CONTENTS

	Page
Acknowledgement	c
Abstract in Thai	d
Abstract in English	f
Contents	h
List of Tables	k
List of Figures	1
CHAPTER 1 Introduction	1
1.1 Background and significance	1
1.1.1 Education in the World and in China	1
1.1.2 K12 in the World and in China	3
1.1.3 K12 Training Center and Small-scale Training Center in China	5
1.1.4 The Problem of K12 Small-scale Training Center in China	11
1.2 Develop a Case-study	12
1.2.1 Information of Morejoy Education	12
1.2.2 The Problem of Morejoy Education	18
1.3 Research Question	19
1.4 Research Objective	19
1.5 Benefits and Significance of the Research	20
1.5.1 The Influence of Teachers' Teaching Quality	20
1.5.2 The Benefits of Building an Appropriate	20
Teachers' Training Process	
CHAPTER 2 Literature Review	21
2.1 Education System	21
2.1.1 Education System in China	21
2.1.2 K12 Education	23
2.1.3 K12 Training Center	24
2.1.4 Teachers in Training Center	25

	Page
2.2 Knowledge Management	25
2.2.1 Definition of Knowledge Management	25
2.2.2 Knowledge Worker	27
2.2.3 Knowledge Management Tools	28
2.2.4 Knowledge Capture Tool for TeachersTeaching record	28
2.2.5 Knowledge Sharing Tool —Knowledge Repositories	29
2.3 Communities of Practice (CoPs)	31
2.3.1 The Definition of CoPs	31
2.3.2 The Type of Communities of Practice	33
2.3.2 CoPs for teachers	33
2.4 Questionnaire	36
2.5 Wechat	36
2.6 Conceptual Framework	37
CHAPTER 3 Research Methodology	39
3.1 Research Scope	39
3.1.1 Area of Study	39
3.1.2 Area of Population	39
3.1.3 Research Time	40
3.2 Research Procedures	41
CHAPTER 4 Result and Analysis	47
4.1 Introduction	47
4.2 Results	47
4.2 Results of Interview	47
	47
4.2.2 Results of Questionnaire	49 57
4.2.3 The details of new training process4.2.4 Results of Group Interview	57 59
4.2.5 Results of Examination	59 61
7.4.J Nebulid of Leathinauoli	UI

	Page
CHAPTER 5 Discussion and Conclusion	65
5.1 Research Summary	65
5.2 Discussions	66
5.3 Limitation of Research	67
5.4 Future work	67
References	69
Appendix A	75
Appendix B	77
Appendix C	78
Appendix D	79
Appendix E	81
Appendix F	85
Appendix G	87
Curriculum vitae	90
Curriculum vitae	
TAI INIVERS	
OIVI	

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่ Copyright[©] by Chiang Mai University All rights reserved

LIST OF TABLES

		Page
Table 1.1	The list of four experienced English teachers	14
Table 1.2	The list of seven zero-year experienced English teachers	14
Table 1.3	The list of Chinese and Math teachers	15
Table 1.4	The list of course consultant staffs	16
Table 1.5	Number of English classes in Morejoy Education	16
Table 1.6	The number of Math and Chinese Classes	17
Table 1.7	Work schedule of Morejoy Education in Rongchang	17
Table 3.1	Research Procedures	41
Table 4.1	Implementation schedule of new teachers' training process in	59
	Morejoy Education	
Table 4.2	The Result of Group Interview	60
Table 4.3	Students' grade from experienced teachers	62
Table 4.4	Students' grade from zero-year experienced teachers	63
	MAI UNIVERSITA	



LIST OF FIGURES

		Page
Figure 1.1 The Whole Mark	ket Size of Chinese Education	2
Figure 1.2 Education System	n in China	4
Figure 1.3 The Market Size	of Chinese Education in 2017	4
Figure 1.4 Students Enrolln	nent of China in 2016	5
Figure 1.5 The Increase Rat	te of Education Industry	6
Figure 1.6 The Increasing n	umber of School-age children	6
Figure 1.7 Number Contras	t of Different Training Center in China	7
Figure 1.8 The Recognition	from Chinese parents of the importance of	8
K12 Training cer	nter in 2016	
Figure 1.9 How much do C	hinese parents want to invest in	9
children's Englis	sh learning?	
Figure 1.10 The Aim of Trai	ning K12 English	9
Figure 1.11 The Market Shar	res of K12 English Training Center	10
Figure 1.12 The key factors t	for parents to choose a training center	11
Figure 1.13 The satisfaction	about training model in training center	12
Figure 1.14 The areal distrib	ution of Morejoy Education	13
Figure 2.1 Conceptual Fran	nework	37
Figure 4.1 The result of inte	erview' second question	48
Figure 4.2 The results of in	terview's last question	48
	of Morejoy Education's English teachers	49
Figure 4.4 Zero-year experi	enced teachers' self-assessment of teaching level	50
Figure 4.5 The results of qu	estionnaire of the necessary of teachers' training	51
Figure 4.6 Result of training	g process will meet teachers need or not of	51
experienced teac	hers	
Figure 4.7 Result of training	g process will meet teachers need or not of	52
zero-year experie	enced teachers	
Figure 4.8 Result of what k	ind of things you want to get of experienced teachers	53

	Page
Figure 4.9 Result of what kind of things you want to get of	53
zero-year experienced teachers	
Figure 4.10 Result of training form for experienced teachers	54
Figure 4.11 Result of training form for zero-year experienced teachers	54
Figure 4.12 Result of the way that you will use when meets teaching problems	55
Figure 4.13 Result of frequency of group discussion	56
Figure 4.14 Result of the form of new training process	56
Figure 4.15 The test of final examination	61
Figure 4.16 The number of students' mark from experienced teachers class	63
Figure 4.17 The number of students' mark from zero-year	64
experienced teachers' class	
1 m 1 m	

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
Copyright© by Chiang Mai University
All rights reserved