

The Professional Development of English Teachers in Training Institutions from the Perspective of “Double Reduction Policy”—A Case Study on S Institution

Yang Tianfu^{1*} & Wang Hongyuan²

¹postgraduate in Sichuan University of Science and Engineering, China

²master supervisor in Sichuan University of Science and Engineering, China

*Correspondence: master supervisor in Sichuan University of Science and Engineering, China

Received: March 1, 2022

Accepted: March 24, 2022

Online Published: April 15, 2022

doi:10.5430/jct.v11n4p62

URL: <https://doi.org/10.5430/jct.v11n4p62>

This paper is supported by The Innovation Fund of Postgraduate, Sichuan University of Science & Engineering. (y2021130)

Abstract

Recently, “double reduction policy” has been issued throughout China, which encourages English teachers in training institutions to accommodate their professional development. More researches are demanded to be done so as to cope with the challenge. This research mainly focuses on the professional development of English teachers in training institutions from the perspective of the “double reduction policy” taking S institution in Chengdu City as an example and 30 teachers in S institution as research participants in order to bolster the professional development of English teachers in training institutions. And this investigation can be fulfilled through qualitative and quantitative research methods including the literature analysis, questionnaire investigation and some related interviews so as to solve the following research questions: 1) What is the status quo on the professional development of English teachers in training institutions in the context of double reduction policy? 2) What factors may affect the professional development of English teachers in training institutions in the context of double reduction policy? 3) What valid and feasible strategies can be induced to enhance the professional development of English teachers in training institutions from the perspective of double reduction policy? Based on the results of research questions, this research project will give an advisable direction for those English teachers in training institutions to adjust themselves to the double reduction policy.

Keywords: teachers’ professional development, training institutions, double reduction policy

1. Introduction

A significant document, *The Suggestions on Further Reducing Students' Homework Burden and After-school Training Burden at the Stage of Compulsory Education* (hereinafter referred to as *The Suggestions*), widely concerned by the society, was published in full by Xinhua News Agency on July 24, 2021. Standing at the strategic height of realizing the great rejuvenation of the Chinese nation, the CPC Central Committee attaches great importance to this document and then it has made important decisions and arrangements for the “double reduction” work, which requires to be understood and considered from a political perspective. In addition, all sectors of society are very concerned about the specific content of this document, for example, parents and children are concerned about whether extracurricular classes in the summer vacation can be continued, and the market and training institutions are concerned about how the development prospect of this trade will be affected. The reason why the CPC Central Committee pays so much attention to the double reduction policy is that although “double reduction” is called burden reduction, it is far from a problem of students’ burden. The central government is worried that extensive training will directly affect the authenticity of educational examination evaluation results, hinder the substantive fairness of education, squeeze the time, content and value orientation of schools of the normal education

and teaching, and deviate from the educational policy of “adhering to morality and cultivating people”. Consequently, this is a major event, which is related to the cultivation of socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. Everyone must understand and consider it from the strategic height of realizing the great rejuvenation of the Chinese nation. Therefore, the preface of *The Suggestions* put forward that the central government should adhere to the guiding ideology of Xi Jinping with Chinese characteristic socialism in the new era, implement the party’s educational policy in an all-round way, implement the fundamental task of the moral education, focus on building education system with a high quality, strengthen the main position of the school education, deepen the governance of the training institutions outside the schools, build a good educational ecosystem, and promote the all-round development and healthy growth of the students.

Then, the detailed contents of double reduction policy mainly aim: 1) To reduce the students’ homework burden at the stage of compulsory education, i.e., to reduce the amount and duration of students’ homework. It is required to reasonably regulate and design the structure of homework, so that children can complete their homework in school as much as possible. Also, the school teachers are not allowed to assign homework to parents, nor let children correct their homework by themselves. 2) To reduce the burden of training institutions outside the schools. That is to say, no institutions are permitted occupying legal holidays and rest days for discipline training, and discipline education institutions are required not to be listed. 3) To improve after-school service level: the ultimate purpose of the policy issued by the education department is to reduce the burden on children and parents and to return the original intention of education. The policy also requires all compulsory education schools to set up after-school delay services, and requires that the time of leaving the school for students should not be earlier than the local common off-duty time, so that parents can go to work and children can study at ease.#

Among these contents in the double reduction policy, the reform on the training institutions is being universally concerned by all sectors of society. However, why does the government attach great importance to the governance and regulations on training institutions outside the schools? Education, including the training education, has always been a noble public welfare undertaking. Naturally, the fundamental purpose should aim to establish morality, cultivate people, teach and educate people. However, for some time, driven by utilitarianism and coerced by capital, a large number of extracurricular training institutions in primary and secondary school level, especially a large number of unqualified training institutions, have deviated from the purpose of running schools for public welfare, by catering to some unreasonable social needs, ignoring the laws of education and the characteristics of students’ physical and mental development, taking examination as an orientation and raising score as the purpose. By means of preemptive learning, super outline teaching and repeated practice, they have carried out excessive training activities for school students, especially students in the compulsory education section. This not only aggravates the burden of students’ schoolwork and educational anxiety of the whole society, but also impacts quality-oriented education and interferes with the normal teaching order of primary and secondary schools to a certain extent. In this regard, there are many criticisms from all walks of life, so that it goes without saying that the educational department has posed higher requirements for the teachers and education in training institutions outside the schools.

Consequently, this array of reforms and requirements on training institutions has posed challenges on the employment of English teachers in training institutions. For these English teachers, there are only two directions on the employment: one is to persist in the training institution, and the other is to move to the compulsory schools. However, the professional development of English teachers in training institutions outside the schools is certainly required to be improved, be they in training institutions or compulsory schools in the context of double reduction policy.

Hence this research project mainly focuses on the professional development of English teachers in training institutions in the context of the double reduction policy taking S institution in Chengdu City in China as an example and 30 English teachers of this institution as research participants, which will be not only meaningful to realize the latest national policy and strategy for education, but to have a clear picture on the theory of professional development of teachers as well as the current situation on the professional development of English teachers in training institutions. Meanwhile, the major purpose of this research project is to seek for effective strategies to boost English teachers’ professional development in training institutions so as to adjust themselves to the current situation on the employment in the context of the double reduction policy.

2. Literature Review

2.1 The Definition of Teachers' Professional Development

On the basis of current researches, quite a few similar and corresponding concepts related to the teachers' professional development have emerged, such as teachers' professionalization or the development of teachers' professionalization. However, among these researches, they all explain the definitions on teachers' professional development from various perspectives.

Originally, according to F. Fuller, an American researcher who is reputed as the pioneer of the theory of teachers' professional development, has put forward the "Teachers' Attention Stage Theory" and then utilized this theory to divide the teachers' professional development into five stages: preteaching concerns, early concerns about survival, teaching situation concern and concerns about students, revealing the development of teachers at different stages before and after joining the profession (Fuller, 1969). After that, another foreign researcher, B. Steffy, who mainly studied the characteristics of teachers' professional development, has mentioned that the main characteristics of preparatory career stage are idealism, vitality, creativity, acceptance of new ideas, initiative and efforts to move forward (Steffy, 1989). Then, Fullan and Hargreaves who were also absorbed in this field, have put forward that teachers' professional development means the development of specific aspects of in-service teacher education or teacher training, and also involves the overall progress of teachers in awareness, teaching skills and ability to cooperate with colleagues (Fullan, 1993).

In the meanwhile, there are many domestic researchers who have further understanding about the definitions of teachers' professional development. For example, Zhang Qiquan has discovered that English teachers' professional development is a dynamic process of continuous reflection, learning, development, and growth through teacher education (Zhang, 2001). Then, another well-known scholar in China, Zhang Qingzong has proposed that professional development can be divided into two parts, namely teachers' professional development process and the process of promoting teachers' professional development (Zhang, 2011).

Accordingly, the definition of teachers' professional development can be summarized as the process of improving teachers' profession quality and facilitating their refinement on the internal structure, which includes teachers' professional knowledge, emotion and attitude, professional abilities, self-professional development needs.

Teachers' professional knowledge not only refers to the basic knowledge in certain profession, but also the professional knowledge of pedagogy and psychology. To begin with, the first and foremost thing for students is to learn knowledge, so teachers cannot be respected by their students unless they are equipped with sufficient professional knowledge. Also, as teachers, they will find it an indispensable part to master methods and skills necessary for teaching and education to deal with what may happen in the process of teaching.

Meanwhile, to establish a harmonious relationship with students, teachers are required to possess the professional knowledge of psychology to solve some psychological problems for students. The emotion and attitude can be defined as the way to greatly affect teachers' professional development, which has something to do with whether teachers can be enthusiastic in their teaching career or not. With respect to the professional abilities, they are mainly considered as teaching abilities as well as teaching reflection abilities, which jointly contribute to the effective teaching and learning. In terms of self-professional development, teachers are asked to learn to plan and regulate their own growth of profession and continuously reflect on the direction of their career.

2.2 Related Researches on the Teachers' Professional Development at Home

The theory of the teachers' professional development attracted so much attention in the 1980s but the domestic researchers did not fix their eyes on this theory and do some corresponding researches nearly until the beginning of the 21st century.

On the one hand, some domestic researchers attached importance to the study of theories, such as research trends, definitions or functions. According to Ye Lan and Bai Yimin, two domestic professors who ever studied the research trends of teachers' professional development, claimed that teachers' profession should change from emphasizing instrumental value to intrinsic value, teachers' development should change from external motivation to internal motivation, and teachers' work should change from results to process (Ye, 2001). Also, another scholar, Wang Changchun, who has mainly focused on the definition of teachers' professional development, stating that teachers' professional development is a continuous process in which students receive normal education, from a novice teacher to an experienced teacher and then to a practical educator (Wang, 2001).

Besides, some domestic researchers focused on different aspects of teachers' professional development, such as

teaching abilities, current situations or related strategies, etc. According to Xia Yina, an academic professor in the vocational school who has studied English teachers' professional development in vocational schools under the background of "one belt, one road", discovering that the administrative departments in schools lack sufficient concern on the teachers' professional development in the context of one belt, one road (Xia, 2019). Meanwhile, Liu Liyan, Zhang Guanqun and Sun Huiqi, who have made joint efforts to study the effective teaching and the development of professional knowledge for those teachers in primary schools, concluding that the teaching observation activity is the most important source of English teachers' professional knowledge development in primary schools, and their own teaching experience, reflection as well as daily communication with colleagues are important sources of English teachers' professional knowledge development in primary schools (Liu, 2018).

In addition, a few scholars have concentrated on the correlation between teachers' professional development and the background of times. For example, Ding Ting, a scholar who has laid emphasis on the teachers' professional development in rural areas, stating that due to the problems of long-term neglect, weak teachers, poor professional quality and skills of teachers in rural English education, the level of rural English education cannot cultivate the conditional needs of students who can master English knowledge and skillfully use English (Ding, 2020). Then, based on the current research of Qiao Yingying, a professor who has studied the current situation on the teachers' professional development after COVID-19, mentioning that teachers' "Internet plus" teaching level needs to be improved, the integration of technology and teaching knowledge needs to be strengthened and the path of teachers' professional development needs to be expanded (Qiao, 2021).

2.3 Related Researches on the Teachers' Professional Development Abroad

Foreign researches on the Teachers' professional development were conducted earlier than those in China. To begin with, some scholars are inclined to the qualitative research which includes the concepts, influential factors, or other studies on this theory. For example, Hoyle, who was engaged in the study on the theory of teachers' professional development, deemed that the teachers' professional development should be like this: at every stage of teaching career, teachers can effectively master the knowledge and skills necessary for professional practice process (Hoyle, 1980). Also, for Christian Kimberly B, Kelly Angela M, and Bugallo Mónica F, they conducted a related study on the importance of teachers' professional development in STEM instruction and concluded that a university-based professional development workshop series, developed by engineering and science education faculty, is an effective first-step intervention to improve the engineering knowledge and skills of secondary STEM educators, ultimately facilitating NGSS adoption in classroom instruction (Christian, 2021). Then, according to Emily C. Hanno and Kathryn E. Gonzalez, who studied the effects of teachers' professional development on children, they have discovered that the professional development reduced student absence rates by 1.0 percentage points (equivalent to approximately an additional 1.9 days of preschool). The professional development also reduced chronic absenteeism by 6.0 percentage points. Impacts were concentrated among lower-income children (Emily, 2020).

Besides, some other researchers abroad would like to do some empirical studies including the status quo, corresponding strategies to improve the teachers' professional development. For example, Christoforidou Margarita and Kyriakides Leonidas who sought for some effective tactics to enhance the teachers' professional development, found that the Dynamic Approach (DA) to Teacher Professional Development (TPD) could help teachers develop their assessment skills and through that contribute to the improvement of student learning outcomes (Christoforidou, 2021). Then, according to Moore Nick, Coldwell Mike and Perry Emily, who studied the role of curriculum materials in teacher professional development, mentioned that curriculum materials (schemes of work, lesson plans, etc.) play a complex and pivotal role in school and teacher practices and the adaptation and development of curriculum materials often constitute part of teacher professional development (PD) activities (Moore, 2021). Also, based on the current researches conducted by Michael Agyemang Adarkwah; Yohana Kifle Mekonen; Usama Kalim, who explored the situations on teachers' professional development (TPD) in China, summarized that China's hierarchical structure has positively affected TPD programs in this university due to the Chinese culture and tradition. Clear and concrete policies emerged as an essential step towards TPD implementation. Motivational strategies such as incentives and academic conferences have been identified as integral factors for TPD sustainability (Michael, 2021). Meanwhile, Stefan Hrastinski, another prestigious scholar abroad who studied on whether digital tools can support teachers' professional development or not, concluded that six themes on the use of digital tools to support teacher professional development in lesson studies are identified: analyzing videos from the teachers' classrooms, analyzing external video resources, fictional animations as a complement to videos, structured digital lesson study work, hybrid teacher collaboration and digital teacher collaboration (Stefan, 2021).

2.4 Summary of Previous Researches on Teachers' Professional Development

To sum up, previous researches on the teachers' professional development mainly embody the three aspects: concepts, current situations and some strategies, which can actually provide a good background and theory for this current research project. Meanwhile, some of these researches focus on the theory of teachers' professional development combined with the latest background of times, especially the frontiers of this research field, which can inspire researchers to study teachers' professional development from multiple angles.

However, there are also so many deficiencies among these researches which are worthy of mention. For example, most of researches on the existing problems or circumstances on teachers' professional development cannot be comprehensive and only several problems have been discovered, which leads to insufficient arguments on their researches. Also, most researchers only studied teachers' professional development from the perspective of compulsory schools such as primary schools, middle schools, colleges and some vocational schools, and few of them paid attention to that of training institutions, which certainly gives an opportunity of innovation and development to this current research project.

3. Research Design

According to the background information and literature analysis on teachers' professional development, this research intends to explore the current situation, influential factors on English teachers' professional development in training institutions so as to seek some effective measures to improve their professional development in the context of double reduction policy, which will more or less lay a foundation for them to adapt to the current situation of employment under the background of double reduction policy. Accordingly, this research project will endeavor to answer the following questions:

3.1 Research Questions:

In this research project, three questions were raised:

- 1) What is the status quo on the professional development of English teachers in training institutions in the context of double reduction policy?
- 2) What factors can have an impact on the professional development of English teachers in training institutions in the context of double reduction policy?
- 3) What valid and feasible strategies can be induced to enhance the professional development of English teachers in training institutions from the perspective of double reduction policy?

3.2 Research Participants

To figure out the above research questions, 30 teachers for questionnaire investigation and 6 of them for interviews in S institution of Chengdu City are selected to be the research participants. Among these research participants, 30 teachers for questionnaire investigation are mainly functioned as a way to realize the current situation and several influential factors on the English teachers' professional development in training institutions while 6 teachers for interviews mainly serve the purpose of studying on the potential influential factors and effective strategies to enhance the professional development of English teachers in training institutions. Hence, the concrete information about research participants is listed as follows.

Table 1. The Detailed Information on the Research Participants

Variables		Teachers for questionnaire	Percentage (%)	Teachers for interview	Percentage (%)
Gender	Male	5	16.7	2	33.3
	Female	25	83.3	4	66.7
	Total	30	100	6	100

According to table 1, it is evident that there are totally 30 teachers who are involved in this investigation, 5 for male, accounting for 16.7%, 25 for female, accounting for 83.3%, while 4 teachers are interviewed, two for male, accounting for 33.3%, four for female, accounting for 66.7%. In terms of questionnaire investigation, 30 copies of questionnaire are sent out and then finished under the instruction and supervision of the holder by 30 teachers. After

that, they are all valid by carefully checking.

3.3 Research Instruments

This research project mainly involves qualitative and quantitative research methods, including literature analysis, questionnaire investigation and interview.

1) Literature Research. At the early stage of this research, some definitions, functions and any other relevant theories on teachers' professional development and the fundamental background information on double reduction policy deserve realizing and understanding by virtue of massive literature reading and analysis to discover the merits and defaults of previous researches in order to make improvements and innovations in this field. Meanwhile, based on the literature review, the monotonous research method and rough presentation of theories have been the evident deficiency in this research field.

2) Questionnaire Investigation. Then, the questionnaire investigation is employed to collect data on the current situation of English teachers' professional development in training institutions under the background of double reduction policy. Also, with respect to the contents of questionnaire, teachers' professional development is classified into teachers' professional knowledge, professional ability, emotional attitudes and self-professional development awareness respectively. And the form of questionnaire mainly includes closed questions as well as a small proportion of open-ended questions.

3) Interviews. There is an array of questions designed for interview to provide a reference or have a deeper understanding of the influential factors and some feasible measures to bolster the professional development of English teachers in training institutions in the context of double reduction policy.

3.4 Data Collection and Analysis

To realize the current situation and influential factors on English teachers' professional development in training institutions, the questionnaire investigation should be implemented in S institution of Chengdu City in Sichuan Province, China to collect data in August, 2021. The contents of this questionnaire can be divided into six sections including the personal information, the realization of double reduction policy, professional knowledge, professional ability, emotional attitudes and self-professional development consciousness. There are 23 items in this questionnaire and item 1-6 belongs to the personal information, item 7 belongs to the realization of double reduction policy, item 8-13 belongs to professional knowledge, item 14-19 belongs to professional ability, item 20 belongs to emotional attitudes and the rest of them belong to self-professional development awareness. In the process of completing this questionnaire, teachers can fill it out without exposing their identity so that they can choose answers based on their own authentic feeling. Once they finished the questionnaire, it would be retrieved immediately to check on its effectiveness and reliability through SPSS 25.0. In the process of checking on the reliability of the questionnaire, it is judged by the Cronbach's alpha and the Cronbach's alpha of this questionnaire is up to 0.785, which actually indicates that this questionnaire has a good reliability.

After that, with respect to the interview, 6 English teachers in this training institution are chosen to have an interview and it is mainly used to find information about what factors may have an impact on English teachers' professional development and seek effective strategies to promote English teachers' professional development in training institutions. And the detailed interview questions are included in the following table.

Table 2. Interview Questions

Item number	Questions
1	What do you think of your present English language ability?
2	What factors do you think will have an impact on your English teachers' professional development in training institutions in the context of double reduction policy?
3	What strategies do you think can be effective for English teachers to improve their professional development in training institutions in the context of double reduction policy?
4	What do you think can be helpful for training institutions to improve the professional development of English teachers in the context of double reduction policy?

4. Research Results and Discussions

Based on the research design, this study mainly focuses on realizing the current situation, influential factors, and effective strategies on English teachers' professional development in training institutions in the context of double reduction policy through questionnaire investigation as well as interviews so this section mainly analyzes and discusses its corresponding results.

4.1 The Current Situation on English Teachers' Professional Development in Training Institutions

The research on the current situation of the professional development of English teachers in S training institution can be divided into 5 parts: basic information of English teachers, professional knowledge, professional ability, emotional attitudes and self-professional development awareness.

4.1.1 Basic Information of English Teachers

Table 3. The Age of English Teachers

	Item	Number	Percentage
Age	20-30 years old	16	53.3%
	31-40 years old	9	30%
	41-50 years old	4	13.3%
	51-60 years old	1	3.3%

Table 4. The Teaching Qualification of English Teachers

	Item	Number	Percentage
Teaching Qualification	CET-4	30	100%
	CET-6	30	100%
	TEM-4	18	60%
	TEM-8	10	33.3%
	Teacher Certification	25	83.3%

Table 5. The Class Hour of English Teachers

	Item	Number	Percentage
Class Hour (a day)	1-2	5	16.7%
	3	6	20%
	4	10	33.3%
	5	6	20%
	6 and above 6	3	10%

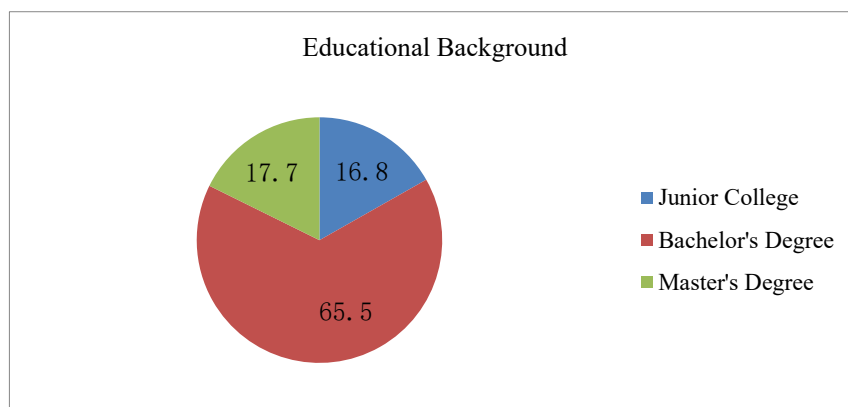


Figure 1. Educational Background of English Teachers

According to table 3, among 30 English teachers in this training institution, 53.3% of them are at the age of 20-30,

and 30% of these English teachers are 31-40 years old, which adds up to 83.3% of the total number; 13.3% of them are at the age of 41-50 while those aged 51-60 only account for 3.3%. Through this, it can be obviously discovered that the young and middle-aged teachers are occupying the main position in this training institution and for these teachers, they may be equipped with certain teaching experience but there is an urgent demand to broaden knowledge reserve to keep abreast with the pace of times. Hence more attention should be paid to the novice English teachers' learning and training.

As for the teaching qualification, 100% of these English teachers in this training institution all passed the College English Test, Band Four and Six, 60% of them passed the Test for English Majors, Band Four while only 33.3% of those teachers passed the Test for English Majors, Band Eight, and 83.3% of them possess the teacher certification. It can be easily concluded that English teachers in this institution can meet the general level of English, but there is some room to be promoted for them. Meanwhile, in spite of a large proportion of teacher certification, every teacher in the training institution is required to possess teacher certification to guarantee the high quality of teaching and teachers under the background of double reduction policy.

Then, in terms of class hour, 16.7% of these English teachers have 1-2 class hours every day, 20% of them have three class hours every day, 33.3% of them have four class hours, 20% of them have 5 hours every day and even 10% of those teachers have 6 and above 6 class hours every day, which actually leads to the great load and burden for not only teachers' teaching but learners' learning in the training institution. That is the reason why one of double reduction policy is to reduce the burden of learners' homework.

Finally, with respect to the educational background, from figure 1, it is easily summarized that 16.8% of English teachers in this training institution have acquired the certificate of junior colleges, 65.5 of them have obtained the bachelor degree, which is over a half of total number, and the rest of them have possessed the master degree. In view of this, the education those English teachers have received is generally insufficient, which cannot be in accordance with the requirements of double reduction policy that teachers in training institutions should be equipped with higher education so as to guarantee the quality and efficiency of teaching and education in training institutions.

4.1.2 The Professional Development of English Teachers

1) Professional Knowledge

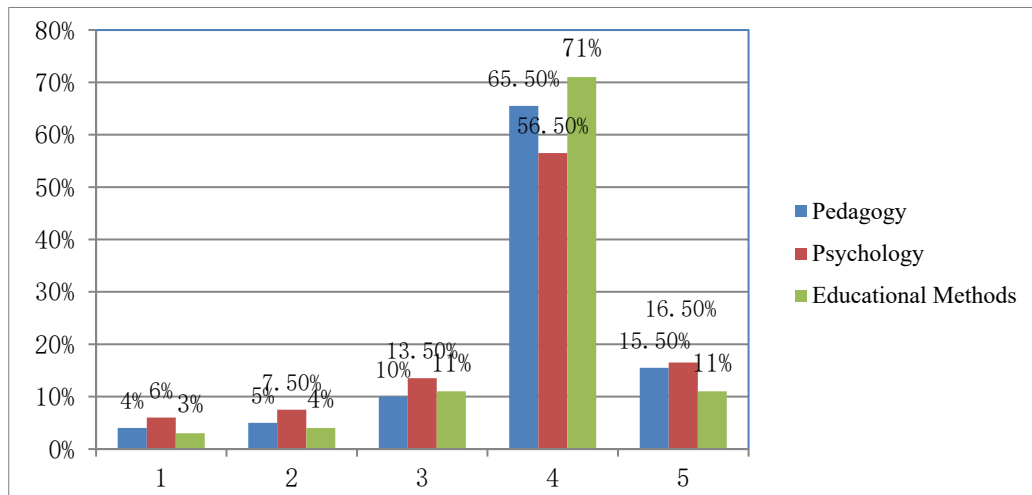
As to the professional knowledge of English teachers, it mainly includes the teachers' English language knowledge as well as teaching theoretical knowledge.

To begin with, three aspects are mainly discussed about teachers' English language knowledge in this research project: pronunciation, grammar and vocabulary. And the degree of mastery on English language knowledge will be divided into poor, ordinary, medium, fine and excellent and then the detailed conditions of mastery on English language knowledge for those English teachers in S training institution are listed as the following table shows.

Table 6. The Basic Conditions on the Mastery of English Language Knowledge

	Poor	Ordinary	Medium	Fine	Excellent
Pronunciation	3%	4%	8%	68.5%	16.5%
Grammar	1%	6%	13%	56.5%	23.5%
Vocabulary	0%	8.5%	15%	59.5%	17%

From table 6, it is clear that 68.5% of these English teachers have fine pronunciation and 16.5% of them are at the excellent degree in pronunciation; 56.5% of these English teachers are at the fine degree in grammar and those excellent in grammar account for 23.5%; and 59.5% of these English teachers are at the fine degree in vocabulary and 17% of them are at the excellent degree. Through analysis, it is seen that most of the teachers have relative solid English language knowledge, which can more or less facilitate the higher efficiency and quality in teaching and education in this training institution. However, in the context of double reduction policy, the government and the department of education make more requests for teachers' profession so that more English teachers are being asked to improve their professional knowledge to the excellent degree.



(Note: Number 1-5 represents the degree of mastery on this field respectively: poor, ordinary, medium, fine and excellent.)

Figure 2. The Basic Conditions on the Mastery of Educational Theoretical Knowledge

Then, in terms of educational theoretical knowledge, pedagogy, psychology and educational methods will be discussed. According to figure 2, it is obviously seen that most of these English teachers are at the fine degree be they in pedagogy, psychology or educational methods, accounting for 65.5%, 56.5% and 71% respectively. Generally speaking, these English teachers are relatively weak in psychology but most of them embody the basic educational theories that are occupying a dominant position in the teaching and education. Therefore, as to the educational theoretical knowledge, English teachers in this training institution can fundamentally keep pace with the reforms of education.

2) Professional Ability

For professional ability of English teachers, English language ability, teaching ability and research ability will be analyzed in this research project.

Firstly, as for English language ability, the results of questionnaire suggest that most of these English teachers have good English language ability including listening, speaking, reading and writing ability. Apart from this, one male English teacher in this training institution was interviewed about English language ability and the question is like this: what do you think of your present English language ability? And he summarized his own feelings about this question as follows:

In terms of my present English language ability, I may be better at reading and writing in English but I am weaker in listening and speaking because it is naturally difficult for a male teacher to enhance the ability of listening and speaking. However, I will endeavor to improve them by virtue of various channels, such as the listening and speaking APPs, listening to BBC or VOA, or having communications with foreigners frequently, etc (Participant 1).

According to this interview, there is a ubiquitous phenomenon that male teachers are inferior to female teachers in the listening and speaking ability, which cannot be changed in a short period.

Then, with respect to the teaching ability, it mainly includes two aspects, which are the application of teaching methods and the ability of teaching reflection. For the application of teaching methods, most of these English teachers can proficiently apply these teaching methods to some appropriate situations based on the teaching contents and personalities of students. Then, for the ability of the teaching reflection, it is playing a pivotal role in improving the teaching ability and the degree of frequency of English teachers' reflection can be classified into always, often, sometimes, seldom and never. Thus, the following figure is about the concrete distribution on the frequency of English teachers' reflection.

Table 7. The Concrete Distribution on the Frequency of English Teachers' Reflection

Degree	Number	Percentage
Always	12	40%
Often	7	23.3%
Sometimes	6	20%
Seldom	5	16.7%
Never	-	-

According to table 7, it is easily discovered that none of these English teachers doesn't have a reflection on their teaching and over a half of them often and always reflect on what they have taught, respectively accounting for 23.3% and 40%. Therefore, as to the ability of reflection in this training institution, it is generally consistent with the requirements of national policies for education.

Finally, in terms of the research ability, it mainly refers to the quality as well as the number of published papers, books, funded projects, and some other academic activities in the process of teaching and research. And this mainly studies these English teachers' number of papers to measure their research ability, which is as follows.

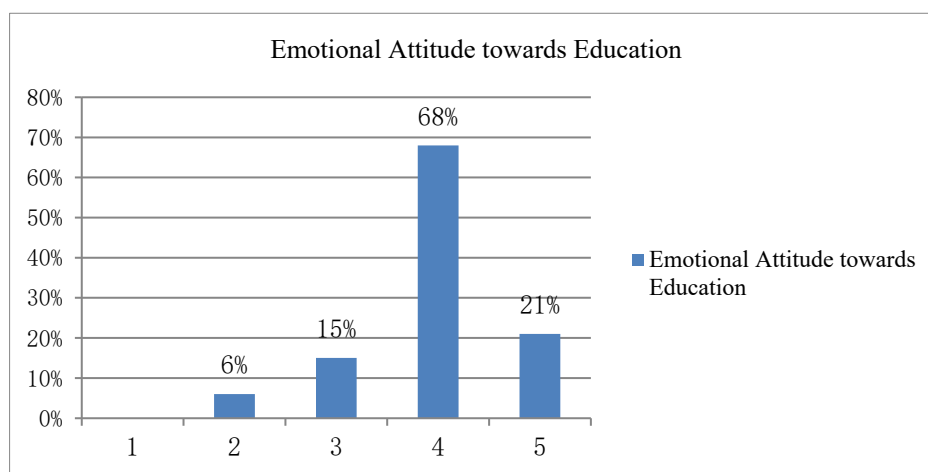
Table 8. The Detailed Information on the Number of Papers

Paper	Number	Percentage
0	18	60%
1	6	20%
2	3	10%
3 and above 3	3	10%

From table 8, 60% of English teachers in this training institution have never published related academic papers, 20% of them have published only one paper, 10% of them published three papers and 10% of them published more than three. Hence the English teachers' research ability in this training institution is far from satisfactory that it is by no means optimistic to treat their professional development in this training institution.

3) Emotional Attitudes

As for English teachers' emotional attitudes, it mainly refers to the sense of duties and attitudes toward their profession, which gives an impetus to promote the teaching efficiency. Accordingly, the corresponding investigation on teachers' emotional attitude towards their career has been conducted and the outcomes are as follows.



(Note: number 1-5 respectively indicates the degree of love of English teachers for their teaching and education: totally dislike, dislike, general, like, strongly like.)

Figure 3. Teachers' Emotional Attitude towards Their Career

From figure 3, it is clearly found that none of these English teachers dislike their profession and even 89% (68% + 21%) of them show their love for education, which actually proves that most of English teachers in this training institution are zealous about their career and this is what every educator needs in the teaching.

4) Self-professional Development Awareness

In terms of English teachers' self-professional development awareness, it is universally considered as a kind of internal wish to motivate oneself and it is a potential power to facilitate one's professional development. In this section, the desire to improve themselves is surveyed and the following figure is the results of every English teacher's self-professional development consciousness.

Table 9. The Related Information on English teachers' Self-professional Development Awareness

Degree	Number	Percentage
Very strong	11	36.7%
Strong	8	26.7%
General	7	23.3%
Weak	4	13.3%
Very weak	-	-

According to table 9, it can be easily discovered that 86.7% (36.7%+ 26.7% +23.3%) of these English teachers have desire to improve their own professional development and none of them doesn't want to enhance themselves, which indisputably states that most of them have strong awareness of self-professional development that will exert great functions on the high quality of teachers and education under the background of double reduction policy.

4.2 The Influential Factors of English Teachers' Professional Development

Table 10. The Influential Factors of English Teachers' Professional Development

Age	Teacher Qualification	Educational Background	Professional Knowledge	Professional Ability	Emotional Attitude	Awareness
3	15	16	22	25	19	18
10%	50%	53.3%	73.3%	83.3%	63.3%	60%

As for the influential factors of English teachers' professional development, there are several main factors that should be taken into account, including age, teachers' qualification, educational background, professional knowledge, professional ability, emotional attitude and teachers' self-professional development awareness, which can be divided into two categories: subjective factors and objective factors.

To begin with, for objective factors such as age, teachers' qualification and educational background should be contained for these conditions considered as the top priority when the relative departments check on whether one training institution can satisfy the basic conditions of education under the background of double reduction policy. And from table 10, it can be seen that the proportion of teachers' qualification and educational background is over 50%, accounting for 50% and 53.3% respectively.

After that, to bolster the professional development of English teachers, the main factors are still the subjective factors including professional knowledge, professional ability, emotional attitude and teachers' self-professional development awareness, and according to figure 8, it goes without saying that the proportion of each factor in subjective factors is over a half of the total number, accounting for 73.3%, 83.3%, 63.3% and 60% respectively.

Besides, two English teachers are interviewed on what factors will have an impact on English teachers' professional development in training institutions in the context of double reduction policy. And they summoned up their feelings as follows.

When it comes to the influential factors of English teachers' professional development, I deem that the excessive workload and insufficient training of teachers will hinder the professional development of teachers. For excessive workload, every teacher will spend most of time preparing the teaching content and designing various teaching activities, leaving no more time for the improvement of professional development. Then, as for the insufficient in-service training, every teacher in training institutions does hardly receive any training before teaching and they

only explore the methods gradually in the process of teaching (Participant 2).

As for the influential factors of English teachers' professional development, I hold that English teachers in training institutions certainly lack a clear career plan, in other words, they don't conceive what the prospect of teaching in training institutions will be like and most of them prefer to stay at the comfortable zone so that the professional development of English teachers in training institutions will be stagnant all the time (Participant 3).

According to the answers of this interview, some objective factors such as excessive workload and the insufficient in-service training and subjective factors including a lack of a clear career plan are additionally included in training institutions. Therefore, the influential factors of English teachers in training institutions should be considered on basis of actual conditions under the background of double reduction policy.

4.3 Effective Strategies on Improving the Professional Development of English Teachers

According to the analysis on the current situation and influential factors of the professional development of English teachers in S training institution, some problems that can be classified into teachers themselves and this training institution, need urgently to be solved and then some corresponding valid and feasible strategies should be induced to enhance the professional development of English teachers under the background of double reduction policy.

4.3.1 Strategies for Teachers

For teachers, to keep their career stable or keep competitive among all the employees under the background of double reduction policy, the first and foremost thing is to endeavor to acquire more teachers' qualifications and receive better education. According to the analysis of teachers' personal information in this institution, the proportion of English teachers who are equipped with more professional certificates is still small, all the teachers possess the fundamental qualification, though. Meanwhile, for English teachers' educational background in this training institution, most of them only attained bachelor degree and even some of them graduated from junior colleges, which actually requires English teachers in this training institution to enhance their educational background. For employers in training institutions, they must give priority to those candidates with more qualifications and better educational background.

Also, in terms of the results of English teachers' research ability in this training institution, they don't pay sufficient attention to the development of research ability so that they need to realize the significance of the research ability that is an indispensable part in teachers' professional and comprehensive development. And then what they can do is to participate in more academic activities or conferences and engage themselves in the research and publish some related papers to improve their research ability.

Besides, according to the situation of English teachers' professional knowledge, although they have mastered systematic and comprehensive English language knowledge, some of them cannot employ the psychological knowledge in education. In the context of New English Curriculum Standard and double reduction policy, to respond to the call of quality-oriented education, English teachers should utilize the educational and psychological theories to care about students and impart them cultural knowledge, psychological principles as well as practical skills so as to boost the comprehensive development of learners instead of partially emphasizing the improvement of cultural knowledge.

After that, two participants were interviewed on what strategies can be effective for English teachers to improve their professional development in training institutions in the context of double reduction policy and they summarized their opinions as follows.

With respect to effective strategies for English teachers in training institutions, I insist that as English teachers in training institutions, we should also cultivate our consciousness of self-professional development because as the saying goes, one is never too old to learn. Although most of us take the job in training institutions as a kind of temporary means for making a living, we should also improve ourselves to seek more stable jobs especially the current situation of employment under the background of double reduction policy (Participant 4).

As for the effective measures for English teachers in training institutions, I deem that for English teachers in training institutions, we should also lay emphasis on the application of various teaching methods, which plays a crucial role in teachers' professional ability. In fact, a few teachers in training institutions only hope to accomplish the task of teaching regardless of learners' present conditions. Therefore, we should have a deeper understanding about learners' personal characteristics and then adopt some corresponding teaching methods to enhance the teaching and learning efficiency (Participant 5).

According to the results of this interview, the cultivation of English teachers' self-professional development

awareness and the application of appropriate teaching methods should be also regarded as valid measures to improve the professional development of English teachers in training institutions.

4.3.2 Strategies for Training Institutions

In terms of training institutions, the most significant thing they should take into account is to establish a more advanced teachers' evaluation mechanism, in other words, they can evaluate teachers' achievement from multiple aspects such as teaching, research, etc. And the leaders of training institutions must change their stereotyped evaluation mode of education in training institutions that they assess the teachers only through the grades of students. Also, under the background of double reduction policy, they should also reasonably arrange the class hour of English teachers in this training institution to reduce the workload of teachers to leave more time for teachers to improve their professional development and reduce the burden of learners' learning to keep their balance between life and learning.

Apart from this, one English teacher is interviewed on the question: what do you think can be helpful for training institutions to improve the professional development of English teachers in the context of double reduction policy? And their ideas are stated as follows.

When it comes to feasible strategies for training institutions, from my point of view, the leaders of training institutions are supposed to raise the threshold of employment because nowadays there are still some teachers in training institutions who even lack teacher's certificate. Especially under the background of double reduction policy, the teacher's certificate is considered as one of the teachers' basic qualifications and those without teacher's certificate will be strictly regulated. Therefore, once the threshold of employment is raised, these teachers will spare no efforts to satisfy corresponding conditions to improve their own professional development (Participant 6)

According to this feeling on this interview, it is obviously concluded that the threshold of employment in training institutions should be also added into the valid strategies to improve the professional development of English teachers in training institutions in the context of double reduction policy.

5. Conclusion

5.1 Major Findings

Take the questionnaire investigation, literature analysis and interview as research methods, 30 English teachers in S training institution of Chengdu as research participants, and this research mainly focuses on the status quo, influential factors of English teachers' professional development and some effective strategies to improve the professional development of English teachers in training institutions from the perspective of double reduction policy, through which three major findings can be easily concluded.

- 1) Under the background of double reduction policy, the professional development of English teachers in this training institution are inferior to those of compulsory schools in terms of teachers' qualification, educational background, educational psychological theories and in-service training.
- 2) Under the background of double reduction policy, the influential factors of English teachers' professional development in this training institution mainly embody the subjective factors such as teachers' professional knowledge and ability, educational ability, research ability, self-professional development awareness and a lack of a clear career plan and the objective factors including age, teaching qualification, educational background, excessive workload and insufficient in-service training.
- 3) Under the background of double reduction policy, some valid and feasible tactics can be induced to improve the professional development of English teachers in training institutions, which are classified into two sections: one for teachers including enhancing their own teaching qualification, educational background, research ability, self-professional development consciousness and flexible application of teaching methods, the other for training institutions, for instance, to establish a more comprehensive teachers evaluation mechanism, reasonably arrange the class hour of teachers and raise the threshold of employment.

5.2 Limitations

Although the qualitative and quantitative research methods involving questionnaire investigation, literature review and interviews are employed in this research to collect relevant data and information, there is still an array of problems hidden in this study.

To begin with, the data analysis is not comprehensive, which deserves further comparison and analysis among

different categories on account of the limitations of researchers' knowledge and research ability.

Then, in terms of the current situation on English teachers' professional development in S institution, the sample size is so small that the results cannot represent all circumstances of English teachers' professional development in training institutions throughout China.

Finally, the category of participants in the interview on the influential factors and corresponding strategies of English teachers' professional development in S institution is too monotonous to consider more potential factors or more targeted suggestions in the context of double reduction policy, causing insufficient arguments and lopsided conclusions.

5.3 Suggestions or Implications

According to the limitations of this study, some related suggestions or implications will be made in the future study.

- 1) More knowledge about data collection and analysis will be provided and more academic as well as research investigations will be conducted to cultivate personal research ability so as to have a thorough data analysis of this study in the future.
- 2) The sample size will be enlarged or research participants ranging from certain training institution to several training institutions will be surveyed to guarantee the popularity of the study.
- 3) Different categories of participants on interviews will be demanded, such as leaders, teachers of training institutions and even some experts in teaching and education to realize the essence of existing problems and seek for more targeted suggestions.

References

- Christian, K. B., Kelly, A. M., & Bugallo, M. F. (2021). NGSS-based teacher professional development to implement engineering practices in STEM instruction. *International Journal of STEM Education*, (1), 1-18. <http://doi.org/10.1186/s40594-021-00284-1>
- Christoforidou, M., & Kyriakides, L. (2021). Developing teacher assessment skills: The impact of the dynamic approach to teacher professional development. *Studies in Educational Evaluation*, 70, 51-66. <http://doi.org/10.1016/j.stueduc.2021.101051>
- Ding Ting. (2020). An investigation on the professional development of rural English teachers in Heilongjiang Province. *Journal of Career Academy, Jiamusi*, (03), 61-62.
- Emily, C. H., & Kathryn, E. G. (2020). The Effects of Teacher Professional Development on Children's Attendance in Preschool. *Journal of Research on Educational Effectiveness*, 13(1), 3-28. <http://doi.org/10.1080/19345747.2019.1634170>
- Fullan, M., & Hargreaves, A. (1993). Teacher Development and Educational Change. *British Educational Research Journal*, (4), 211-212. <http://doi.org/10.2307/3122441>
- Fuller, F. (1969). Concerns of Teachers: A Developmental Conceptualization. *American Educational Research Journal*, 6(2), 7-8. <http://doi.org/10.3102/00028312006002207>
- Hoyle, E. (1980). Professionalization in deprofessionalization in education. *Professional Development of Teachers*, (42), 35-37.
- Liu, L., Zhang, G., & Sun, H. (2018). Research on the effective teaching and professional knowledge development of English teachers in the primary school. *Journal of Northeast Normal University (Philosophy and Social Science Edition)*, (03), 171-177.
- Michael, A. A., Yohana, K. M., & Usama, K. (2021). Teacher Professional Development as a Catalyst for Faculty Development: The Case of a University in China. *Journal of Education and Training Studies*, 9(5), 1-15. <http://doi.org/10.11114/jets.v9i5.5139>
- Moore, N., Coldwell, M., & Perry, E. (2021). Exploring the role of curriculum materials in teacher professional development. *Professional Development in Education*, 47(2-3), 331-347. <http://doi.org/10.1080/19415257.2021.1879230>
- Qiao, Y. (2021). Research on Teachers' professional development strategy in the post epidemic era. *Journal of Heilongjiang Teacher Development College*, (07), 25-27.

- Stefan, H. (2021). Digital tools to support teacher professional development in lesson studies: a systematic literature review. *International Journal for Lesson & Learning Studies*, 10(2), 138-149. <http://doi.org/10.1108/IJLLS-09-2020-0062>
- Steffy, B. E. (1989). *Career Stages of Classroom Teachers*. Lancaster, Pa: Technomic Pub. Co.
- Wang, C. (2001). Teacher professional development: rediscovery of teachers. *Educational Research*, (11), 45-48.
- Xia, Y. (2019). Research on the development of professional competence of English teachers in vocational colleges in the strategic context of one belt, one road. *Journal of Intelligence*, (18), 90-92.
- Ye, L., & Bai, Y. (2001). *A new probe into Teachers' role and teachers' development*. Beijing: Education and Science Press.
- Zhang, Q. (2011). *Psychological principles of foreign language learning and teaching*. Beijing: foreign language teaching and Research Press.
- Zhong, Q. (2001). Teacher "specialization": concept, system and subject. *Education Research*, (12), 12-16.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).