

Fundamental Issues on In-Service Training among English Foreign Language Teacher in Colleges and Universities

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Abstract: Internationally as well as China, the in-service training for EFL teachers were not get the more intentions in university level, rarely considered the EFL teacher's needs, and the effectiveness of in-service training. The purpose of this study is to explore the issues related to In-service training for English Foreign Language Teachers in University. This study utilizes eight university's EFL teachers were purposively selected for interviews using semi-structured questions. From the interview, the issues can be divided into two categories, internal and external. Internal issues include those such as (1) a lack of interactive activities during in-service training programs, (2) an exorbitant focus on the general content knowledge, paired with very little focus on subject content knowledge and pedagogical content knowledge (3) issues related to the design of training programs; and (4) no systematic, reliable, sustainable means of organizing and developing in-service training programs.(5) EFL teachers' enthusiasm to participate in the kinds of training. External issues include (1) there is usually no department in charge of the in-service training in most universities, (2) training opportunities are very limited; (3) EFL teachers are not active, nor interested in training because of time conflicts and lack of equal opportunity, and (4) EFL teachers are not satisfied with the in-service training and therefore have little enthusiasm for participating in training programs.

1. Introduction

The research by Sapp (1996) shown that the EFL teachers generally consider that the in-service training activities were the lack of content to connect with relevance to particular classroom practices, and also after training activities, the EFL teachers lack follow-up guidance and communication to combine the new idea or method with their daily instruction. From that reason, many pieces of training have significant gaps between expectations and outcomes and fall short of the expectations of EFL teachers (Yan, 2014).

Abdullah (2016), claimed that the planning which mentioned by teachers for in-service training is important for successful training. "Teachers involved with the in-service training expressed their opinion on adding the "hands on" training where this will help them in sharing experiences on ways of learning. This element should be added to the planning of in-service training."

According to Kelley and Langer (1970); Ozdemir (1997), argued that in-service EFL teacher training activities are considered to be general such as, focus on lack effective models; listening rather than doing, and generally lack reflection and feedback. Based on Sandholtz (2002) statement and my own experience, usually, all EFL teachers in the university need to attend in-service training on topics selected by administrators and also presented by "outside experts" who draw upon their own experiences. Although the training motives are good, the traditional practice of hiring an 'expert' to speak to EFL teachers results in unsatisfying and complaining. Many EFL teachers thought in-service training activities as unimportant and resist attending.

The "awareness" should be the one issue of in-service training. This concept was applied to English teaching which produced a new definition by the Association for Language Awareness (2006): Language Awareness can be defined as explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language in use. It goes without saying that teachers should have knowledge about their field and the skills to teach it. But that is not enough (Wang, 2008).

The key issue in the in-service training involves “attitudes,” which are defined as “opinions, beliefs, ways of responding, with respect to some set of problems” (Johnson & Johnson, 1989). These issues may be seen as closely related since it is through awareness that teachers know what attitudes they have toward certain teaching points. For instance, many Japanese university teachers teach English in Japanese by having their students translate English into Japanese or vice versa. Their attitudes or beliefs about teaching English lead them to push their students to acquire translation skills. Such teachers may even believe that their students can improve their English skills by translating. In order to develop as a teacher, they must be aware of their attitudes so that they will be able to consider changing and developing. (Wang, 2008)

The issue of the skills and knowledge, Freeman (1989) says that skills are “the how of teaching” and knowledge is “what of teaching.” The former includes a method, technique, activity, materials/tools, and the latter includes subject matter, knowledge of students, and sociocultural /institutional context. These items comprise the basic abilities necessary for teachers when they teach in classrooms. (Bailey, 2006).

There is another training model existing in universities that named the "top-down" in-service training for EFL teacher in China. Usually, when the national language policy changed, then the new curriculum reform becomes inevitable. The implementation of new courses cannot be separated from the preparation and use of new teaching materials. However, the using of new teaching materials can activate the EFL teacher training and education programs. These in-service training and education programs are often initiated by the government or by a publishing company for the promotion of new textbooks. In this condition, the in-service training and education for English teachers are often forced rather than from teachers voluntarily. (Sun, 2004)

Based on the training mode of the “Application of science-based” that is the most common training mode using in universities in China, this training mode has many negative impacts which are hindering the subjective initiative of teachers' self-development; limiting the space of teachers' self-development and professional development, and making the difficult for the EFL teacher to grasp and understand training theory deeply. On the other hand, this training mode makes teachers rarely consider the students' needs about learning, learning experience and feelings. Teachers adhere to the long tradition of the formation of the traditional teaching philosophy and teaching practice, it is difficult to really improve the quality of teaching, it is difficult to satisfy the needs of students' multi-dimensional learning (Liu, 2015).

According to Chiang (2008), it is not enough to provide novice teachers with theories of classroom management and lesson planning and pre-packed teacher training cannot adequately equip novice teachers. Therefore, teacher development programs need to provide teachers with opportunities in order to develop reflective teaching practices. (Ali Kazemi, 2014)

Freeman and Johnson (1998) discussed that the shortcoming of EFL teacher training is that it ignores what teachers actually know and how what they know could influence what they do. The similar view from McMorrow (2007) pointed that a pre-packed and one-size-fits-all“ prescription does not take into account the contextual diversity and is inadequate in both content and process. As can be understood, teacher training courses ignore the teachers as these courses are more concerned with the delivery of the content, whereas teachers could play roles far more important than these courses. (Ali Kazemi, 2014) ,

Abdullah (2016), discussed “the report from Organization for Economic Co-operation and Development (OECD) (2009) supports this view that management did not fulfil demands of the teachers involved in the in-service training. Therefore, the findings from this study may serve as a guide to improve the planning of in-service training in order to meet teacher self-development needs. A more inclusive planning process will lead to more effective transfer of knowledge and skills.”

With findings by Wayne, Yoon, Zhu, Cronen, and Garet (2008), “a long duration of training may reduce the motivation level and commitment of teachers to complete their training. This finding is consistent that any in-service training consuming much time and requiring teachers to stay out of the classroom would disrupt student learning“.

Base on the study from Liu (2015), it can be seen that the EFL teachers who have graduated

from Normal Colleges or Foreign language universities have received a certain degree of vocational training in schools, and most of the EFL teachers with few years teaching experience have only had some pre-job training before their term of teaching. They lack the system in-service training which the theory combined with practical. In recent years, although a large number of English masters to join the higher education system, but the classroom teaching effect is still not obvious, mainly issue from their school that the EFL teachers did not get formal, systematic teaching methods of training.

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

The School is the main body of the in-service training for EFL teachers. The school's attitude determines whether the teacher training in place. The purpose of the school to provide training for teachers is to promote the development of school teaching; to improve the school's English teaching level, adhere to improve the level of teaching for the purpose of in-service teacher training is a must. The improvement of English teachers 'teaching level is closely related to the school's persistence of in-service training. From the EFL teacher's attitude can be seen, it has a large gap between the effect of training and school-based attitude of the original intention of training. (Liu ,2015)

According to Xu (2012), EFL teachers are not very high satisfaction in the evaluation of the current in-service training; especially the school-based training, most of them want to add the skills of teaching and English proficiency ability. For instances, teaching design ability, classroom activity design, classroom performance ability, speech expression ability, teaching reflection ability, classroom management ability. The EFL teachers need to address, both the self-development and how to do a good job of daily English teaching.

For the training curriculums or content, the choice of respondents focused on the English listening, speaking, reading and writing and other comprehensive ability; the English teaching method; the teaching theory. For the preference of English teaching method, it can be traced back to the evaluation of the quality of students. The EFL teachers think that "the poor English students" is one of the teachers' teaching pressures. (Xu ,2012)

For the different training program, the rank order is the Study abroad; the short-term to other colleges and universities to learn and training system; the foreign teachers regularly train to school teachers; the expert guidance under the guidance of teaching and research, in the study to achieve training purpose; and the continue to study master or doctor and so on. (Xu ,2012)

Gu (2008), stressed, the training lack the latest educational theories, the teaching experience, language skills, and the ability to deal with classroom problems. It is the most urgent need for EFL teachers to cite the guidance of English education theory to their teaching. At the same time, it is considered that there is no chance of learning to be the main factor influencing their ability to further improve their English teaching ability.

2. Methodology

2.1 Participants and Sampling

In this research study, the researcher sites were the colleges or universities located in Yinchuan city, Ningxia Hui Autonomous Region, China. Based on Creswell (1998), it was necessary to conduct between five and twenty-five interviews for a phenomenological study. For this study, eight participants from the universities in Yinchuan were invited to participate. All are full-time EFL teachers at the university. The first participant (P1) was an American foreigner teacher with 15 years of teaching and training experience in Yinchuan, and who runs their own EFL teacher training center in Yinchuan. P2 is a Professor of English with twenty-six-years of teaching experience at the university level. P3 is an Associate Professor with more than twenty years of teaching experience

and one year spent abroad in England for study, funded by the China Scholarship Council. P4 is a famous senior lecturer with twelve years teaching experience who has participated in many competitions of English teaching and learning, as well as in-service training. She is also the main coordinator for her department in her workplace. P5 and the P6 are two lecturers, each with five years of teaching experience at the university level P7 and P8 are assistant English teachers, with less than five years of teaching experience. All participants are individuals that the researcher knew personally as colleagues from universities in Yinchuan.

2.2 Data Collection

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

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

2.3 Data analysis

To obtain information about the interviewees’ beliefs and attitudes regarding in-service EFL teacher training to the interviewees were first asked to describe their roles. They are also asked what kind of attitudes of in-service training for EFL teacher. The extent to what are the issues related to the in-service training for EFL teacher. The audio-tape recordings of feedback were used among EFL teachers during a six-day period. The transcripts were rated independently by the researcher. Within two weeks of transcribing the interviews, follow-up interviews were conducted with all participants. In order to deepen understanding of the participants’ definition of in-service training for EFL teacher, they were also asked to identify examples of these activities in transcripts of their recorded audiotapes. The written transcriptions were returned to the participants to check for accuracy of the researchers’ interpretations.

After organizing and transcribing the data, the next steps in the analysis consisted in exploring the data and developing codes or themes. Simple exploration was the first step to obtain a general sense of the data. Coding was the latter step to in identifying themes and patterns in the data. Coding is a process of segmenting and labelling text, via identification of broad themes (Creswell, 2014). The researcher used the Nvivo11 to conduct coding on data that was generated from the transcripts. This process was guided by overarching RQ2 and 3. The final themes that emerged reflect evidence of the participants’ evolving understanding of in-service training for EFL teacher in universities in Yinchuan, China.

3. Finding

3.1 The issues of In-Service training for EFL teacher

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

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

Personally, I feel that the problem of in-service training is the training activities rely on the

experts to present the training information, without the teacher's participation and interaction. (T5)

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

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

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

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

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

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

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

From the school level, there is no plan and regulations for the training of EFL teachers. (T8)

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

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

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

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

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

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

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

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

I really don't think there is much of training program in the university. There are occasional workshops offered. But as I was known that they just let you know how to use the textbook as they wish. (T1)

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

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

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

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

same agency to fulfill. (T3)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

While enthusiasm for participation was generally low, it varied based on the type of content presented in the training, and on the individual teacher in question. Therefore, one way that in-service training could improve is to motivate EFL teachers to have an awareness of and a positive attitude toward participating in in-service training and thereby obtaining professional development.

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

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

attitude for in-service training. (T1)

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

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

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

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

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

In general, it was clear from the interviewees that if they were assured that there would be helpful and relevant content in the in-service training program, they would enthusiastically attend. The teachers definitely understood and believed in the benefits of a well-created and well-run training program-to update their teaching style and broaden and enhance their abilities as teachers. T7 and T8 elaborate below:

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

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

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

3.2 In-Service Training Model for EFL Teacher

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

External issues include (1) there is usually no department in charge of the in-service training in most universities, (2) training opportunities are very limited; (3) EFL teachers are not active, nor interested in training because of time conflicts and lack of equal opportunity, and (4) EFL teachers are not satisfied with the in-service training and therefore have little enthusiasm for participating in training programs.

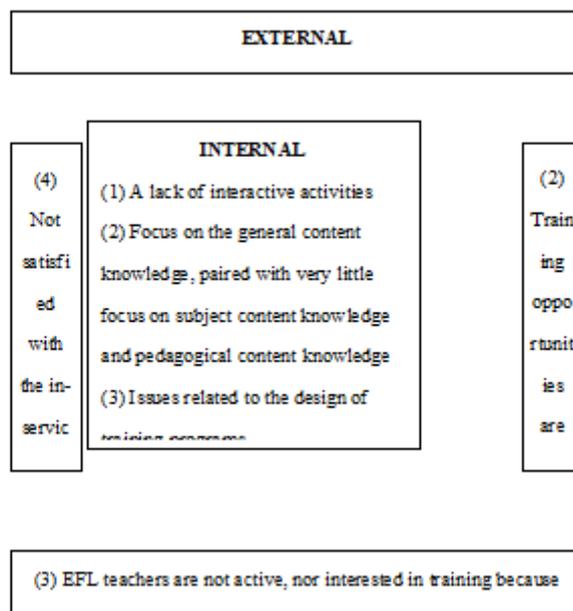


Fig. 1 In-Service Training Model for EFL Teacher

4. Discussion

4.1 The internal issues related to in-service training for EFL teachers

Most training were too general, not specific and detailed, and no interactive activities in the training process. It is not a systematic way of organizing the in-service training. The similar study with Kelley and Langer (1970); Ozdemir (1997), argued that in-service EFL teacher training activities are general such as, focus on lack effective models; listening rather than doing, and generally lack reflection and feedback.

The training of reflection practice rarely involves reflective teaching; the reflection of English teaching was not too much, few with personally way, no collective reflection activities on English teaching, and the training of reflective practice didn't get the real implementation. On the contrary, Manning and Payne (1993), mentioned it is a good opportunity to have reflective practical experience for EFL teachers through the in-service training. It is required EFL teachers have both a deeply understanding of their own teaching experience and can transfer the related knowledge into their teaching. From the research of Yan (2014), in-service training has significant gaps between expectations and outcomes and fall short of the expectations of EFL teachers.

Most of EFL teachers don't know how to reflect English teaching after class; what kind of reflection will affect the English teaching and what is the effective way for reflection practice. EFL teachers who don't have the habits to ask questions during reflective practice and the reflections will be depended on the different person. Similar with Richards was talking about the problems of the teacher training; he mentioned the high-level ability is the result of the long-term reflection (self-reflection). Ali Kazemi, (2014) shown that the in-service training is intended to address the issues which occur in their practical English teaching and to help EFL teachers get insight into these issues; and to keep practicing teachers up-to-date.

4.2 The external issues related to in-service training for EFL teachers

No department in charge of the in-service training in most universities in Yinchuan, Ningxia, China. The universities were charge into the qualified programs and general program by the Human Recourse Department. However, Xu (2012) stressed, at present, there are many departments in charge of the in-service training, the universities, the publishers, the local education bureaus, and some organizations. According to Sun (2004), some of universities et the Teacher Development Center to be responsible for the in-service training but there are still have many issues of the training. This indicated that the issue related to the no department in charge of in-service training

for EFL teachers in universities in Yinchuan, which became the area-issue, not for all around China.

The training content of qualifying programs were only covered the rules and regulation of the school, not involved in the training of subject content knowledge and pedagogical content knowledge, this kind of training were considered that more meaningless, useless and boring; not satisfice with EFL teachers. According to Chang (2008), it is not enough to provide novice teachers with theories of classroom management and lesson planning and pre-packed teacher training cannot adequately equip novice teachers.

Based on Gu (2008), some in-service training is mainly aimed at the excellent teachers, so the opportunities for the participation are a few. It supports the finding in this study that the training opportunities were very limited, especially for the special and oversea programs which are a fewer training opportunities provide by government or university.

This study found that the EFL teacher had the overload working task, it made them feel tired and no energy to pursue the self-development. Sometimes, working time and the training time are more conflict; EFL teachers don't have extra time to participate in in-service training. On the contrary, according to Burnham and Sullivan (1998), long periods of teaching time being allocated for training. So, the different country had the different situation for in-service training.

The enthusiasm of most EFL teachers was not very high to participate in in-service training. First, teachers 'willing for participation were based on different training content and projects, they wanted to take the training that related to their English teaching and learning. Next, the purpose of teachers participating only was to get the certificate of the training which can help them to get the higher academic titles. Then, the overload working task was leading EFL teachers no more energy to participate in the training. This finding is similar with Herlina Wati, (2011), although the training motives are good, the traditional practice of hiring an 'expert' to speak to EFL teachers results in unsatisfying and complaining. Philipson and Liyanage (2003) stress that, many EFL teachers thought in-service training activities as unimportant and resist attending. The key issue in the in-service training involves "attitudes," which are defined as "opinions, beliefs, ways of responding, with respect to some set of problems" (Johnson & Johnson, 1989). These issues may be closely related since it is through awareness that teachers know what attitudes they have toward certain teaching points.

5. Conclusion

Most training were too general, not specific and detailed, and no interactive activities in the training process. It is not a systematic way of organizing the in-service training. The training contents are more focus on the general content knowledge; rarely involves the subject content knowledge and pedagogical content knowledge and neglect the needs from the EFL teachers. The in-service training opportunities were very limited, especially the special and oversea programs which are a fewer training opportunity provide by government or university, the public universities have more chance than the private universities to get the training opportunities; both the restricted conditions of application and the fewer opportunities provided by the universities are the two main problems for EFL teachers to apply for the special programs and oversea programs. The shortages of the job refresher programs were mainly from holder- the publish company or the Press, so the training time, training content, training opportunities were so limited from this field.

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