

CHAPTER 5

Discussion and Conclusion

5.1 Research Summary

This research is revolved around one small-scale K12 training center in Chongqing, which named Morejoy Education. Morejoy Education is located in Rongchang. It provides K12 English tutoring primary and also provided Math and Chinese classes to satisfy parents' and students' need. Morejoy Education is the representative of the small-scale training center in Chongqing, because the market of small-scale training center lies in the district outside the main urban area, and the market of the small-scale training center is districts and counties. The reason that Morejoy Education can be the representative as it has 8 branches in different districts and counties in Chongqing, and has good reputation between Chongqing citizens. The reason that K12 training center flourishing is the people in the world are paying more and more attention to K12 Education, thus, parents would like to by virtue of one channel to improve children's learning ability. Therefore the channel is a K12 training center. Among multitudinous K12 training center, small-scale training center occupies a large proportion in the whole K12 training center market, and among masses of the small-scale K12 training center, English training takes the largest proportion. With copious researches mentioned that the urgently need to be addressed the problem of small-scale K12 English training center is teachers' low teaching performance and the cause of problem emergence is appropriate teachers' training process. With the normal problem that existed in lots of training center, this research chooses Morejoy Education as a case study to do research. Interview of this research aims to recheck the normal problem existed in Morejoy Education also or not. When the problem is confirmed, the next step is solving the problem. Thus, the researcher used a questionnaire to dig out what kind of contents and what kind of form of teachers' training process that teachers need. And with the help of Knowledge Repositories and Communities of Practice (CoPs), and combined with questionnaires' result, a new teachers' training process built.

The effectiveness of new teachers' training process is analyzing of teachers' opinion and students learning outcome. Teachers' feedback of the training process is investigated with the help of the online group interview, and students learning outcome reflected with the help of comparing students' exam grades. When the new teachers' training process built, zero-year experienced teachers teaching ability improved. And those abilities are greeting skill, reviewing skill, imparting skill and reviewing skill based on English class can be divided into four parts.

5.2 Discussions

The discussion section will mainly discuss the gap between this article and the previous researches. With Chinese Society of Education did research among K12 Education training center industry, it mentioned that the ubiquity problem of the training center is teachers' teaching performance cannot improve with the help of existed teachers training process. In recent ten years, there are four kinds of teachers training processes: Demonstration, Knowledge Repositories training process, menu selection mode, and reflection mode. Demonstration means zero-year experienced teachers attend experienced teachers class as an observer. Knowledge Repositories training process makes up the divagates of face-to-face space-time limitation, menu selection mode aims at respecting the participant's training need, and reflecting a process designed to provide teachers the opportunity to reflect themselves. Talking about the commonly existed teachers' training process, the large numbers of teachers are not satisfied with it. Thus, a large number of researchers did the research about building a teacher's training process for teachers. Lots of researchers study about building a teachers' training platform for the large-scale training center, such as New Oriental, or building a learning organization for the large-scale training center, or building a face-to-face Communities of Practices (CoPs) for public schools' teachers. But there is no research which aimed at building an appropriate teachers' training process for small-scale training centers. Comparing with public school and large or medium scale training centers, small-scale training's training funds are relatively insufficient; thus, to build an appropriate teachers' training process for them is of great importance. This research, considering the limited funds and teachers' need in Morejoy Education, with the help of the advantage of Knowledge Repositories and Communities of Practices, with the addition of teachers' professional knowledge's

constitution, built a new training process for small-scale training center only.

5.3 Limitation of Research

The capacity of teachers who worked in the training center is the fundamental factor that influences training center's development and competitive edge, and is also the motivation that training center development towards specialization. Even though this research tries to analyze teachers' competency more comprehensively and more deeply to build an appropriate teachers' training process, but with the limitation of time and researcher's capacity, this research remains to be improved.

Even this research used literature review and interview which are two different orientation research methods, to mutual corroboration the existed problem of the small-scale training center, but the production of any conclusion is based on researchers' professional knowledge limitation, so, this kind of limitation can hardly be avoided.

The other is a time limitation. This research used one month to collect experienced teachers knowledge and one month to implement the new training process. From relatively research area, teachers' training process needs a long and complex period to collect data and practice to verify and consummate the new teachers' training process, thus, in a manner of speaking, this research is just a beginning for building an appropriate teachers' training process for the small-scale training center.

5.4 Future work

This research is based on the inadequacy of each training process to build a comprehensive and suitable for small-scale training center's teachers' training process. So, this research has a clear direction inevitable. When Knowledge Repositories and Communities of Practices become the main learning methods for teachers to improve their teaching performance, this kind of training process is a representative. And this kind of training process can satisfy most of small-scale training centers' teachers' need, which means that this kind of training process has a certain universality. Thus, researchers can use this training process as fundamental, to discuss the problem of teachers' ability to maturity.

With teachers' training process is a long-lived program, the mentoring system could be put in the future. Mentoring is acknowledged to be a dynamic, reciprocal relationship within a working environment, generally involving an individual with more experience in a specific field (the mentor) and a less experienced individual, often a beginner in that field (Weaver and Chelladuria, 1999; Wright and Smith, 2000). It is a collaborative process which needs experienced teachers and zero-year experienced teachers work together. For education, mentoring is the process of taking a guide, teaching, affecting and helping for the beginning or new teacher. In general, the mentor has sufficient knowledge about one skill and more power, influence and social status in one organization than others. The experienced teachers in Morejoy are mentors based on their teaching experience and the key factor within Morejoy. The zero-year experienced teachers are trainees on account of no experience of teaching. Thus, the mentoring system for Morejoy is that zero-year experienced teachers get help and guidance from experienced teachers until they become qualified. The ongoing process of the mentoring system of teachers to improve their teaching quality are:

1. Teachers' manager organized the periodic meeting for experienced teachers and zero-year experienced teachers together;
2. Zero-year experienced teachers have their personal mentors, which are experienced teachers to approach the academic and personal problems.

With the help of a mentoring system, teachers' training process can be an effective and sustainable plan.