

The Effectiveness of Work-based Reflective Model for In-service Tertiary Tourism English Teachers' Professional Development

ประสิทธิผลของรูปแบบการให้ข้อมูลสะท้อนกลับโดยใช้งานเป็นฐาน
เพื่อการพัฒนาวิชาชีพครูผู้สอนภาษาอังกฤษเพื่อการท่องเที่ยวแบบประจำการ
ในระดับอุดมศึกษา

Guihua Xie, Songphorn Tajaroensuk and Sirinthorn Seepho*
Guihua Xie ทรงพร ทาเจริญศักดิ์ และสิรินทร ศรีโพธิ์*

School of Foreign Languages, Suranaree University of Technology, Thailand
สาขาวิชาภาษาต่างประเทศ มหาวิทยาลัยเทคโนโลยีสุรนารี

ABSTRACT

With the increasing development of inbound and outbound tourism in China, a greater number of English-speaking tourism professionals are needed. To meet the needs, Tourism English programs were provided in universities and colleges in the country. However, problems occurred with the in-service professional development of Tourism English teachers, who were originally trained as language teachers. Existing training programs could not meet their professional needs. The present study aimed at exploring the effectiveness of the workshop based-on Work-based Reflective (WRB) Model for in-service Tourism English teachers' professional development in the Chinese context. Quantitative and qualitative data were collected through pre and post-tests, teacher's logs, mentors' comments, a questionnaire and semi-structured interview. The findings showed that the WBR Model was effective in improving in-service Tourism English teachers' professional development. It could significantly enhance the teachers' knowledge concerning tourism operation and English teaching ability. It also enables teachers' self-development through self-reflection.

ARTICLE INFO

Article history:

Received 4 April 2018
Received in revised form
26 February 2019
Accepted 25 March 2019
Available online
27 June 2019

Keywords:

Work-based Reflective Model
(รูปแบบการให้ข้อมูล
สะท้อนกลับโดยใช้งาน
เป็นฐาน), English for tourism
(ภาษาอังกฤษ
เพื่อการท่องเที่ยว),
In-service Teacher
Professional Development
(การพัฒนาวิชาชีพครู
แบบประจำการ)

* Corresponding author
E-mail address: sirin@sut.ac.th

บทคัดย่อ

เนื่องจากพัฒนาการด้านการท่องเที่ยวทั้งแบบขาเข้าและขาออกของประเทศจีนเพิ่มมากขึ้นจึงทำให้ความต้องการบุคลากรทางด้านการท่องเที่ยวที่มีความสามารถในการสื่อสารโดยใช้ภาษาอังกฤษสูงขึ้นตามไปด้วย ทำให้มหาวิทยาลัยและวิทยาลัยจำนวนมากเปิดการเรียนการสอนหลักสูตรภาษาอังกฤษเพื่อการท่องเที่ยวเพื่อตอบสนองความต้องการดังกล่าว อย่างไรก็ตามจากการศึกษาเบื้องต้นพบว่ามีปัญหาเกี่ยวกับการพัฒนาวิชาชีพครูผู้สอนภาษาอังกฤษเพื่อการท่องเที่ยวแบบประจำการในระดับอุดมศึกษาเนื่องจากครูผู้สอนเหล่านี้ได้รับการฝึกอบรมด้านการสอนภาษาอังกฤษเพียงด้านเดียว ประกอบกับการพัฒนาวิชาชีพครูที่มีอยู่ไม่มีประสิทธิภาพมากพอที่จะพัฒนาผู้สอนให้ไปสู่อำนาจวิชาชีพได้ การศึกษาวิจัยครั้งนี้จึงมีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการฝึกอบรมเชิงปฏิบัติการโดยการให้ข้อมูลสะท้อนกลับโดยใช้งานเป็นฐานเพื่อพัฒนาครูผู้สอนภาษาอังกฤษเพื่อการท่องเที่ยวแบบประจำการ ระดับอุดมศึกษาในบริบทของประเทศจีน ข้อมูลทั้งเชิงปริมาณและคุณภาพได้ถูกเก็บจากแบบทดสอบความรู้ทั้งก่อนและหลังการฝึกอบรม การบันทึกของผู้เข้าอบรม ความคิดเห็นของที่ปรึกษา แบบสอบถามและการสัมภาษณ์แบบกึ่งทางการ ผลการวิจัยพบว่า การฝึกอบรมเชิงปฏิบัติการโดยใช้รูปแบบการให้ข้อมูลสะท้อนกลับโดยใช้งานเป็นฐานมีประสิทธิภาพในการพัฒนาวิชาชีพครูผู้สอนภาษาอังกฤษเพื่อการท่องเที่ยว ทั้งนี้เนื่องจากการเพิ่มความรู้ความเข้าใจในการปฏิบัติงานด้านการท่องเที่ยวและการสอนภาษาอังกฤษมากขึ้นอย่างมีนัยสำคัญ นอกจากนี้ยังทำให้ครูผู้สอนสามารถพัฒนาตนเองได้โดยใช้วิธีการให้ข้อมูลสะท้อนกลับต่อการสอนของตนเอง

Introduction

Tourism English (TE) emerged as an ESP course in the earlier 1990s in China. With the rapid social and economic changes, inbound and outbound tourism was practiced to a much greater extent than before in the country. Greater number of English-speaking professionals in tourism were required to meet the needs of the growing markets. Under such a circumstance, TE programs appeared as a major in universities and colleges. The infused features of tourism teaching and English teaching makes TE responsive to the needs of tourism industry (Wang, 2017).

Typically trained as language teachers, TE teachers work outside of their own disciplines and explore unfamiliar language varieties, disciplinary cultures and modes (Parkinson, 2011). It is therefore of vital significance to provide in-service training to TE teachers so as to improve their professional development. There is a rich body of literature concerning with in-service teacher's professional development. According to Cohen and Hill (2001), Darling-Hammond and McLaughlin (1995), and Smith and O'Day (1991), teacher training and in-service professional development are essential mechanisms for enhancing teachers' content knowledge and developing their teaching practices to meet higher standards. In practice, in-service 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 so as to improve the learning of students (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. Bolam (1993) stated that professional development consists of training, education and support activities experienced by teachers.

About teacher professional development models, there are many impressive findings. Among them, four professional development models proposed by Zeichner (1983), three major models for teacher education and training by Wallace (1991), the dynamic model by Creemers, Kyriakides and Antoniou (2013) and the competency-based teacher professional development model by Bunda and Sanders (1979) contributed greatly to the valuable literature of the field. In China, some training models were developed and conducted for teacher professional development. Zhu (2007) proposed a 4-combination model for in-service ESP teacher professional development, covering the training of curricula, theory, expertise and methodology. Wei (2015) suggested that a bi-disciplinary ESP teacher training model should be applied to equip teachers with the qualities needed in teaching.

Up to now, however, only a few results can be found about TE research in China. The results mainly focus on TE classroom teaching problems (Ai, 2016; Peng, 2017), teaching methodology (Liu, 2017; Wei & Wang, 2015), the vocational practice and methods (Hou, 2016), and textbooks (Jin, 2017; Zhang, 2017; Li, 2016). There were fewer results concerning TE teacher professional development. Ma (2015), Chen (2016), Yao (2016), Wang (2017) and Qu (2017) conducted their studies on the bi-disciplinary quality of TE teachers in vocational colleges. Xie and Zheng (2017), Lin (2017) and Li and Cui (2016) made investigations of teacher in-service professional development, concluding that problems were found in the training of TE teachers' vocational ability and teaching skills.

According to Lin (2017), Peng (2017) and Ma (2015), the teacher professional development models found in China and other contexts could not meet the needs of the present TE teacher professional development because they ignored the work experience to a great extent. A new model, therefore, is needed for the teacher professional development in the field of Tourism English. This study aimed to explore the effectiveness of the Work-based Reflective Model (the WBR Model) for in-service TE teacher professional development in relation to their tourism knowledge and teaching ability.

Research Methodology

A. The WBR Model Development

The WBR Model in this study refers to the in-service training system for TE teachers' professional development. In the design of a training model, it is crucial to apply instructional systems design (ISD) which is 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). The WBR Model was developed on the basis of the ISD criterion of ADDIE Model (Smith and Ragan, 1999) as illustrated in Figure 1:

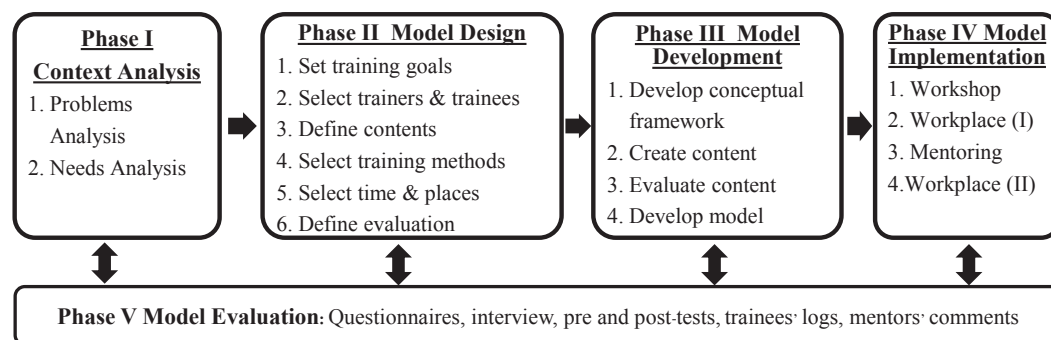


Figure 1. Development Process of the WBR Model (adapted from Smith and Ragan, 1999)

Phase I: Context Analysis

The context analysis of TE tertiary teachers was conducted on the problems and needs regarding in-service professional development. Quantitative and qualitative data were collected through questionnaires and semi-structured interviews. 253 TE teachers from Chengdu University, Lijian College, Guilin University of Technology, Guangdong Baiyun University, Kaili University and Qiandongnan Vocational College; 392 TE students from Kaili University, and 389 tourism professionals from Chengdu City, Counties around Guilin, Guilin City, Guangzhou City, Kaili City, Qiandongnan Prefecture responded the questionnaires. Among these groups of participants, 86 TE teachers, 130 students and 130 tourism professionals were randomly selected for semi-structured interview. The results served as direct input for the next phase, i.e., training model design.

Phase II: Model Design

During the Model Design, the goals, contents, training methods, duration and locations were defined for the training by the researcher based on the results of questionnaires, experiences and consultations with tourism professionals. Moreover, the criteria for selecting the participants of the training were also specified. Assessment methods were chosen to ensure that the trainees attained the goals of the training. As a result of this phase, the major components of WBR training model were designed with work-based experiential and reflective learning activities.

Phase III: Model Development

For the Model Development, four steps were taken. The first step was to develop the conceptual framework of the model. After that the training content was created based on the needs analysis.

The last step was to draft and then finalize the WBR Model illustrated in Figure 2. Tests of TE teachers' knowledge were also designed and prepared for the next phase. The designed model was evaluated by 3 experts from English teaching and tourism areas and tried out before its implementation.

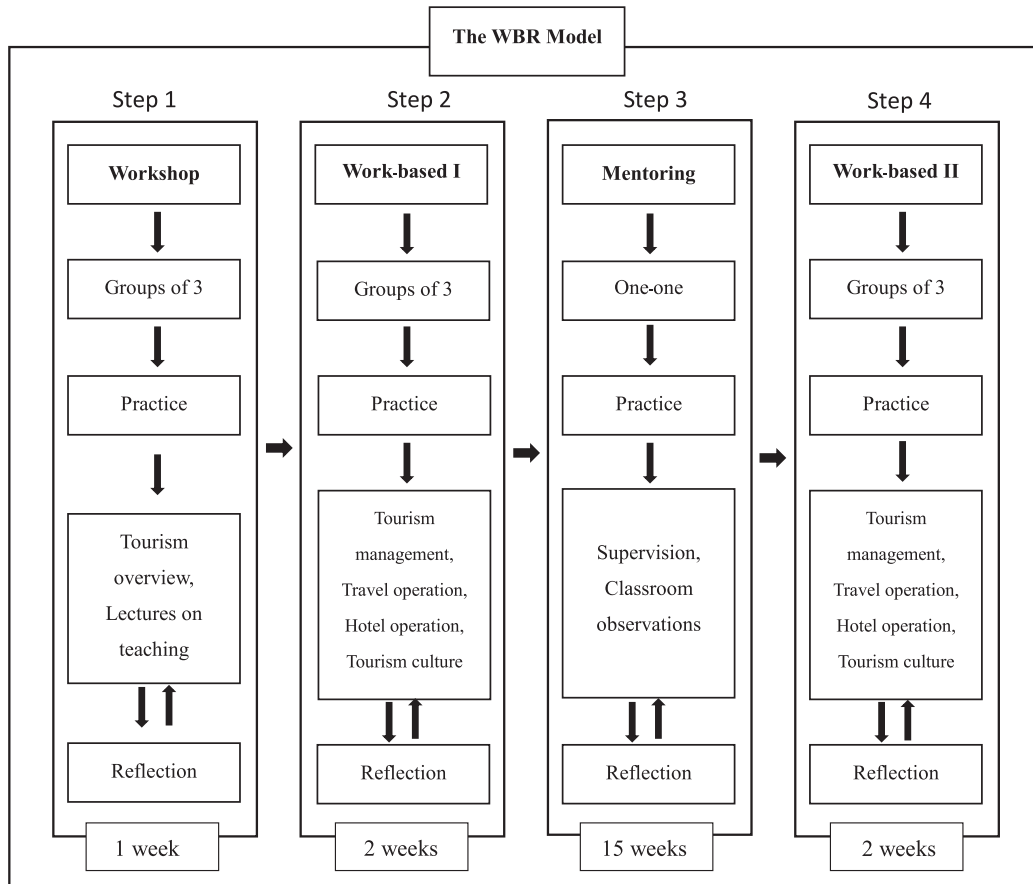


Figure 2. The WBR Model

Phase IV: Model Implementation

There are all together 4 main steps in the implementation phase.

Step 1, the teaching workshop (1 week) lasted for 30 hours in 6 days, 3 hours in the morning and 2 hours in the afternoon of each day. Lectures about language teaching methodology, group presentations, simulation practice were arranged by 2 experienced TE teacher trainers in the workshop for 15 trainees.

Step 2, the Work-based Training I (2 weeks) followed the workshop immediately, lasting for 60 hours in 4 tourism sectors: Kaili Tourism Administration, Qiandongnan International Travel Service, Heaven-sent Dragon Hotel and Xijiang Miao Village Scenic Spot. The 15 trainees spent 3

days in each of the sectors: 6 hours in each place of the first two days and 3 hours on the third day. 4 managers were invited from the tourism sectors as trainers.

Step 3, the mentoring (15 weeks) provided 15 trainees (or mentees in this step) with more hands-on teaching experiences and mentoring sessions on how the trainees conducted TE teaching with what they had learned from the work-based training through one on one supervision. The 15 mentors (experienced TE teachers) and mentees met 4 hours per week for supervisions and classroom observations. The mentors observed the mentees' teaching and gave them feedback every week.

Step 4, the Work-based Training II (2 weeks) was conducted for adding more training of tourism content knowledge by 4 tourism professionals and checking whether the 15 trainees could apply their tourism English effectively. The duration, locations and evaluation means were the same as in Work-based Training I. The second session was designed to fulfill the extra needs concerning tourism operation that TE teachers might need after the monitoring step.

Phase V: Model Evaluation

For Model Evaluation, both formative and summative methods of evaluation were applied to measure the effectiveness of the training. Questionnaires, interviews, pre-test/post-test and teachers' logs were employed with the 15 trainees. Before starting the first teaching workshop, they took a pre-test on TE professional knowledge and teaching methodology. After WBR Training II, a post-test was administered. Teachers' logs reflecting lessons learned from class observations and feedback sessions were kept throughout the monitoring step. In addition, a questionnaire and semi-structured interview were also conducted with all 15 trainees for more in-depth data. All data were collected and analyzed regarding the WBD model effectiveness.

B. Participants of the study

After the WRB model was validated by 3 experts, it was implemented and evaluated. Since this paper aimed at exploring the effectiveness of the WRB model, the participants and results of the two main phases, i.e., Model Implementation and Model Evaluation will be focused. Regarding the participants, there were 4 groups of the key informants who were selected through purposive and convenience sampling methods. They included

a) 15 teacher trainees who were purposively selected from Kaili University. All of them were young teachers having less than 4 years of teaching experience. They attended all 4 steps of the WRB model from the beginning (steps 1-2-3-4) and served as the main informants for WRB evaluation through pre-posttests, weekly logs, a questionnaire and a semi-structured interview;

b) 2 experienced English teacher trainers from Kaili University who served as teacher trainers in teaching methodology workshop (step 1);

c) 4 experienced administrative staff from different tourism sectors who served as trainers in Work-based training I and II (steps 2 and 4). They provided knowledge about tourism management, travel operation, hotel operation as well as tourism culture; and

d) 15 experienced TE teachers from Kaili University who served as mentors during the monitoring stage. They observed classes and gave feedback to 15 trainees for 15 weeks (step 3).

For the research sites, this study was conducted mainly at Kaili University for Tourism English and teaching training and 4 different tourist places, e.g., Kaili Tourism Administration, Qiandongnan International Travel Service, Heaven-sent Dragon Hotel and Xijiang Miao Village Scenic Spot located in Guizhou province.

C. Instruments and data analysis

To measure the effectiveness of the WBR Model which lasted 20 weeks (1 week for teaching workshop, 2 weeks for tourism work-based training I, 15 weeks for TE class teaching and mentoring process, and 2 weeks for tourism work-based training II), pre and post-tests, trainees' logs, questionnaires and semi-structured interviews were used. A pre-test and a post-test were administered with the 15 trainees before and after the training. The scores of the tests were compared to see the in-service TE teachers' development in professional knowledge and teaching ability after the training based on the WBR Model. A post-training questionnaire was completed after the training. The items in the questionnaire were to obtain the information about the appropriateness of the activities and the model itself in a 5-point Likert scale. The trainees' logs and a semi-structured interview were also employed to obtain the information on the trainees' attitudes towards the WBR Model. Regarding the data analysis, mean scores and T-test were used with the quantitative data while content analysis was used for qualitative data.

Results

A. Results of Experts' Evaluation on the WBR Model

After the WBR Model was developed, it was reviewed and evaluated by 3 experts of TE teaching, tourism and education research based on the WBR Model Evaluation Criteria Range as revealed in Table 1.

Table 1. THE 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

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

Table 2. EVALUATION RESULTS OF THE WBR MODEL

Items	\bar{X}	SD	Level of Appropriateness
The elements can strongly support the whole training system of the 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
The model is flexible in improving TE teachers' tourism knowledge and teaching ability.	5.00	.000	Most appropriate
The model is easy for implementation to maintain the training effectiveness for TE teachers.	4.33	.577	Most appropriate
The model is closely related with in-service TE teacher professional development training.	5.00	.000	Most appropriate
Total	4.78	.289	

The evaluation results showed that the three experts gave positive evaluation to the model. According to the results of the WBR Model Evaluation Criteria Range, all seven items were evaluated as "most appropriate". What impressed the experts most were that the elements support the whole training; it is flexible and closely related to the target trainees' professional development needs. The 3 experts, however, may concern a bit about how to maintain the training effectiveness and the implementation of this model because it lasted rather long and involved with many people.

B. Results revealing the Effectiveness of the WBR Model for In-service TE Teachers' Professional Development

1. Results of the pre and post-tests

As discussed, the results of a pre-test and a post-test which were administered with the 15 trainees before and after the training based on the WBR Model were shown in Table 3:

Table 3. MEANS SCORES OF THE PRE-TEST AND POST-TEST

	Mean	N	SD	Std. Error Mean
Pre-test	57.53	15	9.326	2.408
Post-test	80.07	15	4.906	1.267

The paired samples statistics of the mean scores of the pre-test and post-test showed that in-service TE teachers changed dramatically after the training based on the WBR Model.

Table 4. PAIRED SAMPLES TEST RESULT

	Paired Differences					t	df	Sig. (2-tailed)
	M	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	-22.533	11.038	2.850	-28.646	-16.421	-7.906	14	.000

The paired samples test result displayed the significant difference between the pre-test and post-test mean scores of their TE professional knowledge and teaching ability at the level of 0.000 ($p < 0.05$), which led to the conclusion that the trainees' TE professional knowledge and teaching ability were improved after following 4 phases of the WBR training Model.

2. Quantitative Results from the Post-experiment Questionnaire

The post-training questionnaires were distributed to the 15 trainees after they had participated in the training. The 10 items in the questionnaire were to obtain the information about the appropriateness of the activities and the model itself in a 5-point Likert scale. The results were shown in Table 5.

Table 5. RESULTS OF IN-SERVICE TEACHERS' ATTITUDES TOWARDS THE WBR MODEL

Items	\bar{X}	SD
The WBR Model is effective to improve TE teacher professional development sustainably.	4.80	.414
The WBR Model is useful for improving your tourism content knowledge.	4.67	.488
Your teaching was more effective after you attended the training.	4.60	.507
The activities in the WBR Model were well designed.	4.60	.507
You reflected more frequently on your teaching in the training process.	4.53	.516
Your work-based experience in the tourism sectors is helpful for your teaching efficiency.	4.47	.516
The WBR Model can provide in-service TE teachers with integrated and continuous training.	4.47	.516
You think the training from the WBR Model can meet your needs to solve classroom problems.	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 displayed the trainees' positive attitudes towards the WBR Model for in-service TE teacher professional development. They strongly agreed that the WBR Model was effective to improve TE teacher professional development sustainably and to improve tourism content knowledge ($\bar{X} = 4.80, 4.67$; $SD = 0.414, 0.488$). Their teaching became more effective after they had attended the training ($\bar{X} = 4.60, SD = 0.507$). For them, the activities of the training 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 their own teaching ($\bar{X} = 4.53, SD = 0.516$). They strongly approved that work-based experience in the tourism sectors was very helpful for their teaching effectiveness ($\bar{X} = 4.47; SD = 0.516$) because the WBR Model provided in-service TE teachers with integrated and continuous training ($\bar{X} = 4.47; SD = 0.516$) and the training could meet their needs to solve classroom problems ($\bar{X} = 4.40; SD = 0.507$) regarding tourism content and language integration. They also accepted that the tourism sectors were well selected for the training ($\bar{X} = 4.13; SD = 0.352$). Even though most of them seemed to think that the time needed for the training in the model was acceptable ($\bar{X} = 3.40, SD = 0.507$), the mean score in this item was much lower than those of other items. This reflected the trainees had various attitudes towards the choice of the tourism sectors and the time duration. It was possible that the 20-week duration of the whole training was too long.

3. Qualitative Results for the Trainees' Logs and the Post-training Interview

The qualitative results of the trainees' attitudes towards the WBR Model were based on the data collected from their logs and the semi-structured interview. The findings depicted five aspects as follows:

3.1 The WBR Model directly addresses the needs of the TE teachers

The results of the semi-structured interviews showed the participants were positive to the training programs in terms of Tourism content and TE teaching provided in during the training based on the WBR Model. T13 reported:

“All the activities of the programs took together tourism contents and teaching management. Each step was carefully designed, quite practical and flexible. The localized training was just what I needed, for young teachers like me cannot afford too much time to be trained somewhere else...”

In addition, the trainees expressed that it was not easy for them to attend in-service training programs due to the limited budgets and heavy workload. They agreed that the TE programs that they had attended earlier were inadequate and irrelevant to meet their needs. Most of the trainee teachers revealed that this WBR Model could provide flexible and purposeful training to them and it was helpful for their in-service professional development. In his summary, T15 wrote:

“...Each year, School of Foreign Studies sends only a few teachers out for training, and it is not easy for us...young teachers to get the chance... The training of the WBR Model was quite helpful and rewarding for me, for it was systematic and purposeful, focusing on providing solutions to the problems we have in teaching. For me, the work-based training and mentoring were very helpful. The training provided me a good chance to learn basic knowledge and skills for a qualified TE teacher and experienced professionals...”

3.2 The reflections in the monitoring step helps increase deeper TE understanding.

The data also revealed the increase in TE professional understanding concerning how to integrate the content of tourism into their TE teaching and how to improve their weaknesses through reflections and face-to-face supervision. All the 15 interviewees reported that with the training from the WBR Model, they had a clearer picture of what they should know for tourism English teaching. T2, during the interview, stated as follows:

“...Well, I experienced and learned a lot from the training. Actually I realize how I should improve myself in terms of TE teaching. I know what and how to serve my students well. Of course I also know the challenges in TE teaching. We should explore so as to know how to meet the expectations of the tourism business...”

3.3 Teaching ability and process of self-development were improved.

What the teacher trainees had done and achieved from the training were reflected in their logs. Data from the logs presented the participants' favorable attitudes towards and their own changes when conducting TE teaching. T5 wrote in her summary:

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

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...”

The trainees agreed that both English language and tourism content knowledge should be stressed in TE teaching. During the interview, they described their teaching process, reflecting that their teaching process was strengthened. T6 stated:

“...In my previous teaching, I focused a lot on the teaching of the language, but just some isolated language fragments like the use of words or some sentence structures. That made TE quite similar to GE. After attending the WBR Model 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...”

3.4 Formative and summative assessments were good tools for improving.

Both formative and summative assessments were easily applied during the training from the WBR Model. In the interview, T8 described his experience during the training:

“My trainers and mentor carried out the training as scheduled. During and after the training, they observed, checked and told us what should be changed or improved. Then they made some changes to the plan when necessary. The process of replanning, redoing, rechecking and reacting made the training more appropriate [with the purposes of the training]. Such work-based programs are more effective because flexible changes could be made through formative assessment...”

3.5 Duration and contents of the WBR needed to be reconsidered.

Suggestions about the duration and content choice were found from the results of the interviews and the trainees’ logs. During the interview, T7 mentioned:

“Frankly speaking, 20 weeks was a little bit longer than we had expected. Personally I thought it would be much better if the workshops and the work-based training programs were implemented within 2 weeks. The time duration for the mentoring was acceptable...”

In her logs, T12 made some suggestions on the choice of trainers and the training locations:

“The trainers for the workshops and work-based training programs should be chosen carefully. In the workshops, one of the trainers was excellent, but the other one should be changed. I was quite confused with what one of the trainers told us. By the way, the choice of the locations was critical for the training. We have a variety of choices. For example, some scenic spots are more commercial but some are quite natural. They should be absorbed as the locations where we could have more experience...”

Discussion

A. The benefits of the opportunities to learn, practice and reflect

The findings of the research showed that the TE trainee teachers agreed that the training from the WBR Model was 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 trainees took in information and knowledge of tourism and TE classroom teaching from the workshop. They did not only learn the theories of language teaching and tourism from the information, but through WBR model training, direct experiences of tourism practice and classroom teaching from the professionals in the fields and mentors in the classroom provided the trainees with real hands-on of what they have to do.

In each step of the model, they got sufficient chances to conduct simulation practices and practices with close supervisions. Timely feedback was sent to them from the experienced trainers and mentors. Based on their practice and feedback, 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. It is to confirm that integration of content knowledge with English teaching and transformation of theories into effective practices is not automatic. Steps in training should make this happen explicitly.

In the WBR training for TE teachers, there were the delivering of theoretical rules for them to follow as guidelines. They could put theoretical rules into their practice, through which they monitored, proved and adjusted what they had learned. Based on the learning and practice, the trainees had their reflections on their learning experience and outcomes. Actually, reflection was 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. Reflection can positively lead to self-directed development. Scholars like Dewey (1933) and Zeichner (1983) 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.

B. The WBR Model as a process-oriented training

In the training of the WBR Model, the trainers and mentors guided the trainees through an exploration to construct understanding of TE teaching. With the introduction of tourism content, the ability to learn and to apply their knowledge in the teaching was scaffolded through class observations, one-on-one supervision, and self-reflections. Such a hands-on and reflective approach was vital to the professional development of the trainee teachers since they learned from their work and mistakes in the training process. Critical reflections enable the detections of their own weaknesses. It in turns leads to performance optimization and improvement. The trainees attended the training not just to achieve a single goal but to ensure they became better than they had been before the training. The well-designed process of training gave them the directions so that they could apply to other situations when they wanted to improve their profession and core competences in the future. From such a perspective, the teachers claimed they had learned more through the training as well as reflection. They also believed that the WBR Model was not only effective but also applicable because it could be used with other contexts or areas.

C. The WBR Model - an example of localized training model design

Tourism knowledge is a major component in TE. To meet the needs of the TE teachers, the training process of the WBR Model produced multiple opportunities to learn tourism content 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 trainees, localized training plays a vital role for the trainees. The tailor-made training can serve the needs of the trainees 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 trainees 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 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.

Conclusion

The study was conducted to provide help to tertiary TE teachers in terms of improving their in-service professional development. The findings of the study showed that the WBR Model of which the design was based on ADDIE model and localized to the needs of TE teachers was effective for the in-service professional development of TE teachers. Their professional knowledge and competence were improved with the training. Furthermore, the WBR Model could offer more opportunities for TE teachers to improve their professional development, to deepen their understanding of TE teaching and to strengthen the teaching process. They became more confident and more effective after the training from the WBR Model.

References

- Ai, Y. X. (2016). Natures, Categories and Principles of ESP Teaching: On the Feasibility of ESP Teaching in Universities. *Journal of South China University of Science and Technology*, 4: 56-61.
- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 62:139- 47.
- Bolam, R. (1993). **Recent developments and emerging issues**. In GTC, The continuing professional development of teachers. Papers presented by M Williams & R Bolam for the General Teaching Council, London, Department for Education and Skills, 17-41.
- Bunda, M. A., & Sanders, J. R. (Eds.) (1979). **Practices and problems in competency-based education**. A Bell and Howell Company. UMI Dissertation Services, Boston.
- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38, 57-74.
- Chen, T. (2016). A Study of the Cultivation of Bi-disciplinary Teacher Quality in Vocational Colleges. *Continuing Education*, 10, 14-16
- Cohen, D. K., & Hill, H. C. (2001). **Learning policy**. New Haven. CT: Yale University Press.
- Craft, A. (2000). **Continuing professional development: A practical guide for teachers and schools**. London: Routledge/Falmer.
- Creemers, B., Kyriakides, L., Antoniou P. (2013). **Teacher Professional Development for Improving Quality of Teaching**. Springer Science+Business Media Dordrecht.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8): 597-604.
- Darling-Hammond, L. (1996). The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. *Educational Researcher*, 25(6): 5-17.
- Day, C. (1999). **Developing teachers: The challenges of lifelong learning**. London: Falmer Press.
- Dewey, J. (1933). **How we think**. Mineola, New York: Dover Publications, Inc.
- Dyson, A. and Raffo, C. (2007). Education and disadvantage: the role of community-oriented schools. *Oxford Review of Education*, 33:3: 297-314
- Facer, K. (2009). **Towards an area-based curriculum: Insights and directions from the research**. London: RSA
- Freeman, D., & Johnson, K. (1998). Reconceptualizing the knowledge base of language teacher education. *TESOL Quarterly*, 32: 397-417.

- Guskey, T. R. (2000). **Evaluating professional development**. Thousand Oaks, CA: Corwin Press.
- Hou, F. F. (2016). A Study of Situational Methods in TE Teaching. **Success**, 1: 56-59.
- Jin, J.M. (2017). Stresses to the Natures of TE Teaching for the Cultivation of Students Comprehensive Quality and Abilities in Vocational Colleges. **Journal of Sichuan Correspondence College**, 1: 23-26.
- Kyriakides, L., Creemers, B. P. M. and Antoniou, P. (2009). Teacher behavior and student outcomes: suggestions for research on teacher training and professional development. **Teaching and Teacher Education**, 25(1): 12-23.
- Li, J. (2016). Explorations of Cross-culture Effectiveness Cognition in TE Teaching. **Journal of Hubei Educational College**, 4: 23-26.
- Li, D. & Cui, R. G. (2016). A Survey of Tourism English Major Student Training. **Education Research**, 11: 23-25
- Lin, Y.Y. (2013). Research on CLT in TE Teaching. **Journal of Chifeng University**, 6: 43-46.
- Liu, Y. Q. (2017). Issues and Solutions in Teacher Professional Development: A Case Study of Teacher Training in Chifeng Area of Inner Mongolia. **Journal of Hulunbeier University**, 6: 35-40.
- Ma, B. L. (2015). Research on the Training of Bi-disciplinary Teachers in Vocational Colleges. **China Adult Education**, 9: 22-26.
- Parkinson, J. (2011). The Discussion section as argument: The language used to prove knowledge claims. **English for Specific Purposes Journal**, 30: 164-175.
- Peng, Z.T. (2017). On the Problems and their Solutions in Tourism English Teaching. **Science and Technology Research**, 3: 47-51.
- Qu, L. (2017). Research on Tourism English Bi-disciplinary Teachers in Vocational Colleges. **Journal of Hubei Correspondence University**, 5: 45-48.
- Smith, M. S., & O'Day, J. (1991). Systemic school reform. In S. Fuhrman & B. Malen (Eds.), **The politics of curriculum and testing** (pp. 233–268). Philadelphia: Falmer Press.
- Smith, P. L., & Ragan, T. J. (1999). **Instructional design** (2nd ed.). New York, NY: Wiley & Sons.
- Wallace, M. J. (1991). **Training foreign language teachers: A reflective approach**. New York: Cambridge University Press.
- Wang, Z. (2017). A Study of the Means of Bi-disciplinary Teacher Quality Training in Vocational Colleges, China Adult Education, 14: 54-58.
- Wei, F.Y. & Wang, J.C. (2015). On the Innovations of TE Teaching at the Tertiary Level. **Journal of Changchun Normal University**, 12: 31-35.
- Xie, X. Z. & Zheng, X. G. (2017). An Analysis of the Means of Practical Ability Cultivation for Tourism English Major Students. **Higher Education and Academic Research**, 3: 35-39.
- Yao, X. (2016). Research on Bi-disciplinary Teacher Quality Training in Vocational Colleges. **National and International Vocational Education Review**, 12: 41-43
- Zeichner, K. M. (1983). Alternative paradigms of teacher education. **Journal of Teacher Education**, 34(3): 3-9.
- Zeichner, M. K. (2003). Teacher research as professional development for P 12 educators in the USA. **Educational Action Research**, 11: 301-326.
- Zhang, L. (2017). TE Classroom Teaching Methods and Their Innovations. **Assessment Weekly**, 38: 55-59.
- Zhu, S. M. & Zhang, Y. (2007). Bi-disciplinary Teacher Mode—An Effective Approach in Teacher Education. **Vocational Education Tribune**, 6: 46-51.