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Evaluation of In-service English Teacher Training Program for Language Testing Professionalism*

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The present study was conducted to evaluate an intensive teacher training program for English language testing professionalism and draw implications for quality control. As part of the English educational reform process, a new national-level new English testing system has been developed to assess students' four skills. Prior to the introduction of the innovative English test system to schools, in-service teacher training program was designed to support teachers for their English testing professionalism. The training course aims to provide teachers with the principles, methods and content of the new test, and to help teachers appropriately prepare their students for the newly introduced test. The training program has the underlying principle of experiential learning. 141 secondary school teacher trainees took part in the questionnaire survey for the program evaluation. The analysis of the responses shows that professional knowledge on testing has improved after the training compared with before the training. It is also revealed that the trainees were satisfied with the effectiveness of experiential learning mode on enhancing their professionalism. The findings suggest that experiential learning is a viable approach to raising trainees' awareness of the new testing system and enhancing professional knowledge on testing. Some implications are drawn for English teacher professional development and trainer training.

[in-service teacher training(INSET)/testing professionalism/program evaluation]

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I. INTRODUCTION

A strong concern has been expressed since the English Education Reform Team in Ministry of Education, Science and Technology (MEST) proposed the plan to introduce a new test to bring about change in English education in school, where more emphasis is given to grammar and receptive skills than communicative competence. It was proposed that decision will be made whether the new Internet-based test to measure students' communicative competence will replace the current College Scholastic Ability Test, which has been criticized for its emphasis on reading and language knowledge. The introduction of the test is expected to bring about change in school-level English education as a result of its positive washback effect upon practices (Abedi, Chang, Lee & Min, 2011).

The expressed concern following the proposal covers preparing English teachers for the innovative test as well as erecting a good infrastructure for the Internet-based test. The analysis of the initial teacher training explains the concern with English teachers' knowledge and awareness of the new testing system. Most of English teachers in service were taught by the traditional grammar translation method, and by paper and pencil tests as learners. During the initial teacher training course they were given theory-focused methods of measuring students' four skills by lectures, instead of putting theory into practice. It is usual that English teachers with such learning and training experience has had little experience in the test to assess students' communicative competence. Alderson, Clapham and Hall (1995) put emphasis on language teachers' professionalism for testing by saying assessment is central to language learning, in order to establish where learners are at present, what level they have achieved, to give learners feedback on their learning, to diagnose their needs for further development, and to enable the planning of curricula, materials and activities.

There has been a strong need for in-service teacher training that informs English teachers about the new test, develops their awareness of applying it to their own class, and enhances professionalism in testing. An in-service teacher training program was designed and run for the teachers across the nation. At the heart of the training program is the assumption that teachers should play an active role in the process of introducing an innovative test to bring about change in English language teaching at schools. The national-level training program was provided to give English teachers in service support for their pursuing professional development, acquiring new knowledge and skills, and keeping up with change.

The present study aims to investigate how trainees' testing professionalism changed after the in-service teacher training, how trainees perceive the in-service teacher training course, and what their needs are in enhancing their awareness of the new test system.

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The review of the literature on language teacher training provides the theoretical background to the program. The review is followed by the analysis of the research context including the program, its participants and the tool used for program evaluation. The findings are presented with discussion and some suggestions for the development of English teacher training program and quality control.

II. THEORETICAL BACKGROUND

1. Educational Change and In-service Teacher Training

As Alderson (2004) notes, it is rare in language education and language examinations that much thought is given to the needs of classroom teachers to understand a radical reform of the examination system before the reform itself has been designed. This implies that the conventional approach to educational change is top-down in nature. It is further pointed out that in-service courses, developed to meet such needs, are hardly written up in much detail (Hanjnal, Éva & Marianne, 2001). The assumption is that this may lead to less effective implementation of educational change. Hargreaves, Earl, Moor and Manning (2000) suggest that efforts should be made to inform teachers of any change and to draw their understanding in order to bring about effective change at the practice level. Otherwise it is not likely to bring about change required or intended. The reason for teachers' participation and understanding is that teachers play a key role and as an agent of change with a sense of ownership in the change process. It is seen that the success of any education reform inevitably depending on what teachers do in their classrooms.

In the literature of teacher education, in-service teacher training has been seen courses for teachers which have aimed to modifying classroom practice, Professional in-service training and development for teachers is thus seen in this view as a way of improving schools and raising standards (Macaro & Mutton, 2002). Typically In-service programs have had aims which include the school improvement or raising standards perspective, namely, supporting the introduction of new curricula, materials and teaching-learning methods, preparing teachers for new roles, and providing teachers with general refresher courses. Underlying these aims for courses is an expectation that in-service development for teachers will enhance the educational experience of students in schools, specifically leading to increased learning. It is commonly recognized that a lot of resources are expended on the course with such an important aim.

Despite its recognized importance and the resources expended on it, there have been long-standing concerns about the effectiveness of INSET in changing classroom practice.

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However, very little in-service teacher training program is effectively and systematically evaluated and many criticisms made are based on small-scale programs typically involving one-off courses happening once without continuity(Chang, Jung, Hayes, Yeon, Kim & Lee, 2010; Lamb, 1996; Moon & Boullón, 1997). Evaluation should be built in to in-service programs from their inception. As an example, if, as policy-makers see it, in-service programs for teachers are primarily designed to raise the quality of the educational experience for students in school by increasing the knowledge and skills of their teachers, central questions to be asked about the in-service teacher training programs are: Does participation in an in-service program directly influence the classroom practices of teachers? Does teachers' participation in an in-service program indirectly influence the learning of their students? These questions are not the only ones to be asked as they only consider one perspective. Other stakeholders in the in-service program – teachers, schools as institutions – may have different perspectives requiring different questions to be asked.

2. Experiential Learning in In-service Teacher Training

Woodward (1991) makes a distinction between content and process in teacher training. According to her distinction, content is what is referred to as 'what' or 'information', and process is about 'how to convey content'. Along with content, developments in methodology and techniques of teacher training, process have had constant attention. There has been a lot of controversy over how content can be conveyed to bring about change expected through in-service teacher training program.

Woodward (1991) introduces the idea of loop input whose underlying assumption is that trainee teachers by using the loop techniques, experience the process as well as, and at the same time as the content. That is, content and process are provided simultaneously in the way that teachers can experience techniques for themselves in the training context. In this training method, trainees experience an activity in which the method exemplifies the content. It is suggested that this model has the advantages of maximizing active trainee participation (Chang, 1996; Lange, 1990; Richards & Lockhart, 1994).

Woodward's loop input model is closely related to experiential learning that is the process of making meaning from direct experience, i.e., "learning from experience". Experiential learning is learning through reflection on doing, which is often contrasted with rote or didactic learning where content is usually transmitted from trainer to trainee through lectures. In contrast at the heart of experiential learning is reflection upon trainees' own learning.

Studies in expertise in general education and other professions suggest that teacher knowledge can be characterized as 'reflection-in-action'. An insight from the concept is that expertise in one area can be gained through critical reflection upon practice (Schön,

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1983). Drawing on the insight, Tsui (2003) claims that teacher knowledge and teachers' specific contexts of work are dialectically related, and are constantly being construed and reconstrued as teachers engage in reflecting and reframing. She points out the distinctive nature of teacher knowledge by saying that the development of teacher knowledge is closely bounded up with the specific contexts. Emphasis on 'knowing-in-action' suggests that the professional development of language teachers can be pursued through exploring and reflecting upon teaching.

The emphasis on putting trainees into critical reflection on their own practice has its rationale that trainee teachers bring their own experience of learning and teaching, not as tabula rasa. Prabhu in an interview explains why teacher trainers should be aware of trainees' former experience to bring about change through in-service training course(sic):

I think the problem in teacher training is finding a way of influencing teachers' thinking without seeking to replace their existing perceptions. Teachers ought to be able to interact with ideas from outside and those ideas have to be available to them and, in fact, to be put forcefully so as to give them full value. But how to do this without psychologically intimidating or cowing down teachers or demanding acceptance of the ideas is, I think the problem of teacher training. It's giving value to what teachers think but giving value too to the ideas one puts to teachers.

As Nettle (1988) points out, experiential learning approach shares the same sprit as reflective teaching, that is, the teacher learns about teaching through being engaged in critical inquiry into his or her own teaching. The process of learning can be characterized as developmental rather than prescriptive. Kim (2009) in her study on the effect of development strategies in teacher training, suggests that teacher trainer needed to be more aware of the educational process of the trainees and to get involved with the in-service teacher training program more actively.

III. RESEARCH METHODS

1. Context

The program under investigation was a 66.5-hour (minimum hour required is 62hours) in-service English teacher training course for testing professionalism. It set its aims as:

- to inform trainees about the principles, content and procedures of the new test system;
- to develop teachers' test-designing techniques;
- to study and analyze classroom implications of the new test and to apply it in the classroom;

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· to support teachers' professional development in English language teaching and testing.

150 secondary English teachers joined the in-service teacher training. 14 trainers took part in the course as testing specialists. Trainees were awarded an overall grade of pass or fail according to whether or not they achieved the goals of the course. University and secondary school testing specialists took part in the training course as trainers. The training materials related to the new testing system and general guidelines for test designing were designed by the institution in charge of training.

There were three modules: foundation, preparatory and main courses. The overall operating system of the training course was characterized blended, in other words, an integration of on- and off-line learning and training. The following table shows how the course components were framed by the blended mode.

TABLE 1
The Outline of the Training Program

Module	Mode	Content	Process	Units
Foundation	off-line	Theoretical background to testing Introduction to the new test Techniques & procedures in English language testing	lecture	4hrs
Preparatory Course	online	Test design practice Feedback to designed test items	practice discussion	7hrs 7.5hrs
Main Course	offline	Intensives practice in test design Assessment(reading & listening) Course evaluation	group work	48hrs
				66.5hrs

As the table above shows, the course components intertwined within the whole structure of experiential learning. The content of each component was conveyed by using the process appropriate to its objectives. The total number of hours of the course were 66.5 hours including closing ceremony. The trainees had 48 hours' intensive practice in test design with assessment and course evaluation, which took about 72% of the whole course length. 150 trainees were divided into two groups according to their needs: reading and listening teams. Trainees in reading group had need for testing professionalism in reading skill.

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2. Data Collection and Analysis

1) Questionnaire

The questionnaire was designed to evaluate its effectiveness of the training on trainees' testing professionalism and their satisfaction with the course from different aspects. The following table shows how the questionnaire was structured.

TABLE 2
The Structure of the Questionnaire

Area		No. of questions
testing professionalism	self-diagnosis pre- training	2
	self-diagnosis post-training	2
curriculum	course syllabus	3
	methodology	5
	trainers	5
	materials	3
	assessment	2
modules	foundation	3
	preparatory course	3
	main course	3
facility	environment	4
Total		35

The questions for personal background were followed by questions about the training program. There were four main areas in the questionnaire: pre- and post-evaluation of testing professionalism, curriculum, module, and facility evaluation. See the appendix for the individual questions of each area. The area of curriculum covered the questions asking aspects that might have influence on training, such as syllabus, methodology, trainers and so forth. This was in line with Woodward's (1991) suggestion that the curriculum of language teacher training covered aspects having influence on training, such as syllabus, methodology, trainers, materials and assessment. The module evaluation area presented all the features composing each module. All the questions of four areas had Likert 5-scale responses from 1 (strongly disagree) to 5 (strongly agree). One open question was given to ask about the trainees' views on areas to be improved for the in-service teacher training.

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2) Data analysis

The gathered data through questionnaire was analyzed with SPSS Version 18.0. to see frequency distribution of the responses to each question. Matched pair sample t-test was done to see differences between pre- and post-training in the effect upon trainees' testing professionalism in reading and listening groups. No distinction was made in the analysis of the responses to the other questions. Reliability of the responses was also tested. 141 out of 149 questionnaires were analyzed as 8 questionnaires were excluded from the analysis because they had more than 10 missing answers.

IV. FINDINGS AND DISCUSSION

1. Trainees' Background

Table 3 shows that more female teachers took part in the course than male teachers. According to the analysis of teaching experience, 44.7% of the trainees had between 10 and 19 years of experience. Only 1 trainee had over 30 years' teaching experience. The majority of the trainees taught at schools in city and town. Under 20 percent of the trainees taught at rural areas.

TABLE 3
Background Information

Question	Responses						Total
Gender	male			female			141 100%
	53 37.6 %			88 62.4%			
Teaching Experience	1~9yrs	10~19yrs	20~29yrs	Over 30yrs	No Response		
	46 32.6%	63 44.7%	29 20.6%	1 0.7%	2 1.4%		
School Location	metropolitan		city		town	rural	
	20 14.2%		45 31.9%		48 34.0%	28 19.9%	
School Type	regular	foreign	vocational	independent	middle school	no response	
	87 61.7	10 7.1%	4 2.8%	6 4.3%	32 22.7%	2 1.4%	

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The most common high school type is normal and 61.7 percent of the trainees taught at normal high schools. Middle school teachers showed interest in the new test. 22.7 percent of the participants came from middle schools. The information on school type reveals that the proposed introduction of the new test has drawn middle school English teachers' attention as well as high school teachers'.

2. Self-Diagnosis of Testing Professionalism Pre- and Post-training

As Table 4 shows, the teacher trainees thought their English language test item writing skill was on the average (3.20 out of 5) before they took the training. They diagnosed the level of their understanding about the new test was below average (2.82 out of 5) before training. The majority of the respondents thought their testing professionalism was on the average in writing test items and understanding the new test system for applying it to their class. The data analysis reveals the result was reliable at Chronbach's α=.83.

TABLE 4
Testing Professionalism Prior to Training

	Scale	Frequency	%	Mean	SD	α
test item writing skill before training	1	4	3	3.20	.786	
	2	15	11			
	3	76	54			
	4	41	29			
	5	5	4			
	Total	141	100			
understanding about the new test before training	1	12	9	2.82	1.025	.83
	2	34	24			
	3	72	51			
	4	18	13			
	5	4	3			
	No response	1	1			
	Total	141	100			

The table below shows what the trainees thought about testing professionalism after they took training. They diagnosed their testing professionalism in test item writing as above average (4.38 out of 5) and the understanding level as above average (4.43 out of 5) subsequent to training. The reliability of the data was high at Chronbach's α=.76. It is shown that the trainees thought their professionalism was improved after training.

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TABLE 5
Testing Professionalism Subsequent to Training

	Scale	Frequency	%	Mean	SD	α
test item writing skill after training	3	5	4	4.38	.671	.76
	4	82	58			
	5	53	38			
	No response	1	1			
	Total	141	100			
understanding about the new test after training	3	5	4	4.43	.564	
	4	70	50			
	5	66	47			
	Total	141	100			

Tables 6 and 7 reveal how statistically significant the difference in professionalism was between the pre- and post-training shown in Tables 4 and 5. According to the t-test result, the difference in the trainees' testing professionalism was significant at $p < .001$ both in item writing skill and understanding the new test.

TABLE 6
Comparison of Test Item Writing Skill between Pre- and Post-Training

Group	N	Before training		After training		Mean difference	t	p
		mean	sd	mean	sd			
reading	72	3.31	.78	4.40	.57	1.097	11.286***	.000
listening	69	3.09	.78	4.35	.76	1.261	9.698***	.000

*** p <.001

TABLE 7
Comparison of Understanding the New Test between Pre- and Post-Training

Group	N	Before training		After training		Mean difference	t	p
		mean	sd	mean	sd			
reading	72	2.94	1.15	4.47	.58	1.528	10.514***	.000
listening	69	2.68	.87	4.39	.55	1.710	15.625***	.000

*** p <.001

The finding of the responses to the questions regarding professionalism reveals that the trainees evaluated themselves their professionalism in item writing and understanding improved subsequent to training.

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3. Evaluation of Training Curriculum

Table 8 reveals how the trainees thought about the syllabus of the training curriculum. 92% of the trainees said the syllabus was effective in achieving the goals of the training. 78% of the respondents thought the length of each session was appropriate, which was relatively low compared with the other two questions. 86% of the trainees said the training syllabus was closely related to the national curriculum their teaching was based on. The result of the response analysis was reliable at Chronbach's α=.86.

TABLE 8
Syllabus

	Scale	Frequency	%	Mean	SD	α
effectiveness	2	1	1	4.18	.564	.86
	3	9	6			
	4	95	67			
	5	36	25			
	Total	141	100			
appropriateness of class time	2	3	2	3.96	.696	
	3	28	20			
	4	82	58			
	5	28	20			
	Total	141	100			
interrelationship with the national curriculum	2	5	4	4.07	.704	
	3	15	11			
	4	86	61			
	5	35	25			
	Total	141	100			

Table 9 shows how the trainers evaluated the methodology the content was conveyed. 92% of the trainers thought the methodology was appropriate to the goals set for the training course. Most of the participants evaluated that methodology was appropriate in terms of difficulty. They thought that the methodology they experienced can be applied to classroom teaching. 13% of the teacher trainees said its applicability was at the average. The different views can be explained by different context individual teachers worked and local constraints they had within their own context. Most teachers thought the course was interactive between trainers and trainees. This response is closely related to their views on learner-centeredness of the course. Most trainers said the course was trainee-centered. The mean of each question was over 4.0. The analysis of the responses to each question was reliable at Chronbach's α=.76.

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TABLE 9
Methodology

	scale	Frequency	%	Mean	SD	α
appropriateness to goals	2	2	1	4.26	.743	.76
	3	9	6			
	4	84	60			
	5	45	32			
	No response	1	1			
	Total	141	100			
difficulty	2	2	1	4.21	.761	
	3	13	9			
	4	84	60			
	5	41	29			
	No response	1	1			
	Total	141	100			
applicability	1	1	1	4.14	.713	
	2	1	1			
	3	18	13			
	4	78	55			
	5	43	31			
	Total	141	100			
Interactiveness	3	2	1	4.67	.629	
	4	47	33			
	5	91	65			
	No response	1	1			
	Total	141	100			
learner-centeredness	3	3	2	4.57	.538	
	4	54	38			
	5	84	60			
	Total	141	100			

The following table indicates that the trainees thought the trainers had expertise in testing. 86% of the teachers said that the trainers had understanding about the training course. Most teachers thought that the trainers were well prepared for the course and provided helpful feedback during the course. The mean of each question is over 4.0. The result of the response analysis was reliable at Chronbach's α=.89.

TABLE 10
Trainers

	scale	Frequency	%	Mean	SD	α
professionalism	2	1	1	4.65	.534	.89
	3	1	1			
	4	44	31			
	5	95	67			
	Total	141	100			
understanding of course	3	19	13	4.32	.700	
	4	58	41			
	5	64	45			
	Total	141	100			

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preparedness	3	6	4	4.58	.575
	4	47	33		
	5	88	62		
	Total	141	100		
feedback	2	1	1	4.65	.575
	3	4	3		
	4	39	28		
	5	97	69		
	Total	141	100		
motivating	2	1	1	4.58	.623
	3	7	5		
	4	42	30		
	5	91	65		
	Total	141	100		

As Table 11 shows, the responses to the questions related to materials had a lower mean (under 4.0) than the questions in the other areas of the curriculum. The results reveal that the materials provided throughout the course did not meet the trainees' needs. In particular, there was a gap between their need for supplementary materials and the supply at the course. The reliability of the responses to each question was high at Chronbach's α=.86. It is shown that there was a need for materials for the trainees to use for classroom activities or ideas when the new test would be introduced in the future.

TABLE 11
Materials

	Scale	Frequency	%	Mean	SD	α
usefulness	1	2	1	3.93	.907	.86
	2	6	4			
	3	33	23			
	4	59	42			
	5	41	29			
	Total	141	100			
volume	1	2	1	3.77	.938	
	2	13	9			
	3	31	22			
	4	65	46			
	5	30	21			
	Total	141	100			
supplementary materials	1	9	6	3.25	1.160	
	2	33	23			
	3	34	24			
	4	44	31			
	5	21	15			
	Total	141	100			

Table 12 shows how the trainees thought about the assessment of the course. 80% of the trainees said that the course assessment was appropriate to measure whether or not the course goals were achieved. It is also noteworthy that 18% of the trainees had a neutral view on the validity of the course assessment. The trainees' views on the items and scoring

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system of the course assessment show a very similar result to that on its validity. The reliability of the responses to each question was very high at Chronbach's α=.96.

TABLE 12
Assessment

	Scale	Frequency	%	Mean	SD	α
validity	1	1	1	4.01	4.00	.96
	2	1	1			
	3	26	18			
	4	80	57			
	5	33	23			
	Total	141	100			
items & scoring weight	1	1	1	4.00	.717	
	2	1	1			
	3	27	19			
	4	80	57			
	5	32	22			
	Total	141	100			

The trainees' views on the items and scoring system of the course assessment show a very similar result to that on its validity. The reliability of the responses to each question was very high at Chronbach's α=.96.

4. Evaluation of Training Modules

The foundation module was evaluated from the effectiveness in understanding the newly introduced test, in understanding assessment, in writing test items. As Table 13 shows, the mean of three areas was under 4.0. In the foundation module, the content was transmitted by lecture modes. It is assumed that the knowledge-transmitting mode had affected its effectiveness. The reliability of the responses to each question was high at Chronbach's α=.84.

TABLE 13
Off-line Foundation Module

	Scale	Frequency	%	Mean	SD	α
effective in understanding the new test	1	1	1	3.77	.842	.84
	2	9	6			
	3	37	26			
	4	69	49			
	5	25	18			
	Total	141	100			
effective in understanding assessment	1	3	2	3.44	.913	
	2	14	10			
	3	60	43			
	4	46	33			
	5	18	13			
	Total	141	100			

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	1	4	3		
	2	13	9		
effective in	3	42	30		
writing test	4	56	40	3.65	1.077
items	5	25	18		
	No response	1	1		
	Total	141	100		

Table 14 shows how the trainees evaluated each component of the preparatory course module in terms of effectiveness in improving their professionalism. The trainees thought three components were helpful in enhancing their testing professionalism. The test design practice done by self-study was relatively less helpful than the other components with the trainers' intervention. 87% of the trainees viewed the trainers' feedback was helpful in improving their test item writing. 83% of the respondents said that the process of revising the first draft of test items was effective in enhancing their testing professionalism. The reliability of the responses to each question was high at Chronbach's α=.83.

TABLE 14
Online Preparatory Course Module

	Scale	Frequency	%	Mean	SD	α
	1	2	1			
	2	7	5			
test design	3	38	27			
practice	4	68	48	3.80	.958	
(self-study)	5	25	18			
	no response	1	1			
	total	141	100			
	2	1	1			
	3	16	11			.83
feedback from	4	74	52	4.23	.669	
trainers	5	50	35			
	Total	141	100			
	2	3	2			
revising process	3	22	16			
with trainers'	4	60	43	4.20	.777	
feedback	5	56	40			
	Total	141	100			

The following table indicates that the trainees were satisfied with the main course module in terms of its effect on improving their professionalism. 94% of the respondents thought that the intensive feedback given during the main module was very helpful. Most of the trainees (97%) said that collaborative practice was very effective in that a group of trainees worked together with the trainers' feedback. Individual practice done during the main course module was viewed as effective. The result of the response analysis was reliable at Chronbach's α=.87.

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TABLE 15
Main Course Module

	Scale	Frequency	%	Mean	SD	α
intensive feedback	3	7	5	4.64	.689	.87
	4	41	29			
	5	92	65			
	No response	1	1			
	Total	141	100			
collaborative practice	2	1	1	4.61	.583	
	3	4	3			
	4	44	32			
	5	92	65			
	Total	141	100			
individual practice	3	6	4	4.57	.689	
	4	52	37			
	5	82	59			
	no response	1	1			
	Total	141	100			

6. Facility Evaluation

The analysis of the trainees' responses shows that the training environmental conditions were satisfactory. 97% of the teachers said that they were provided suitable accommodations

TABLE 16
Training Environment

	scale	Frequency	%	Mean	SD	α
accommodation	2	1	1	4.45	.578	.78
	3	3	2			
	4	69	49			
	5	68	48			
	Total	141	100			
learning facilities	1	1	1	3.95	.959	
	2	13	9			
	3	23	16			
	4	59	42			
	5	45	32			
	Total	141	100			
convenience facilities	1	2	1	3.81	.940	
	2	11	8			
	3	33	23			
	4	61	43			
	5	34	24			
	Total	141	100			
support from Staff	2	2	1	4.38	.673	
	3	9	6			
	4	63	45			
	5	67	48			
	Total	141	100			

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during the main course module. The majority of the trainees were satisfied with learning and convenience facilities in the training camp. 93 % of the trainees said that support from staff members was satisfactory. The result of the data analysis was reliable at Chronbach's α=.78.

It was assumed that the environment conditions had constraints as the course was given in seclusion by the training regulation. Some constraints included limited access to resources and no access to Internet for security.

7. Areas to be Improved

48 teachers answered the open question regarding areas to be improved for effective training. 21 trainees said that the course was too short to enhance their testing professionalism in different areas of English language testing. This result is related to their evaluation of class time in the syllabus (See Table 8).

TABLE 17
Areas to be Improved

areas	No. of respondents
length of the course	21
syllabus	13
materials/resources	9
differentiation from other training courses	5

The table above shows that 13 teachers said syllabus needs to be improved to accommodate trainees' needs. This included demand for training for testing speaking and writing skill. 9 teachers mentioned more materials should be provided so that they could bring ideas from the materials to their classes. 5 trainees thought the current training course overlapped with the foundation training course which dealt with basics of assessment. It was said that the training should be differentiated from the other course in terms of level, syllabus, materials, length and methodology.

V. CONCLUSION AND IMPLICATIONS

To sum up the findings, the data analysis reveals that the on-and off-line teacher training was effective on enhancing trainees' professionalism in reading and listening tests. It is also shown that the features of the training curriculum were helpful in the trainees' learning about testing. It is emphasized that face-to-face interaction as well as online feedback were

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most effective in improving their testing professionalism. There was need for materials for practical ideas to bring to their class. It was pointed out that some content of the training overlapped with other courses and this should be differentiated to be cost-effective on teachers' learning.

Some suggestions can be made for language teacher training course development, trainer education, language teacher training policy and further research. Firstly, there has been increasing demand for teacher training before and subsequent to the introduction of the new test. The findings of the current research provide useful insights into what content and how a training course is conveyed to enhance trainees' testing professionalism in an effective way. Experiential learning and reflection are at the heart of the current training course. It is assumed that its effectiveness on trainees' professional development was attributed to trainees' experiential learning through reflection upon their own practice. The finding of the current research provides the insight that the traditional knowledge transmitting mode of training should be integrated into the reflective mode of training. It is suggested that the integration of experiential learning into the training course would bring about change in the effectiveness of the course. Learning by doing seems to be a viable approach to change in practice. This is in line with Woodward's(1991) and Wallace's(1991) assertion that two components of training, i.e. content and process cannot be separated in language teacher training, and two aspects should be interrelated with each other in the training course to improve its effectiveness.

Next, it is assumed that a gap between training and practice should be narrowed with follow-up support subsequent to training. Support can include materials to be used in daily teaching, teaching and learning activities, references, or information on websites to be referred to in practice. In the development of training course trainees' needs should be identified and met with such support. The assumption for need analysis is that trainees intend to apply what they learn at the training to their practice within local constraints.

Finally, in terms of training trainers, the same principle can be applied to the quality of training, i.e. trainers are the key to change in the training classroom. As the findings of the current research shows, trainers' professionalism plays a key role in bringing about change in trainees' learning. It is further suggested that trainees with expertise in language testing can be trainers in the training course. Such strategy can be a way of disseminating effective ways of training.

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APPENDIX

QUESTIONNAIRE FOR COURSE EVALUATION

① strongly disagree ~ ⑤strongly agree

I. Testing Professionalism before and after Training

Area	Question	①	②	③	④	⑤
Pre-	Having expertise in English test item writing					
	Having a full understanding about the new test					
Post-	Having expertise in English test item writing					
	Having a full understanding about the new test					

II. Training Curriculum

Area	Question	①	②	③	④	⑤
Syllabus	Being effective in improving testing professionalism					
	Class time was appropriate.					
	Being interrelated with the national curriculum					
Lecture	Goals were appropriate.					
	Level of difficulty was appropriate.					
	Applicability to the classroom teaching was appropriate.					
	Being interactive					
	Experiential learning was given.					
Trainer	Having professionalism in testing					
	Having a full understanding about the course					
	Being well-prepared for the course					
	Providing helpful feedback					
	Motivating trainees					
Material	Being useful					
	Being appropriate in volume					
	Being provided supplementary materials					
Assessment	Being appropriate in measuring trainees' achievement					
	Assessment tools are appropriate					

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III. Modules

Area	Question	①	②	③	④	⑤
Foundation	Effective in enhancing trainees' understanding the new test					
	Effective in helping trainees understand assessment terms					
	Effective in explaining test item writing skill					
Preparatory course	Test item writing skill improved by self-study at home					
	Feedback from trainers was helpful.					
	Test item revising process was effective.					
Main course	Intensive feedback was effective.					
	Collaborative practice by group was effective.					
	Individual practice was effective.					

IV. Facilities

Question	①	②	③	④	⑤
Being satisfied with accommodation					
Being satisfied with learning facilities					
Being satisfied with convenience facilities					
Being satisfied with support from staff members					

V. Describe areas to be improved, if any.

Examples in: English

Application Languages: English

Applicable Levels: Tertiary/In-service

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