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Technology of designing professional questionnaires and video lessons analysis as part of a content-and-language integrated pre-service teacher development programs

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Abstract

In teachers' pre-service teacher training programs, educators should teach future teachers not only professional knowledge and teaching skills, but also ability to develop themselves. However, now most of the teachers regard them as "initiator of knowledge", ignore to stimulate students' learning autonomy and interest, and most students regard themselves as "receiver of knowledge". Therefore, the essential point for training future teachers is to cultivate their ability of self-reflection and self-directed learning. Content-and-language integrated learning (CLIL) can organize the teaching activities according to learners' needs by designing comprehensive learning tasks which may be helpful to develop student-centered classrooms. By analyzing what students need and designing the effective lessons, teachers can cultivate their competence in language teaching and develop their language knowledge at one stroke. CLIL emphasizes that learners learn and internalize new knowledge from a large number of target language materials, and it improves language skills while learning content knowledge. Especially in implementing content-and-language integrated student-centered class, teacher plays an essential role in channeling of students' human and experiential potential. Thus, students-centered approach requires a lot in teachers' responsibilities, and also university leaders who should give them ongoing support. If the content-and-language integrated student-centered classes are implemented effectively, students will learn more than just the target language or content, but also about the learner themselves.

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Keywords

Pre-service teacher training, student-centered classroom, learners' needs, pedagogy, learning.

Introduction

In dealing with pre-service teacher training, we have to mention three terms: teacher training, teacher education and teacher development. Teacher training refers to the training teachers in their skills and techniques of teaching, while teacher education implies a lifelong process of development, while the development in deeper sense, it is a process in which teachers' internal knowledge structure is continuously updated, enriched, and evolved. Lange (1990:250) has usefully described the teacher development as a process of continuous intellectual, experiential and attitudinal growth, some of which is generated in preprofessional and professional in-service programs.

Therefore, student-centered training is an appropriate method in the content-and-language integrated pre-service teacher development program.

Student-centered training in CLIL

The ultimate goal for teacher education is to cultivate the autonomy of learners so as to achieve a sustainable life-long study. In the framework of foreign language learning autonomy developed by Littlewood (1996), motivation, confidence, knowledge, and skills constitute the four major components in the development of learner autonomy. To achieve subjective learning requires the development of learner autonomy and learning strategies. CLIL have created conditions for the further realization of autonomous learning.

CLIL advocates "kill two birds with one arrow", it improves language skills while learning content knowledge. It takes the content as the starting point of the course, and teachers may design learning tasks according to learners' needs, and organize teaching activities in a reasonable order. CLIL also helps to develop student-centered classroom activities, increase student interest, master vocabulary and learning strategies. Through the dynamic combination of language and content, it creates a synergy effect that makes the overall teaching effect surpass the simple addition of language teaching and knowledge teaching. In addition to learning the knowledge of classes and mastering the language application abilities, learners their cognitive ability is improved [Mehisto, Marsh, 2008].

According to the "social constructivist" teaching method proposed by Cummins (2005), teachers encourage students to actively participate in class, and no longer passively accept knowledge, highlight interactive, negotiated and student-led teaching features. This kind of teacher-student, student-to-student interaction helps students understand new knowledge with cognitive difficulty through scaffolding learning. Research by Slavin (1995) showed that collaborative learning could increase students' participation in the classroom and use the target language under relatively low pressure. Collaborative learning can also increase students' self-confidence and motivation, and establish a positive attitude towards school and learning.

In short, to achieve effective knowledge learning, teachers must balance the cultivation of knowledge, skills and the students' cognitive ability. Students should not only acquire certain knowledge and skills, but also apply such knowledge and skills through activities such as innovative thinking, problem solving, and cognitive challenges. Not only do students need to increasingly accumulate knowledge, they also need to know how to use this knowledge in their future teaching. They must learn to think, reason, make informed choices, and creatively respond to different teaching situations. Through thinking and expressing the learning process, learners can improve their thinking ability, and self-reflection, self-evaluation, and self-adjustment of their metacognitive ability in the learning process to achieve the cognitive development of the "Zone Development Area" (ZDP) and finally achieve the effective learning.

Analyzing learners' needs

Holec (1980:33) suggests that:

...it seems unlikely, to say the least, that needs analysis can be successfully carried out by anyone other than the learner himself.

As it is the students who will use the language, skills and strategies they are learning, it does not seem unreasonable to assume that they might have something sensible to say about what they should learn [Tudor, 1991]. Actually, they may have a closer insight into their learning needs than the teacher. It is necessary for teacher's selection in learning content based on what students need. It is necessary information for now trainers, also for future teachers in dealing with their future students need.

According to Tudor, teacher may have two main tasks in analyzing students' needs. The first is to assess how much students have to contribute, because it varies between learners. Take future language teacher as an example, the ultimate goal for them is to be a qualified teacher, so what a qualified teacher should be able to perform? Thus, in the process of teaching and learning, goals are quietly differs from the translator's or researcher's.

As a future language teacher, the student should be able to figure out what kind of information he should provide, what he wants to express, what kind of skills he should use on different teaching situations. Moreover, he should be able to specify the performance criteria, such as the language fluency and accuracy, the ability of implementing teaching strategies, the ability of reasoning, etc. Thus, goal-setting is crucial for them to know what kind of knowledge, skills they should grasp as a qualified teacher in the future. According to [Tudor, 1991], what students can contribute to goal-setting depends largely on how clear the learning goals are.

Once the teacher identified what students can do, the next task is to help them formulate their ideas in to a pedagogically useful form. Even if students know exactly what they need, they still lack the analytical categories to convey, or they may consider their needs based on their previous learning experience, which may or may not be helpful. In most instances, teachers need to provide some basic terms and some guidelines so that students can think in your direction. Various techniques can be used in the process, such as questionnaires, interviews, learner diaries, etc.

Questionnaires are useful for teachers helping students to structure their experience. In questionnaire designing, teacher should give students basic introduction about what will be included in the questionnaires, what are the research objects, what kind of result could be conclude from the questionnaire, how many parts in the questionnaires and what is your aims in designing those parts, how should individual questions be framed, what should be structure of the questions. Students should know why they set questions in this way and the aims in asking those questions.

The design of Language Professional Knowledge Construction Efficacy Questionnaire for Normal University Students Questionnaire (节选部分题目)

Part I: Personal information

1. Gender : Male Female

2. Year of enrollment:

3. Whether to be an English teacher after graduation ? Yes No It depends.

4. Your score on Test for English Majors-Band 4/8:

Part II: Professional preparation for English teaching (Each question has two sub-topics, the first is the standard of your understanding of this knowledge or skills, the second is the standard of

practicability of this knowledge or skills)

Subject knowledge

1. Ability to understand natural and real English discourse and have relevant listening comprehension strategies and skills, such as grasping keywords, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

2. Ability to make appropriate oral presentations on different topics and have appropriate communication strategies and techniques, such as greetings, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

3. Ability to read and understand real language materials, and have the ability to apply a variety of reading comprehension strategies and techniques, such as skipping, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

4. Ability to use different genres of writing to express different topics and use relevant English writing strategies and techniques according to task requirements

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

5. Knowledge of English phonetic systems, such as spelling rules, pronunciation standards, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

Teaching knowledge

6. Understanding the general pedagogical theoretical knowledge, such as pedagogy, curriculum theory knowledge, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

7. Understanding the theoretical knowledge of educational psychology.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

8. Understanding the basic concepts of sociolinguistics and its implications for English learning and teaching.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

9. Understanding the related language learning theories such as second language acquisition theories, psycholinguistics and its implications for English learning and teaching.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

10. Understanding various relevant English teaching methods and strategies for students of different ages.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

The implementation of subject teaching knowledge (If you have not participated in practice, please skip to answering item 42)

Listening teaching: the ability to help students improve listening and understanding of real language materials and can teach listening strategies and skills according to different situations.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

12.Spoken language teaching: the ability to guide students to express verbally accurately, fluently, and properly, and can teach oral communication strategies and skills.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

Reading teaching: the ability to guide students to read and understand English materials, teach reading comprehension strategies and skills.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

Writing teaching: the ability to guide students to write, express, and fluently teach English writing strategies and skills.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

15.Vocabulary teaching: the ability to guide students read words clearly and accurately, understand the composition, meaning and usage of vocabulary, and can teach them strategies and skills to develop English vocabulary, such as roots, affixes, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

16.Grammar teaching: the ability to help students understand sentences and article structure, meaning and usage according to the specific needs of students.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

Ability to properly select various methods for testing and evaluating student progress, such as summative assessment and formative assessment, etc.

Standard of understanding Not at all Little General understanding Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

Your opinion on eight-week educational internship.

The effect on the development of teaching ability: Not at all Little Useful Very well

Standard of practicability Not practical at all Little practical Practical Definitely practical

During your internship, your independent teaching time : _.

Experience time None 1-3 hours 4-7hours 8-10hours Above 11 hours

Standard of practicability Not practical at all Little practical Practical Definitely practical

After class, you have worked as an English teacher, such as a tutor, etc.

Experience period None Short-term (days/weeks) Long-term (Months/Half Years/Longer)

Standard of practicability Not practical at all Little practical Practical Definitely practical

Part III: Pre-service training

In your training, have you been taught the following knowledge or skills? (Please tick)

a. How to teach (such as: English classroom language, writing lesson plans, etc.)

b. How to conduct and manage classroom (e.g. organize class discussions, group cooperation, etc.)

c. How to use a computer for English teaching (e.g. multimedia teaching plan design, library or INTERNET resources)

d. Foreign language learning theory (e.g. second language acquisition, cooperative learning principles, etc.)

e. Student development (e.g. learning style, students' learning development characteristics in different ages, etc.)

f. Teacher development (e.g. action research, reflective teaching, etc.)

2. On improving your teach English teaching knowledge, how much effect does the following courses have? (Please tick)

a. General Teaching and Psychology Course Very useful not so useful not useful didn't learned

b. English teaching courses (English teaching methods, etc.)

c. Education training d. Teaching practice e. Language courses

In general, how much do you think teacher education courses have to improve your knowledge of how to teach English?

How much is the teaching method used by your teacher when you are a student to increase your knowledge of how to teach English?

Part IV: Multiple Choices

1. In the following knowledge items, which do you think needs to be added in English teacher education courses?

_____ Or other (please add) _____

2. In the following knowledge items, which do you think has been fully developed in English teacher education courses?

_____ Or other (please add) _____

3. In the following knowledge items, what do you think needs to be adjusted or reformed in the course of English teacher education?

_____ Or other (please add) _____

A. English professional knowledge (e.g. basic English listening, speaking, reading, writing, and translation skills)

B. General knowledge of teaching (e.g. psychology, pedagogy, modern educational technology, curriculum evaluation and testing, etc.)

C. Subject teaching knowledge (e.g. second language acquisition, phonetics, linguistics, applied linguistics, foreign language learning theory, etc.)

D. Recessive curriculum knowledge (e.g. cross-cultural communication, English-American profile, etc.)

E. Teacher education research knowledge (e.g. teaching reflection, classroom teaching research, action research, etc.)

F. Practical teaching knowledge (e.g. teaching methods and strategies, classroom organization and regulation, development and use of teaching materials, and education Learning and practice, etc.)

G. Other knowledge (e.g. law, literature, political economy, ethics, ideology and morality, second foreigners, etc.)

4. The most common used classroom activities for teachers during your university study are (multiple choices): _____

A. Text explanation B. Group discussion C. Games and Performances

D. Group debate E. Multimedia teaching F. Background Introduce

G. Notes in class H. Operation commentary I. Others (_____)

Critical analysis of video lessons of foreign language teaching

In student-centered classroom, video lesson is an appropriate method to developing learners in a more comprehensive way. It provides learners a “window on the classroom” and various recourses about teaching and learning. It is a good way to develop students’ ability in classroom observation and language skills esp. aural/oral skills simultaneously. Meanwhile, it cultivates students’ ability of deductive learning and is helpful in constructing their knowledge systems also stimulates the ability to interpret the interaction of receptive and productive skills.

In video class designing, teacher should organize the class in sequence, and divided each topic in three sections: *before viewing*, *while Viewing* and *after viewing* [Bampfied, 1997]. Before viewing activities allow participants to recall past experience and knowledge, clarify terminology in the area and create common understanding of the topic. In this section, some group discussions and brainstorm, or consider some basic questions which may related to the obvious characteristics of the topic. If the topic is difficult, some articles or oral indication of the main theme and introduction of difficult lexis and structures should be set. While viewing activities give a purpose and focus to the viewing, it is the essential part for the teaching. In this section, students are test and verify their personal understanding about the topic by watching the videos. Activities like “Fill in the sheets”, “Draw a complete diagram”, all summary reports, and role plays. They help students to deduce the strategies or obvious characteristics or the special topic. After viewing activities promote wider discussion using the video lesson extract as the stimulus. There are also consolidation activities, which require participants to apply their new insights, like task design, drilling, and role-playing.

Ways to design a video class (take *lesson planning* as an example)

Step 1. Before Viewing

Q1: Look at the following diagram of lesson planning areas:

Work in pairs, rank these areas in order of importance, and discuss the reasons for your decision. Discuss your ranking with the rest of the group, and add to the diagram any other points which have come up in your discussion.



Pik 1

Step 2. While Viewing

1. You are going to watch part of a lesson based on the structures used to and didn't used to. Here is an outline plan for the lesson. It contains details about the content, timing and aids, but no information about interaction formats or procedures. As you watch the lesson, add details to the outline plan about these two aspects. Then after comparing your notes with a partner, watch again to check them.

Lesson plan

Aim: By the end of the lesson, learners will be able talk about past habits

Target structure: used to/ didn't used to

Aids: Cassette recorder, cassette

Book material: New Horizon Two, Unit 31

1. Present language (5 mins)

e.g. I used to live in England

I didn't use to be a teacher

2. Listening and True/False statements (10 mins)

3. Asking and answering questions about past life (18 mins)

appearance

spare time

books

places

e.g. Did you use to have long hair?

Yes, I did.

So did I. /I didn't.

4. Game- "Call my Bluff" (7 mins).

(Making statements about a partner's past life.)

2. Consider the way in which this lesson plan was written. Would you write out your plan in this way?

If not, how would you remind yourself what to do during the lesson?

Discuss the presentation of plans with the rest of the group.

Step3 After viewing

1. Below is an extract from the material which the teacher used in this lesson. It consists of a picture a tape script and exercise.

Imagine that you are going to use this material. In pairs, plan the timing and the procedures. Your plan should include decisions concerning use of the picture at which points the books will be open/closed and how feedback on the exercise will be given/obtained. If possible present your plan to the group.

Conclusion

CLIL emphasizes that learners learn and internalize new knowledge from a large number of target language materials, and it improves language skills while learning content knowledge. Especially in implementing content-and-language integrated student-centered class, teacher plays an essential role in channeling of students' human and experiential potential. Thus, students-centered approach requires a lot in teachers' responsibilities, and also university leaders who should give them ongoing support. If the content-and-language integrated student-centered classes are implemented effectively, students will learn more than just the target language or content, but also about the learner themselves.

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Разработка профессиональных опросников и анализ видео-уроков в рамках комплексной подготовки учителей

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Аннотация

В программах подготовки учителей до начала обучения преподаватели должны обучать будущих учителей не только профессиональным знаниям и педагогическим навыкам, но и умению обучаться. Существенным моментом для подготовки будущих учителей является развитие у них способности к рефлексии и самостоятельному обучению. Контентно-языковое интегрированное обучение (CLIL) может организовать учебную деятельность в соответствии с потребностями учащихся путем разработки комплексных учебных задач, которые будут полезны для разработки занятий, ориентированных на учащихся. Подход, ориентированный на студентов, требует большой ответственности преподавателей, а также руководителей учебных заведений, которые должны оказывать им постоянную поддержку. Если контентно-языковые интегрированные классы, ориентированные на учащихся, будут реализованы эффективно, учащиеся смогут не только изучать целевой язык или контент, но и получать более общие навыки.

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CLIL, обучение, педагогика, подготовка учителей, учебные потребности.

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