

Study on the Rural Primary and Secondary School English Teachers Training Curriculum--Based on ' National Training Projects' (NTP)

Yongmei Zhang

Hubei Technology College, Xianning City, Hubei Province, China
emily12086@hotmail.com

Keywords: training curriculum, rural primary and second school teachers, professional knowledge and ability

Abstract. In this study, we provide questionnaires to and interview the teachers, who join in The Rural Primary and Middle School Backbone Teachers Replacement and Off-job Further Study and Training Project (ROFSTP), to collect data in order to know their needs to curriculum of ROFSTP. Through analyzing the questionnaires and interview, we design three dimensions including teacher's moral cultivation, professional knowledge and professional abilities. We conclude that setting the curriculum should pay more attention to help the teachers (participants) to solve the practical problems in teaching and to improve their education teaching ability and professional development ability. And professional knowledge in the second dimension was given priority to the knowledge about students' development and education and teaching knowledge.

1. Introduction

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) proposed the aims: 'China's education authorities should emphasis on rural teachers and improve overall qualities of primary and secondary school teachers', determined the training requirements of China's continuing education. To comply with this requirement, in 2010 Ministry of Education of PRC, and Ministry of Finance began to fully implement the ' National Training Projects for Primary and Secondary School Teachers' (NTP). As one of the important content of 'Rural Backbone Teachers' Training Program' in NTP, 'The Rural Primary and Middle School Backbone Teachers Replacement and Off-job Further Study and Training Project' (ROFSTP) was firstly implemented in 2010. The training pattern is to organize student teachers in normal colleges and universities to replace the teachers and practice teaching in rural primary and secondary schools. The replaced teachers went to the normal colleges and universities and received 3-6 months full-time training. Its purpose is to improve the professional qualities and education and teaching levels of rural primary and middle school backbone teachers. At present, the project has been implemented for three years. The modes of training have been experimented and explored. And in the whole project, the curriculum is the core element to realize the goal of training and ensure the academic quality. The following are two research questions:

1. What contents are included in training curriculum?
2. How much is the proportion of each content?

2. Method

The total of 150 participants are rural primary and secondary school English teachers attending ASTP from 2010-2012. Research contents for the participants included their professional qualities and their opinions on the curriculum. At the beginning of the study, the questionnaires were provided to understand their professional qualities including their basic information, e.g. gender, age, education background and professional qualifications and their professional basic qualities including the specific language and cultural quality, language teaching quality and academic research quality. 150 questionnaires were provided, 130 effective copies were collected. Recycling effective rate was 86.7%. At the end of the study, both the questionnaire survey and interview were applied to understand their opinions on the ASTP curriculum.

3. Results and findings

3.1 The participants' basic situation:

Table 1: The participants' age, school age and professional qualification:

Age	No.	Percentage	School age	No.	Percentage	Professional qualification	No.	Percentage
20-30	62	47.7%	1-5	29	22.3%	Advanced	34	26.1%
31-40	38	29.2%	6-10	38	29.2%	The first level	71	54.6%
41-50	18	13.8%	11-15	32	24.6%	The second level	24	18.5%
51-60	12	9.3%	Above 16	31	23.9%	The third level	1	0.8%
Total	130	100%		130	100%		130	100%

Most of the participants are under the age of 40 (76.9%), above six years of teaching experience (77.7%). They are young and mid-aged teachers who have possessed senior professional qualification and rising career(see Table 1). They are the main force of English teaching at the rural basic education stage. They are chosen as the main participants in accordance with the training purpose of the implementation of curriculum reform and promoting quality education.

Table 2: The participants' education background

Education background	No.	percentage	Ways to receive education	No.	percentage	majors	No.	Percentage
Master	1	0.8%	College or university	68	52.3%	English education major	53	40.8%
Undergraduate	70	53.8%	Self-taught examination	16	12.3%	Other education major	49	37.7%
Junior college students	49	37.7%	correspondence university	34	26.1%	English major	16	12.3%
Secondary students	10	7.7%	Television university	12	9.3%	Other major	12	9.2%
Total	130	100%		130	100%		130	100%

Although the participants basically got a college degree or above, only 40.8% of them received the specialized normal English education. 46.9% of them have no English major education background(see Table 2). This phenomenon is particularly acute in rural primary school. Great challenge was met in the implementation of ASYP.

3.2 The participants' needs analysis of curriculum contents:

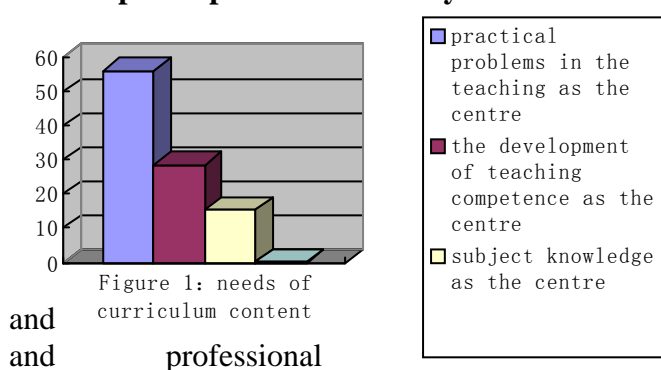


Figure 1: needs of curriculum content

and professional

showed what the participants need most is to be able to improve their professional ability. Most of them thought their professional knowledge is qualified for teaching. Only some non-English major

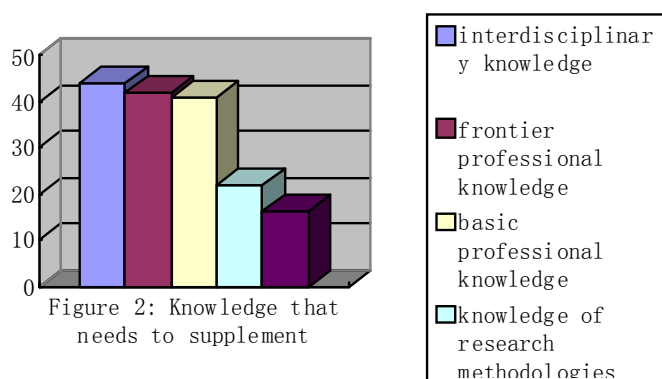


Figure 2: Knowledge that needs to supplement

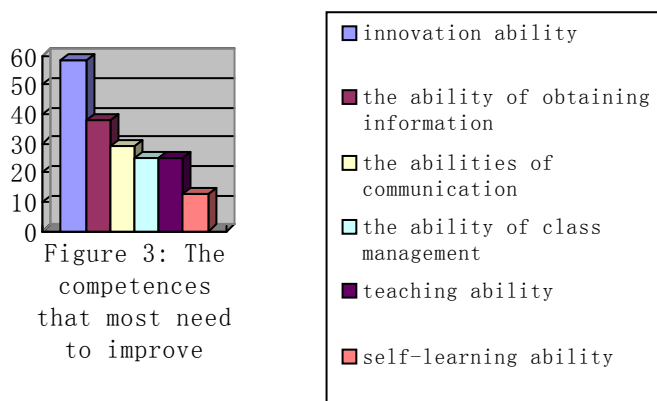
The analysis of questionnaire about needs of curriculum contents showed that participants (56%) mostly hoped to open the courses to solve the practical problems in the teaching, followed by, 28.4% hoped to offer the courses to promote the development of teaching competence. Only 15.4% expected

the courses in related to subject knowledge, to the courses of teachers' moral cultivation concept only 0.1% (see Figure1). The result

showed what the participants need most is to be able to improve their professional ability. Most of them thought their professional knowledge is qualified for teaching. Only some non-English major teachers expected the courses in this aspect. And about the courses of teachers' moral cultivation and professional concept, almost all of the participants thought it is homiletic and cannot solve any practical problems.

According to statistics and analysis of the questionnaire on the contents of the training course, we found that the knowledge that participants most need to supplement, in order, is:

interdisciplinary knowledge (44%), cutting-edge professional knowledge (42%), basic professional knowledge (41%), and research methodology knowledge (22%), social and cultural knowledge (16%) (see Figure 2). The above data showed that the participants' range of knowledge was relatively narrow because many rural English teachers were non-English majors, they lack the basic professional knowledge. What's more, they didn't understand the frontier professional knowledge. According to the training teachers' observation in the class, the participants almost had no research consciousness and stress. They felt it unnecessary to acquire the research methodology knowledge, which was the reason why only 22% of the participants thought they lacked of knowledge on the subject.



The participants thought the abilities that they relatively lacked at present, in order, is: innovation ability (53.8%), and ability of obtaining information (38%), communication ability (28.8%), teaching ability (25%) and ability of class management (25%), self-learning ability (12.5%) (see Figure 3). The above data showed that because most of participants came from remote rural areas, they seldom

communicated with the outside world and didn't know how to innovate and obtain information. They lacked of necessary social communication ability. Some participants had a wrong perspective that they could have a class meant they were equipped with the teaching and class management ability. They didn't know the basic quality that an eligible English teacher needed to have was much higher than this requirement. While only 12.5% of the teachers thought they lacked of self-learning ability because the participants from remote rural areas grassroots had heavy work burden and big pressure. In addition, few of them were continuing to study outside the classroom. Most of them had never read other professional books besides teaching materials and teaching reference books. They thought they didn't need to possess self-learning ability.

The transcription of interview on curriculum contents showed that: the participants proposed a total of 23 curriculum proposals, in which two (8.7%) were about the courses on the teachers' moral cultivation and professional concept, five (21.7%) about the courses on the professional knowledge and 13 (56.5%) about the courses on developing professional ability. The last three items were all hoped by non-English major participants. They hoped to set up the courses on how to strengthen the professional knowledge and enhance the professional capacity.

The above statistical results showed what the participants wanted to learn were the courses to improve their professional ability, among them, what they liked most to study were the course contents about learning instruction, teaching design and implementation, and teaching research.

4. Conclusion

According to the above research, we design three dimensions including teacher's moral cultivation, professional knowledge and professional abilities. Each dimension included several modules, each module included several subjects (see Table 3). The practical training teaching is the follow-up courses. After the participants finished their training in the normal colleges and universities, they went back to schools where they worked and were expected to implement it. Its purpose was to check if the participants had applied the methodologies learned in the training into practice.

Table 3 dimensions of curriculum contents

ASTP	teachers' moral cultivation	Teachers' moral cultivation
		Professional concept
	Professional knowledge	Knowledge about students' development
		Subject knowledge
		Education and teaching knowledge
	Professional abilities	General knowledge
		Teaching design
		Teaching implementation
		Teaching evaluation
		Teaching research

The contents of each module and subject were designed based on the analysis of the participants' needs on the curriculum. The contents of curriculum in the first dimension accounted for around 5% of the whole class, while the second dimension accounted for around 45%. The contents of enhancing practical teaching abilities in the third dimension held more than 50%. In 2012, we made great adjustment for the percentage of the three dimension, greatly decreased the class number of teachers' moral cultivation and added class number to improve the professional ability.

Although we have done a lot of research on the curriculum, and also made a big adjustment, whether the course contents were implemented effectively and how to evaluate the course have not been involved. In addition, judging from the participants' feedback to the curriculum, though they were satisfied, but the trainers' teaching methods and patterns did not achieve the purpose of setting up these courses and should be improved later. How to implement the curriculum content effectively is a future research topic.

Funding: Hubei Province Education Science 'Twelve Five' Planning Research Project(No. 2011B165)

References

- [1]R. Bowers, the British Council: Language Teacher Education: An Integrated Programme for EFL Teacher Training (Modern English Publication, London 1987) p67-71
- [2] Xudong, Zhu, Study on the value of "National Training Projects". *Research on Teacher Education* VOL22. No. 4,(2010),p3-8,25.
- [3] Information on http://www.gov.cn/zwgk/2010-06/30/content_1642031.htm
- [4] Information on <http://www.gpjh.cn/cms/sfxmtingwen/1283.htm>
- [5] Information on http://www.gov.cn/jrzg/2010-07/29/content_1667143.htm