

EXPLORING THE LANDSCAPE OF EFL TEACHERS' PROFESSIONAL DEVELOPMENT IN CHINA: A SCOPING REVIEW



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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What does research say about continuous professional development of Chinese EFL teachers?

KEY TERMS

CPD for in-service EFL teachers; China; Government reforms and support through professional learning communities (PLCs)

WHAT EVIDENCE IS SUMMARISED?

27 studies

CONTEXT

China; EFL

WHAT DOES IT FIND?

- **Diverse and Structured CPD:** China has a robust CPD system supported by policy, but the quality and relevance of training can vary depending on regional and institutional support.
- **Need for Practical and Contextualised CPD:** Teachers favour CPD that offers concrete, applicable strategies tailored to their classroom realities, with a particular emphasis on new pedagogy and classroom management.
- **Research Gaps:** There is a need for more research on how China's CPD for its one million EFL teachers impacts student achievement and long-term teaching practices, especially in diverse geographical contexts.

HOW CAN I USE THE FINDINGS IN MY TEACHING?

Although our research focuses on China, there are ideas that can be applied globally:

For teacher educators:

- Ensure CPD responds to teachers' practical needs, and consider the unique contexts of the EFL teaching environment.

For EFL teachers:

- Engage with PLCs, with colleagues, and with others outside your immediate context to maximise the benefits of CPD.

