

Teachers' perceptions of English as a Foreign Language Teaching in the PRC

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This presentation will report on work in progress in the PRC. This is an empirical study focussed on the impact of teacher training on learning outcomes in foreign language (FL) classrooms. Participants are 50 Chinese nationals who are elementary school (years Reception to 6) teachers of English. In order to measure changes in their perceptions of FL teaching and retain validity within the study, a triangulated design has been adopted. Firstly, all participant teachers will complete a pre-test in the form of a survey eliciting the teachers' perceptions of FL teaching. This will be followed by a training period which consists of 60 hours of instruction in the principles of FL teaching and FL methodologies. During the training period, written reflections by the teachers on aspects of FL teaching and learning will be collected. The training will be followed by classroom observations and interviews with a sample of the teacher participants. Finally, the survey used as the pre-test will be re-administered. At this stage, the pre-test and 60 hours of instruction have been completed with all the participants. Already, informal written reflections completed by the teacher participants during the training period indicate shifts in the way the teacher participants perceive FL instruction in the classroom context. As the study progresses into the next phase of observations and interviews, more information will become available on the efficacy of interventions such as instruction in principles and methodologies for FL teacher development on the learning outcomes in their classrooms.