内容和技能。)
2. Are you satisfied with what you have learned from TE teaching? (你对于从旅游英语教学中学到的东西感到满意吗?)
3. Is it crucial to provide in-service training to TE teachers? (你觉得为旅游英语教师提供在职培训重要吗?)
4. What aspects should your TE teachers get improved? (你认为旅游英语教师应该在哪些方面得到提高?)
5. What should be the most important points in TE teaching? (旅游英语教学中最重要的是哪些方面?)
6. Do you think a well-designed model is helpful for TE teacher professional development? Why? (你认为设计合理的培训模式有利于旅游英语教师的专业发展吗? 为什么?)
7. Do you have any suggestions for TE teacher in-service training? (你对旅游英语教师的在职培训有什么建议吗?)

APPENDIX I

Questionnaire of a Training Model for TE Teacher

Professional Development

旅游英语教师专业发展培训模式问卷（从业人员卷）

(For tourism professionals only)

Part 1 The Professional's Background Information Questionnaire 个人信息

Directions: Please provide the information about yourself by choosing the choices given √.

1. You graduated from the major of ET of _____ (School name).
2. You graduated in the year of _____.
3. You have been working for tourism for _____ years.

Part 2 The Professional's Opinions on TE Teacher Training Model

Directions: This questionnaire is designed to gather information about your opinions on TE teacher training mode. Please read each statement carefully and click √ to the response which describes your opinions. The numbers from 5 to 1 stand for the following responses: 此问卷用于搜集你对旅游英语教师培训模式的看法，请在你认为能表达你意见的选项打钩。数字5到1所代表的意见如下：

5= strongly agree 完全同意 4= agree 同意 3= neither agree nor disagree 不确定
2= disagree 不同意 1= strongly disagree 完全不同意

Sample 1: *What you learned from ET is very helpful for your work now.*

If you think you strongly agree with the statement, please click √ to the response 5 which describes your opinions.

No	ET Teachers' Teaching and Training Model	1	2	3	4	5
1	What you learned from TE is very helpful for your work now.					√

Questionnaire of TE Teacher Training Model

Items	1	2	3	4	5
TE teachers focused mainly on English language in teaching. 旅游英语教师在教学过程中重点是教授英语语言。					
TE teachers treated it most important to provide students tourism contents. 旅英教师能重点传授旅游知识。					
TE teachers frequently used tourism terms in TE teaching. 旅英教师经常使用术语。					
TE teachers integrated English and tourism content knowledge well. 旅英教师能把旅游知识和英语语言有机结合起来。					
TE teachers focused on the cultivation of students' practical abilities. 旅英教师重点培养学生的实用能力。					
What you learned from TE can meet the needs of your work now. 你所学的能满足你现在的需要。					
What you benefited most from TE teaching is English and tourism contents. 你能从旅英教学中的英语和旅游知识中受益。					
You were satisfied with your TE teachers' teaching in terms of tourism content knowledge. 你对旅英教学中旅游知识的处理感到满意。					

TE teaching can meet the expectations of tourism sectors.旅英教学能满足旅游部门的需求。					
A qualified TE teacher should have a good command of English language and tourism content knowledge.合格的旅英教师能很好掌握英语语言和旅游知识。					
It is important for TE teachers to have higher degrees.旅英教师有必要提高学位。					
TE teachers should keep improving their tourism content knowledge.旅英教师有必要提高专业知识					
TE teachers should keep improving their teaching abilities.旅英教师有必要提高教学能力。					
TE teachers should keep improving their research abilities.旅英教师有必要提高科研能力。					
A well-designed in-service training model is helpful for TE teacher professional development.设计合理的教师在职培训模式有利于教师的专业发展。					

List of Questions for the Semi-structured Interview

半结构化访谈问题（For tourism professionals only 旅游专业人员用卷）

Directions: You will have 5 minutes for reading the questions and thinking about the answers.

Please read them carefully.（为了加强访谈效果，请你题目进行思考，5分钟后进行交谈。）

1. Do you think the knowledge/skills you gained from TE class can meet the needs of your profession now? Why?（你认为你从旅游英语课堂上学到的知识和技能都能够满足你现在的职业需要吗？）
2. Do you think there are problems in TE teaching? Please tell some of them.（你认为在旅游英语教学中存在问题吗？请举例说明。）
3. What problems do you think TE teachers have in their teaching? If yes, please tell some of them.（你认为旅游英语教师在教学中存在什么问题吗？请举例说明。）
4. Do you think it is necessary to provide in-service training to TE teachers?（你认为给旅游英语教师提供在职培训重要吗？）
5. What do you think should TE teachers get trained?（你认为旅游英语教师应该接受哪些方面的培训？）
6. Do you think a well-designed model is helpful for TE teacher professional development? Why?（你认为设计合理的培训模式有利于旅游英语教师的专业发展吗？为什么？）
7. Do you have any suggestions for TE teacher in-service training?（你对旅游英语教师的在职培训有什么建议吗？）

APPENDIX J

Questionnaire of TE Teachers' Attitudes towards WBR Model

旅游英语教师对 WBR 模式的态度问卷

Directions: This questionnaire is designed to gather information about your attitudes towards WBR Model. Please read each statement carefully and click \checkmark to the response which describes your opinions. The numbers from 5 to 1 stand for the following responses: 本问卷用于了解你对 WBR 模式态度。请仔细阅读其中的选项并在你认为能表达你意见的选项打钩。数字 5 到 1 所代表的意见如下:

- 5= strongly agree 完全同意
- 4= agree 同意
- 3= neither agree nor disagree 不确定
- 2= disagree 不同意
- 1= strongly disagree 完全不同意

Sample: *Your work experience in the tourism sectors is helpful for your teaching.*

If you agree with the statement, please click \checkmark to the response 4 which describes your opinions.

Items	1	2	3	4	5
Your work experience in the tourism sectors is helpful for your teaching.				\checkmark	

Items	5	4	3	2	1
The tourism sectors where you had your practice were well selected for the training. 你去实习的旅游部门很适合这次培训。					
The time needed in the training of the activities from the model was acceptable. 此次培训活动所需的时间安排很恰当。					
Your work experience in the tourism sectors is helpful for your teaching. 你在旅游部门的工作经历有利于你的教学工作。					
You reflected more frequently on your teaching in the training process. 在培训过程中, 你不断反思自己的教学。					
You have become more efficient in your teaching after the training. 参加培训以后, 你的教学得到了提高。					
You have gained a deeper understanding of TE teaching after the training. 参加培训以后, 你对旅游英语教学有了更加深刻的理解。					
You think your TE teaching process has been strengthened after the training. 参加培训以后, 你认为自己的教学过程得到了加强。					
The activities in WBR Model were well designed. WBR 模式中的各种培训活动设计有效。					
WBR Model is useful for improving your professional knowledge and performance. WBR 模式有利于提高你的专业知识和能力。					
WBR Model is effective to improve teacher professional development sustainably. WBR 模式是促进教师专业持续发展的有效途径。					

List of Questions for the Semi-structured Interview on

TE Teachers' Attitudes towards WBR Model

调查旅游英语教师对 WBR 模式态度的半结构化访谈问题

(For TE Trainee Teachers Only 受训教师专用)

Directions: You will have 5 minutes for reading the questions and thinking about the answers. Please read them carefully. (为了加强访谈效果, 请你题目进行思考, 5 分钟后进行交谈。)

1. Do you think that the training from WBR Model can provide an efficient way for teachers to develop their professional knowledge and abilities in their daily teaching? Why and how? (您认为基于职场的反思模式能在平时的教学中为教师提供职业能力发展的有效途径吗? 如果能提供, 那又是如何提供的?)
2. What do you think are the problems in your teaching that should be solved with the training from WBR Model? (您认为需用基于职场的反思模式解决的问题是什么?)
3. Do you think your tourism knowledge can be strengthened more efficiently with the training from WBR Model? (您认为基于职场的反思模式能有效巩固你的旅游知识吗?)
4. What have you obtained from the training of WBR Model? (您从基于职场的反思模式培训中学到了什么?)
5. Compared to other teacher training models, what are the major advantages of WBR Model? Please specify the reasons. (与其它教师培训模式相比, 基于职场的反思模式最大的长处是什么? 请详细说明?)
6. Do you think that your constant reflections to the right direction of your professional development? (你认为你不断反思, 是否能引导你朝着专业发展的正确轨道前进?)

APPENDIX K

Student Online Evaluation Form of Kaili University

Modern Education Management Information System

page 1/1

Dear students,

Improving teaching quality is our common goal. To objectively and justly evaluate teachers' teaching and the course and to give the feedback of the information to us will help us achieve our goal. Please evaluate the teaching quality according to the following items. Thank you.

Teaching Affairs Department

Course to be evaluated: English for Hospitality

Evaluated teacher

First Class Indicators	Evaluation Item Number	Evaluation Contents	Teacher name
Teaching contents	1	Concepts explained clearly; Important points emphasized; Difficult points dealt properly; New teaching approach used; New information explained; and complete teaching contents in time.	
Teaching methods	2	Application of heuristic mode of teaching and inquiry teaching method; Teach according to students' aptitude; Blackboard writing neatly; Effective use of modern teaching technology.	
Task fulfillment	3	Preparing lessons well; High quality teaching plan; Helping and answering students' questions; Marking students' homework carefully; Communicating with students effectively; Asking for suggestions on teaching.	
Teaching effects	4	Classroom atmosphere is active; Students participate in class actively; Students like the class and like raising questions; Students' class absence rate is low.	
Responsibilities	5	Teacher is a role model for students; Teacher comes to class on time and does not finish class before the bell rings; Teacher cares about students; Teacher teaches students to be good citizens apart from teaching students knowledge.	

Other evaluation and suggestions (No more than 50 words, or leave it empty)

Notes: Save every time after you evaluate a course, submit only after you evaluate all the courses, or your evaluation will be void.

Save

Finish evaluation, then submit

APPENDIX L

Colleague Online Evaluation Form of Kaili University

Modern Education Management Information System page 1/1

Dear _____,

Improving teaching quality is our common goal. Your evaluation will play a very important role in improving the teaching quality of our university and protecting your own rights. Please evaluate the teaching efficiency according to the following items. Thank you.

Teaching Affairs Department

School offering course: School of Foreign Studies

Teacher's name: _____

Course name: 320132/Tourism Course

Information of class to be evaluated: (2013-2014-2)-320132-2007020213-1 [English major grade 2011 of School of Foreign Studies]

Ways of evaluation:

Evaluate in detail	Evaluate in general
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Evaluation Items

First Class Indicators	Item Number	Evaluation Contents	Teacher name
Appropriate contents	1	Concepts explained clearly; Important points emphasized; Difficult points dealt properly; New teaching approach used; New information explained; and complete teaching contents in time.	
Creative methods	2	Application of heuristic mode of teaching and inquiry teaching method; Teach according to students' aptitude; Blackboard writing neatly; Effective use of modern teaching technology.	
Teaching task fulfillment	3	Preparing lessons well; High quality teaching plan; Helping and answering students' questions; Marking students' homework carefully; Communicating with students effectively; Asking for suggestions on teaching.	
Teaching effects	4	Classroom atmosphere is active; Students participate in class actively; Students like the class and like raising questions; Students' class absence rate is low.	
Student development promotion	5	Teacher is a role model for students; Teacher comes to class on time and does not finish class before the bell rings; Teacher cares about students; Teacher teaches students to be good citizens apart from teaching students knowledge.	

Other evaluation and suggestions (No more than 50 words, or leave it empty)

Save

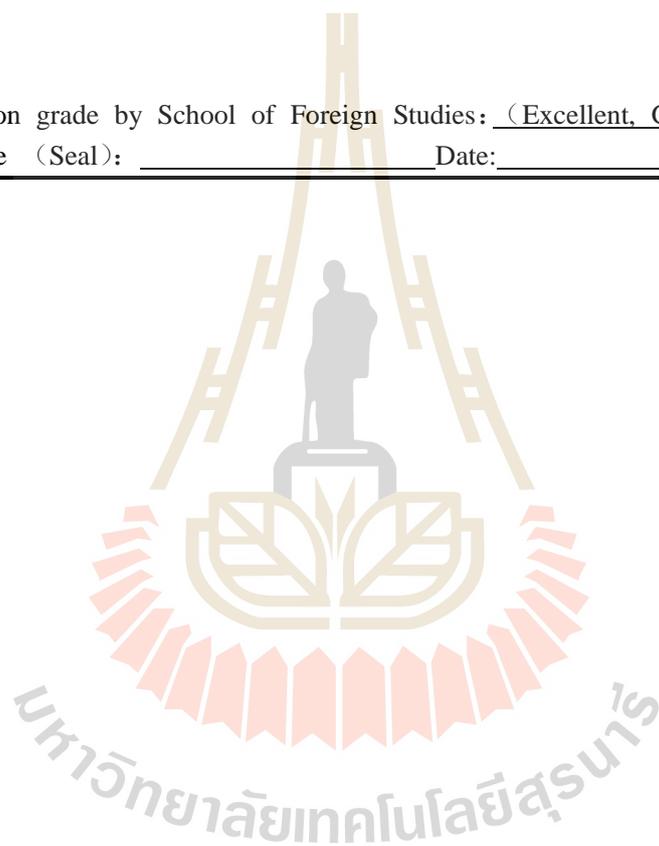
APPENDIX M

WBR 教师培训模式教师教学水平自评表

Trainee Teachers' Self-appraisal Form of WBR Model

Background information	Name		Gender		School and major			
	Date of birth		Academic title		Degree			
Teaching background	Course name				Teaching class			
	Teaching time		Student's feedback					
	Course name				Teaching class			
	Teaching time		Student's feedback					
Self-evaluation of teaching	Evaluation Contents				Evaluation Grade			
					Excellent	Good	Ordinary	Poor
	Situation of language application							
	Situation of theory application							
	Classroom teaching procedures							
	Application of teaching methodology							
	Situation of improvement of tourism knowledge							
	Situation of explanation of tourism contents							
	Situation of combination of English language and tourism contents							
	Situation of compilation of teaching plan and preparation of lessons							
	Situation of practical teaching							
	Situation of answering students' questions and marking students' homework							
	Situation of evaluation ability improvement							
Situation of teaching reflection								

Teaching characteristics and evaluation	<p>Evaluation grade by School of Foreign Studies: <u>(Excellent, Good, Ordinary, Poor)</u></p> <p>Signature (Seal): _____ Date: _____</p>
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APPENDIX N

WBR 旅游英语教师培训模式工作坊评分标准

Workshop Trainers' Scoring Form of WBR Model

Evaluation Contents	Evaluation Standards		Points
Teaching Contents	English language 20%	Pronunciation and intonation are correct and standard, speaking speed is normal	5
		Express in English fluently, voice loud enough and use appropriate words	5
		Topic is prominent, teaching content is clear, and structure of the teaching content is clear	5
		Elaboration of teaching contents is clear , relevant, and logical	5
	Tourism knowledge 30%	Know about the current development of the tourism industry	5
		Know about relevant tourism policies and theories	5
		Master relevant tourism management knowledge	5
		Master the work and principle of travel agency	5
		Be familiar with hotel management and hotel operation	5
		Be familiar with the construction, culture, and management of tourist attractions	5
Teaching Procedures	Teaching objectives set appropriately, teaching procedure designed reasonably, and use teaching materials effectively		5
	Combine theory and practice, emphasize the characteristics of tourism English		5
	Point out the important teaching points and difficult teaching points, arrange teaching contents reasonably		5
	Teaching is interactive, emphasizing the training and forming of students' professional skills		5
Teaching Methods	Teaching methods and rationale of the methods are clear and suitable for curriculum and students' needs		5
	Teach students in accordance of their aptitude, fulfill tourism English students' needs		5
	Teaching activities are various, use situational teaching and role play in teaching		5
	Use modern education technology to improve teaching		5
	Student-centered, use English to master tourism contents		5
	Emphasize the application of evaluation method		5
Total score			100

Notes:

1. Score interval: Excellent 4.5-5, Good 4-4.49, Ordinary 3-3.99, Fail 2-2.99, Poor 0-1.99
- 2.Total score: Excellent (90-100), Good (80-89), Ordinary (60-79), Fail (40-59), Poor (0-39)

APPENDIX O

WBR 旅游英语教师培训模式旅游职场评分标准

Workplace Trainers' Scoring Form of WBR Model

Tourism sector	Knowledge & Skill	Ability Requirements	Points
Tourism Management	Tourism knowledge	Be familiar with China's relevant tourism policies and regulations	5
		Be familiar with the flow of tourism management and can deal with everyday business in tourism	5
		Be familiar with principles, skills, and methods used in tourism complaints	5
		Be familiar with tourism personnel training and the flow of tourism qualification examination	5
	Practical skills	Use proper names of tourism management appropriately	5
Travel Agency Management	Tourism knowledge	Be familiar with the flow of travel agency management and be familiar with all sectors of the travel agency	5
		Know about the classification and operation principles of travel agency	5
		Know about China's major tourism resources and local tourism products	5
		Know about the tourism arrangement business, and be familiar with the flow of travel insurance	5
	Practical skills	Be competent in English expression and be familiar with proper names of tour guide	5
Hotel Management	Tourism knowledge	Be familiar with all sectors and their responsibilities	5
		Know about the basic flow of events and management skills of all sectors of the hotel	5
		Know about Chinese and foreign etiquette in related places	5
		Know about exhibition services and management skills	5
	Practical skills	Can use fluent English to introduce the basic information of hotels	5
Resort Management	Tourism knowledge	Be familiar with related policies and regulations of tourist attraction management	5
		Know about functions and services of tourist attractions	5
		Know about special products of tourist attractions	5
		Know about customers' information and operation situation of tourist attractions	5
	Practical skills	Can use fluent English to introduce tourist attractions	5

Scoring interval:

Excellent (4-5), Good (3-3.9), Ordinary (2-2.9), Fail (1-1.9), Poor (0-0.9)

APPENDIX P

WBR 旅游英语教师培训模式导师制评分标准

Mentors' Scoring Form of WBR Model

Evaluation Contents	Evaluation Standards	Points	
Teaching Preparation 10%	Observe the class carefully, accept mentors' suggestions timely and give feedback	5	
	Prepare course well with clear and sufficient contents	5	
Teaching Contents 40%	English language 20%	Correct pronunciation and intonation, speak English fluently and use the appropriate words	5
		Teacher talk is appropriate and suitable for the class	5
		Use body language and spoken language properly and wisely	5
		Use language in various ways and the language used is inspiring	5
	Tourism knowledge 20%	Familiar with proper names of tourism and speak the proper names fluently	5
		Can introduce relevant tourism theories, practice and culture	5
		Can elaborate relevant tourism management knowledge	5
		Can use tourism textbooks to elicit relevant practical tourism contents	5
Teaching Procedure 20%	Teaching objectives set appropriately, teaching procedure designed reasonably, and use teaching materials effectively	5	
	Combine theory and practice, emphasize the characteristics of tourism English	5	
	Point out the important teaching points and difficult teaching points, arrange teaching contents reasonably	5	
	Teaching is interactive, emphasizing the training and forming of students' professional skills	5	
Teaching Method 20%	Teaching methods and rationale of the methods are clear and suitable for curriculum and students' needs	5	
	Teaching activities are various, use situational teaching and role play in teaching	5	
	Use modern education technology to improve teaching	5	
	Student-centered, use English to master tourism knowledge	5	
Ways of Assessment 10%	Use various ways of assessment including formative assessment and summative assessment	5	
	Reflect and analyze the problems occurred in teaching and find solutions to the problems	5	
Total score		100	

Notes:

1. Score interval: Excellent 4.5-5, Good 4-4.49, Ordinary 3-3.99, Fail 2-2.99, Poor 0-1.99
2. Total score: Excellent (90-100), Good (80-89), Ordinary (60-79), Fail (40-59), Poor (0-39).

APPENDIX Q

The Workshop Activities of WBR Model

Day 1	Activity	In-charge Agents
AM	<p>8:00-10:00 <u>Tourism overview</u> 1. Introduction to latest development of modern tourism 2. Tourism resources in Kaili 3. Differences between TE and GE: tourism terms 4. Expectations for TE professionals of the tourism sectors 5. Suggestions for TE teaching 6. Discussions; questions and answers.</p> <p>10:00-10:30 <u>Tea Break</u> 10:30-11:00 <u>Reflections and Dialogues</u> 1. How to describe tourism with English? 2. How to become a TE professional? 3. Questions and answers</p> <p>11:00-11:30 <u>Reflections and Dialogues</u> Introduction to the training of WBR Model and the following-up activities</p>	<p>Tourism expert</p> <p>Researcher</p>
PM	<p>2:00-3:40 <u>Group presentations</u> 1. What is Tourism English? 2. What do we know about tourism content knowledge? 3. How do we conduct TE teaching?</p> <p>3:40-4:00 <u>Trainer's comments</u> 1. Why you treated TE that way 2. Why you taught TE that way 3. Questions and answers</p>	<p>Tourism expert</p>
	<p>Outcomes & Assessment: The trainees learned about the general situations of modern tourism, the local tourism resources, tourism terms from TE-GE comparisons, expectations of tourism sectors and suggestions on TE teaching from the perspective of tourism professionals. The trainer made comments and scoring of the group presentations. The trainees made reflections on integration of tourism contents and English language as well as their TE teaching.</p>	<p>Tourism expert</p>
Day 2	Activity	In-charge Agents
AM	<p>8:00-10:00 <u>Lectures on TE teaching methodology</u> 1. Introduction to modern FLT teaching methods 2. What should be focused in TE classroom teaching 3. How to select teaching methods suitable for TE teaching 4. Techniques of CBLT in TE teaching</p> <p>10:00-10:30 <u>Tea Break</u> 10:30-11:30 <u>Reflections and Dialogues</u> 1. What teaching methods do you often apply to TE teaching? 2. Why did you select the teaching methods? What are their strengths and weaknesses in TE teaching? 3. Questions and answers</p>	<p>Trainer of English methodology</p>
PM	<p>2:00-4:00 <u>Simulation practice</u> 1. A brief design of a TE lesson 2. Mini-lessons with CBLT 3. The trainer's comments</p>	<p>Trainer of English methodology</p>
	<p>Outcomes/Assessment: The trainees learned how to select teaching methods for TE teaching. They learned about CBLT and reflected what teaching methods they often use. The trainer made comments and scoring from observations.</p>	<p>Trainer of English methodology</p>
Day 3	Activity	In-charge Agents
	<p>8:00-10:00 <u>Lectures on TE teaching methodology</u> 1. Introduction to details and techniques of CBLT 2. How to apply CBLT to TE teaching</p>	<p>Trainer of English methodology</p>

AM	10:00-10:30 Tea Break 10:30-11:30 Reflections and Dialogues 1. What do you think you could do with CBLT in TE teaching? Is it successful? Why or why not? 2. How can we make TE teaching better with CBLT? 3. Questions and answers	
PM	2:00-4:00 Simulation practice 1. Group discussions on the improvement of lesson designs 2. Mini-lessons with CBLT 3. The trainer's comments	Trainer of English methodology
	Outcomes/Assessment: The trainees learned more about CBLT and reflected on what teaching methods they often use. The trainer made comments and scoring from observations.	Trainer of English methodology
Day 4	Activity	In-charge Agents
AM	8:00-10:00 Lectures on TE teaching methodology 1. Introduction to details and techniques of TBLT 2. How to apply TBLT to TE teaching 10:00-10:30 Tea Break 10:30-11:30 Reflections and Dialogues 1. What do you know about TBLT? 2. How can we use CBLT in TE teaching? 3. Questions and answers	Trainer of English methodology
PM	2:00-4:00 Simulation practice 1. A brief lesson design with TBLT 2. Mini-lessons with TBLT 3. The trainer's comments	
	Outcomes/Assessment: The trainees learned more about TBLT and reflected on the differences of TBLT from other teaching methods. The trainer made comments and scoring from observations.	
Day 5	Activity	In-charge Agents
AM	8:00-10:00 Lectures on TE teaching methodology 1. Introduction to details and techniques of TBLT 2. How to apply TBLT to TE teaching 10:00-10:30 Tea Break 10:30-11:30 Reflections and Dialogues 1. What do you think you could do with TBLT in TE teaching? Is it successful? Why or why not? 2. How can we make TE teaching better with TBLT? 3. Questions and answers	Trainer of English methodology
PM	2:00-4:00 Simulation practice 1. Group discussions on the improvement of lesson designs 2. Mini-lessons with TBLT 3. The trainer's comments	Trainer of English methodology
	Outcomes/Assessment: The trainees learned more about TBLT and reflected on what teaching methods they often use. The trainer made comments and scoring from observations.	Trainer of English methodology
Day 6	Activity	In-charge Agents
AM	8:00-10:00 Reflections on what had been achieved 1. Trainee teachers made reflections on that they had achieved from the workshop 2. Trainers summaries of the activities of WBR Model 10:00-10:30 Tea Break 10:30-11:30 Reflections and Dialogues Talk with the trainers what had been achieved and how to make TE teaching better with the methods introduced and practiced in the training.	Trainers
PM	2:00-4:00 Group presentations The trainee teachers gave presentations on how to improve TE teaching, focusing mainly on course designs, teaching methods, English training, tourism contents, integrating tourism contents with English, assessment and so on in TE teaching.	Trainers
	Outcomes/Assessment: The trainees reflected on what they had learned from the workshop training. The trainers made comments and scoring from observations.	Trainers

CURRICULUM VITAE

Mr. Guihua Xie was born in 1965 in a small town of Guizhou Province, China. He has been working at School of Foreign Studies of Kaili University since 1985. Now he works as dean and a professor there. In the past years, he did his research as a visitor to many universities like Shanghai International Studies University, Fudan University, Guangdong University of Foreign Studies, Guizhou Normal University in China and Oakland University in the US. In 2007 he was enrolled into the PhD Program of English Study at SUT. He is now vice chairman of Guizhou Translators' Association, and vice chairman of Guizhou Higher Education FLT Association. His academic interests include ESP teaching, teacher professional development and translation. Up to now, he has five books and twenty academic papers published. He has been issued many honors and awards, including China Exemplary Teacher 2011.