

Developing a Training Module to Improve Initial ELT Proficiency among Student-teachers in Multi-ethnic Community Schools

Youxing Xiao, Dali University, China; Burapha University, Thailand
Janpanit Surasin, University of Wisconsin-Madison, USA
Denchai Prabjandee, Burapha University, Thailand

Abstract: *The purposes of the study were to investigate the current student-teachers' professional development, to develop a training module to improve their ELT proficiencies and to determine its effectiveness. The mixed methods research of the convergent parallel design was applied by using the quantitative and qualitative research and data, such as questionnaires, pre-test and post-test, interviews, class observations, reflective notes, audio-visual materials, and training-related documents. In order to answer the research questions and keep a close consistence with the research design, the proposed ADDIEM Training Module was developed to run through the whole training process within six different phases which constituted of this complete training process. The training program was highly accepted by the effectiveness of great benefit and satisfactory from the current student-teachers' feedbacks, and the specific improvements were discussed and the constructive recommendations were identified in the study.*

Keywords: professional development, ADDIEM training process, initial ELT proficiency

Introduction

Postiglione (1999) indicated that the number and diversity of languages used by the non-Han peoples of China was a formidable barrier to the popularization of education in China's rural and remote frontier regions. Therefore, according to different languages used in bilingual education, normally it was distinguished into two categories in Chinese context, bilingual education for minorities and bilingual education for foreign languages (Li, Liu, & Ghil'ad, 2014). The biggest obstacle to bilingual education in China was the lack of qualified teachers (Johnson & Chhetri, 2002). Teachers' low language proficiency had a direct impact on students' target language performance and language development. In an EFL context like that of China where English was neither the official language nor the language of daily use, language teachers and language classrooms might be students' only access to the English language, and teachers' modeling role was especially important in Chinese schools where teachers were the only English speakers and English classes were the only target language resources which students might encounter (Ahmed, 2011). Therefore, to master sufficient English language proficiency in order to provide target language models effectively had become one of the main concerns for teachers in China (Tsang, Yang & Qiu, 2005).

Under the present context of Chinese educational reforms, Tan (2006) highlighted that the goal of bilingual teaching practice was difficult to achieve due to the lack of qualified bilingual teachers in initial levels, and not yet fully functioning professional training system for English teachers. Liu (2011) confirmed the same standpoint that the shortage of qualified bilingual teachers had become the main bottleneck restricting the development of bilingual education in kindergartens, the fundamental solution to the shortage of teachers should depend on training (Wang, 2012). Therefore, it was ideal to supplement and cultivate initial English teachers by strengthening the preschool and primary English education and curriculum to develop the formal and qualified English teachers by following the regulations of children's

physical and mental development and special requirements of curriculum (Wang, 2007; Yao & Li, 2010; Wang, 2012). Equally, it was urgent to cultivate qualified teachers and explore an effective pre-service training model for bilingual teachers (Zhu, 2007, Wang, 2012). As a professional department specialized in student-teachers' training, such colleges and universities should further hold the basic guidance of the student-teachers' professional level and development; also take in-depth research in pre-service training of English language teaching proficiency for beginning level (Wang, 2012; Gu, 2016). How to equip bilingual teachers with proficient language abilities and teaching proficiencies had become the focus of the teacher training and practice (Wang, 2007; Wang & Mi, 2014). This teaching model was just consistent with the ultimate goal of initial English education in order to cultivate suitable talents for the development of the society; furthermore, for the current reform of the teaching model of English curriculum in professional initial education field. By using the teaching and training pattern, the professional pre-service training course could be combined with the English language course, which was in line with the trend of bilingual education and teaching (Wang, 2014).

The ADDIE Instructional Model

A number of instructional design models had been designed to guide the users in the instructional design process (Martin, 2011). According to Gagne et al. (2005), most systematic models of design had similar components, but could vary greatly in the specific number of phases and their graphic representations. The ADDIE model was one that contains five phases (analysis, design, development, implementation, and evaluation) (Clare & Natalie, 2014). The solid lines indicated that the process flowed from analysis to evaluation and the dotted lines feedback pathways. Each ADDIE phase was purposeful and focused on the specific outcomes, and use of ADDIE model represented a dynamic, flexible guideline for building effective instructional material, it could provide a well-organized, strategic plan for training and instructional design that ensured quality through consideration of all of the elements (Gagne et al, 2005; Martin, 2011; Clare & Natalie, 2014). Furthermore, the ADDIE Model was considered the most widely-used methodology of systematic training model and one of the most applicable-used effective instructional systems design models (Gagne et al, 2005; Reiser & Dempsey, 2007).

In view of meeting uniformly rigorous standards for developing an individual and effective training, the researcher highlighted the particular phase of **Modification** into the **ADDIEM** training process because it allowed to optimize the use of the training model, and to promote more rewarding, and productive practice (Clare & Natalie, 2014). Moreover, it essentially expected to identify further and detailed modifications and improvements of the training. Correspondingly, the proposed **ADDIEM** training process which focused more on the specific outcomes included: Needs **Analysis**, training **Design**, training **Development**, training **Implementation**, training **Evaluation**, and additional training **Modification**. Different specific activities were organized and involved in each phase of the training process, which highlighted the core research problem of ELT proficiency to cater to the findings of study all the time (Clare & Natalie, 2014).

Research Questions

The study aimed on identifying the challenges facing the current student-teachers' initial ELT proficiencies, developing a training module to improve their ELT proficiencies and to determining its effectiveness. The following research questions were focused:

1. What are the challenges facing the current student-teachers in teaching English to beginning learners in multi-ethnic community schools?
2. What are specific components of training activities for student-teachers in teaching English effectively in multi-ethnic community schools?
3. How does the training process develop and to what extent does the training module improve student-teachers' ELT proficiency?

Methods

The present study was mixed in its design, combining both quantitative and qualitative approaches during data collection and analysis. Thus, the combination of research methods was likely to recur in each step of the training and development. Particularly, the study incorporated the convergent (or concurrent) parallel design (Creswell, 2012). Primarily aiming to explore the student-teachers' professional qualities, especially their initial ELT proficiency, both the quantitative method and qualitative method, with same priority balanced, were conducted simultaneously at the first phase of the study.

Participants and Instruments

In terms of the quantitative research design, the sampling and participants selected from such convenient setting helped me gain a high level of insight about the actual situation (Creswell & Clark, 2011). The population of the study was mainly student-teachers (including both bachelors and masters), majoring in preschool education and primary school education, who were studying in current campus of Dali University, and other were mainly teachers who had some certain English teaching experiences in different schools. Due to the number of participants being very large, the purposive sampling procedure was selected by using a gate keeper technique to provide valuable information related to the research questions (Teddlie & Tashakkori, 2009). Factually, there were 168 participants involved in the questionnaires. 152 (90.48%) *student-teachers in 2015 academic grades* joined the first set of questionnaire while other 16 (9.52%) *English teachers* took part in the second set of questionnaire. Among 152 student-teachers in the first cohort, 126 (75%) were bachelors and 26 (15.48%) were masters who were both majoring in preschool education and in current campus of Dali University. In the second cohort, out of 16 English teachers, 11 (6.55%) were kindergarten English teachers, 2 (1.19%) were primary English teachers, and other 3 (1.78%) were middle school English teachers. Two sets of *self-administered questionnaires*, aiming at identifying the possible challenges for the phase of training need analysis and specific components in developing ELT proficiency training module, were employed for these two groups.

With regard to the qualitative research design, the informants chosen purposively were invited to participate in the interviews. The number of informants was determined by completeness or saturation of the information provided by a given number of participants. The saturation of the information would occur when no more new information was learned from participants (Rubin & Rubin, 1995). Finally, 5 (27.8%) *English teachers* working in kindergartens around Dali city, 2 (11.1%) *administrators* in Faculty of Education of Dali University, 3 (16.7%) *stakeholders* in bilingual kindergartens, and 8 (44.4%) *parents* involved in bilingual kindergartens, closely to my proximity, were confirmed to take different interviews. Thus, three different sets of *semi-structured and open-ended interviews* were provided to voice their perspectives and share their values about English teaching proficiency from the involved English kindergarten teachers, administrators and stakeholders, and parents.

Both the questionnaires and interviews were conducted particularly in the **Needs Analysis phase** of training, another additional participants were enrolled from the target student-teachers in 2016 and 2018 academic grades as the real trainees in the **Development Phase** of training. The estimated number of the additional participants needed to conduct statistical tests with sufficient power result was only 45, calculated by using the G*Power Software (Erdfelder, Faul, & Buchner, 1996). But finally, actual 58 participants were identified by using volunteer sampling technique. The **58 participants** engaged in the practical course training and were expected to provide useful feedbacks and suggestion upon the effectiveness of the training. The following table displayed the basic information of classification of the trainees. The 58 participants were selected from 2 academic grades of 8 different classes in bachelor and master program, mainly majoring in preschool education and primary school education, and then coded. In the later **Implementation and Evaluation Phases** of training, *surveys, classroom observations, teaching logs, artifacts, pretest and post, and reflective journals* were employed.

Table 1. Basic Information of Classification of the Trainees (N=58)

Codes of Range	Number	Grades & Classes	Majors	Levels
1-10	10	Grade 2016, class 1	Pre-school education	Bachelor
11-13	3	Grade 2016, class 2	Pre-school education	Bachelor
14-21	8	Grade 2016, class 3	Pre-school education	Bachelor
22-29	8	Grade 2016, class 4	Primary school education	Bachelor
30-35	6	Grade 2018, class 1	Pre-school education	Bachelor
36-44	9	Grade 2018, class 2	Primary school education	Bachelor
45-50	6	Grade 2018, class 3	Pre-school education	Master
51-58	8	Grade 2018, class 4	Primary school education	Master
Total	58	2 grades, 8 classes	2 majors	2 levels

Data Collection and Data Analysis

The purposes of the study aimed at seeking different perspectives from student-teachers and tried to construct the training module to develop their ELT proficiency in such case of context. The present study was congruent with Creswell (2009) to collect all the data from the questionnaires, pre-post tests, interviews, class observations, reflective notes and documents. In this convergent design, after collecting both quantitative and qualitative data concurrently, the researcher used parallel construction for both types of data to assess information; separately analyzing both types of data; and then merging the two databases, comparing results through procedures such as a side-by-side comparison in a discussion, transforming the qualitative

dataset into quantitative scores, or jointly displaying both forms of data (Creswell, 2012). The merging approach had also been called simultaneous integration (Morse & Niehaus, 2009), so the researcher illustrated a close relationship among the research questions, data collection and analysis to show how these three aspects were integrated together. Simply speaking, each item of research questions could be interpreted in corresponding linkage of data collection and analysis (see Table 2).

Table 2. Linkage between Data Collection and Data Analysis

Research Questions	Data Collection	Data Analysis
1. What are the challenges facing the current student-teachers in teaching English to preschoolers in multi-ethnic community schools in Yunnan Province?	- Questionnaires - Interviews - Personal Experiences - Documents	- Descriptive Statistics - Transcription & Interpretation - Comparison & Examination - Documentary Analysis
2. What are specific components and contents of training module for student-teachers in teaching English effectively in multi-ethnic community schools in Yunnan Province?	- Interviews - Questionnaires - Class Observations - Artifacts/ Documents	- Transcription & Interpretation - Descriptive Statistics - Videotaped Observations - Artifacts / Documentary Analysis
3. To what extent does the training module improve student-teachers ELT proficiency?	- Surveys - In-depth Interviews - Pretest & Posttest - Class Observations - Reflective Notes	- Descriptive Statistics - Transcriptions & Interpretation - Comparative Analysis - Videotaped Observations - Interpretation

All in all, both quantifying qualitative data and qualifying quantitative data were adopted according to Creswell (2012). On one side, different themes and categories were extracted from the qualitative data, and then were coded and classified with assigned numbers. Quantitative data were descriptively analyzed for frequency of occurrence. On the other hand, quantitative data from questionnaires were factor analyzed. These factors then became themes that were compared with themes analyzed from qualitative data. Specifically, frequency/descriptive statistics, one sample t-tests to interpret quantitative results, and qualitative data analysis utilized three-steps coding process consisting of thematic coding, pattern coding, and triangulation were proposed. This triangulated data analysis procedure in the mixed methods was utilized to capture multiple perspectives to develop a more complete training module of the ELT proficiency in such a context.

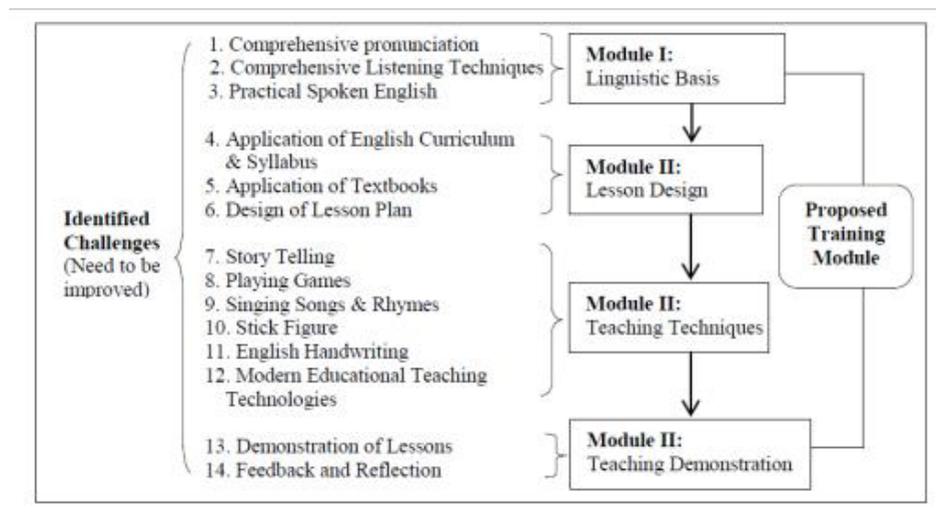
Findings and Discussions

The adapted ADDIEM training process, constituting by six different phases (Need Analysis, Design, Development, Implementation, Evaluation and Modification), run through the whole research process of the study, which kept the close consistence with the research design by using the mixed quantitative and qualitative research and data. Based on the three research questions of the study, the researcher constructed the detailed framework within the training process in order to lead and maintain the integrity of the training and development process (Richard & Elwood, 2009).

Each training phase consisted of several steps and activities which led to develop the course training and conduct all activities systematically. Therefore, each finding extracted from the different training phase was respectively presented by the following sections.

1. Findings of the RQ 1 “*What are the challenges facing the current student-teachers in teaching English to beginning learners in multi-ethnic community schools?*” The intended needs were investigated from the student-teachers and the possible expectations were summarized from the kindergarten English teachers, principals and stakeholders, and parents based on both quantitative and qualitative analysis, finally 14 topics of proposed challenges which were highly rated with the percentage and frequency were refined and indentified in the Needs Analysis phase of the training.

Figure 1. The Developing Interrelation between the Identified Challenges and the Training Modules



Conclusively, a developing interrelation between the 14 identified challenges and the relevant 4 proposed training modules were displayed as shows in Figure 1. This developing interrelation played a critical guiding role for the following systematic phases of the training process based on the three following regards: 1) the conclusive categories of codes and themes extracted from the questionnaires and interviews; 2) the researcher’s personal experiences and present understanding about the situation; and 3) the relevant research reviews and references. In terms of the initial ELT proficiency in the context of current educational situation, especially English teachers’ pronunciation, spoken English and listening ability were ubiquitous and problematic issues in performing in the practice (Tan, 2014; Wang & Mi, 2014). Similarly, it was difficult to design and organize good English teaching activities much less to include the development of integration in bilingual curriculum based on my own teaching experiences in previous ELT practice for both preschool and primary education majors (Shen & Zhao, 2010).

Additionally, it should be classified that some certain items extracted from data, such as vocabulary, grammar, knowledge of British & American cultural background, knowledge of cross-cultural communication, reading ability, and writing ability at the same time were not included in the present study even though holding their equivalent rates of percentage scores, but it did not absolutely indicate that they were not important or necessary for student-teachers’ general ELT proficiencies. There were some reasons as follows:

1) In the critical period of language learning for children, its advantage was to build a corresponding language environment by imitating of the voice and intonation to form the language sense naturally; and learning pronunciation well as the most important and basic factor in language acquisition, which also need to obtain a lot of language input of listening (Li, 2006; Wang, 2009); 2) Children English teaching emphasized on not the amount of vocabulary, but the ability of learning English and using it. If it was just the number of words we were valuing for, they would be in a negative state sooner or later (Wang, 2016); 3) Gimson (1962, cited in Wang, 2009) stated when a person spoke a language, he/she had to learn almost 100% pronunciation of the language, while he/she just need learn 50~90% grammar and 1% vocabulary. Phonetic learning directly affected the ability of oral expression and listening comprehension ability for the children's development, while reading and writing abilities were not emphasized in early stage; 4) Compared with adults, childhood was a key implicit period of learning, and the huge deformability of speech, strong imitative ability and reproductive ability could easily form the good pronunciation and intonation, which had great advantages in second language acquisition (Tian, 2007); 5) Last but not least, such as the knowledge of British & American cultural background and cross-cultural communication, they were relatively hard to be examined and indentified within such a limited training period especially for those who were non-English majors and not to mention their current lower situation of ELT proficiency.

2. Findings of the RQ 2 “*What are the specific components of training activities for student-teachers in teaching English effectively?*” It was considered as the biggest part because each finding generated from each training phase might be the indispensable sub-sections for the specific components of the training processes and activities. Therefore, based on the elaborations of identified challenges provided in the *Needs Analysis Phase*, the immediate identified outcomes from the training *Design Phase*, the training *Development Phase*, the training *Implementation Phase*, the training *Evaluation Phase*, and the training *Modification Phase* were merged sequentially to answer the research question in respect of the specific components of training activities.

The general goals of the proposed training program aimed at improving basic professional qualities and practical teaching skills which based on ELT proficiency at beginning level for current student-teachers to optimize their pre-service professional development towards the specific objectives. The specific training objectives in the phases of the training modules were developed, revised and finalized in order to reflect realistically the necessity of the training. On one side, each item of the specific objective was derived from and identified by the quantitative and qualitative data during the phase of need analysis; on the other side, the suitability of the objectives was also considered based on the practical levels of the current student-teachers' expertise which was expected them to achieve under the parallel analysis of the present context. That is, all the items of outcomes were determined as the specific objectives serving for each phase of the training modules, and the degree of difficulty, the relationships between objectives also were overall reflected. In sum, several different activities performed sequentially in different phase of the ADDIEM training process initiated different outcomes, which constituted the specific components of the training processes as demonstrated in following Table 3.

Table 3. Phases, Activities and Outcomes within the ADDIEM Training Process

Main Phases	Specific Activities	Major Outcomes
Need Analysis	<ul style="list-style-type: none"> - to design and conduct the questionnaires and interview - to consider characteristics of the training context - to interpret and identify student-teachers' needs - to inventory available training materials and resources - to select appropriate instructional models of training 	-identified challenges
Training Design	<ul style="list-style-type: none"> - to distribute course modules - to construct instructional framework - to set course criteria of assessment - to define detailed contents and activities - to employ instructional techniques - to draw a tentative schedule 	-designed course objectives and course syllabus
Training Development	<ul style="list-style-type: none"> - to design 14 different lesson plans - to select appropriate materials and tools - to determine a proper criteria of evaluation - to develop assessment instruments - to enroll trainees and provide training guides - to make schedules and locate a classroom 	-prepared lesson plans and instructional strategies
Training Implementation	<ul style="list-style-type: none"> - to state current teaching and learning experiences - to make full of preparation - to carry on the real training activities - to observe the classroom - to conduct survey questionnaires - to collect participants' feedback 	-purposive recruitment of trainees -successful delivery training course
Training Evaluation	<ul style="list-style-type: none"> - to select appropriate techniques of measurement - to conduct the formative evaluation - to conduct the summative evaluation - to conduct final post-test evaluation - to interpret training effectiveness 	-complete formative and summative assessments
Training Modification	<ul style="list-style-type: none"> - to review reflective notes - to extract data from the survey and questionnaires 	-identified improvement and modification

-
- to interpret data from class observation
 - to review trainees' assignments
 - to interview some certain trainees
-

Determining general training goals, defining specific training objectives and organizing training activities were more often than not critically essential and particularly important consideration in training design and development to create a satisfying and effective learning experience (Brown & Green, 2016, p.102). Equally, the training syllabus generated from the training design phase, was considered as the critical and essential component based on Nation and Macalister's statement (2010). "*A negotiated syllabus involves the steps of 1) negotiating the goals, content, format and assessment of the course, 2) implementing these negotiated decisions, 3) evaluating the effect of the implementation in terms of outcomes and the way the implementation was done* (p. 150)", the following elements were "*negotiated*" in order to make the syllabus workable and effective, they were: negotiation procedures, course planning (for participation, procedure, and goals), course evaluation, and resources and materials (Nation & Macalister, 2010). That was just as the key rationale of the training syllabus design of the training process; and the above-shown training syllabus was negotiated to provide such a changeable instructional model for the following phase of training development.

Additionally, with the higher emphasis on constantly increasing flexibility and accountability for the current student-teachers' learning, the most successful instruction was that which resulted in growth and achievement for all the students. "*It would seem that using systematic processes to ensure that the identified needs of students direct all instructional decisions would be the most productive approach*" (Clare & Natalie, 2014, p.28). However, there was no a ready norm which could apply for such a context of the study; consequently, the researcher designed an instructional model "3Ps + 2Ds" as a referential instructional design framework by considering maximizing identified challenges for all the student-teachers in such a context. The "3Ps + 2Ds" instructional model here referred to the following 5 abbreviations: **Preparation, Presentation, Practice, Demonstration and Discussion**, which were emplaced sequentially as the main body of each lesson plan. The proposed "3Ps + 2Ds" instructional model was expected to help 1) clarify the goals for training, 2) identify training decisions on known trainees' needs, 3) locate and choose appropriate training resources, and 4) understand the effect of the training materials or methods, and so on (Clare & Natalie, 2014, p.32).

With regard to another important outcome of the component, Serdyukov and Ryan expressed that "*good lesson plans are the foundation of successful student learning, accurate assessment, and effective classroom management*" (2008, p.1). The development of 14 copies of lesson plans according to the 14 topics of the identified challenges was also a critical stage in the training design phase. The well-designed lesson plans helped set the sound implementation of the training program, and they also displayed a signal that such training was to be conducted in a professional manner (Serdyukov & Ryan, 2008). Therefore, once the specific training objectives and course syllabus had been designed in preceding phase, the modular lesson plans should be organized and prepared to outline the training program in terms of the sequence of activities and events, and to guide for the trainer that provided a step-by-step breakdown for conducting the sound training program (Serdyukov & Ryan, 2008).

The model of lesson plan here might vary from other situations, but it shared the three common and essential features of a complete, well-organized lesson plan: objectives, procedures, and evaluation (Eby, Herrell & Hicks, 2002). The lesson objectives specified the training

purposes, the lesson procedures described both “*what training experiences can be provided*” and the way which could be “*effectively organized*”, while the lesson evaluation described the way planned in advance to determine “*whether these purposes are being attained*” (Eby, Herrell & Hicks, 2002. p.145). An available well-prepared and individualized instruction facilitated me to ensure that the products (all drafts of lesson plans) to be responsive to the needs of trainees and effective in achieving the desired training outcomes (Dick, et al, 2005, p.10). Accordingly, such instructional strategies/models/techniques: problem-based learning, open-ended learning, directed learning, cooperative learning, concept-attainment model, inductive learning, authentic teaching, simulations and games, and individualized instruction, and so on, were consulted, developed and embedded in different lesson plans in order to work best based on the trainees’ needs and the training goals and objectives.

Moore (2015) stated the evaluation served many roles in the teaching-learning process, and it should not be limited to only the ‘*desired outcomes*’ but also must be “*sensitive to all factors*” potentially associated with the whole course of the training (p. 251). Consequently, all the outcomes of components generated from the preceding phases including the identified needs, the specific objectives, the negotiated syllabus, the selected instructional strategies, the designed materials, the prepared lesson plans, the enrolled trainees, and even the confirmed classroom, etc, were addressed again by guiding a dynamic and flexible evaluation system (Moore, 2015). It must be sensitive on all the potential or possible instruments of measurements associated with the whole training process, and that’s the main reasons why the following primary evaluation types: pretest, formative and posttest (summative) were applied into different phases of the training process by its natural and chronological position in terms of their special characteristics and purposes.

All in all, understanding the organization of training events, the determination of scope and sequence, the placement of teaching and learning experiences, the preparation of training course syllabus and lesson plans, the description of delivery method and the application of evaluation criterion helped me identify what was necessary to create the specific components of training activities that was effective for a variety of student-teachers—from the average one to those who required either more support or greater challenges (Brown & Green, 2016, p.113).

3. Findings of the RQ 3 “*How does the training process develop and to what extent does the training module improve student-teachers’ ELT proficiencies?*”

One of the main purposes of the study was to develop a feasible training module to improve initial ELT proficiency among student-teachers in such a setting, so the researcher developed the interrelated **ADDIEM Training Process** which involved into the core research problem of ELT proficiency as shown in Figure 2, it was applied to “*lead and maintain the integrity of the training and development process*” (Richard & Elwood, 2009, p. 244). The proposed systematic framework was exhibited as a training blueprint throughout the whole ADDIEM training process. Combining the specific training process with the identified components of training activities again illustrated how the training process was developed effectively and systematically.

Discussion

The measurement and assessment of performance, supported by incentives or disciplinary actions, can contribute to employee management strategies that help organizations meet their objectives (Eisenhardt, 1985). KPIs are used to evaluate employee performance, and the development of KPI assessment systems is often guided by theoretical models such as the BSC,

which provides a framework for measuring performance and assessing progress toward corporate goals (Kaplan, 2009; Norton and Kaplan, 1993; Schemmerhorn et al., 2011). For this research, the BSC was used to assess KPI system effects on various aspects of corporate performance, as perceived by employees at a Chonburi-based real estate company. The results provide evidence that the BSC is a useful framework for assessing KPI effectiveness.

The BSC framework comprises four dimensions: financial, customer, internal, and learning and growth. The financial dimension is concerned with monetary effects as well as the factors that contribute to them; the customer perspective focuses on outcomes such as satisfaction and retention (which can be assessed for both external customers and employees as internal customers of the organization); the internal dimension encompasses operational issues, innovation, and other factors related to processes and practices; and the learning and growth dimension includes skills training and professional development (Kaplan and Norton, 1996). This research found statistically significant relationships among all four of the BSC perspectives, in accordance with prior studies showing the interrelatedness of BSC factors (Berková et al., 2017; García-Valderrama et al., 2009; Ittner & Larcker, Lee, 2015; 1998; Nørreklit, 2000; Perlman, 2003; Zahoor & Sahaf, 2018). The findings support Nørreklit's (2000) assertion that BSC perspectives have complex multidirectional interrelationships rather than simple one-way linear relationships.

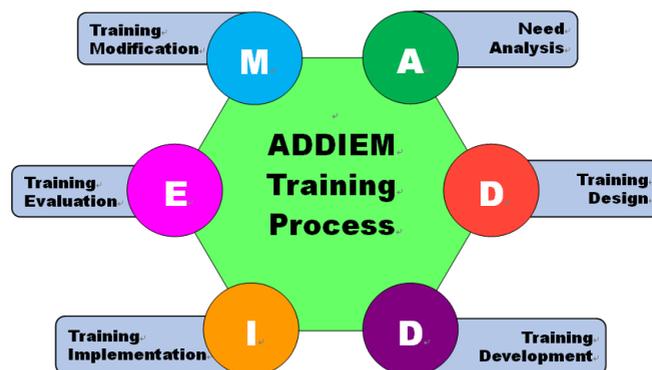


Figure 2. The ADDIEM Training Process (Source: Adapted from Richard & Elwood, 2009).

With regard to overall improvement for the trainees' ELT proficiency upon the training module, the results obviously indicated a high and positive consistency from the data analysis of the training process. **100%** trainees expressed their affirmative certainty of "*feeling beneficial from the whole training to a great extent*". When asking "what percentage of your original expectation is based on the training content?" 7.03% out of the trainees compared with their original expectations in the scale of 60~69%, 20.28% was in the scale of 70~79%, 42.03% was in scale of 80~89%, and 30.66% was in the scale of 90~100%. Majority of the trainees expressed pleasantly that they had gained what to expect and reached their basically learning targets. Certainly, a few part of the trainees reported the training did not meet their personal learning targets, nevertheless, they explained a factual and understandable issues because of "*the limited training periods*". Furthermore, a higher percentage from the survey in terms of the training course practicability displayed 72.34%, and another comparison of the trainees' proficiency from the evaluation forms of satisfaction also showed that 27.66% out of the trainees felt *not satisfied*

with their current proficiency, 46.81% felt *just so so* before the training, but after the training, 2.13% felt *not satisfied*, 19.15% felt *just so so*, 48.94% felt *basically satisfied*, 25.52% felt *satisfied*, and 4.25% felt *very satisfied*, which indicated the training modules also produced an positive orientation of improvements for the student-teachers. Such data extracted from the multiple sources including the questionnaires, interviews, classroom observations, documents and my own reflective notes exactly served to validate both the qualitative and quantitative findings in terms of triangulation. That was to say, the techniques of triangulation strengthened conversely the reliability and validity of the results (Creswell, 2003).

With regard to the specific improvements, the main categories from high to low frequency coded from the original data by revising, rereading and adjusting several times, such as: 1) advanced the trainees' learning interests and confidence, 2) improved comprehensive English pronunciation, 3) improved practical spoken English and comprehensive listening ability, 4) well-acquired applying skills and techniques upon general instructional design, and 5) self-reflected awareness of disadvantages were respectively displayed in an existing high-low frequency as the specific aspects of improvements of the student-teachers' ELT proficiency.

Recommendations

-Know overall learners' knowledgeable backgrounds. Acting as an instructor in present training process, I found that it was of great importance to design and develop more appropriate training activities in specific training phase to gain different effectiveness of different situations based on the present complete training. As a result, the different learners' basic majors, their academic levels, their learning interests, motivations and common targets, their prior knowledge of advantages and weakness, even their academic, social or emotional difficulties, and so on, should be understood thoroughly so that more impressive teaching materials, proper teaching methods, logical teaching procedures, appropriate grouping challenges and efficient classroom management, etc. could be well-designed pertinently especially in the needs analysis and training design phases.

-Establish pleasant learning environment. To keep establishing a positive learning environment during the complete training process was another indispensable factor, because it was approved to allow the learners to feel comfortable, safe and engaged, optimize their learning, and also help build a cohesive classroom community (Hue & Li, 2008). Therefore, the following interrelated measures should be recommended: to make full of using available teaching and learning resources and facilities firstly, to treat the learners respectfully, to set the rule enforcement equitably, to exemplify their behavioral and academic expectations clearly, to address their needs intentionally, to provide them constructive feedback and guidance frequently, to motivate their confidence and encourage their progress instantly, to provide with opportunities to share their voices and experiences unconstrainedly, to acknowledge the teacher's inescapable errors and the learners' negative emotions appropriately, to make optimum use of the teaching and learning materials interactively, and to be punctual and keeping smile for class from day one especially in the training development and implementation phases.

-Ensure sufficient teaching periods. Based on the recommendations from the student-teachers, it was concerned frequently on the insufficiency of teaching duration, which was also critically required as the primary aspect to be revised carefully. The student-teachers frequently underlined the necessity of extending or increasing the training duration in matter of the following prioritized topics: English pronunciation, comprehensive spoken English and listening ability, lesson design, teaching techniques, and presentation and evaluation of lesson.

-Identify instructor's traits and competences. With regard to the instructor's personal accomplishments summarized from the evaluations forms under the increasingly diverse and personalized professional learning, the learners frequently would feel satisfied with the following challenges: 1) can maintain lasting passion, patience and creativity by performing lifelong learning with devoted responsibility and professional maturity, by paying careful attention to the possible challenges, and by holding creative expertise when presenting lesson, coaching the learners, supervising management and evaluating performance; 2) can make both verbal and written communications effective by explaining the terms accessibly and meaningfully, by using professional yet friendly body languages and by listening actively; 3) can make learning audio-visible by sharing more multimodal valuable artifacts, including texts, pictures, hand-made cards, worksheets, videos, music and songs without any reservations; and 4) can make thinking critical by creating comfortable and positive learning environments, by providing supportive services, and by setting clear behavioral and academic expectations, and so on. In sum, the instructors should be more optimistic conscientiously in career engagement than the conventional classroom teaching.

- Attempt alternative training models. The prioritized ADDIEM training module of the study could be adapted to seek a more complete and creative training process framework for future researches. It was also recommended to shift the training module to other majors or subjects, such as English education; and finally partially help either directly or indirectly generalize the training module to other multi-ethnic communities under the similar context. That was, future researches may extend the challenge of other training models according to different emphasis in different situations, for instance, one alternative is the Dick and Carey Model, which underlines to provide detailed step-by-step processes especially for novice instructional designers to follow the systematic approach in designing instruction; another alternative is the Kirkpatrick Model, which highlights for analyzing and evaluating the results of training to determine aptitude based on four levels criteria (Reaction, Learning, Behavior, and Results) for both informal and formal styles of training.

-Change pre-service into in-service trainees. The student-teachers studying in the current campus of the setting were concerned in the present training program as the major trainees, but they were not the same particular participants who were invited to conduct the questionnaires and interviews of the study based on their different academic grade situations of learning developments in the practical training process. It was changed time and circumstances that the required challenges indentified by the previous engaged participants in the need analysis phase might differ in accordance with the perspectives cognized by the current involved trainees in the training implementation phase. Accordingly, such English teachers who are working in kindergartens and primary schools (or higher secondary levels) are proposed to be the certain participants as well as trainees from day one for future researches. Based on this, investigating the relationship between such certain English teachers' expectations and their prior knowledge, and developing other relative topics such as comprehensive competences of grammar and vocabulary, reading and writing abilities, which were not covered in present study, are also deserve to be focused as imperative and influential factors in acquiring specific ELT proficiency.

References

- Berkova, I., Adamova, M., & Nyvltova, K. (2017). Relationships between financial and learning and growth perspectives in BSC. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 65(6), 1841-1850.
- Chen, H. T. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage.
- Choi, S., & Rainey, H. G. (2010). Managing diversity in US federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. *Public Administration Review*, 70(1), 109-121.
- Collier, J., & Esteban, R. (2007). Corporate social responsibility and employee commitment. *Business ethics: A European Review*, 16(1), 19-33.
- Dulebohn, J. H., & Martocchio, J. J. (1998). Employee perceptions of the fairness of work group incentive pay plans. *Journal of Management*, 24(4), 469-488.
- Eckerson, W. W. (2009). Performance management strategies. *Business Intelligence Journal*, 14(1), 24-27.
- Ferreira, A., & Otley, D. (2009). The design and use of performance measurement systems: An extended framework for analysis. *Management Accounting Research*, 20(4), 263-282.
- Flynn, S. (2011). Can you directly motivate employees? Exploding the myth. *Development and Learning in Organizations: An International Journal*, 25(1), 11-15.
- Fryer, K. J., Antony, J., & Douglas, A. (2007). Critical success factors of continuous improvement in the public sector: A literature review and some key findings. *The TQM Magazine*, 19(5), 497-517.
- Gabris, G. T., & Ihrke, D. M. (2001). Does performance appraisal contribute to heightened levels of employee burnout? The results of one study. *Public Personnel Management*, 30(2), 157-172.
- García-Valderrama, T., Mulero-Mendigorry, E., & Revuelta-Bordoy, D. (2009). Relating the perspectives of the balanced scorecard for R&D by means of DEA. *European Journal of Operational Research*, 196(3), 1177-1189.
- Ittner, C. D., & Larcker, D. F. (1998). Are nonfinancial measures leading indicators of financial performance? An analysis of customer satisfaction. *Journal of Accounting Research*, 36, 1-35.
- Jung, J. Y., & Wang, Y. J. (2006). Relationship between total quality management (TQM) and continuous improvement of international project management (CIIPM). *Technovation*, 26(5-6), 716-722.
- Kaplan, R. S. (2009). Conceptual foundations of the balanced scorecard. In C. Chapman, A. Hopwood, & M. Shields (Eds.), *Handbooks of management accounting research* (Vol. 3, pp. 1253-1269). New York: Elsevier.
- Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Boston, MA: Harvard Business Press.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. *Harvard business review*, 85(7-8), 150-161.
- Landy, F. J., Barnes, J. L., & Murphy, K. R. (1978). Correlates of perceived fairness and accuracy of performance evaluation. *Journal of Applied Psychology*, 63(6), 752-754.
- Latham, G. P. (2007). *Work motivation: History, theory, research and practice*. Thousand Oaks, CA: Sage.
- Marr, B. (2014). *25 need-to-know key performance indicators*. Philadelphia, PA: FT Publishing.

- Mate, A., Trujillo, J., & Mylopoulos, J. (2012). *Conceptualizing and specifying key performance indicators in business strategy models*. Retrieved from <https://pdfs.semanticscholar.org/f954/914fd2af61f842e244067f7253fc48a65931.pdf>
- Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of Applied Psychology*, 84(1), 123-136.
- Montgomery, C.A. (2011). *Resource-based and evolutionary theories of the firm: Towards a synthesis*. Norwell, MA: Kluwer.
- Narcisse, S., & Harcourt, M. (2008). Employee fairness perceptions of performance appraisal: A Saint Lucian case study. *The International Journal of Human Resource Management*, 19(6), 1152-1169.
- Newbert, S. L. (2007). Empirical research on the resource-based view of the firm: an assessment and suggestions for future research. *Strategic Management Journal*, 28(2), 121-146.
- Nørreklit, H., 2000. The balance on the balanced scorecard a critical analysis of some of its assumptions. *Management Accounting Research*, 11(1), pp.65-88.
- Norton, D., & Kaplan, R. (1993). Putting the balanced scorecard to work. *Harvard Business Review*, 71(5), 134-140.
- Parmenter, D. (2015). *Key performance indicators: Developing, implementing and using winning KPIs*. Hoboken, NJ: John Wiley and Sons.
- Perlman, Y. (2013). Causal relationships in the balanced scorecard: A path analysis approach. *Journal of Management and Strategy*, 4(1), 70-79.
- Schemmerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). *Organizational behavior*. Hoboken, NJ: John Wiley and Sons.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, 68(3), 461-473.
- Wallace, J. C., Butts, M. M., Johnson, P. D., Stevens, F. G., & Smith, M. B. (2016). A multilevel model of employee innovation: Understanding the effects of regulatory focus, thriving, and employee involvement climate. *Journal of Management*, 42(4), 982-1004.
- Zahoor, A., & Sahaf, M. A. (2018). Investigating causal linkages in the balanced scorecard: an Indian perspective. *International Journal of Bank Marketing*, 36(1), 184-207.