An inquiry into pedagogical content knowledge (PCK): Teachers' views on teaching

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Abstract. Pedagogical content knowledge (PCK) has been given a lot of attention in the academic field in recent years, in particular, in the field of teacher cognition and teacher knowledge. This research aimed to investigate one aspect of pedagogical content knowledge, teachers' views on language, as shown in the practices of six Chinese in-service teachers teaching College English at two universities in the south of China by using a qualitative multiple case study approach. The results showed that teachers' management view on teaching was more developed than other views. The study yielded implications for in-service College English teacher education and development in mainland China.

Keywords: PCK, teachers' views on teaching, teacher knowledge.

INTRODUCTION

Pedagogical content knowledge (PCK) is a special kind of teacher knowledge that is different in nature from either pedagogical knowledge or content knowledge considered in and of themselves. PCK was originally proposed by Shulman (1986/1987). Its central concept is that the actual knowledge that a teacher uses in real classroom teaching practice is not the same as content knowledge or pedagogical knowledge alone but is a blend of the two. PCK is a kind of implicit knowledge (Polanyi, 1957) that originates from personal practical experience. Schön (1983) used the term "knowing-in-action" to describe PCK as, to a large degree, PCK is gradually formed from teachers' teaching practices. Han (2011) regarded PCK as personal (in a similar teaching context, teachers may have different understandings of PCK), mixed (PCK is a mixture of all the knowledge necessary for teaching the subject matter), hidden (usually it is not easy for teachers to be aware of their own PCK since it is based on intuition), and local (teachers may form different PCK in different teaching settings).

The current empirical study aimed to investigate and re-conceptualize university teachers' views on teaching so as to better explore their overall PCK in order to understand teachers as reflective practitioners (Burns, 2010). To guide the entire structure of the present study, the following general question was formulated: *What are the characteristics of Chinese in-service College English teachers' Pedagogical Content Knowledge in terms of their views on teaching?*

Research significance

Not only English teachers but teachers of other languages could also learn from this research, because foreign language teaching and learning around the world has the same nature. The findings of this study could also be applicable not only to the teaching of English as a foreign language but also to the teaching of English as a mother tongue, because the ideal situation in foreign language teaching can be similar to the process of mother tongue acquisition. Finally, this study could shed light not only on foreign language teaching in China but also that in other education contexts, such as other Asian countries that share some background with China. Finally, as an in-service English as a foreign language (EFL) teacher in

China with several years of experience, I wanted to gain a clearer understanding from this research of my own PCK in order to improve my classroom teaching. How teachers' PCK affects students' learning effectiveness was not only my query, but also that of many of my colleagues.

LITERATURE REVIEW: TEACHERS' VIEWS ON TEACHING

According to Han (2011), many teachers are unaware that there are ideas, assumptions, and perceptions hidden in their teaching activities that may control their teaching behaviors. This lack of awareness can, first of all, make it difficult for teachers to understand the problems and defects in their teaching modes and can lead teachers to depend blindly on the same teaching behaviors, regardless of their appropriateness. Secondly, because of this dependency, teachers may overvalue their own experience and reject any new knowledge (Han, 2011).

These ideas, assumptions, and perceptions hidden within teachers' teaching activities can be generalized as teachers' views on teaching (Han, 2011). Teachers' personal views on teaching have deeper impacts on their teaching behaviors than any outside knowledge they receive; they may even control their behaviors or habits over the long term. Thus, the factor hindering teachers' development is not their capability of acquiring teaching knowledge and technical skills but rather their personal views on teaching. Han (2011) also pointed out three views on teaching common in EFL teachers: the imparting view, the management view, and the advancing view.

Imparting view

Teachers who hold the imparting view mainly regard knowledge as an objective entity that can be transmitted. They tend to neglect students' existing knowledge structures during the process of acquiring knowledge and the need to learn about students' specific processes of comprehending and mastering knowledge (Xu, 2007). Therefore, these teachers consider English teaching to be a simple process in which teachers impart language and cultural knowledge of English, believing that through their introduction, presentation, demonstration, explanation, expansion, analysis, generalization, and supply of standard answers to related questions, they will be able to make students comprehend, memorize, master, and even apply this knowledge.

In this teaching mode, knowledge is the core of all the teaching activities; teachers are the imparters of knowledge and students are the receivers of this knowledge (Li and Chen, 2013). Therefore, teachers are mainly concerned with the correctness of the knowledge students learn. To ensure the accuracy of the knowledge imparted, teachers do not allow any errors in students'

English usage; students' learning achievements are always measured using various kinds of standardized tests. The basic procedure for classroom teaching is always a series of imitative, repetitive, and consolidating drills. In this teaching mode, the professional skills that teachers possess are restricted to their correct understanding of the curricular knowledge and a grasp of the techniques of imparting knowledge.

Management view

Constructivist explanations of knowledge and learning have helped people realize that the development of language knowledge is the result of students' internal construction rather than the result of teachers imparting knowledge. Students should be the subjects of learning and teachers should provide students with opportunities to experience using language as much as possible. In other words, teachers are just suppliers of learning opportunities and learning conditions, or administrators of learning (Wang, 2012). With this awareness, teachers start to focus on learners' internal knowledge structures, including the different kinds of knowledge (verbal and non-verbal), techniques, strategies, and experience students need for constructing language knowledge; they also start to manage the curriculum systematically (including curricular objectives, content, method, and tests of objectives) with comparatively scientific methods.

The management view holds that the main nature of teaching activities is managing (with which students are doers while teachers are taking the role of managers) versus facilitation (where teachers could also contribute, and teachers are the core of the whole teaching activity (Long, 2014). Teachers are not only the administrators of knowledge (selecting and testing the knowledge), but they are also the administrators of students (designing and managing the learning tasks). Teachers may neglect the development of students who have different background experiences and different personalities, but as teachers they must be concerned about the development of their own professional skills, especially their expertise and experience in instructional design and class management.

Advancing view

Since the 1980s, scholars have started to emphasize individual knowledge construction and individual cognitive discrepancy when studying knowledge and learning, believing that knowledge is a personal interpretation based on an individual's experience, background, and environment. For example, it is through personal language experience that each English language learner constructs his or her own system of English language knowledge. This understanding poses an extremely large challenge for English language teachers' management targets, as the

communicative opportunities and conditions that each student needs may differ. Teachers need not only provide students with learning opportunities and conditions through the design and management of the curriculum, classroom, and teaching, but also create a healthy and harmonious classroom context for students through coordinating fast-changing classroom factors to advance students' independent communication, negotiation, and cooperation (Long, 2013). In this context, students are able to seek and explore more opportunities and conditions according to their personal needs in the classroom.

The advancing view holds that the nature of classroom teaching is to advance (Li, 2007). Students should be the core of classroom activities, as students need to acquire knowledge and learn to manage themselves with support from teachers. During the process of interactive negotiation with students, teachers can not only advance students' development, but also challenge their own potential for classroom decision-making to a greater extent so as to develop themselves.

MATERIALS AND METHODS

In the study, I observed the classroom teaching of six Chinese College English teachers, conducted interviews with them, and asked them to complete self-evaluation teaching reports so that I could understand their PCK as reflected in their classroom teaching practices. Although, in this study, I sought to understand various aspects of the participant teachers' PCK, this article focuses on their views on teaching.

Study context and convenient purposive sampling

In order to make any comparison and contrast within a study, the research sites should vary in some respects. Two universities located in the south of China were selected in this study as research sites. One was Finance University (a pseudonym) in Guangzhou, the capital city of the province of Guangdong, a relatively more developed area in the mainland of China. That university was a good choice for my research because, having taught there for years, I had easy access to it. I was also familiar with everything in the university, so it was easy for me to have an insider status (Duff, 2008). The other university was Teachers University (also a pseudonym) in Haikou, the capital city of the province of Hainan, a relatively less-developed region. I chose this university, which has a teacher education orientation, to contrast with Finance University, which has a major business orientation. Teachers University was also my Alma Mater, so I was able to contact my former teachers and get approval to conduct research there. Since the research sites were both provincial, middle-sized government universities in terms of the total number of teachers and students, teaching facilities, teaching quality, and campus size,

generally their non-English major undergraduate students were able to reach only the basic and intermediate requirements of College English learning upon graduation. Hence, meeting the needs of students at different levels of English language proficiency in College English classes was a challenge for all the in-service College English teachers at both universities.

Based upon my observations and informal communication with the College English teachers at the two universities recruited for this study, majority their students took College English only for the credit because it was a compulsory course; another important reason they took it was that they wanted to pass the College English Test Band Four and Band Six. That is to say, these external reasons really impelled the non-English major college students to study College English; students' internal motivation did not have positive effects on their College English learning. Therefore, how to interest these students in College English and motivate them to learn were an all-important consideration for the College English teachers at the two universities. In the researcher's personal experience of EFL teaching, teachers' teaching and their students' learning have a mutual impact on each other. In the case of the College English course, students might be cultivated to become active learners in College English classes if their College English teachers improved the quality of their classroom teaching.

After talking with the people in charge of the Schools of Foreign Languages at the two universities, I discovered that the "backbone teachers" in the Schools of Foreign Languages at both universities were mainly from the generation born between 1970 and 1989. Therefore, I decided to study these teachers. Next, the two people in charge of each school respectively gave me a list of the names of ten teachers they thought suitable for investigation. I sent invitation letters to all twenty teachers, and ten replied to me with their willingness to be my participants. Lastly, in consideration of the sample size and the teachers' diversity, six of them were successfully selected. Table 1 shows the particulars of the participants in this study.

Data collection process

The data collection process was divided into three phases: pre-classroom observation, in-classroom observation, and post-classroom observation (Table 2). During the pre-classroom observation phase, each teacher was initially interviewed once in Chinese, the mother tongue for both the interviewer and the interviewees. Each interview lasted from one to two hours, and the guiding initial interview questions were sent to the interviewees beforehand (see the appendix for more details). These interviews were audiotaped and transcribed. In addition, I asked the participant teachers to submit a lesson plan for the lesson I would observe during preparation for the in-classroom

Table 1. Participant teachers' particulars.

	Finance University (FU)			Teachers University (TU)		
	Ding (FU1)	Deng (FU2)	Yang (FU3)	Wei (TU1)	Liu (TU2)	Xie (TU3)
Gender	F	F	F	F	M	F
DOB	1980	1980	1977	1977	1979	1973
Position	Instructor	Instructor	Instructor	Instructor	Associate Instructor	Associate Prof.
Experience	9 years	8 years	11 years	11 years	11 years	15 years
Interest	Teaching & Literature	Literature	Literature	Linguistics	TEFLM & ETE	Translation
Degree	MA	MA	MA	MA	BA	Ph. D.
Major	Literature	Literature	ELL	Literature	TEFLM	Translation
Score/Percentage	94.14	91.904	92.162	92.744	95.02	91.838
University/Level	SYSU/Key	SCNU/Key	SCNU/Key	GXNU/Other	HNNU/Other	JNU/Key
Award	Provincial	No	No	Provincial	No	No

Notes:
TEFLM & ETE= TEFL methodology and English teacher education
Position= professional position title
Experience= years of teaching the College English course
Interest= academic and teaching research interests/directions/areas
Degree= the highest degree obtained
Major= major of the highest degree
Score= the latest score by students on classroom teaching at the end of term
University= the university where the highest degree was awarded
Award= award for College English teaching
ELL= English language and literature
SCNU= South China Normal University
GXNU= Guangxi Normal University
HNNU= Hainan Normal University
JNU= Jinan University
SYSU= Sun Yat-Sen University

Table 2. Data collection process.

	Phases	Methods	Data
Data Collection	Pre-Classroom Observation	Interview (Written or spoken)	Personal document: Interview transcription (If spoken)
		Lesson plan with rationale (Written or spoken)	Personal document: Lesson plan, Personal document: Rationale transcription (If spoken)
		Textbook	Official document: Textbook
		Curriculum requirements	Official document: Curriculum requirements
	In-Classroom Observation	Video recording Audio recording	Personal document: Field notes
			Personal document: Classroom teaching transcription
	Post-Classroom Observation	Self-teaching reflection report (Written or spoken)	Personal document: Self-evaluation transcription (If spoken)
		Stimulated recall	Personal document: Conversation transcription

observation phase using a template I gave them. I also asked the teachers to show me their textbooks. These were relevant because, while standardized textbooks are used for College English courses in China, teachers have the right to reorganize or recreate the content in the textbooks for their own teaching. Therefore, the participants' textbooks could reveal whether a teacher's teaching content was self-designed based on the textbook or taken directly from the textbook, and what the teacher chose or did not choose to teach from the textbook. All this information could reflect teachers' different views on teaching. Finally, in observation, I looked up the curriculum requirements relevant to the lessons I would be observing. In China, all the curriculum requirements are officially drafted by the Ministry of Education, but schools have right to revise, adjust, or add to the national requirements. The curriculum requirements used in the College English courses in this study could reveal whether the teacher taught College English according to the mandated curriculum requirements or adjusted them in some way.

During the in-classroom observation phase, I observed each teacher in a forty-five-minute College English classroom teaching session once. The observed classes were audiotaped and videotaped. The audio-taped classroom observation data was mainly used for transcription while the videotaped data was mainly used for investigating the teacher's body language and gestures. Additionally, I could use these two types of recordings for confirmation of the accuracy of the transcription, in case the quality of either one was a problem. I also kept extensive field notes during the classroom observation.

During the post-classroom observation phase, each teacher completed a self-reflection teaching report. Each teacher then participated in a stimulated recall activity with me. We watched his or her classroom teaching video recording together, and we paused when necessary so the teacher could "recall the covert mental activities that accompany the overt behavior" (Shavelson and Stern, 1981: 458). Before this activity, I reviewed each video alone and took note of teaching segments where I wanted to ask clarifying questions.

Trustworthiness

In order to ensure the trustworthiness (Naashia, 2006) of this research, three strategies were used: data triangulation, member checking, and peer debriefing, all of which are addressed in detail below.

Data triangulation

Triangulation is meant to compensate for the limits of individual data collection methods and decrease the bias in interpreting and analyzing data so as "to enhance the accuracy of a study" (Creswell, 2005:252). There are three key types of triangulation: data triangulation, investigator triangulation, and methodological triangulation (Denzin and Lincoln, 2000). In this study, triangulation was achieved in several ways to ensure the trustworthiness of the information yielded.

In terms of data and method triangulation, in this research, various methods were employed to collect multiple categories of data: for example, the data from the interviews with the participant teachers, participants' self-reflection teaching reports, and stimulated-recall activities with the teachers could be compared to ensure the accuracy of each individual data source. Investigator triangulation was carried out in the following two ways: peer debriefing and member checking.

Peer-debriefing

To ensure validity (Winter, 2000) in this research, I consulted with another person regarding emerging

findings. For example, my colleague was invited to examine one of the preliminary case analyses and the translation of documents from Chinese into English, and to check the transcription accuracy of the interviews in order to avoid possible biases in the researcher's observations, descriptions, interpretations, and analysis.

Member checking

In this study, member checking (Denzin and Lincoln, 1998) was dealt with by providing my case study participants with all their personal documents, including both original and translated versions of the interviews and my analysis of their PCK and practices based on my observations and interviews, in order to "clarify and confirm" (Breen *et al.*, 2001: 482) my understanding. I welcomed the participants' suggestions for changes where there existed discrepancies between my interpretation and theirs.

Research ethics

This research involved human participation. Therefore, to avoid any possible harm to the participant teachers, I briefly introduced the study before they agreed to participate, so they could understand what their tasks would be during the data collection process. All participants were adults, and their participation was voluntary. Furthermore, the participants had the right to leave the study at any stage. They read the consent form and signed it. The confidentiality of the research was always the priority, so pseudonyms were used in this study to protect the privacy of the participants. Finally, only my supervisors and I had access to the raw data.

RESULTS

I analyzed the participant teachers' initial interview data, lesson plans, curricula, classroom observations, self-reflection teaching reports, and stimulated recall data to understand whether their views on teaching (an important aspect of their PCK) tended toward the imparting view, the management view, or the advancing view. These views on teaching could be seen in the ways the participants took their students' emotions and attitudes towards English learning into account during their teaching.

If a teacher cares about his or her students' emotions during classroom learning and their attitudes to English learning, he or she usually tries to set the classroom atmosphere and shape the scene pleasantly by warming the students up. Consequently, if the classroom teaching atmosphere is enlivened by the teacher, more interaction, negotiation, and promotion between teacher and students and among students themselves may occur. In this case, the teacher's views on teaching tend to be advancing. In

this study, teachers Wei and Ding showed concern for their student's emotions and attitudes towards English learning, revealing their advancing views on teaching.

During the classroom teaching observation, the classroom atmosphere during teacher Wei's lesson was active, because the two topics (personality and the elderly) were closely related to the students' personal lives and therefore interesting. Students were motivated to carry out the activities tobe clear about their own personalities in the first presentation, and to share real stories of their grandparents in the second. The presentations showed that the students had been motivated to devote time outside of class to prepare thoroughly. Collaboration played a very important role in the students' cooperation on the presentations.

Similarly, based on the classroom atmosphere, teacher Ding's students seemed to be interested in the topic of beauty. This may be due to the following rationale: every student cares about his or her own beauty, and cosmetic surgery is a heated topic in modern times, especially for the younger generation.

> Note Extract (Teacher Ding): *Firstly, to lead into the role-play, the teacher showed in PowerPoint several pictures of Korean pop stars to compare and contrast their appearances before and after cosmetic surgery. In recent years, young people in China have become crazy about Korean fashions, including those sported by Korean pop stars. This means the teacher was clear about what the students liked and disliked, thus fulfilling the students' psychological needs. Secondly, in the people description part of the lesson, the students were motivated because they were requiredto describe their own classmates.*

The students were also motivated to conduct the final task of the lesson, which could be considered tobe closer to a real-life task: interviewing other classmates about their opinions on the importance of good looks. The students were probably motivated because they were curious about their classmates' real opinions about the importance of good looks, and wanted to see the differences between others' opinions and their own. Based the students' performance in class, the students seemed to be confident in their language output during the public speeches after they had fully prepared them during group discussion by integrating various language learning strategies. Thus, collaborative learning was achieved by working in pairs and groups.

In contrast to teachers Wei and Ding, teachers Xie, Liu, Deng, and Yang treated their students' emotions and attitudes to English learning in different, less positive, ways. Their practices showed theirtendencies towards an imparting or management view on teaching, rather than an advancing view.

On the surface, teacher Xie's students should have been interested in the topic of the lesson, growing up, since the topic was related to their personal lives and they must have had something to share about it with their teacher and classmates. However, the students seemed not very active in class. This may have been because teacher Xie led into the topic by having the students listen to a song rather than by having them talk about their own stories of growing up. In the second stage of the lesson (reading for the general structure of the passage), which was also the key part of the entire class, the students were not motivated to read the text. This may have been because the passage was about how the writer cultivated an interest in writing while, in the lesson's introduction, they had been talking about growing up; the topic of the new unit was not in fact directly related to the reading passage. When the students were asked to role-play their prepared performance in groups in the frontof the classroom, they did not seem confident about performing in front of other learners; few students wanted to be volunteers. We can also guess from this point that the students could not prepare well without the teacher's support. During the lesson, the students were not given any opportunities to work collaboratively with their peers, in pair work or group work; they were just encouraged to interact with the teacher individually, and therefore, there was no clear collaborative consciousness in teacher Xie's classroom teaching in this lesson. Teacher Xie showed an overall tendency towards an imparting view on teaching.

Like teacher Xie's students, those of teacher Liu were not very active throughout the lesson I observed. This was the case even though the teacher employed video (to arouse the students' interestin the topic of the lesson: English language) and pictures (to arouse the students' interest in the reading passage that they would learn that day) to interest the students in the pre-reading activities.

> Note Extract (Teacher Liu): *The question about the video for the students to answer was, "What is the man doing?", which was not related to the students' personal lives at all, so perhaps the students were not interested in the topic of the lesson. In addition, the video was actually about the difficulty a man came across in his learning of English language pronunciation, while the topicof the reading passage was how the English language had become the first truly global language;in this case, maybe the students were de-motivated in their reading since they were not naturally led to the reading passage.*

The first activity in the reading component of the lesson, which was skimming to put the statements about the pictures given by the teacher on the PowerPoint into the

correct order, was not challenging enough for college students. Instead, the students' language learning effects might have been better if the teacher had asked the students to describe the pictures by using the words from the textbook on their own. In this case, the students would have had to focus more on the language itself since they would have needed to find the proper words to describe the pictures rather than order the events only. Furthermore, in the post-reading discussion on "Should we stop using English abbreviations in China?", the students were required to work in pairs but not in groups: consequently, the students' collaborative learning was limited. Again, in the post-reading discussion, the students were not very confident, owingto their lack of preparation with regard to critical thinking beforehand. Overall, teacher Liu's teaching showed a tendency towards a management view.

Similarly, in the evaluation part of teacher Deng's lesson, the students staged a role-play in thefront of the classroom. This seemed to proceed as expected because the students were confident in their fully prepared dialogues. In the movie genre introduction part of the lesson, the students also participated willingly in oral interactions with the teacher. This was probably because movies are an interesting topic, particularly for young people. However, in the speaking activities, during which the teacher asked the students to role-play dialogues in pairs based on situations from the textbook, the students were unmotivated, unconfident, and uninterested in working with their partners cooperatively. This may have been because the students were required to play roles and pretend to be someone other than themselves. For college students, who are already adults, it is preferable to do something realistic and closely related to their own personal lives. Like teacher Liu, teacher Deng showed a tendency towards a management view of teaching.

During my classroom observation of teacher Yang, her students were also not very interested in the topic of the lesson, work. This may have been because this topic was too general, and the students did not have much work experience to share in class. The students were studying instead of working at the moment; thus, they could not feel and understand work-related situations. The classroom teaching of this lesson would have been more vivid if the teacher could have narrowed down the topic into one more closely related to the students' personal lives, such as starting with the work and careers of the students' parents. In this way, the students might have had more to say in class.

Furthermore, regarding collaboration, in this lesson the students were only given one opportunity to work collaboratively with their partners (at the end, in a situational role-play dialogue following the model from the textbook). The need for students to collaborate in this assignment was limited since they could easily follow the dialogue model explained by the teacher and simply replace some words. In this lesson, the biggest motivation for the students to take part in the classroom activities was the points and punishments given by teacher Yang for the students' correct answers or inferior performance. The students cared about the marks they received for their daily performance because they made up a large percentage of the students' final term mark. Overall, teacher Yang showed a tendency towards an imparting view on teaching.

DISCUSSION

Teachers' management view on teaching was more developed than other views. Teachers in China have been encouraged to revise their classroom teaching from imparting knowledge to managing classes in the education reform that has taken place since the beginning of the century. Some of the ideas of classroom management have taken root in teachers' minds; that is why now many teachers manage classes in their daily routine work (Xia, 2007). Advancing view of teaching is preferable to other views because the advancing view is better for student learning than the other views.

In the participant teachers' self-reflection teaching reports, six teachers gave themselves scores of over eighty and expressed satisfaction with their college English classroom teaching. One important reason for the teachers' satisfaction is that they were able to conduct their teaching as planned without much difficulty. This shows that, on the one hand, many of the teachers were experienced in planning lessons (pre-class decision-making) based on their understanding of students'wants since their classroom teaching appeared effortless. On the other hand, the data analysis showed that some teachers were probably not good at adjusting their teaching plans during class as needed, for example, when teacher Deng's efforts to organize her students to do pair work were less than successful. This suggests that some teachers were more skilled at pre-class decision-making than at in-class decision-making in terms of meeting students' needs. It is important for teachers to have insight into their own views (and overall PCK).

Implications for teacher development

There is consensus that teacher education should include developing teachers' PCK. The documentation and exploration of PCK in pre-service teacher education can help trainee teachers to become skillful, as well as help expert teachers to practice more reflection on their teaching so as to stimulate greater PCK development (Fernandez, 2014). The current state of foreign language teachers' classroom teaching and their professional education and development in China is this: Impacted by the knowledge-centered education beliefs, the foreign language teachers basically, for the long term, have been acting in the role of executors for courses and textbooks. They lack the positive initiative of developing and creating

courses. Thus, to some extent, during the actual teaching activities, they lack some basic vigor of independent thinking and individual creativeness.The teachers can be regarded to be living one kind of procedural teaching life, which is monotonous, inflexible, repetitive and shows a lack of personal thinking and the passion for creation (Han, 2008).

In the context of educational reforms, the caliber of teachers has been recognized as the foremost resource of quality education (Wang, 2013). The new national curriculum reform and the increasing demands for qualified English language teachers in China are stimulating scholars to discover effective ways to promote English as a Foreign Language (EFL) teacher education and professional development.

Beyond Training (Richards, 1998) had an influence on foreign language teacher education in China because it made the distinction between two critical terms: "training" and "education" (Cheng and Sun, 2010). In addition, it clearly defined the essential differences between traditional teacher education (in which teachers are usually taught knowledge by experts) and modern teacher education (in which teachers are usually active knowledge seekers/explorers/practioners).

"Training" is a teacher professional development approach based on teaching how to teach; training mainly focuses on the specific teaching skills and strategies of effective teaching. On the other hand, the teacher education approach of "education" lays more emphasis on the entire process through which a teacher learns how to teach (Han, 2008). This learning encompasses multiple factors such as a teacher's personal knowledge, skills, understanding, awareness, emotions, and attitudes. Freeman and Johnson (1998) argued that China's foreign language teacher education should not onlyconcentrate on teaching teachers how to teach, but should also at the same time focus more on teachers learning how to teach, i.e., more attention should be given to education than to training.

In order to provide teachers with a relatively all-round PCK, teacher education should not just focus on teachers' classroom teaching behaviors. It should also try to help teachers learn about the ideas, assumptions, and awareness that all have impacts on their teaching behaviors (Li, 2009). In addition, teacher education should not just tell teachers what effective teaching methods and principles they should apply, it should also assist them in analyzing their teaching and recognizing their views on knowledge, language, learning, teaching, and reflection so as to enhance their understanding of the entire process of foreign language teaching.

What is more, teacher education should not just tell teachers what the effective teaching standards are. Teachers also need to acquire the ability to judge which teaching approaches are effective or ineffective, and figure out the reasons why these approaches are effective or ineffective and the reasons why they selected these

approaches. By striving to accomplish these matters, teachers will be able to explore and achieve a clearer method of teaching. Thus, teacher education should be people-oriented, not knowledge-oriented (Han, 2011).

Research limitations

Novice researcher

It would be much more beneficial if similar research could be carried out in cooperation with other researchers in the near future, especially with more experienced scholars; in this way more in-depth investigations could be explored.

Generalization

Different people may have various explanations of the same knowledge from diverse perspectives and in distinct contexts. PCK (views on teaching), a special type of teacher knowledge, is no exception. This is to say, teachers might have disparate understandings of PCK (views on teaching) as classroomteaching takes place in the teacher's particular educational setting. In this situation, teachers' PCK (views on teaching) is characterized by its individuality, localization, and regionality. Therefore, PCK (views on teaching) is unlikely to be generalizable.

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APPENDIX

An opening statement is given by the researcher before the interview formally starts to introduce the purpose of this interview, the approximate length of the interview, the ethical considerations of the interview, and ways to answer the questions, and to express gratitude for the teacher's participation in the research project:

a. What knowledge do you need to teach College English in this university?

b. How do you set teaching objectives and select teaching content, and what is their relationship?

c. What are the characteristics of non-English major students' College English learning in this university?

d. How do you get to know the quality of your students' College English learning?

e. How do you advance your students' College English learning, including before, in, and after class?

f. What are the biggest achievements and sources of confusion in your College English teaching?

g. What are teacher's role and students' role in College English teaching?

h. Which of your former teachers impressed you most?

i. What makes a good College English teacher for you?

j. What is ideal College English teaching for you, including the classroom teaching environment?

k. Which classes impress you most in your own and others' College English teaching, including pedagogical tasks?

l. How do you describe your College English teaching methodology?

m. When observing classes, what do you focus on more?

n. When evaluating classes, what do you focus on more?

o. In the oral presentation of classes, what do you focus on more?