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THE IMPACT OF TEACHER TRAINING IN ENGLISH LANGUAGE TEACHING ON THE LEARNERS' LEARNING

Dr. Parupalli Srinivas Rao

(Lecturer in English, English Language Centre, King Faisal University, Al-Hasa, Kingdom of Saudi Arabia.)

ABSTRACT

This article exploits a randomized controlled trial to evaluate the impact of an intensive, short-term in-service teacher training programme on the performance of English teachers. Educational policy-makers and practitioners have had a longstanding interest in improving teacher quality. Officials in many education systems around the world have championed in-service teacher training programmes as a cost-effective way to augment the subject knowledge and pedagogical skills of teachers, thus helping them better teach their students. Most teachers (72%) report having engaged in training in the subject they teach. In-service teacher training, which can be used to improve teacher quality and student educational performance in developing countries, has also been included as an important component in social development programmes. In developing countries, pre-service teacher preparation is not always required. As a consequence, in-service training is often the only preparation teachers receive. This was a qualitative study carried out in the context of National Teacher Training Program for English Teachers in India, intending to reveal the impact of the program on four in-service English teachers' beliefs about self (i. e., about English teachers). The findings were interpreted with the help of the classification framework of teacher belief change proposed the impact of the program on these four in-service English teachers' beliefs about English teachers' roles, excellent English teachers and English teachers' professional development was considerable, however, the degree, the nature and the sources of the impact varied across individual teachers.

Keywords*: Development, Education, English Teachers, English Teacher Education, Impact, In-Service Teacher Training, Learners, Professional Development, Qualitative.*

INTRODUCTION

In recent years, teacher education programs have been prevalent around the world. In India, National Teacher Training Program has aroused public attention for its large scale, wide coverage, long duration, sufficient funds and professional trainers. Borg (2011) points out that "teacher education is more likely to impact on what teachers do if it also impacts on their beliefs". Unluckily, research on the extent to which teacher education has actually changed the beliefs of language teachers has also been unexpectedly scarce, especially in in-service contexts. This study was conducted in the context of 2013 National Teacher Training Program for Junior High School English Teachers in India, intending to reveal the impact of the program on four in-service English teachers' beliefs about self (i. e., about English teachers). As this study is not aimed at exploring the nature of teacher beliefs, the working definition of beliefs proposed by Borg (2001) in a similar study is adopted, which is "beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action and are resistant to change".

LITERATURE REVIEW

Even though the number of studies on the impact of teacher education on language teachers' beliefs is quite limited (Borg, 2011) stated that the findings of them are still found to be inconsistent. Foreign researches can be classified into the following three categories according to research contexts and results: those which identified few or limited changes of beliefs (pre-service: Borg, 2005; Peacock, 2001; Pennington & Urmston, 1998; in-service: Lamb, 1995), those showing positive evidence of considerable impact (pre-service: Debreli, 2012; Yuan & Lee, 2014; Busch, 2010; Mattheoudakis, 2007; in-service: Lamie, 2004; MacDonald, Badger & White, 2001; Cabaroglu & Roberts, 2000), and those which found that belief changes took place in various ways across individuals and areas of belief (pre-service: Löfström & Poom-Valickis, 2013; Özmen, 2012; Liu & Fisher 2006; Richards et al., 1996; Urmston, 2003). Compared with foreign researches, domestic researches on the impact of language teacher education on teachers' beliefs have been scarcer, most of which focused on the changes of pre-service English teachers' beliefs during the practicum, such as Zhang (2013), Zhai (2011), Kan (2012), Chen (2011) and Pan (2013). Different from these researches, Yang (2006) and Huang (2012) focused on the impact of language learning courses required for prospective English teachers on their beliefs and identified belief changes in some areas as well as belief stability in other areas.

The inconsistency among the findings of these researches (both foreign and domestic) can be attributed to the variations in the following four factors.

1. The nature of the language teacher education programs: The quality of trainers, the length and structure (for example, the ratio of theoretical courses to practical courses, the contents and schedule) of the particular program, would all certainly affect the extent to which the program would impact on teachers' beliefs.

2. The research approaches and instruments adopted: The differences in the nature of the research (qualitative, quantitative or mixed), and the rich and diverse instruments adopted in these foreign researches would naturally result in greater inconsistency in the results.

3. The areas of belief under investigation: Rokeach claimed that there was a belief system, shaped like a concentric circle, in which beliefs are positioned from the periphery to the core according to its importance, and assumed that the core beliefs would be more resistant to change, but the change of which would also influence other beliefs more greatly. Thus, the variability of certain beliefs varies according to their positions in the belief system and naturally leads to different research results.

4. The working definition of "impact": Whether the "impact" was defined to be deep and radical changes or just something that promotes belief development would lead to different interpretations of the results and thus inconsistent findings.

Teacher training group (the treatment group):

The main intervention for the teacher training group involved teacher training sessions intended to improve the teacher's English knowledge and pedagogy. To achieve this goal, the research team recruited three experts in English language and teaching to help design and deliver the training curriculum. One trainer was an expert in English teaching, who herself was a rank IV English teacher. The main responsibilities of these two trainers were to enhance teacher knowledge about English vocabulary, grammar and reading comprehension. Moreover, they were responsible for teaching pedagogy to the trainees. Her responsibilities focused on improving the competency in spoken English (pronunciation and conversation) for the trainees. In addition to designing the curriculum, these experts also led training sessions with the help of five volunteer teaching-assistants selected on the basis of their English proficiency. Together, the teaching team worked intensively with the research team to design a curriculum (textbooks, exercise brochure and teaching plan) appropriate to the needs of the English teachers. All teachers were exposed to the training in a highly standardized manner. Shortly after the baseline survey, the migrant English teachers in the training group received an invitation letter to join the training programme. Those who accepted the invitation were asked to gather at a hotel conference room for the 3-week training in English knowledge, skills and teaching techniques. In the morning, the three trainers led lectures introducing English language knowledge, skills and pedagogical methods in English teaching. In the afternoon, the assistant trainers led the teachers to review and practice materials and skills learnt during the morning through drills, games, conversation exercises and mock classroom activities. Monetary incentives were also used to increase compliance during the training. First, all expenditures in room and board, transportation and course materials were covered for the training. Second, a compensation plan was implemented to encourage teacher attendance at all training sessions. Conditional on full attendance in all training sessions, each trainee would receive 600 yuan as compensation for his/her time at the end of the training programme. This amount is equivalent to 75 per cent of the typical monthly wage of a migrant school English teacher.

METHODOLOGY

This study attempted to fill in the gap in literature by adopting a qualitative approach to reveal the changes of individual in-service teacher' beliefs throughout the National Teacher Training Program. As the training contents covered in this program were quite comprehensive, this study only focused on teachers' beliefs about self and chose the following three sub-dimensions as the main research contents based on literature review, which included beliefs about English teachers' roles, beliefs about excellent English teachers and beliefs about English teachers' professional development. It should also be noted that in this study, "impact" was defined to be something promoting belief development, and the classification framework of teacher belief development proposed by Cabaroglu and Roberts (2000) were referred to when analyzing the specific nature of the belief impact.

The principle of "purposeful sampling" which refers to selecting information-rich cases "from which one can learn a great deal about issues of central importance to the purpose of the research" was followed when selecting the participants. More specifically, among the 16 types of "purposeful sampling" identified by Patton (1990), the strategy of "maximum variation sampling" was adopted, which involves picking a wide range of variation on dimensions of interest. The criteria used in the process of "maximum variation sampling" included: professional titles and years of teaching, school levels or school types, educational backgrounds, and training experiences. In addition, as Wen (2004) suggested, the attitudes of research objects should also be taken into consideration while sampling. Therefore, after selecting a few qualified candidates by using "maximum variation sampling" strategy, the researcher explicitly explained the contents and requirements of the study to the candidates to consult whether they were willing to take part in the

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study. Finally, four teachers responded quite positively and became the participants of the study.

Table 1.presents the profile of the participants.

Table 1. The Profile of the Participants

Teacher	Gender	Age	Title	Years of teaching	School	Educational backgrounds	Training experiences
A	female	33	Level 2	12	key school of the city	Normal English	rich
B	female	31	Level 2	9	key school directly under the city	Non-normal English	lacking
C	female	34	Level 2	14	ordinary school	Normal English	lacking
D	female	41	Level 3	19	foreign language school	Normal English	rich

DATA COLLECTION AND ANALYSIS

Sources of data in this qualitative study included two main types.

1) Semi-structured interviews

Each participant was interviewed for three times (each time lasted for about half an hour), respectively, at the beginning, in the middle and at the end of the training program. The process was recorded and further transcribed.

2) Written and visual materials

Participants' course work during the program was all collected and analyzed carefully, including learning plans, professional development plans, lesson plans, course wares, classroom observation records, class analysis reports, teaching reflection reports, periodic summaries and final papers.

Data collection and data analysis alternated with each other, forming a cyclical process, and thus were closely related with each other. To be specific, the researcher made the outline for the first interview based on literature review, in which the study were centered on English teachers' roles, excellent English teachers and English teachers' professional development. This is the first level of data analysis — "cyclical analysis". The second level is "summative analysis", consisting of within-case analysis and cross-case analysis, which refers to the process of first analyzing the belief development of each participant

throughout the training program and then comparing the belief development across four participants.

RESULTS AND DISCUSSION

The results are presented in the following with discussion. Data cited here carry the following codes: I1, I2, I3 = the first, second, third interview respectively; PDP = professional development plan; CAR = class analysis report; S1, S2, S3, etc. = summary of the first, second, third stage respectively, etc.; FS = final summary; FP = final paper. Information in [ ] is added by the researcher as explanation.

A. Teacher A

"A teacher's job is to motivate and inspire students to learn" (I1), Teacher A generalized so when talking about English teachers' roles. After shadowing learning, she came to realize that English teachers should also play another two roles. One is emotional educator: "She [the practical instructor] really integrated emotional education into her daily teaching. Honestly speaking, I had usually ignored this aspect" (I2). The other one is cultivator of students' habits: "There's one thing that I admired her [the practical instructor] very much, that is, in pair work or group work, when one student was reporting, all the other students were listening carefully, no one was talking at that time. It seemed to be a pattern or habit, and this was really rare to see in others' classrooms. That's when I began to realize that it's necessary to cultivate students' habit of listening to others" (I2). Besides, she deepened her

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understanding of English teacher as a facilitator: "Most of the time she [the practical instructor] was guiding students to learn. She provided them with lots of opportunities to speak in class. Her practice reflected the new curriculum concept [student-centred teaching] well" (I2).

It can be seen that Teacher A views English teachers more as "educator" who focuses on the cultivation of students' interests, potential, habits, emotions, etc., rather than "subject instructor" who focuses on the teaching of the contents of a certain subject (Beijaard et al., 2000). After training, Teacher A has expanded her beliefs about English teachers' roles. On the one hand, she added two new roles — emotional educator and cultivator of students' habits, both of which are teachers' explicit roles, different from those implicit roles she mentioned in the first interview (motivator and inspirer). On the other hand, it can be seen that even though before training Teacher A had approved teacher's role as a facilitator, after shadowing learning during which she observed the instructor's teaching practice, she further consolidated and affirmed the new curriculum idea, that is, return time to your students to make your class student-centered. As for excellent English teachers, compared with the four measurement criteria put forward by Teacher A in the first interview: "great language competence", "advanced teaching methodology", "ability to motivate, facilitate and instruct students" and "care about students like a mother after class" (I1), she added two new standards later. One is "classroom management ability" (I2): "A teacher should have strong abilities to manage the classroom when organizing teaching. In fact, the same class delivered by different teachers will produce completely different results" (I3); "She [the practical instructor] showed very strong classroom management abilities" (CAR); "She could always aroused students' enthusiasm. The classroom atmosphere was quite good and the effects of interaction turned out to be great" (I2). The other one is "personal charm" (I2): "Her [the practical instructor's] great personality attracted the students a lot. She brought the students positive energy. I have realized that maybe

for a teacher, it's important to transmit knowledge, but the most important thing is to influence your students with your personal charm" (I2). Among the four participants, Teacher A seems to have been affected by the practical instructor in the shadowing learning stage most significantly, claiming that "She has interpreted what an excellent English teacher and head teacher should be like and shown me how to become such an excellent teacher" (FP). Thus, the two new standards added were both put forward in reference to her practical instructor. First of all, she noticed the positive impact on teaching effect exerted by the instructor's great classroom management abilities. Then, different from the other three teachers, Teacher A not only observed the instructor's class but also extended her visions towards the instructor's practice outside the classroom because she believed that the positive influence after class could also be transferred to the classroom learning. As regards professional development, Teacher A explicitly pointed out that she did not think too much about this aspect, even during the program, thus she did not talk much on this topic. However, the researcher thought that the practical instructor's great influence during the shadowing learning stage would certainly enlighten her on her own professional development in the future.

B. Teacher B

When asked about teachers' roles, Teacher B stated that "An English teacher should first be a guide. His main duty is to open the door of English for children and then stimulate their interests in English. Secondly, he should be a companion, that is, once he has led children to the main road of English learning he then becomes a companion and witnesses their progress. Later, children may find it harder to follow the teacher, at this time, the teacher should provide mental guidance to encourage them and ask them not to give up" (I1). Teacher B then went to a foreign language school for shadowing learning, where class hours for the subject of English were more than those in ordinary schools and different teaching materials were also adopted. Due to the differences, Teacher B came to realize that a teacher should play

another role as "lubricant" (I2), which referred to that a teacher should consciously re-arouse and maintain students' interests when they were found to become bored of English learning: "The lesson types in this school were comparatively unitary while the time for English learning every day was quite long. I had expected that students would easily get bored, but it didn't happen. Students were still enthusiastic. It can be seen that Teacher B's understanding of teachers' roles was characterized by being staged, which was different from the other three teachers. More specifically, she believed that a teacher should play different roles in different stages of students' development, at the meantime; he should stimulate and maintain students' interests throughout. This understanding reflected that Teacher B considered it important to change roles according to students' conditions. In contrast, Teacher B's view about excellent English teachers showed no differences before and after training. She consistently believed that if a teacher could motivate students to learn and produce certain teaching effects, he could be considered as an excellent teacher. What's worth mentioning is that Teacher B's understanding of professional development was reversed. She mentioned that "I was really puzzled about my professional development before" (I3), however, after training, she described her change as "being brainwashed" (I3), that is, she began to have the desire to do scientific research. Such a significant change might be attributed to her non-normal education background and her puzzles about English teaching in all these years. To be specific, though Teacher B worked in one of the best middle schools in Chongqing and had quite excellent qualities in herself, she thought she lacked theories related with English teaching and learning due to her non-normaleducational background. Besides, her teaching results turned to be great, thus she did not think about doing research and considered herself "unable to do this" (I2): "Because of the lack of theoretical knowledge, I always thought that scientific research was quite far from me" (FS), "However, after training, I found that maybe I could try to do something, such as the action research introduced by Dr. Zhang. I never dared to think about this before" (I2), "Thanks

to the training, I have gained more profound understanding of my profession and have started to make plans for my future professional development" (PDP). In the final summary Teacher B re-emphasized that "Because of the training program, I have finally believed that front-line teachers can also do research and have known about how to do research. This idea is very meaningful and helpful to my future teaching and research" (FS). It can be concluded that Teacher B has figured out new directions for her professional development due to this training program.

C. Teacher C

Teacher C's beliefs regarding teachers' roles remained almost the same during the process of training. She consistently considered teachers as guides, providers of learning methods and strategies and cultural disseminators. While regarding excellent English teachers, Teacher C listed the following standards at the very beginning: "precise professional knowledge and systematic theories", "well-prepared English lessons which can attract students and make students persistently like him or her" and "good morality" (I1). After comparing teachers in her own school with those in the shadowing school which is a key school, she found that "What amazed me was that these teachers [teachers in the shadowing school] showed a greater degree of dedication to work than our teachers working in normal schools, even though their students were so excellent. They did not get slack at their teaching, research and self-learning. I found that their teaching benefited both students and themselves" (I2). It can be seen that after shadowing learning, Teacher C came to realize that excellent teachers were those who kept pursuing sustainable development, instead of staying on the same level on the fixed standards. Besides, in a class analysis report of one lesson delivered by the practical instructor, Teacher C summarized that what impressed her deeply was that an excellent English teacher must possess "good spoken English", "careful thinking which can be reflected in his or her ways of dealing with the teaching materials" and "harmonious teacher-student relationship". Thus it can be seen that the standards adopted by Teacher C to judge

whether an English teacher is excellent or not have become more diversified due to the observation of the practical instructor's classes. For Teacher C, the instructor was considered as a "mirror" of excellent teachers. What's more, the training helped Teacher C to elaborate the connotations of English teachers' professional development. That is, she realized that the professional development of an English teacher not only included improving teaching skills but should also cover these two aspects: research-oriented learning and promoting language competence. As far as promoting language competence, Teacher C was obviously impacted by other trainees: "Talking about professional development, I have realized that as an English teacher I used to have neglected some basic things such as English pronunciation and thinking in English before. In this training, I came to know teachers from foreign language schools. They seem to pay more attention to the English language competence while I didn't train myself in this aspect. This is what has impressed me most about professional development" (I3). This also demonstrates that the impact of the training program not also came from experts' lectures, practical instructor's demonstration, but could also come from other aspects such as interaction with other trainees.

D. Teacher D

At the beginning of the training, Teacher D mentioned that the primary roles of a teacher should be "guide, facilitator and organizer" (I1), while after the shadowing learning stage, she added another one — "checker": "in the end, the practical instructor had a test. I think he played the role as a checker. He played a teacher's roles in a very good way" (I2). Then, Teacher D proposed three standards to judge whether an English teacher is excellent or not and ranked them according to its importance, including: "responsibility and love", "advanced teaching philosophy", "solid language qualities" (I1). Even after the training, the standards didn't change much. As regards teachers' professional development, Teacher D claimed that through this training "I now have a more explicit idea about the ways to promote the professional development as a foreign language teacher, improve my own professional skills in the future and facilitate teaching by doing research. I have learned about 'action research' which I believe will benefit my teaching and research a lot" (S1). During the three interviews, Teacher D repeatedly used words such as "I always believe that …" and "I consistently think that …" which could reflect her firm beliefs. For those training contents which might be new to the other three teachers, she usually said "I have known about this before this training". This could be attributed to her 19 years' teaching experience as a senior teacher. As the rich teaching experience had already helped her to form comparativelyfirm beliefs before training, even though she received the same external stimulus as the other three teachers during the training program, the impact was comparatively small.

Table 2 presents the research results, i.e., the changes of the four teachers' beliefs. The belief change classification framework proposed by Cabaroglu and Roberts (2000) has been referred to when analyzing the nature of the specific belief change. The number of the mark "*" demonstrates the degree of the belief change (that is, "*" refers to a small change while "*****" refers to a radical change). In the table, the factors contributing to the belief change are also given. Thus, the three research questions mentioned earlier are all answered explicitly.

Table 2. The Belief Changes of the Four Participants

Teacher	Dimension	English teachers' roles	Excellent English teachers	English teachers' professional development
A	Nature of change	addition; consolidation	addition	no change
	Degree of change	****	****	
	Facilitating factors	the practical instructor	the practical instructor	
B	Nature of change	addition	addition	reversal
	Degree of change	***		*****
	Facilitating factors	the practical instructor; the shadowing school itself		experts' lectures
C	Nature of change	no change	addition	elaboration
	Degree of change		***	****
	Facilitating factors		the practical instructor; the shadowing school itself	self-learning; interaction with other trainees
D	Nature of change	addition	no change	elaboration
	Degree of change	**		**
	Facilitating factors	the practical instructor		experts' lectures

The results reveal that the impact of this particular training program on the four teachers' beliefs about self-varied across individuals. More specifically, addition was the most common type of belief change, which could possibly be due to the belief dimensions being investigated. As beliefs about English teachers' roles and about excellent English teachers could be reflected in the standards listed by the teachers, teachers' addition of new standards could reveal the addition of new beliefs. In terms of the degree of change, only Teacher D experienced comparatively small changes, while the other three teachers all underwent considerable belief development. As far as the facilitating factors, there were explicit factors including: the practical instructor, the shadowing school itself (the teachers naturally compared the shadowing school with their own schools), experts' lectures, self-learning and interaction with other trainees which were all explicitly mentioned by the teachers in the interviews or course work. However, there were also some inexplicit factors such as teachers' pre-existing beliefs before training (Borg, 2005), teachers' individual characteristics (Lamie, 2004) and so on, which might not have been perceived by the teachers themselves.

The ESL learner in the classroom

ESL learners' position in the classroom and frequency results indicated that student teachers perceived their learners to be eager to learn English (indicated by 78% of the respondents), that they had very limited L2 proficiency (23%) and that they needed support (82%). Most respondents felt the ACE programme course they had enrolled for had assisted them in tutoring L2 students (96%), guiding parents (84%), differentiating their way of instruction (89%) and to collaborating with colleagues on L2 issues (90%). Respondents indicated that they used code switching (54%) and that they encouraged learners to use English by sharing their everyday experiences in English (79%). Most respondents felt that their learners understood instructions given in English (85%) and they gave immediate language feedback (90%).

Listening, reading, writing and spelling errors ESL learners encountered when reading, writing, listening or spelling English. The frequency of encountered problems is reported in Table 3.

As indicated in Table 3, the problems most commonly encountered were listening, reading, writing and spelling errors made by learners:

1. Listening: learners did not understand instructions (21%).

2. Speaking: limited vocabulary (21% of learners).

3. Reading: learners were unfamiliar with phonics (19%).

4. Writing: learners had difficulty spelling (23%).

Student teachers experienced within the school environment with regard to ESL support and tutoring. These included limited or no resources (reported by 66% of the respondents), limited funding (55%), and

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no ESL support (61%) from official channels. The results are reported in Table 4.

Table 3 Listening, speaking, reading and writing errors that ESL learners make

Aspects of listening, speaking, reading and writing errors that ESL learners make							
Listen		Speak		Read		Write	
	n(%)		n(%)		n(%)		n(%)
poor concen-tration	45 (18)	sentences too short	37 (13)	unfamiliar with phonics	51 (19)	Spelling	68 (23)
do not understand instructions	53 (21)	mixes languages	52 (18)	poor word attack skills	36 (13)	poor handwriting	43 (14)
unable grasp main idea/crux	47 (19)	poor pro-nunciation	55 (19)	reversals	44 (16)	sentences, word order	47 (16)
Unable discriminate auditory sounds	21 (8)	limited vocabulary	61 (21)	no compre-hension	47 (17)	incomplete sentences	52 (18)
Other	84 (34)	Other	85 (29)	Other	91 (35)	Other	87 (29)
Total	250	Total	290	Total	269	Total	297
Frequency Missing = 745		705		726		628	

Table 4 Difficulties experienced by ESL student teachers

Difficulties experience by student-teachers within the school environment		
Issues	Recorded	Percentage
No resources	125	24.0
Limited finances	104	20.0
No support	115	22.1
Personally not English proficient	35	6.7
Other issues	142	27.2
Total	521	100.0
Frequency Missing = 474		

A dark picture regarding teacher and learner English language proficiency emerges if the findings of the qualitative study, in conjunction with those of the quantitative study, are set against the school environment in which student-teachers have to function and transfer knowledge. The quantitativefindings indicated that the number of learners per class in the schools included in the study occasionally tallied. Lessing and Mahabeer (2007: 139-141) see class size as a grave concern. Class size burdens teachers, who have usually to tutor classes in which the proportion of ESL learner is high. Language acts as the basic communication channel for knowledge transfer and learning from the

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educator to the learner. If the knowledge communication channel is obscured and hindered by limited English proficiency — both on the side of the learner and of the teacher — knowledge transfer cannot be effective. Language issues that the (often) inexperienced student teachers have to face include the LoLT of the school, dubious informal exposure of learners to English, student-teachers' perceptions of their own needs and proficiency in English, their perceptions of the level of support that they render to ESL learners, their perceptions regarding differentiated assessment of a diverse learner corps, and limited ESL resources availability. The quantitative research findings indicated that English was most often the LoLT and the language preferred by student-teachers. The figures indicated that the LoLT school policy and social language environment did not correspond. In conjunction with issues of poor knowledge transfer and English language acquisition, an implication of home language and LoLT discrepancy where young learners are involved, is that L1 and L2 are mixed. Fleisch (2008) and Pretorius (2002) feel strongly that shifting from mother-tongue instruction (in the first two to three years of schooling) to English as LoLT compounds the problem of language confusion as the learners have not yet mastered reading in their mother tongue, much less in English.

CONCLUSION

The understanding of the effect of teacher training on both teacher and student learning outcomes for underserved populations in developing countries are in two respects. First, the randomisation design provides unbiased estimates of the impact of teacher training on teacher and student performance, which is rare in the existing literature. Second, this article explores the impacts of in-service teacher training on both teacher and student outcomes, providing a broad perspective of the impacts of teacher training and insights into the mechanism through which teacher training affects student performance. Most existing studies only directly link teachers' training to student outcomes, neglecting the mechanism through which teacher training influences student performance.

Based on the results of this research and extensive literature reading, the following suggestions are provided.

1. Conduct a detailed analysis of teachers' pre-existing beliefs before training so as to target those beliefs which need to be developed through the training program in advance and improve the effectiveness of the training.

2. Raise teachers' belief awareness at the beginning to enable them to reflect on their own beliefs throughout the program.

3. Increase belief development opportunities by assigning reflective course work such as weekly journals and summaries, delivering lectures on teachers' beliefs, organizing teachers to discuss about beliefs explicitly, requiring teachers to read literature extensively and observe excellent classes to confirm or elaborate old beliefs and add new beliefs.

Therefore, the teachers of English are suggested to follow the above suggestions in order to become successful teachers and motivate the learners properly. As a result, the learners will learn the content easily and learning takes place in a pleasant atmosphere.

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ABOUT THE AUTHOR

The author, Dr. Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as *Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council* and *American based Ed Web (USA).*

He has been on the Editorial board for **twenty** well-reputed international journals. He has also done several prestigious projects including a project done for the *National Council for Teacher Education(NCTE),* Government of India and another one for King Faisal University, Saudi Arabia. He has attended several in-service training programs in ELT. He has taught English in India, the Republic of Maldives and Kingdom of Saudi Arabia for 27 years. At present, he is working as Lecturer in English at English Language Centre, King Faisal University, Kingdom of Saudi Arabia. He is very much interested in research activities and preparing study material for Undergraduate and Master's Degree courses. He is also a member of ELTAI, the prestigious organization for English language teachers.

The author did his M. A. (English) from Osmania University in 1991. He also completed his PG Diploma in Teaching English (PGDTE) from CIEFL / EFL University and later he did B. Ed., M. Ed. and M. Phil. from Osmania University, Hyderabad. In 1999, he did PG Diploma in Functional English from Andhra University. He did *Cambridge CELTA* in London, UK, in the year 2008. He also completed two regular onsite ELT courses, namely, *Pronunciation for Language Teachers* and *Teaching Grammar in Context* from University of Edinburgh in Scotland in 2008. He also

completed TEYL (George Mason Uni.), TGC (World Learning) and TYSE (Uni. Of Oregon) from the U.S. Recently, he has been awarded Honorary Doctorate for his outstanding endeavour in Education Sector, especially in the field of ELT. At present, he is also pursuing his Ph. D. in ELT.