



**STUDY OF CASE STUDY METHOD THROUGH MICROTEACHING
METHOD TO ENHANCE TEACHING PRACTICE SKILLS OF STUDENTS
MAJORING IN CHINESE LANGUAGE AND LITERATURE**

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GRAD VRU

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
UNDER THE ROYAL PATRONAGE PATHUM THANI
2022**



การใช้กรณีศึกษาในการสอนแบบจุดภาคเพื่อส่งเสริมทักษะการสอนสำหรับนักศึกษาสาขาวิชาภาษา
และวรรณคดีอังกฤษ

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

ปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาหลักสูตรและการสอน

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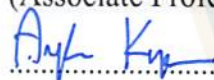
มหาวิทยาลัยราชภัฏวไลยอลงกรณ์ ในพระบรมราชูปถัมภ์ จังหวัดปทุมธานี

พ.ศ. 2565

THESIS APPROVAL
GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
UNDER THE ROYAL PATRONAGE PATHUM THANI

Thesis Title Study of Case Study Method through Microteaching Method to
Enhance Teaching Practice Skills of Students Majoring in Chinese
Language and Literature
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Date.. 22 .. / APRIL / 2022 ..

Xiao Qianlin. (2565). การใช้กรณีศึกษาในการสอนแบบจุลภาคเพื่อส่งเสริมทักษะการสอนสำหรับนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษ. คุรุศาสตร์มหาบัณฑิต สาขาวิชาหลักสูตรและการสอน. อาจารย์ที่ปรึกษา : รศ.ดร.สมบัติ คชสิทธิ์ ผศ.ดร.อังคณา กรัณยาธิกุล

บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบการใช้กรณีศึกษาในการสอนแบบจุลภาคเพื่อส่งเสริมทักษะการสอนสำหรับนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษ กับเกณฑ์ร้อยละ 70 และ 2) เปรียบเทียบความพอใจของนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษหลังการใช้กรณีศึกษาในการสอนแบบจุลภาคเพื่อส่งเสริมทักษะการสอนกับเกณฑ์ร้อยละ 70 กลุ่มตัวอย่างในการวิจัยเป็นนักศึกษาจีนระดับชั้นปีที่ 3 สาขาวิชาภาษาและวรรณคดีอังกฤษ ภาคเรียนที่ 1 ปีการศึกษา 2564 ของ Zhoukou Normal University จังหวัด Henan ประเทศสาธารณรัฐประชาชนจีน ที่ได้มาจากการสุ่มแบบแบ่งกลุ่ม จำนวน 10 คน จาก 4 ห้องเรียน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ 1) แผนการจัดการเรียนรู้ด้านทักษะการปฏิบัติการสอนด้วยการสอนจุลภาคของนักศึกษาวิชาเอกวรรณคดีและภาษาจีน โดยใช้กรณีศึกษา จำนวน 4 แผน 16 ชั่วโมง 2) แบบประเมินทักษะการสอนของนักศึกษาซึ่งตรวจสอบโดยผู้ทรงคุณวุฒิจำนวน 3 คน มีค่าดัชนีความสอดคล้อง 1.00 ค่าความเชื่อมั่นแบบประเมินทักษะการตั้งคำถาม 0.89 และค่าความเชื่อมั่นแบบประเมินทักษะการอธิบาย 0.90 และ 3) แบบสอบถามความพึงพอใจของนักศึกษาซึ่งตรวจสอบโดยผู้ทรงคุณวุฒิจำนวน 3 คน มีค่าดัชนีความสอดคล้องเท่ากับ 1.00 และค่าความเชื่อมั่น 0.87 ค่าสถิติที่ใช้วิเคราะห์ข้อมูลในการวิจัยครั้งนี้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติอนพารามตริก สำหรับการทดสอบกลุ่มตัวอย่างเดียว โดยใช้การทดสอบวิลคอกชัน

ผลการวิจัยพบว่า 1) ผลการส่งเสริมทักษะการปฏิบัติการสอนด้วยการสอนจุลภาคของนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษ โดยใช้กรณีศึกษา หลังเรียนสูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ 2) ค่าเฉลี่ยความพึงพอใจของนักศึกษาหลังการใช้กรณีศึกษาในการสอนแบบจุลภาคเพื่อส่งเสริมทักษะการสอนสำหรับนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษ หลังเรียนสูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

องค์ความรู้ที่ได้จากการวิจัยครั้งนี้ คือ การใช้กรณีศึกษาในการสอนแบบจุลภาคสามารถส่งเสริมทักษะการปฏิบัติการสอนสำหรับนักศึกษาสาขาวิชาภาษาและวรรณคดีอังกฤษอย่างเป็นระบบ นอกจากนี้ยังเป็นนวัตกรรมการเรียนการสอนสำหรับฝึกทักษะการปฏิบัติการสอนของนักศึกษาครู

คำสำคัญ : การสอนจุลภาค กรณีศึกษา ทักษะการสอน

Xiao Qianlin. (2022). Study of Case Study Method through Microteaching Method to Enhance Teaching Practice Skills of Students Majoring in Chinese Language and Literature. Master of Education (Curriculum and Instruction). Advisors: Assoc. Prof. Dr.Sombat Kotchasit, Asst. Prof. Dr.Angkana Karanyathikul

ABSTRACT

The purposes of this experimental research were to 1) compare the teaching skills of students majoring in Chinese Language and Literature being exposed to microteaching combined with case studies with a criterion set at 70%, and 2) compare the students' satisfaction of microteaching combined with case studies with a criterion set at 70%. The sample was 10 third-year Chinese students majoring in Chinese Language and Literature at Zhoukou Normal University in the first semester of the academic year 2021, Henan Province, Republic of China. The sample was selected by cluster random sampling. The research instruments used in this research were as follows. 1) Four lesson plans consisted of sixteen hours of microteaching combined with case studies to enhance the teaching skills of students majoring in Chinese Language and Literature. 2) A performance evaluation form was examined by three experts with an IOC of 1.00. The reliability of the performance evaluation form of students' questioning skills was 0.89, and the reliability of the performance evaluation form of students' explanation skills was 0.90. 3) A students' satisfaction questionnaire was examined by three experts with an IOC of 1.00, and the reliability of questionnaire was 0.87. The statistics used to analyze the data was mean, standard deviation, and one-sample Wilcoxon signed rank test.

The research findings were as follows: 1) after the students had been exposed to microteaching combined with case studies, the post-test scores of their teaching skills were higher than 70% of the set criterion at a significance level of 0.05, and 2) after the students had been exposed to microteaching combined with case studies, the post-test scores of their satisfaction of microteaching combined with case studies were higher than 70% of the set criterion at a significance level of 0.05.

The body of knowledge gained from this research is a case study approach combined with a microteaching method that can enhance the teaching skills of students in the field of English Language and Literature in a systematic way. Besides, this method is considered an innovation of teaching for student teachers.

Keywords: Microteaching, Case Study, Teaching Skills

ACKNOWLEDGEMENTS

How time flies, my postgraduate period has nearly come to an end. Looking back on my two years of study at Valaya Alongkorn Rajabhat University, I benefit a lot from it. It is beyond words to acknowledge the great assistance that I have received from my respected teachers and classmates. The whole process of writing thesis is full of difficulties and hardships, without their assistance, I would not have finished it so well.

First of all, I would like to express my sincere appreciation to my advisor Associate Professor Dr.Sombat Kotchakit for her meticulous proofreading and pertinent suggestions

during the completion of my thesis. She sets a good example for me because of her devoted enthusiasm in teaching research and her teaching career. She offers generous assistance to us whenever we are in great need of help, she is the most responsible teacher I have ever met in my life, how lucky I am to have such a gracious and distinguished advisor.

Second, I would like to convey my heartfelt thanks to my co-advisor Assistant Professor Dr.Angkana Karanyathikul for her guidance on my thesis, and Assistant Professor Dr.Nitikorn Onyon for giving advice on my research instruments and for helping me with my data analysis work! I would like to thank Miss Zhang Xiangli and Miss Chen Xiaojie for their advice on my research instruments. I am grateful to all the faculty members of the Master of Curriculum and Instruction Program at the Valaya Alongkorn Rajabhat University for teaching us professional knowledge of education and for their great contribution to the development of the Master of Education. I am grateful to the students who participated in this study and who made my research rich with sufficient data results.

Last but not least, my heartfelt gratitude goes to my family for their care during my study, so that I can study without worries. I would like to thank the leaders of the Literature College of Zhoukou Normal University for their support of my study!

Xiao Qianlin

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In December 1978, the Communist Party of China held the Third Plenary Session of the Eleventh Central Committee, which made a major decision to implement Economic Reform and Open Up. The reform and opening up has brought Chinese society into a new round of accelerated transformation. The reform of The Times will inevitably lead to the reform of education and give birth to new educational ideas and practical policies (Ye Lan, 2009). In 1992, the Ministry of Education of China issued the Basic Requirements for Teacher Vocational Skills Training for Students in Normal Colleges and Universities (Trial Draft) (Song Yanli, 2019). The basic requirements of teaching skills training for students in normal colleges and universities are put forward as follows: 1) To make lesson plans according to the characteristics of subjects. 2) Can apply teaching skills such as introduction, explanation, questioning, response, consolidation, closure and blackboard design according to teaching tasks and students' characteristics. In 1994, Entrusted by the Ministry of Education, Beijing Normal University drafted the Outline of Teacher Vocational Skills Training for Students in Normal Schools of Higher Learning (Trial) (Wang Xuan, 2015). It was pointed out that China's higher normal universities should carry out the training of normal university students in accordance with this outline, and it was emphasized that normal university students must have teaching skills. Such as explaining skills, questioning skills, feedback and strengthening skills and so on. In 2016, the Ministry of Education put forward again in opinions on Strengthening the Educational Practice of Normal University Students that although China's teacher education reform continues to advance and the educational practice skills of normal university students continue to improve, there were still many deficiencies in the cultivation of teaching practice skills of normal university students. The document pointed out that higher normal universities should enrich the forms of innovative educational practice, including observation and probation, special skills training and intensive practice, to enrich the educational practice experience of normal university students (Wang Yang, 2018).

However, in reality, there are still many deficiencies in the teaching practice skills of normal college students, which cannot be consistent with the pace of basic education reform and development, and the teaching ability of normal college graduates cannot fully adapt to the needs of primary and secondary schools (Ministry of Education, PRC, 2016). The researcher works in the Literature College of Zhoukou Normal University, Zhoukou, Henan Province, China. This research is based on the course Chinese Teaching Design in Middle School of Chinese Language and

literature major. Students majoring in Chinese Language and literature become the main force of Chinese teachers in primary and secondary schools after graduation. Chinese Teaching Design in Middle School, which is a compulsory core course for the major of Chinese Language and Literature. This course is mainly to guide students to carry out Chinese practice activities, improve students' lesson plan design and teaching implementation skills. And help students obtain the basic teaching practice skills of middle school Chinese teaching. In August 2020, Zhoukou Normal University issued the 2020 Undergraduate Talents Training Plan, the graduation requirements for students majoring in Chinese Language and Literature are as follows: Grasp middle school's Chinese curriculum standards and middle school's Chinese teaching concepts. In the education practice, can according to the characteristics of middle school students' physical and mental development and Chinese subject to use the language knowledge and information technology, carry on the lesson plan design, implement and evaluate the teaching, obtains the teaching experience (Zhoukou Normal University, 2020). In April 2021, the Teaching Quality Management Office of Zhoukou Normal University issued the Knowledge Manual of Auditing and Evaluation and Certification of Teachers' Majors, which proposed that the training of normal university students should be based on the output-oriented education concept, focusing on what normal university students "learn" and "can do" rather than just "what teachers teach" (Zhoukou Normal University, 2021).

At present, according to the researcher's work experience, we found the following problems in the development of teaching practice skills for Chinese Language and Literature students: 1) Professional courses are set with emphasis on theory rather than practice, and there are not many practice hours. For students majoring in Chinese language and literature, the practice class hours are far less than the theory class hours, and the cultivation of students' teaching practice skills cannot be implemented and improved. After graduation, many students find that their teaching practice skills cannot meet the requirements of primary and secondary school Chinese teachers. Chinese Teaching Design in Middle School is a professional compulsory course for the major of Chinese Language and Literature, with a total of 54 class hours (all practical class hours) and 1.5 credits. There are 22 compulsory courses for the major of Chinese Language and Literature, with a total class hours of 1072 (668 theoretical hours, 404 practical hours.) and a total credit of 50. The course of Chinese Teaching Design in Middle School accounts for 5% of the total class hours of the major compulsory course, 13% of the practical class hours of the major compulsory course, and 3% of the total required credits (Zhoukou Normal University, 2020). Among the 22 professional compulsory courses, only Chinese Teaching Design in Middle School is about cultivating students' teaching practice skills. From the above data, it can be seen that in terms of course arrangement, the practice class hours of Chinese Language and Literature majors in Zhoukou Normal University are less than the theory class hours. 2) The large class system hinders the implementation

of innovative teaching methods. In the first semester of 2021-2022 academic year, there are 301 third year students majoring in Chinese Language and Literature. These 301 students are divided into five classes (groups), with an average of 60 students in each class. Each class time lasts 60 minutes, so it is difficult for teachers to give detailed guidance to each student, and there is no time for innovative teaching reform. 3) Traditional teaching method focuses on teaching, teachers speak and students listen, ignoring the student-centered teaching concept, which makes it difficult for students to apply the theoretical knowledge they have learned into practice and generate their own teaching experience.

Based on the above reasons, the researcher wants to use the case study method through microteaching method to enhance the teaching practice skills of students majoring in Chinese Language and Literature. The case study method is a teaching method in which students are guided to discuss these particular scenarios through the description of a specific educational situation. The most prominent feature of case study is the use of cases. The case in case study is a description of a real teaching situation, in which one or more difficult problems are included, as well as methods to solve these problems. Case study has the characteristics of clear purpose, objective authenticity, strong comprehensiveness, profound inspiration, prominent practicality, student subjectivity, process dynamics and diversified results. Case study teaching can develop learners' innovative spirit and practical problem-solving ability. The knowledge that learners get through case study is internalized knowledge, which can largely integrate the "uncertain" knowledge in education and teaching. Case studies greatly shorten the gap between teaching situations and real-life situations, and can help learners grasp theories well (Zheng Jinzhou, 2000). Microteaching is a systematic method to train normal students and in-service teachers in teaching skills by using modern teaching techniques. Features of microteaching: 1) A small number of learners (generally 5 ~ 10) form a micro class, and real students or trainees' classmates act as simulated teachers and simulated students to miniaturize the class. 2) The teaching skills are divided into several segments. According to the training objectives, learners choose a small section of micro content for teaching design and compile lesson plans. 3) The trainees use 5 ~ 10 minutes to carry out the teaching practice of a micro course to train one or two teaching skills. 4) In the teaching practice of micro courses, the practice process is recorded by audio-visual equipment system. 5) Watch the trainees' teaching performance on site and replay the recorded content through the after-school video system for feedback evaluation and analysis, which can be self-evaluation, others or group evaluation (Jing Yaqin, 2013). Due to the characteristics of clear training objectives, short training time, visual training results, high degree of practical exercise and timely feedback, microteaching is widely used in the teaching skill training of normal college students. In the Microteaching environment, students can concentrate on mastering specific teaching skills and teaching contents, and microteaching has strong applicability, it can make normal

students better adapt to the actual teaching scene in the future (Shi Zongzhen, 2018). In this study, case study method through microteaching method refers to the researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. Using the theoretical knowledge of teaching practice skills learned by students in the case study method as support, the teacher determine the topic of students' microteaching, and the students make a microteaching lesson plan of teaching practice skills and implement the microteaching. This teaching method can convert the teaching theoretical knowledge of normal students into teaching practice skills, effectively cultivate the practical application ability of normal students' teaching skills.

Based on the above reasons, the researcher selected 10 students from 301 third year students majoring in Chinese Language and Literature in two steps. The 301 students were divided into five groups with an average of 60 students in each group. The first step was to use cluster random sampling to selected the fourth group from the five groups as the sample. The second step was to selected 10 students from the fourth group by simple random sampling. The 10 students as a sample will participate in a one-month teaching experiment in which the case study method through microteaching method is used to train the students' teaching skills. After the experiment, it was expected that the students will be able to implement teaching independently in a real teaching situation, and it was also expected that after receiving the case study method through microteaching method, the students' satisfaction with the case study method through microteaching method was at a high level.

1.2 Research Questions

1.2.1 How does the teaching practice skills of students majoring in Chinese Language and Literature after receiving case study method through microteaching method?

1.2.2 What is the students' satisfaction on case study method through microteaching method after receiving case study method through microteaching method?

1.3 Research Objectives

1.3.1 To compare teaching practice skills of students majoring in Chinese Language and Literature receiving case study method through microteaching method with a criteria set at 70%.

1.3.2 To compare the students' satisfaction on case study method through microteaching method receiving case study method through microteaching method with criteria set at 70%.

1.4 Research Hypothesis

1.4.1 After Chinese Language and Literature students receiving case study method through microteaching method, their teaching practice skills were higher than 70% of the criteria.

1.4.2 After Chinese Language and Literature students receiving case study method through microteaching method, their satisfaction on case study method through microteaching method was higher than 70% of the criteria.

1.5 Delimitation of the Study

1.5.1 Population and Sample

The population of this study was 301 students majoring in Chinese Language and Literature, third year at Zhoukou Normal University, Henan Province, China. The experiment was conducted in the first semester of 2021-2022 academic year. The 301 students were divided into five groups with an average of 60 in each group. The researcher's selection of samples was divided into two steps. The first step was to use cluster random sampling to selected the fourth group from the five groups as the sample. The second step was to selected 10 students from the fourth group by simple random sampling.

1.5.2 Variables

Independent variable: Case study method through microteaching method

Dependent variable: Students' teaching practice skills (1)

Students' satisfaction on case study method through microteaching method (2)

1.5.3 Area of Content

Venue: Literature College of Zhoukou Normal University, third year of Chinese Language and Literature, the first semester of 2021-2022 academic year.

Course: Chinese Teaching Design in Middle School

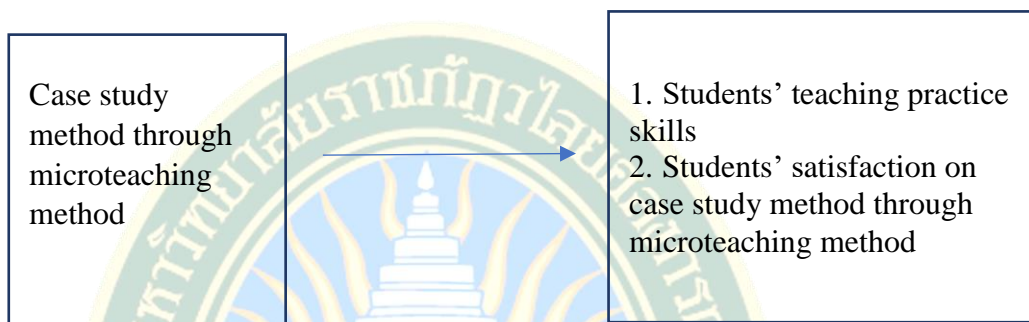
Content: Using case study method through microteaching method to enhance students' teaching practice skills. This study mainly trains students' two teaching practice skills: 1) questioning skill and 2) explanation skill.

1.5.4 Time Duration: One month, November-December 2021.

1.6 Conceptual Framework

Independent Variable

Dependent Variable



1.7 Operational Definition

1.7.1 Independent variable: case study method through microteaching method

1.7.1.1 Case study method

The case study method in this study is that the researchers use two real teaching cases, including the theoretical knowledge of teaching practice skills, to guide students to discuss, analyze and study the educational situations in these two cases. These two teaching cases contain many difficult problems, as well as the methods to solve these problems. Through case study, students can shorten the gap between situational teaching and practical teaching, and promote learners to grasp the theoretical knowledge of teaching practice skills. The teaching steps of case study method are : 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries.

1.7.1.2 Microteaching method

In this study, the microteaching method is that 10 students act as middle school Chinese teachers and middle school students in the microteaching classroom, and train one teaching practice skill at a time, the training time of each student is no more than 25 minutes. The teaching steps of microteaching method are: 1) The teacher determine the topics of student microteaching. 2) The students played the roles and performed the practical training while the video recording was conducted. 3) Teacher and peers give feedback to student who act as middle school Chinese teacher. 4) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

1.7.1.3 Case study method through microteaching method

In this study, case study method through microteaching method refers to: The researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. The steps of case study method through microteaching method are: 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluates and summarize students' summaries. 5) The teacher determines the topics of student microteaching. 6) The students played the roles and performed the practical training while the video recording was conducted. 7) Teacher and peers give feedback to student who act as middle school Chinese teacher. 8) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

1.7.2 Dependent Variables:

1.7.2.1 Dependent Variable: Students' teaching practice skills (1)

The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese Teaching Design in Middle School through case study, observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.

1. Questioning skill

Questioning refers to the behavior in which teachers ask questions to students according to their existing knowledge and experience, inspire and guide them to think, and finally draw their own conclusions on the questions raised, so as to acquire knowledge, develop thinking and exercise intelligence. Questioning skill is the ability skills and art of teachers to raise questions to students and respond to their answers in the course of classroom teaching.

2. Explanation skill

Explanation skill it is a kind of teaching behavior that the teacher interprets facts, reveals the essence of things, guides the development of students' thinking and guides students' learning by using oral language and gestures, blackboard writing and various teaching media according to the characteristics of teaching content and students' cognitive rules. Its main purpose is to make students clear the relationship between new knowledge and original knowledge experience, as well as the relationship between the elements of new knowledge.

After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' questioning skills and explanation skills

1.7.2.2 Dependent Variable : Students' satisfaction on case study method through microteaching method (2 Students' Satisfaction In this study, students' satisfaction refers to 10 third year students majoring in Chinese Language and Literature of Zhoukou Normal University who feel satisfied or dissatisfied after comparing the expected learning effect of the researcher's training questioning skills and explanation skills with the actual learning effect by using case study method through microteaching method.

After students received case study through microteaching, the researcher used a questionnaire to investigate the students' satisfaction. The questionnaire was designed using a five-point rating scales.

1.8 Practical Application

1.8.1 For University

Through case study method through microteaching method, students' teaching practice skills and satisfaction can be improved. The managers of Zhoukou Normal University can find the unreasonable setting of the current normal professional talent training program, as well as the deficiencies of large class teaching and traditional teaching methods in improving students' teaching practice skills. It is hoped that this can be a reference for the formulation of talent training plan, teaching management and teaching innovation of Zhoukou Normal University.

1.8.2 For Students

Case study method through microteaching method, can build a bridge between theory and practice for students, let students grasp more teaching practice skills, and can improve the quality of students' teaching practice skills. Students can use the practical teaching skills they learn in their future real-life teaching jobs so that they can gain confidence in their teaching work. On the whole, the researcher's work will help university, teachers and students. University can know what deficiencies exist in the current teaching work, teachers can learn about new teaching methods, and students can acquire more teaching practice skills.

CHAPTER 2

REVIEW OF LITERATURE

The literature review in this study is related to using case study method through microteaching method to enhance students' teaching practice skills. The research site is located Chuanhui District, Zhoukou, Henan Province, China. This chapter covers the following topics: 1) Basic information. 2) Independent variable: case study method through microteaching method. 3) Dependent variable: students' teaching practice skills and students' satisfaction on case study method through microteaching method and 4) related research.

2.1 Basic Information

2.1.1 The major of Chinese Language and Literature

The major of Chinese Language and Literature in Zhoukou Normal University has a history of 46 years (Zhoukou Normal University, 2020). The graduation requirements for the major of Chinese Language and Literature puts forward clear requirements for the students' "teaching skills", which are as follows: mastering the curriculum standards and teaching concepts of Chinese in middle schools, being able to design lesson plan, implement and evaluate the teaching in accordance with the physical and mental development of middle school students and the characteristics of Chinese subject. (Zhoukou Normal University, 2020). Implementing teaching" involves a lot of teaching skills, but in this study, the researcher focus on questioning skills and explanation skills.

2.1.2 Course information

The course involved in this study is Chinese Teaching Design in Middle School, which is a compulsory core course for the major of Chinese Language and Literature. This course is mainly to guide students to carry out Chinese practice activities, improve students' lesson plan design and teaching implementation skills. And help students obtain the basic skills of middle school Chinese teaching (Zhoukou Normal University, 2020).

2.1.3 Students information

Students majoring in Chinese Language and Literature need to have basic teaching practice skills, so that they can adapt to the position of Chinese teachers in primary and secondary schools after graduation. However, now they still lack teaching skills, most students are unable to independently design a lesson plan and implement classroom teaching, and soon they face internships and job hunting after graduation. So the researcher want to design Chinese Teaching Design in Middle

School as a carrier use case study method through microteaching method to enhance the students' lesson questioning skills and explanation skills .

2.2 Independent variable: case study method through microteaching method

2.2.1 Principle, Theory of case study method through microteaching method

1) Principle, theory of case study method : cognitive theory

Case study method emphasizes application and practice, and opposes teaching students inert knowledge that they do not know how to use. However, this does not mean that it is only an experiential teaching method. The teaching ideas and modes it advocates have profound connotations and solid theoretical basis. cognitive theory is the theoretical basis of case study method.

Cognitive Theory

The new viewpoint of cognitive theory emphasizes situational cognition, social cognition and flexible cognition. Activities cannot be separated from the social background, and activities are an indispensable part of learning. Contextualized real classroom activities help to cultivate keen thinking and improve the ability to solve problems. The cultivation of these two abilities is very important for students to adapt to the complex society in the future. The concept of cooperative learning, process learning and situational teaching emphasized by case study method is consistent with the cognitive theory, and the design of teaching objectives and teaching activities is based on the distribution, sociality and flexibility of cognition (Zhaxi Yangqing, 2012)

2) Principle, theory of microteaching method: pedagogical theory

Microteaching is an effective method to train teachers' teaching skills by using modern educational technology. It plays an irreplaceable intermediary role in the communication between teaching theory and teaching practice. Therefore, it has been widely used in various skills training at China and abroad (Li Zhihe, 2019). The development of microteaching methods is deeply influenced by the pedagogical theory (Lu Jiansheng, 2018). In this study, pedagogy theory is the theoretical basis of microteaching method.

Pedagogical Theory

According to pedagogy theory, there are three kinds of information that are the key to affecting teaching quality and improving teaching skills, they are the information about teaching content (such as teaching content and methods), the information of the disseminator of teaching content and the information of the receiver of teaching content. In the traditional classroom teaching, the teacher is very easy to grasp the teaching contents and students' information, but can't take control of your own information, and in microteaching, because an audio-visual technology and video replay technology, teachers (role) can easily grasp myself in the classroom teaching performance, therefore microteaching mode than the traditional teaching

model more in line with the pedagogy theory, Pedagogy theory is also an important theoretical basis of microteaching (Xie Mingchu & Peng Shangguan, 2020).

3) Principle, theory of case study method through microteaching method: constructivism learning theory

The implementation of case study through microteaching has changed the traditional teacher-centered teaching method into student-centered teaching method. The students' learning styles from passive to accept knowledge into active exploration (Li Xue, Shi Lei and Cao Fei, 2014) in the process of learning, students need to think about the connection between new and previous knowledge (Li Li, 2010), a combination of theoretical knowledge and practical skills of students, it let the student in the simulation of classroom teaching, as a "teacher" thinking and teaching demonstration, this requires students to construct their own microteaching content according to the teaching objectives, which is consistent with the constructivism learning theory.

Constructivism Learning Theory

Constructivism learning theory advocates stimulating learning interest and thinking initiative through problem solving and enabling students to construct their own understanding of knowledge through situational learning. The new student view emphasizes the role of students' original knowledge and experience and the importance of cooperative learning. The case study method is student-centered, problem-solved-oriented, encourages students to participate actively, and trains students to think and make decisions independently, which is consistent with constructivism learning theory (Li Li, 2010).

2.2.2 Definition of case study method through microteaching method

1) Case study method definition

Case study method is a case-based study method, which has been available both at China and abroad since ancient times. The case study method we study today refers to a teaching method proposed by Christopher Columbus Langdell, former dean of Harvard Law College in the United States (Zhang Ying 2011). Case study method is a kind of teaching method which takes cases as teaching materials and emphasizes the interaction between teachers and students (Wang Jia, 2019). Case study can develop learners' innovative spirit and practical problem-solving ability. Case study method has a basic assumption that students can learn through case analysis and discussion, and can recall and apply these knowledge and skills when necessary.

Case study method has the following three characteristics: 1) Encourage students to think independently. No one will tell you what to do in case study. Students need to think and create by themselves. In case study, each student should express their opinions on their own and others' plans. This kind of experience exchange can not only promote the improvement of interpersonal communication ability, but also stimulate students' learning. It is understandable that one or two skills are inferior to others. Those who fall behind for a long time must have the internal

motivation to work hard and surpass others, so as to be proactive and study hard. 2) Guide students to change their focus on knowledge into ability. Knowledge is not equal to ability. Knowledge should be transformed into ability. Case study pays attention to practical effect. 3) Attach importance to two-way communication. The traditional teaching method is that the teacher speaks and the students listen. Whether they listen or not and how much they understand will not be known until the final test, and what they learn is dead knowledge. In case teaching, after students get the cases, they should first digest them, and then consult all kinds of theoretical knowledge they think necessary, which virtually deepens the students' understanding of knowledge and takes the initiative. After capturing these theoretical knowledge, he has to think carefully and put forward a solution to the problem. This step should be regarded as the sublimation of his ability. At the same time, his answer requires teachers to give guidance at any time, which also urges teachers to deepen their thinking and supplement new teaching contents according to the different understanding of different students. The two-way teaching form also puts forward higher requirements for teachers

The teaching steps of case study method are: 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries (Zheng Jinzhou, 2000). Through case study, students can grasp the theoretical knowledge of teaching practice skills.

2) Microteaching method definition

Microteaching, founded by Professor D. Allen of Stanford University in the United States, is a practical teaching method that uses modern teaching technology to train teachers. It is a kind of teaching technology guided by modern education theory, through audio-visual technology and feedback, in accordance with strict procedures, training normal university students and in-service teachers in turn, so that they can better understand the teaching process and master teaching skills (Jing Yaqin, 2013). In the 1960s, Allen Stanford university professor in teaching, the "role play" method of teaching, using multimedia video recording equipment to record the photography at the same time, and through the video to teaching evaluation of teaching object, in order to raise the teaching skills, shortening the time of participants in the learning at the same time, This was the original microteaching (Wang Jun, 2019). In China, experts and scholars in the audio-visual teaching industry introduced microteaching into China in the early stage, and the most influential article is "Micro-teaching Method" published in the fourth issue of Audio-visual Education Research by Huang Xiaodong in 1986.

Microteaching has the following six characteristics: 1) clear and specific learning objectives. The obvious difference from the traditional teaching methods lies in the decomposition of the teaching process, starting with simple single teaching skills and formulating a scientific training plan. The goal of each skill is required to be detailed,

specific and operable. 2) Small learning scale and strong participation. The students participating in the training are divided into groups. The number of the group is generally 3-5, and the maximum number is no more than 10. The lecture time of each person is generally 5-10 minutes. The listeners are composed of instructors and other trainees. In the process of teaching implementation, each trainee not only has the right to lecture on the stage, show his understanding, mastery and application of a certain skill, and feel the real experience of being a teacher, but also can be used as a student to learn the lecture skills of others, participate in the self-evaluation and other evaluation of teaching effect, and constantly sum up experience. 3) The teaching practice process is audio-visual, and the feedback is timely and objective. The formation of microteaching is inseparable from the teaching application of audio-visual technology. The audio-visual equipment is used to record the lecture process of each trainee truthfully and objectively, which provides intuitive on-site data for group discussion and self-evaluation. Trainees can see their teaching behavior in time and get self-feedback information. Some teaching details that are not paid much attention to, such as redundant habitual actions and phrases, are clear and impressive after being enlarged, which is conducive to timely correction. 4) The evaluation technology is scientific and reasonable. The traditional evaluation of teacher skills training is mainly based on experience and impression, and the evaluation indicators are not clear and systematic. Microteaching not only systematically classifies teaching skills and defines learning contents, but also refines the objectives of teaching skills as much as possible to improve operability, formulates a scientific and specific evaluation index system, and makes a fair evaluation of each skill by using certain evaluation technology. Participants are not only instructors, but also trial speakers themselves and other trained teachers to diversify information feedback. Moreover, the evaluation is compared with the audio-visual recording results, which is more targeted, intuitive and specific, and the evaluation results are more objective and realistic. 5) Combining observation and demonstration with imitation and innovation. In order to increase the perceptual understanding of teaching skills, in addition to theoretical elaboration of a certain skill, some excellent examples (written or audio-visual) are provided at the same time. On the basis of observation and comments, the teaching design is carried out in combination with the given topics, and the trainees are encouraged to give full play to their initiative, innovate on the basis of imitation, reflect the flexibility and creativity of teaching, and avoid too mechanical learning. As the "students" listening to lectures are instructors and other trainees, even if there are errors in the process of capital implementation, they do not have to worry about the adverse impact on school teaching or students. The psychological pressure is small, which is conducive to enhancing the confidence of mastering teaching skills. 6) Mastery and application of Educational Technology. A series of teaching activities such as designing and replaying the teaching skills of normal students, and enhancing

the teachers' teaching awareness through the design and application of computer operation and video recording

The teaching steps of microteaching method are: 1) The teacher determine the topics of student microteaching. 2) The students played the roles and performed the practical training while the video recording was conducted. 3) Teacher and peers give feedback to student who act as middle school Chinese teacher. 4) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching (Jin Yaqin, 2013). Students can learn a teaching skill quickly through microteaching, which can increase their self-confidence and benefit their teaching jobs after graduation.

3) Case study method through microteaching method definition

In this study, case study method through microteaching method refers to:

The researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. Using the theoretical knowledge of teaching practice skills learned by students in the case study method as support, the teacher determine the topic of students' micro- teaching, and the students make a microteaching lesson plan of teaching practice skills and implement the microteaching. The case study method through microteaching method allows students to integrate the theoretical knowledge and practice of teaching practice skills, laying the foundation for students' real teaching life in the future. The steps of case study method through microteaching method are: 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the topics of student microteaching. 6) The students played the roles and performed the practical training while the video recording was conducted. 7) Teacher and peers give feedback to student who act as middle school Chinese teacher. 8) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

4) Figure 1: Teaching process of case study method through microteaching method

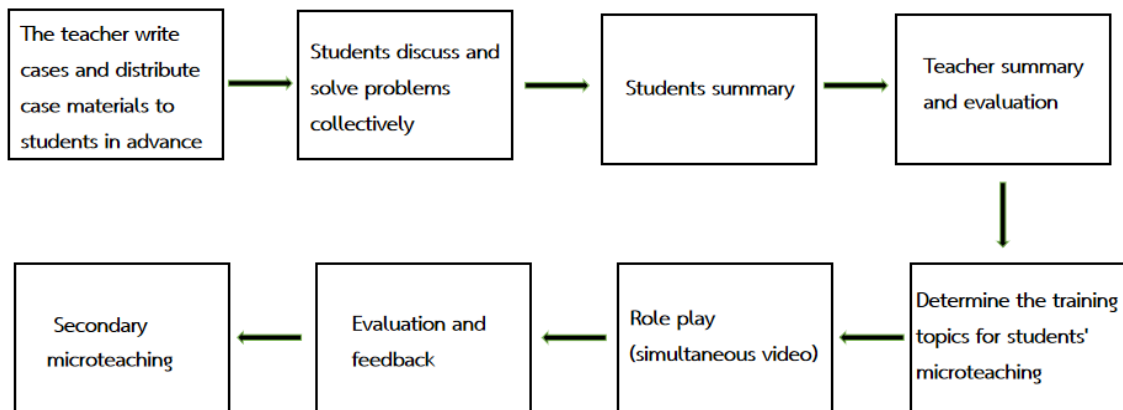


Figure 1 Teaching process of case study method through microteaching method (Zheng Jinzhou, 2020) and (Jing Yaqin, 2013)

Step 1: The teacher writes cases and distribute case materials to students in advance.

The teacher writes real teaching cases containing theoretical knowledge of teaching skills, sends the case materials to the students one week before the formal class, and lists some thinking problems for the students. For example: what theoretical knowledge of teaching practice skills is introduced in the case? What do you think of these theoretical knowledge? If you wrote a case of teaching practical skills, how would you write it? Students carry out targeted preparation according to the problems listed by the teacher, read case materials, consult the designated materials and readings, collect necessary information, think actively, and initially form the cause analysis and solution of the problems in the case. This step is essential and very important. If students do not make sufficient preparations at this stage, it will affect the effect of the whole training process.

Step 2: Students collectively discuss and solve the problems raised in the case.

In class, the teacher divided 10 students into two groups of five. The group members had an internal discussion first, and the group discussion time was controlled within 20 minutes. Each group shall send its own representatives to express the group's opinions on the case analysis. The presentation time shall be controlled within 30 minutes. After the presentation, the speaker shall be interrogated by other group members and explain. At this time, other members of the group can answer questions instead of the speaker. The process of group discussion is the process of students' self-expression. At this time, the teacher acts as the organizer and host. The presentation and discussion at this time are used to expand and deepen students' understanding of the case. Then the teacher can put forward several problems and treatment methods with concentrated opinions, and organize various groups to focus

on these problems and treatment methods. In this way, students' attention will be directed to the reasonable solution of the problem.

Step 3: Students summarize their case studies.

After the students completed the intra-group discussion and group discussion, the teacher gave 20 minutes for both groups to reflect and summarize on their own. The main purpose is to summarize the way of experience in acquiring theoretical knowledge of teaching practice skills through case study. Through the summary, students have a deeper understanding of the case and the various problems reflected in the case.

Step 4: The teachers evaluate and summarize students' summaries.

After the students' summary, the teacher should summarize the main points of the case study in time and evaluate the students' summary of the strengths and weaknesses of the case, analyze the difficult points of the case study, and analyze the case in depth in a targeted manner. The problems exposed in the students' discussion are purposefully pointed out, and the teacher should teach the students to explore and solve the case problems from different angles and with different methods, and summarize the best solution to the problems together with the students, and teach the students to effectively use what they have learned to solve the problems or practical problems raised by the teacher in the case. Teachers should purposefully guide students' application of theoretical knowledge in summaries and evaluations, so that students can apply what they have learned to solve as well as the actual teaching problems they will face in the future, and extend and apply the theoretical knowledge they have learned and internalize their teaching skills (Zheng Jinzhou, 2020).

Step 5 : The teacher determine the training topics for students' microteaching.

After the case study, students have learned the theoretical knowledge of teaching practice skills, and then they should start microteaching, by this way, students' theoretical knowledge is transformed into practical skills. Before the microteaching begins, the teacher should clearly explain to the students the objectives, requirements, and essentials of this skill training so that the students can be fully prepared. For example, in this study, before the beginning of the microteaching, the teacher asked the students to write a microteaching lesson plan of their teaching practice skills (questioning skills and explanation skills), and the microteaching time was 10 minutes.

Step 6: The students played the roles and performed the practical training while the video recording was conducted.

In this study, 10 students, one student played the role of the middle school Chinese teacher and the remaining nine students played the role of the middle school students. In this session, it is important to note that the students playing the role of middle school Chinese teachers need to play the teacher's teaching posture, teaching steps and teacher's psychology. The college students playing the role of middle school students need to abandon their college student knowledge base and imagine

themselves as a middle school student, full of middle school student's curiosity, although this is very difficult, but the students participating in the training should try to do so.

Step 7: Evaluation and feedback.

According to the training objectives of microteaching, after the student who plays the middle school Chinese teacher finishes the first microteaching, the 9 college students who play the middle school students and the teachers evaluate and feed back his / her microteaching performance.

Step 8: Secondary microteaching. According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching (Jing Yaqin, 2013).

2.2.3 Role of teacher and learner in case study method through microteaching method

1) Role of teacher:

1. Creator. In the process of case study, teachers should select learning cases around teaching objectives and students' characteristics, and determine and create teaching organization forms (Wang Aiqin, 2012).

2. Mentors. In case study, teachers should guide students to use theoretical knowledge to analyze the problems in the case (Liu Mianying, 2018). In microteaching, teachers should guide students to standardize the teaching steps.

3. Organizers. In case study, the teacher will organize the students to discuss in groups (Wang Aiqin, 2012). In microteaching, teachers should organize students' role play and classroom implementation.

4. Commentator. At the end of case study and microteaching, teachers need to comment. In case study, the teacher should not give the only answer, but let the students think creatively (Liu mianying, 2018). At the end of microteaching, teachers need to give specific comments on students' training performance.

2) Role of learner:

1. Participants. Case study is different from traditional teaching. Students are not only listeners and receivers of knowledge, but also active participants in the classroom. It is a process of changing from passive role of listeners to active role of participants and from teacher to student (Liu Caixia, 2009).

2. The teacher. After learning the theoretical knowledge through case study, students play the role of teachers in micro-class and give micro-class lessons.

3. Students. In the microteaching section, if a student plays the role of teacher, other students in the class play the role of students from the same period.

4. Evaluator. After the end of microteaching, the teacher will organize the students in the class to evaluate the student who plays the role of teacher in Microteaching according to their own understanding of teaching theory and teaching skills (Fu Wenrui, 2018).

2.2.4 Synthesizing of case study method through microteaching method innovation

1) Return the classroom to the students and attach importance to the main function of the students.

2) It is beneficial to improve students' ability to analyze and solve problems. Case studies tell students, "There is more than one answer. The answer is open and evolving. In case study, teachers ask students to look up information by themselves through conscious guidance, analyze and judge by means of individual independence or group cooperation, and actively seek for various answers (Zheng Shufen, 2008). Microteaching requires students to make lesson plans and implement each step by themselves. In this way, after many times of training, students will acquire the method of independent learning.

3) Stimulate students' interest in learning. Case study is to use vivid situations and events to reflect and dialysis theory. These real and meaningful cases can attract students' attention. In the process of case study, students need to think for themselves, and the answer is open. After case study, students need to use what they have learned to make their own teaching plans and carry out microteaching. Learning with purpose will also stimulate their interest in learning (Zha Xiyangqing, 2012).

4) Case study and microteaching is a kind of group activity, usually through group and large group cooperation, we discuss and communicate in the process, brainstorming, learning from each other, after a long time of such exercise, can improve the communication and cooperation ability of students.

5) Integrate theory and practice. Microteaching has the characteristics of "Miniaturization of training subject, standardization of skill movement, audio-visual recording of process, timely observation and evaluation". Case study provides students with theoretical knowledge and skills that they can internalize into their own knowledge, which they can then imitate according to the teaching skills demonstrated by the case. Case study through microteaching is helpful for students to grasp practical teaching skills.

2.3 Dependent variable: Students' teaching practice skills (1)

2.3.1 Principle, theory of teaching practice skills

Teaching it is a process of combining educational theoretical knowledge with teaching practice. In the new era, the concept of teachers' professional development requires that teachers not only need professional knowledge reserve, but also need professional teaching practice skills (Song Yanli, 2019). If students want to have teaching practice skills, they must first have the theoretical knowledge of teaching skills. Through the training of practical courses, they can turn the theoretical knowledge into practical skills, which is a process of personal ability construction. In

this study, Gardner's theory of multiple intelligences has many important implications for the development of students' teaching practice skills.

Multiple Intelligences Theory

Multiple intelligences theory considers knowledge to be a creation of the individual mind. Knowledge is created and developed when individuals comprehend connections between factual materials through social processes, organize experiences, and make inferences about increasingly complex chains of definitions. This type of education values the process of creating and constructing knowledge, acquiring direct experience, personal knowledge, and the ability to construct knowledge through experience, inquiry, and participation in activities that develop students' creative spirit and practical skills to meet the developmental needs of future society (Du Weiwei, 2016).

2.3.2 Definition of teaching practice skills

In psychology, skill refers to a complex system in which individuals internalize their knowledge into intellectual and physical actions through practical practice, using the knowledge and experience they have acquired (Zhu Zhixian, 1989). In pedagogy, skill is defined as the way of forming specific teaching skills through teaching practice activities to accomplish specific teaching tasks and achieve teaching goals based on existing educational theoretical knowledge and teaching experience (Gu Mingyuan, 1998). Liu Xiaoxi believes that teaching practical skills are the embodiment of students' comprehensive ability to use the corresponding educational methods and teaching methods, based on the educational concepts they have learned, and based on the theoretical knowledge and procedural knowledge they have mastered, to determine the educational and teaching objectives so as to complete the task of education and teaching. The ability of teaching practice includes the ability to monitor and operate the teaching process (Liu Xiaoxi, 2011). In the definition of professional skills of teachers by the Teachers' Division of the National Board of Education, teaching practice skills are defined as the way of behavior of teaching activities in which teachers use their existing teaching experience to teach the learned educational and pedagogical theories and subject matter expertise to guide students to learn to learn in the classroom (Li Guoyi, 2016). The teaching skills involved in this paper are only questioning skills and explanation skills in classroom teaching skills.

The definition of questioning skills

A competent teacher must be equipped with appropriate skills of questioning.

Questioning is a major technique to draw the attention of students and evaluate the students' understanding of the lesson or subject matter (Angelo & Cross, 2012). This method also helps the students to know how far they have been able to grasp the idea or subject matter (McPeck, 2016). In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to

be learned and directions for what they are to do and how they are to do it (Kusum Raj Subedi, 2021). Questioning is a powerful device of teaching, through this device, the teacher transacts a lot of learning experiences. The greatest attribute of questioning is that it stimulates thinking in the classroom (Filippone, 1998). There are two main types of questions: open-process and closed. While the former is used to promote discussion and critical thinking, the latter helps to develop factual recall (cognitive set) and remembering. Closed questions are also considered beneficial in encouraging all learners to respond. Open questions resemble the higher levels of Bloom's Taxonomy and are necessary if the number of closed questions is to be reduced (Tofade, Elsner, & Haines, 2013) further say that open, or higher-order, questions may be pre-planned and is a useful strategy in promoting deep understanding as opposed to surface learning (Tofade et al., 2013).

The definition of explanation skills

Explanation skill is a kind of teaching behavior that teachers use oral language, hand gestures, blackboard writing and various teaching media to explain facts, reveal the essence of things, guide students' thinking development and guide students' learning according to the characteristics of teaching content and students' cognitive law. Explanation skill is to take the explanation of each event in the textbook that needs students to learn as a complete understanding process. We should not only consider the clarity, correctness and science of the content, but also pay attention to the students' cognitive process, how to introduce, recognize, feed back and end. The explanation skill is to present the process of how to guide students' thinking and make the thinking hidden behind the method explicit, that is, according to different explanation procedures, guide students' thinking activities step by step and in a planned way, establish a coding system for students to learn to learn, realize the purpose of explanation and play the role of explanation. The explanation process is a process of interpersonal communication between teachers and students, students and students, which can organically combine the thinking activities of teachers and students (Li Tao, Zhou Jing & Yang Jianwei, 2017).

2.3.3 The importance of teaching practice skills

Teaching practice skill is the most core quality and ability of normal students in their future career, and it is the fundamental representation different from other professions. The level of teaching practice ability determines the degree of normal students' professional development and the level of basic education development in China. (Zou Shaoqing, 2012) As a necessary professional skill of normal students, teaching practice ability plays a very important role.

2.3.4 Components of teaching practice skills

According to the classification principle of educational psychology, teaching practice skills can be divided into action skills and mental skills (Song Yanli, 2019).

Action skills: three strokes and one drawing (chalk, pen, brush and simple strokes) skills, blackboard writing skills, teaching posture and body motor skills belong to the category of motor skills.

Mental skills: normal students' skills in dealing with teaching materials, classroom teaching, teaching evaluation and feedback, and class organization and management.

2.3.5 Development the teaching practice skills

1. Optimize Teaching Methods.

1) Use the case study method to teach students the theoretical knowledge of teaching skills. The teacher writes real teaching cases containing theoretical knowledge of teaching skills, sends the case materials to the students one week before the formal class, and lists some thinking problems for the students. Students carry out targeted preparation according to the problems listed by the teacher, read case materials, consult the designated materials and readings, collect necessary information, think actively, and initially form the cause analysis and solution of the problems in the case. In class, the teacher purposefully guide students' application of theoretical knowledge in summaries and evaluations, so that students can apply what they have learned to solve as well as the actual teaching problems they will face in the future, and extend and apply the theoretical knowledge they have learned and internalize their teaching skills (Zheng Jinzhou, 2020).

2) After the case study, the students learned the theoretical knowledge of teaching skills. Then, the teacher asked the students to make the microteaching lesson plan of teaching skills, and the students implemented microteaching according to their own microteaching lesson plan. Through microteaching, case teaching method not only teaches students theoretical knowledge, but also gives students practical opportunities to practice.

2. Strengthen teaching practice training.

Students have theoretical knowledge of teaching skills does not mean they have practical teaching skills. Students have to practice in order to acquire practical teaching skills. Microteaching method is a good way to develop students' teaching practice skills. Microteaching can train a teaching skill for a short time, students' participation is great, feedback is timely, and microteaching method can transform students' theoretical knowledge of teaching skills into practical teaching skills, it is very effective in improving students' teaching practice skills.

2.3.6 Measurement and evaluation of teaching practice skills

After students finish microteaching, the teacher use The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form of Students' Explanation Skills to score the students' teaching practice skills performance according to the real-time video of microteaching. The data were analyzed by one-sample wilcoxon signed rank test.

2.4 Dependent variable: students' satisfaction on case study method through microteaching method (2)

2.4.1 Principle, theory of students' satisfaction

In educational psychology, learning is a very important concept, which is the process that individuals make more lasting changes in their behavior through practice or experience (Zhang Chunxing and Lin Qingshan, 1989). Zhang Chunxing (1994) further explained that learning refers to the process of behavior change, not only the result of behavior performance after learning. Student satisfaction in this study refers to the satisfaction of students learning case study method through microteaching method. The definition of students' satisfaction by scholars mostly emphasizes the individual's internal subjective feelings about the content, methods, process and results of learning activities. In the learning process, if the whole learning activity meets or exceeds its expected level, it is satisfied, if it does not meet its expected level, it is dissatisfied, and the high and low value of satisfaction is students' satisfaction. The theoretical basis of student satisfaction in this study is the difference theory.

Difference theory, also known as expectation difference theory, is one of the theories of psychology to explain job satisfaction. Domer (1983) applied the difference theory of psychology to students' learning satisfaction, and believed that students' learning satisfaction depends on the gap between the "expected level" of learning and the "actual results". The smaller the gap, the more satisfied the students are; The greater the gap, the more dissatisfied you feel.

2.4.2 Definition of students' satisfaction

Students' satisfaction is a kind of mark, through which we can know students' pleasure and interest in university courses (Bean, 1985). Students' satisfaction is their subjective experience and their perception of the value of educational experience (Michael Delucchi, 2003). Satisfaction occurs when a student concludes that his or her needs have been met (Ames, 2005). Satisfaction is the fulfillment of a wish or need. The so-called student satisfaction refers to a feeling or attitude towards learning activities. This feeling or attitude is formed because students like the learning activities, or their wishes and needs are met in the learning process (Li Jianlin, 2008). Student satisfaction generally refers to a kind of psychological feeling of happiness, pleasure or disappointment that students, as the external direct customers of higher education services, produce in the process of comparing the results of their education services with their own expectations (Yang Qing, 2017). In this study, students' satisfaction refers to 10 third year students majoring in Chinese Language and Literature of Zhoukou Normal University who feel satisfied or dissatisfied after comparing the expected learning effect of the researcher's training teaching skills (questioning skills and explanation skills) with the actual learning effect by using case study method through microteaching method. The researcher used student satisfaction

to find out the teaching effectiveness of the case study method through microteaching method to enhance students' teaching practice skills.

2.4.3 The importance of students' satisfaction

1. Students' satisfaction with higher education service is related to the success of colleges and universities (Yang Qing, 2017). College success is generally composed of two indicators: enrollment rate and retention rate. These two indicators are based on students' satisfaction. Only when students are satisfied with the educational services provided by colleges and universities, can they become loyal consumers of colleges and universities, and are willing to enroll or continue to buy. In addition, students' satisfaction with higher education services is related to whether they are willing to recommend their institutions to other potential students. In today's increasingly fierce higher education market, student satisfaction is the standard of success for all higher education institutions.

2. Students' satisfaction affects the reputation of colleges and universities (Bean, 1986). As the external direct customers of higher education services, students' satisfaction directly affects their feelings and word-of-mouth propaganda to the universities. The reputation of a university will affect the input and support from the government and society.

2.4.4 Components of students' satisfaction

Yang Qing (2017) identified student satisfaction as consisting of four components. 1) Idea satisfaction, which is the satisfaction brought to college students by the philosophy of running a school. 2) Behavioral satisfaction, which refers to the degree of satisfaction brought to college students by the operating state of the school. 3) Audio-visual satisfaction, which is the satisfaction state brought by the visual and audible external image of the school. 4) Service satisfaction, which is a state of satisfaction brought to college students by school services. In this study, the researcher measured the service satisfaction component of students' satisfaction with the researcher's "service" of using the case study method through microteaching method to enhance students' teaching practice skills.

2.4.5 Development the students' satisfaction

Case study method through microteaching method is in line with the needs of students to improve teaching practice skills, and carry out teaching according to the actual needs of students. After the teaching, the researcher uses a questionnaire to collect students' satisfaction with this teaching method. If the survey results show that students are not satisfied with which teaching step, the researcher can adjust the teaching to improve students' satisfaction.

2.4.6 Measurement and evaluation of students' satisfaction

After students received the case study method through microteaching method, the researcher used The Questionnaire on Chinese Language and Literature Students' Satisfaction with the Case Study Method through Microteaching Method to Enhance Their Teaching Practice Skills to measure students' satisfaction.

2.5 Related research

This part separates into 2 categories, research in China and research in other countries.

These literatures covering case study method, microteaching method and teaching

Practice skills, ranging from 2011 to 2021.

2.5.1 Research in China

1. Wu Hongxia (2015) investigated the effects of The Application Study of Case Study in Chinese Curriculum and Teaching Theory. The researcher used literature method, questionnaire survey method, class observation method and interview methods. Taking the Chinese department of a college sophomore and junior students as samples, the case study is systematically sorted out. This study focuses on how to implement case study in the classroom of Chinese Curriculum and Teaching Theory, which is helpful to improve the teaching method and improve the teaching efficiency of Chinese Curriculum and Teaching Theory in normal universities. The study found that, the application of case study in Chinese Curriculum and Teaching Theory has the following significance: 1) Cultivate harmonious teacher-student relationship. 2) It gave birth to new ways of teaching. 3) Enrich and develop students' educational theories. 4) Communication education theory and practice. 5) Strengthen the application of knowledge.

2. Gong He (2011) investigated the effects of Research on Normal Students Teaching Skill Training Patten Based on Video Case. The researcher used literature analysis, theoretical research, interview and observation research methods. Taking the student of Shenyang Normal University, department of Chinese Literature, third year students. Based on the analysis of the psychological and cognitive characteristics of normal university students and the study of classroom teaching video cases, this study applies video cases to the classroom teaching skills training of normal university students according to the characteristics and advantages of video cases, and constructs the classroom teaching skills training mode of normal university students based on video cases. Mainly from the current situation analysis, theoretical basis, model construction, case application and other aspects. The study found that: 1) In the training of teaching skills of normal university students, we should try a new teaching method, video case teaching, which is conducive to the formation of teaching skills of normal university students. 2) Video case teaching applies situational learning theory, tacit knowledge theory, case-based reasoning theory, cognitive elasticity theory, transfer hypothesis theory and cognitive flexibility theory in teaching skills cultivation. 3) Build two teaching modes based on video cases.

3. Song Yanli (2019) investigated the effects of Teaching Practical Skills of Undergraduate Normal Students in the Context of New Era. This study taking F Normal University undergraduates, 1000 people were randomly selected as experimental subjects. The researcher used literature research, questionnaire survey

and interview method to further understand the status quo and influencing factors of teaching practice skills of undergraduate normal university students. Questionnaire survey and interview were used to conduct an empirical study on the current situation of teaching practice skills of F normal university students. SPSS22.0 was used to conduct statistical analysis on the collected data and summarize the interview records. The study found that 1) The overall teaching practice skills are not good, and there are many problems in teaching material processing skills, classroom teaching skills, teaching evaluation and feedback skills, and class organization and management skills. It is urgent to strengthen the training and cultivation of teaching practice skills of normal university students. 2) There are many problems such as insufficient practice time, insufficient practice times and independent teaching times, lack of work experience of head teachers and unstable practice base. Through the analysis of the reasons affecting the teaching practice skills of undergraduate normal university students, the objective aspect is mainly because normal colleges develop to comprehensive colleges, and the emphasis on normal education is not high enough. The curriculum system of normal university students is idealized, and the teaching practice is not carried out properly. Large class system restricts the implementation and development of innovative teaching. The subjective aspect is mainly due to the lack of professional identity of the public normal university students, as well as the low learning initiative and enthusiasm of the normal university students.

4. Liu Yang (2017) investigated the effects of “An investigation into the effect of Microteaching on M. Ed pre-service English teachers’ teaching skills”. The research is based on the micro-teaching classes in CCNU (Central China Normal University) and to explore if M.Ed pre-service English teachers' teaching skills have been improved after micro-teaching. The researcher used Questionnaire, interview and quasi experiment research method and taking the study examined second year of M.Ed pre-service English teachers at Central China Normal University (CCNU), which is located in Wuhan, Hubei Province as sample. The research found that 1) it is found that M.Ed pre-service English teachers in CCNU are both someone who is from normal universities and someone who is not. 2) After microteaching, the three most improved teaching skills are demonstration skill, closure skill and leading-in skill and the least improved ones are blackboard designing skill and questioning skill. 3) Micro-teaching has its advantages. It is beneficial for M.Ed pre-service English teachers that the teaching skills of leading-in, demonstration and closure have been improved a lot. 4) Microteaching has its disadvantages. Large class size makes it hard for everyone to practice teaching. It would be better if the class could be separated into several small classes. The quality of teachers' feedback could be more professional.

2.5.2 Research in other countries

1. Mothofela Richard Msimanga (2021) investigated the effects of The Impact of Micro Teaching Lessons on Teacher Professional Skills: Some Reflections from

South African Student Teachers. The study used student teachers' reflections to explore how participation in micro lessons develops skills which are key in the teaching profession. Experiential learning theory was the theoretical framework for this study. Purposive sampling was used to select 14 fourth year Bachelor of Education student teachers. A focus group interview was used to collect data which was narratively analysed. The research found that 1) Micro lesson presentations can develop student teachers' skills when there is progression on student groupings. 2) Presenting micro lessons in groups helps to boost student teachers' confidence and cooperation, especially in their first year. 3) Presenting micro lessons in pairs ensures each student is responsible and learns more from their partner. 4) Micro lesson presentations prepare students to present lessons in the classroom context. Reflections on their own lessons and feedback from other students and the lecturer support students' pedagogical content knowledge.

2. Salwa Al Darwish & AbdulAzeez Sadeqi (2016) investigated the effects of Microteaching impact on Student Teacher's Performance: A Case Study from Kuwait.

This study involved three first year English language teachers who have been teaching in elementary public schools for one year, a group of student teachers who are in their senior academic year preceding the practicum course. As for the group (peers), it had a total of 22 student teachers. The researcher used qualitative research method. The author's findings from this study show that many student teachers have learnt from peers and from reflection from their own teaching when they were watching the video- tape. A lot of training skills the student teachers gained through their observation which: 1) Increased the chance of the transfer of an innovation from the training session into classroom practice. 2) Tested participants' understanding of the new teaching skill.

From these six literatures, the researcher learned about the work done by researchers in different fields in different countries in exploring case study method and microteaching method in improving teaching status and enhance students' teaching practice skills. The experimental methods they adopted, such as literature method, interview method, questionnaire survey method, qualitative research method and quasi-experimental method, as well as statistical data such as SPSS for data analysis, it shows

the rigorous and serious work of scientific researchers, and their love for education and responsibility for teaching work.

Through the review literature, we can find that case study method focuses on the integration of theory and practice, with real and specific cases as the basic materials, to attract learners into the reality of specific events, learners actively participate in equal dialogue, through the multi-directional interaction between teachers and students, students and students. It encourages learners to fully understand the complexity, variability and diversity of problems, focuses on cultivating learners'

ability to analyze and deal with practical problems (Li Xue, Shi Lei and Cao Fei, 2014), and focuses on developing students' ability of critical thinking and cooperation. Microteaching can reflect the teaching effect more directly and truly, so that the teaching behavior can be improved more easily. Cage, another founder of microteaching, pointed out that “pedagogy should use the way scientists analyze molecules to solve complex teaching phenomena.” He decomposed all kinds of teaching behaviors in the whole teaching process into different teaching skills. These skills are the summary and summary of excellent teachers' teaching strategies and methods, which are of great significance for improving teachers' teaching work (Xie Mingchu & Peng Shangguan, 2017). However, in the traditional training process, all kinds of teaching skills are integrated in the classroom, beginners are difficult to distinguish and master. Microteaching solved the problem, for a variety of teaching skills it specific, item by item, research and training, to simplify the complex of classroom teaching, and can do it according to the specific circumstances of different level to simplify, the teaching by the difficult easy, from easy to difficult, make the teaching skill training distinguished, facilitate learners comprehensive grasp.



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CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research design and methodology which were used in the conduction of the study. Since this study aims to 1) compare teaching practice skills of students majoring in Chinese Language and Literature receiving case study method through microteaching method with a criteria set at 70%. 2) compare the students' satisfaction on case study method through microteaching method receiving case study method through microteaching method with a criteria set at 70%. The description of population and samples, experimental design, research instruments, data collection, and data analysis were brought to be presented.

3.1 Population and Samples

The population of this study was 301 students majoring in Chinese Language and Literature, third year at Zhoukou Normal University, Henan Province, China. The experiment was conducted in the first semester of 2021-2022 academic year. The 301 students were divided into five groups with an average of 60 in each group. The researcher's selection of samples is divided into two steps. The first step is to used cluster random sampling to selected the fourth group from the five groups as the sample. The second step is to selected 10 students from the fourth group by simple random sampling.

3.2 Experimental Design

This study used one group posttest only design shown in the below figure



X was case study method through microteaching method.

O2 were measurement of the students' teaching practice skills and satisfaction on case study method through microteaching method after an experiment.

3.3 Research Instruments

Research instruments were the tools for conducting the research to collect data.

3.3.1 Instruments for experiment

The research instruments which were used in this study were:

Instruments for experiment

Instructional innovation: case study method through microteaching method

Lesson plan: There were 4 lesson plans allocated with sixteen hours of teaching skills (questioning skills and explanation skills). Students learned the theoretical knowledge of questioning skills, explanation skills and microteaching knowledge through the researcher's 4 lesson plans, then the 10 students made their own microteaching lesson plan and trained teaching skills (questioning skills and explanation skills) through microteaching.

Instruments for collecting data

Using the performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills to measure students' teaching practice skills.

Each evaluation form has 8 items to evaluate the students' performance in microteaching in terms of the teaching topic, teaching objectives, teaching content, and teaching evaluation.

Using the questionnaire on Chinese Language and Literature students' satisfaction with the case study method through microteaching method to enhance their teaching practice skills to investigate students' satisfaction.

The satisfaction questionnaire consisted of two parts: close-ended questions with five-rating scales and recommendations. Moreover, the first part was composed

of 4 sections with a total of 10 items: 2 items for case study learning experience, 4 items for microteaching learning experience, 2 items for the schedule of the experiment and 2

items for the instructional design learning effects of case study method through microteaching method.

3.3.2 Construction and examining the quality of research instruments

1. Lesson plan.

Constructing the lesson plan was proceeded as follows.

Step 1: Studying the construction of the lesson plan and the relevant documents. Consideration was focus on objectives, contents, instructional strategies, media and learning resources, measurement and evaluation of the lesson plan. The construction of the lesson plan involving item analysis in order to clarify the item validity of the lesson plan.

Step 2: Constructing 4 lesson plans.

Lesson plan 1: Using case study method through microteaching method to teach the questioning skills

Lesson plan 2: Using case study method through microteaching method to teach the explanation skills

Lesson plan 3: Using case study method through microteaching method to train students' questioning skills

Lesson plan 4: Using case study method through microteaching method to train students' explanation skills

The teaching time of each lesson plan is 4 hours, 16 hours in total.

Step 3: The draft lesson plans were presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the lesson plans. After that the draft lesson plans were revised according to the thesis advisors' suggestions. The lesson plans and the evaluation form of researcher's lesson plans were offered to the three experts for the content validity check and suggestions.

Step 4: Revising the lesson plans according to the experts' comments and suggestions.

Step 5: Calculate the mean of the three experts' scores of the researcher's lesson plans. The researcher's lesson plan evaluation form for the case study method through microteaching method has 15 items, the total score for each item is 15 points, the quality of the researcher's lesson plans were examined by three experts using a 5-point rating scale, $\bar{X}=4.58$, S.D.=0.41, P=0.002, which showed that the researcher's lesson plan could be used for the experiment.

2. The performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills

Constructing the performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills in microteaching were proceeded as follows.

Step 1: Studying the construction of the performance evaluation form and the relevant documents. Consideration was focus on purposes, types, and contents of the performance evaluation form. The construction of the performance evaluation form involving item analysis in order to clarify the item validity of the form.

Step 2: By constructing The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form of Students' Explanation Skills, the knowledge and application of students' teaching practice skills are measured. Eight items each for The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form, each item is a measure of the knowledge understanding, application and synthesis of students' teaching skills. Because the practice of teaching skills must be supported by the theoretical knowledge of teaching skills, and the theoretical knowledge should be applied to the demonstration of classroom teaching in the practical training of microteaching.

Step 3: The draft performance evaluation form was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the performance evaluation form. After that the draft performance evaluation form was revised according to the thesis advisors' suggestions. The performance evaluation form and the evaluation of performance evaluation form were offered to the three experts for the content validity check and suggestions. The quality of the performance evaluation form was considered from Index of Item Objective Congruence (IOC) obtained from the evaluation of performance evaluation form of students' questioning skills and explanation skills.

Step 4: Revising the performance evaluation form according to the experts' comments and suggestions.

Step 5: Analyzing the IOC index of the performance evaluation form items. The formula used to calculate the IOC index is:

$$IOC = \frac{\sum R}{N}$$

Where

IOC means Index of Item Objective Consistency

$\sum R$ means Summation of experts' opinion marks

N means A number of experts

The performance evaluation form of students' questioning skills and the the performance evaluation form of students' explanation skills were examined by three experts with an IOC of 1.00.

Step 6: Measuring the item reliability by trying out the performance evaluation form to 30 students, who were not examples.

Step 7: Analyzing each item of the performance evaluation form to find out the item reliability. The reliability of The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form of Students' Explanation Skills were calculated by using the Cronbach's Alpha Coefficient. The reliability of The Performance Evaluation Form of Students' Questioning Skills was 0.89, the reliability of The Performance Evaluation Form of Students' Explanation Skills was 0.90.

3. Students' satisfaction questionnaire

The purpose of using a questionnaire was to collect data regarding the students' opinion toward the case study and microteaching such as the content of lesson plan, learning activities, and the teaching time. The data from the questionnaire could be used to improve the researcher's lesson plans and teaching schedules.

The following were the steps of constructing the questionnaires:

Step 1: Studying documents related to constructing questionnaires.

Step 2: Constructing a questionnaire. The questionnaire consisted of three sections: Section 1 recorded the students' personal information. Section 2 was the five-point scale Likert questionnaire ranging from very satisfaction, satisfaction,

neutral, dissatisfaction, and very dissatisfaction. This section of the questionnaire consisted of 10 questions asking about students' opinions toward the case study and microteaching. Section 3 was open-ended questions asking students' opinions toward case study and microteaching. Also provide space was provided for additional opinions or other suggestions.

Step 3: The draft questionnaire was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the questionnaire. After that the draft questionnaire was revised according to the thesis advisors' suggestions. The questionnaire was offered to the three experts for the content validity check and suggestions. The quality of the questionnaire was considered from Index of Item Objective Congruence (IOC) obtained from the questionnaire.

Step 4: Revising the questionnaire according to the experts' comments and suggestions.

Step 5: Analyzing the IOC index of the questionnaire items. The formula used to calculate the IOC index is:

$$IOC = \frac{\sum R}{N}$$

Where

IOC means Index of Item Objective Consistency

ΣR means Summation of experts' opinion marks

N means A number of experts

The satisfaction questionnaire was examined by three experts with an IOC of 1.00.

Step 6: Measuring the item reliability by trying out the questionnaire to 30 students, who were not examples.

Step 7: Analyzing each item of the questionnaire to find out the item reliability. The reliability of the questionnaire was calculated by using the Cronbach's Alpha Coefficient. The reliability of questionnaire was 0.87.

3.4 Data collection

The procedures of data collection were as follows:

The samples were taught according to the lesson plans using case study method through microteaching method in classroom.

1. After the sample completed the case study, they wrote their own microteaching lesson plans. After the microteaching lesson plans were completed, the researcher used The Evaluation Form of Students' Microteaching Lesson Plan to measure the students' ability to create and apply microteaching lesson plans.

2. After the sample completed microteaching, the researcher used The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form of Students' Explanation Skills to measure the students' teaching practice skills

3. The samples answered the questionnaire to measure their satisfaction on case study method through microteaching method.

3.5 Data analysis

In this study, data were analyzed by using One-Sample Wilcoxon Signed Rank Test

according to the research objectives.

1. Compare students' teaching practice skills after receiving case study method through microteaching method by using One-Sample Wilcoxon Signed Rank Test with the determined criteria set at 70%.

2. Compare students' satisfaction on case study method through microteaching method after receiving case study method through microteaching method by using One-Sample Wilcoxon Signed Rank Test with the determined criteria set at 70%.



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CHAPTER 4 RESULTS

This chapter describes the research result. Since this study aims to 1) compare teaching practice skills of students majoring in Chinese Language and Literature receiving case study method through microteaching method with a criteria set at 70%. 2) compare the students' satisfaction on case study method through microteaching method receiving case study method through microteaching method with a criteria set at 70%. In this chapter, the researcher used One-Sample Wilcoxon Signed Rank Test to analyze the following scores:

1) Students' teaching practice skills

The researcher used the performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills to measure students' teaching skills performance.

2) Students' satisfaction on case study method through microteaching method

The researcher used the questionnaire on Chinese Language and Literature students' satisfaction with the case study method through microteaching method to enhance their teaching practice skills to measure students' satisfaction.

Table 1 Statistical symbols

Statistical symbols	Description
\bar{X}	The average score of the sample.
S.D.	The standard deviation of the difference scores.
p	The p-value corresponding to the test statistic.

The findings were described as follows.

4.1 Result of comparing students' teaching practice skills with the determined criteria set at 70% by using One-Sample Wilcoxon Signed Rank Test.

This table aimed to answer the research objective 1 about whether case study method through microteaching method was able to enhance students' teaching practice skills.

In this study, the researcher used The Performance Evaluation Form of Students' Questioning Skills and The Performance Evaluation Form of Students' Explanation Skills to measure the performance of students' questioning skills and explanation skills in microteaching. The results are detailed in output Table 2.

Table 2 The One-Sample Wilcoxon Signed Rank Test result of students' teaching practice skills.

Group	N	Full score	Criteria score	Questioning skills			Explanation skills		
				\bar{X}	S.D.	p	\bar{X}	S.D.	p
Experimental group	10	40	28						
				36.70	0.95	0.004	36.90	0.88	0.005

* $p < .05$

As shown in Table 4.1, after receiving case study method through microteaching method, the 10 students got an $\bar{X}=36.70$, S.D.=0.95 about questioning skills performance in microteaching and got an $\bar{X}=36.90$, S.D.=0.88 about explanation skills performance in microteaching, the students' teaching practice skills was higher than the criterion of 70% (28) of full marks (40) at the 0.05 level of statistical significance.

4.2 Result of comparing students' satisfaction on case study method through microteaching method after receiving case study method through microteaching method with the determined criteria set at 70% by using One-Sample Wilcoxon Signed Rank Test.

In this study, the researcher used the Questionnaire on Chinese Language and Literature Students' Satisfaction with the Case Study Method through Microteaching Method to Enhance their Teaching Practice Skills to investigate the satisfaction of 10 students in the experiment, the results were detailed in Table 3.

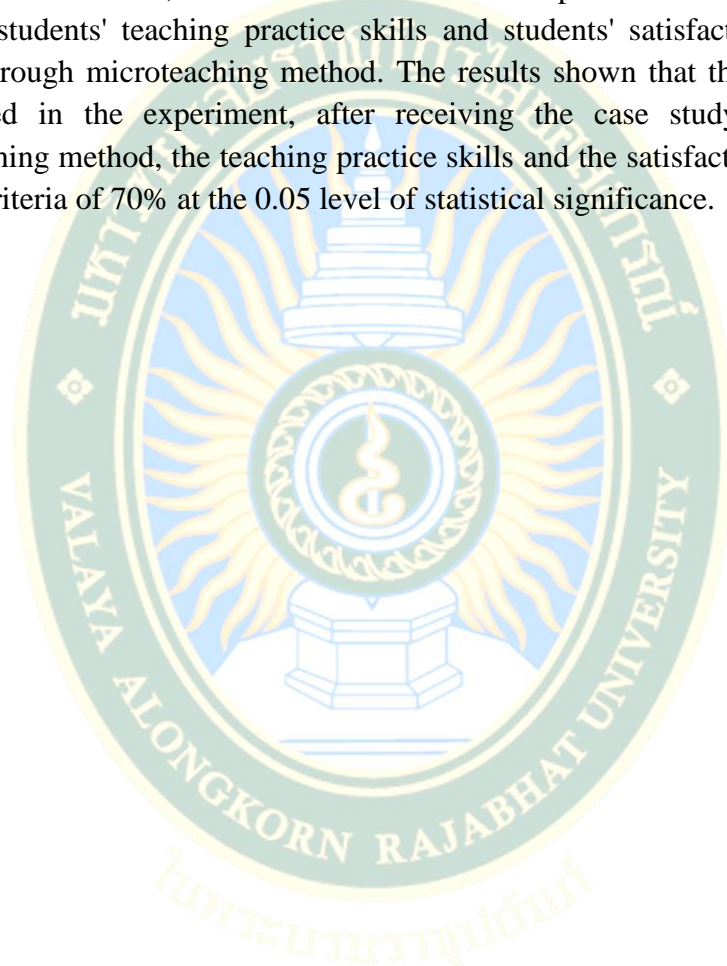
Table 3 The One-Sample Wilcoxon Signed Rank Test result of students' satisfaction on case study method through microteaching method

Group	N	Full score	Criteria score	\bar{X}	S.D.	p
Experimental group	10	5.00	3.50	4.75	0.97	0.004

* $p < .05$

As shown in Table 3, after receiving case study method through microteaching method, the 10 students got an $\bar{X}=4.75$, S.D.=0.97 about satisfaction, which was higher than the criterion of 70% (3.50) of full marks (5.00) at the 0.05 level of statistical significance.

From Table 2-3, the researcher uses One-Sample Wilcoxon Signed Rank Test to tested students' teaching practice skills and students' satisfaction on case study method through microteaching method. The results shown that the 10 students who participated in the experiment, after receiving the case study method through microteaching method, the teaching practice skills and the satisfaction were all higher than the criteria of 70% at the 0.05 level of statistical significance.



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CHAPTER 5

DISCUSSION

This research aims to 1) compare teaching practice skills of students majoring in Chinese Language and Literature receiving case study method through microteaching method with a criteria set at 70% and 2) compare the students' satisfaction on case study method through microteaching method receiving case study method through microteaching method with a criteria set at 70%. The samples was 10 students from the third year class 4, majoring in Chinese language and literature at Zhoukou Normal University in the first semester of the 2021-2022 academic year, Henan Province, China. The samples were selected by simple random sampling. The experimental design was one group posttest. The research instruments used in this research were: 1) Four lesson plans allocated with sixteen hours of teaching questioning skills and explanation skills by using case study method through microteaching method. 2) The performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills. 3) Questionnaire on Chinese Language and Literature students' satisfaction with the case study method through microteaching method to enhance their teaching practice skills. The data were analyzed by One-Sample Wilcoxon Signed Rank Test.

5.1 Research conclusion

The results were presented according to the research objectives as follows:

5.1.1 After the students received case study method through microteaching method, the post-test scores of their teaching practice skills was higher than 70% of the criteria at the 0.05 level of statistical significance.

The result of students' teaching practice skills One-Sample Wilcoxon Signed Rank Test. After receiving case study method through microteaching method, the 10 students got an $\bar{X}=36.70$, S.D.=0.95 about questioning skills performance in microteaching and got an $\bar{X}=36.90$, S.D.=0.88 about explanation skills performance in microteaching, the students' teaching practice skills was higher than the criterion of 70% (28) of full marks (40) at the 0.05 level of statistical significance.

5.1.2 After the students receiving case study method through microteaching method, the post-test scores of their satisfaction on case study method through microteaching method was higher than 70% of the criteria at the 0.05 level of statistical significance.

The result of students' satisfaction on case study method through microteaching method One-Sample Wilcoxon Signed Rank Test. After receiving case study method through microteaching method, the 10 students got an $\bar{X}=4.75$,

S.D.=0.97 about satisfaction, which was higher than the criterion of 70% (3.50) of full marks (5.00) at the 0.05 level of statistical significance.

5.2 Research discussion

The following points based on the research results are discussed:

The posttest analysis showed that after students received the case study method through microteaching method, they had higher scores in their teaching practice skills and satisfaction on case study method through microteaching method compared to the 70% criterion from research objectives, which is because:

The case study method through microteaching method is consistent with constructivist learning theory. Constructivism learning theory advocates stimulating learning interest and thinking initiative through problem solving and enabling students to construct their own understanding of knowledge through situational learning (Li Xue, Shi Lei and Cao Fei, 2014). In the learning process of case study method through microteaching method, it let the student in the simulation of classroom teaching, as a teacher thinking and teaching demonstration, students need to combination the theoretical knowledge of practical skills (Li Li, 2010), this requires students to construct their own microteaching content according to the teaching objectives. In the future, students can use the learned teaching skills in real teaching work, which can increases students' self-confidence.

The generation of students' teaching practice skills is consistent with the multiple intelligences theory. Multiple intelligences theory considers knowledge to be a creation of the individual mind (DU Weiwei, 2016). The cultivation process of students' teaching practice skills is the process of creating and constructing knowledge, acquiring direct experience and personal knowledge, and cultivating students' innovative spirit and practical skills through experience, exploration and participation, so as to meet the development needs of the future society. In the process of cultivating students' teaching practice skills, can cultivate students' communication ability, creativity, cooperation ability and physical skills.

Microteaching makes full use of modern educational technology to mobilize students' learning enthusiasm. During the training process of students' demonstration of teaching skills, the video camera records the students' teaching process in a realistic, vivid and intuitive way, student teachers have learnt from peers and from reflection from their own teaching when they are watching the video (Salwa Al Darwish & AbdulAzeez Sadeqi, 2016).

Microteaching can reflect the teaching effect more directly and truly, so that the teaching behavior can be improved more easily (Jiang Li, 2015). Real-time evaluation and feedback in the process of microteaching is a key part of improving students' teaching practice skills. Students' mutual evaluation and feedback, as well as

teachers' targeted comments and feedback, can make a qualitative leap in the teaching practice skills of microteaching students.

In the traditional training process, all kinds of teaching skills are integrated in the classroom, beginners are difficult to distinguish and master. Microteaching can solve the problem, for a variety of teaching skills it specific, item by item, research and training, to simplify the complex of classroom teaching, and can do it according to the specific circumstances of different level to simplify, the teaching by the difficult easy, from easy to difficult, make the teaching skill training different, facilitate learners comprehensive grasp (Xie Mingchu & Peng Shangguan, 2017).

5.3 Recommendation

The following are some recommendations based on the research results:

5.3.1 Recommendation for implication

1) When teachers who work on the pedagogy of Chinese Language subjects in colleges and universities use microteaching method to train teaching practice skills to students, it is recommend that teachers study and research theoretical knowledge of teaching methods and teaching skills in advance. Teachers first internalize theoretical knowledge and then explain the knowledge to students so that they know the process of microteaching and the structure of teaching skills, and use the theory to guide practice, which is conducive to students' learning and absorption of knowledge and reaching learning objectives.

2) When teachers determine the content of microteaching, the selection of content should meet the needs of students, and the design of the training process should be scientific and reasonable and easy to implement, which can effectively enhance students' teaching practice skills and also improve students' satisfaction with microteaching.

3) Students can watch their own microteaching videos and get self-feedback for reflection and learning.

4) Taking advantage of multimedia technology, microteaching has been combined with video camera for teaching feedback since its birth, so it is closely connected with education information technology. The cases and resources of microteaching can be shared on the network platform, and students can download or watch them offline and after class. This allows students to learn from the strengths of others' teaching experiences and improve the weaknesses of their own teaching steps.

5) Optimize the class arrangement of courses such as Chinese Teaching Design in Middle School and Chinese Teaching Theory, and give suggestions to schools to optimize and integrate relevant courses, so as to improve the implementation effect of Chinese teaching skills practice courses.

5.3.2 Recommendation for further research

1) This study only studies the questioning skills and explanation skills, and recommends further studies on other teaching practice skills, such as introduction, class ending, blackboard writing design and so on.

2) It is recommend to conduct a comparative study of traditional teaching methods and microteaching methods.

3) It is recommend to study advanced technological success and information technology be integrated into the microteaching method.



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APPENDIX

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APPENDIX A
EXPERT WHO EXAMINE THE QUALITY OF THE RESEARCH
INSTRUMENTS

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Expert 1: Assistant Professor Dr.Nitikorn Onyon

Division of Chemistry and General Science, Faculty of Education,
Valaya Alongkorn Rajabhat University, Thailand

Expert 2: Miss Zhang Xiangli, master degree in curriculum and instruction, lecturer

Main research areas: Basic theories of Chinese curriculum and instruction

Main courses: Chinese Curriculum and Instruction Theory

Chinese Teaching Design in Middle School

Literature College of Zhoukou Normal University, China

Expert 3: Miss Chen Xiaojie, master degree in subject education (Chinese Language and Literature), teaching assistant

Main research area: Chinese teaching method

Main courses: Chinese Curriculum and Instruction Theory

Chinese Teaching Design in Middle School

Writing

Literature College of Zhoukou Normal University, China



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Appendix B
RESEARCH INSTRUMENTS

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There are three research instruments in this study, the lesson plan, the performance evaluation form and the questionnaire.

Research instrument 1: Lesson plan

Lesson plan 1

Course / Subject: Teaching skills practice for Chinese Language and Literature students

Instructional Topic: Using case study method through microteaching method to teach the questioning skills

Class Level: The third year students of university

Time for Instructional : November 30, 2021 14:00-18:00, 4 hours.

Instructor's name: Xiao Qianlin

1. Objectives

1.1 Students can explain the theoretical knowledge of questioning skills.

1.2 Students can present the problems of questioning skills in case study.

1.3 Based on the case studies, students can make their own microteaching lesson plans on questioning skills.

1.4 After learning the theoretical knowledge of questioning skills through case studies, students can teach with their friends in classroom.

2. Content

Students learn the theory of questioning skills using the case study method for 2 hours and make their own lesson plans for 2 hours, for a total of 4 hours.

2.1 The researcher spent 2 hours, using a case study method to teach 10 students the theoretical knowledge of questioning skills using a case she had written.

2.1.1 There are four steps in the implementation of case study teaching:

1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the training topics for students' microteaching (students have two hours to write their own microteaching lesson plan).

2.1.2 A case contains four aspects: 1) case background, 2) case narrative, 3) case analysis and commentary and 4) case summary. Details of the teaching case are described in the Case Study of Questioning Skills.

2.1.3 The theoretical knowledge of questioning skills in the teaching case focuses on the following aspects: 1) recall questioning, 2) comprehension questioning, 3) application questioning and 4) analytical questioning, 5) integrative questioning, and 6) evaluation questioning. Students need to learn these types of questioning skills and be able to use them as examples.

2.2 After two hours of case study, students spend another two hours doing their own microteaching lesson plan on questioning skills.

3. Instructional Strategies (case study method)

3.1 The teacher write cases and distribute case materials to students in advance.

The teacher writes real teaching cases containing theoretical knowledge of questioning skills, sends the case materials to the students one week before the formal class, and lists some thinking problems for the students. For example: what theoretical knowledge of questioning skills is introduced in the case? What do you think of these theoretical knowledge? If you wrote a case of questioning skills, how would you write it? Students carry out targeted preparation according to the problems listed by the teacher, read case materials, consult the designated materials and readings, collect necessary information, think actively, and initially form the cause analysis and solution of the problems in the case. This step is essential and very important. If students do not make sufficient preparations at this stage, it will affect the effect of the whole training process.

3.2 Students collectively discuss and solve the problems raised in the case. (80 minutes)

In class, the teacher divided 10 students into two groups of five. The group members had an internal discussion first, and the group discussion time was controlled within 20 minutes. Each group shall send its own representatives to express the group's opinions on the case analysis. The presentation time shall be controlled within 30 minutes. After the presentation, the speaker shall be interrogated by other group members and explain. At this time, other members of the group can answer questions instead of the speaker. The process of group discussion is the process of students' self-expression. At this time, the teacher acts as the organizer and host. The presentation and discussion at this time are used to expand and deepen students' understanding of the case. Then the teacher can put forward several problems and treatment methods with concentrated opinions, and organize various groups to focus on these problems and treatment methods. In this way, students' attention will be directed to the reasonable solution of the problem.

3.3 Students summarize their case studies. (20 minutes)

After the students completed the intra-group discussion and group discussion, the teacher gave 20 minutes for both groups to reflect and summarize on their own. The main purpose is to summarize the way of experience in acquiring theoretical knowledge of teaching practice skills through case study. Through the summary, students have a deeper understanding of the case and the various problems reflected in the case.

3.4 The teachers evaluate and summarize students' summaries. (20 minutes)

After the students' summary, the teacher should summarize the main points of the case study in time and evaluate the students' summary of the strengths and weaknesses of the case, analyze the difficult points of the case study, and analyze the case in depth in a targeted manner. The problems exposed in the students' discussion are purposefully pointed out, and the teacher should teach the students to explore and

solve the case problems from different angles and with different methods, and summarize the best solution to the problems together with the students, and teach the students to effectively use what they have learned to solve the problems or practical problems raised by the teacher in the case. Teachers should purposefully guide students' application of theoretical knowledge in summaries and evaluations, so that students can apply what they have learned to solve as well as the actual teaching problems they will face in the future, and extend and apply the theoretical knowledge they have learned and internalize their teaching skills.

3.5 The teacher determine the training topics for students' microteaching, students have two hours to write their own microteaching lesson plan on questioning skills, and the microteaching time was 10 minutes.

After the case study, students have learned the theoretical knowledge of questioning skills, and then they should start microteaching, by this way, students' theoretical knowledge is transformed into practical skills. Before the microteaching begins, the teacher should clearly explain to the students the objectives, requirements, and essentials of this skill training so that the students can be fully prepared.

4. Media and Learning Resources

PowerPoint of the teacher case study of questioning skills

Computer or notebook of the student

Reference articles for students:

Li Tao, Zhou Jing & Yang Jianwei, 2017. Class questioning skills and case analysis. China Light Industry Press, 32.

Wang Xi 2014, Classroom teaching skills, Fujian Education Press.

Gong He, 2011, Research on Normal Students Teaching Skill Training Patten Based on Video Case. Shenyang Normal University.

Li Guoyi, 2016. Teacher Vocational Skills Training Course. Huazhong University of Science and Technology Press.

Measurement and Evaluation

After the students finish their microteaching lesson plan, the teacher use The Evaluation Form of Students' Microteaching Lesson Plan to measure the students' ability to apply the microteaching lesson plans, the data were analyzed by One-Sample Wilcoxon Signed Rank Test.

Case Study of Questioning Skills

Case Background:

In the course Chinese Teaching Design in Middle School, the teacher assigned a scenario assignment to the students. A teacher-training student with a degree in Chinese language and literature went to a middle school to apply for a position as a language teacher. To test his teaching skills, the applicant school gave him a text from the first semester of middle school, Autumn Reminiscences, and asked him to design classroom questions based on the text. First, the questions asked should be appropriate

to the knowledge level of first-year middle school students. Second, the questions need to be able to stimulate students' interest in learning. Third, the questions need to be able to develop students' thinking and synthesis skills. If you were this student applying for a job, how should you design classroom questions?

Autumn Remembrance is a work by the famous Chinese writer Shi Tiesheng. It tells the story of a terminally ill mother who takes care of her paralyzed son without fail and encourages him to live well.

Case Narrative:

Analyze the task. After the teacher assigns the task, let the students think about it, then let the students' discuss it, and then the teacher will sort out and summarize it to inspire them.

Review relevant theoretical knowledge. It allows students to revisit the relevant theoretical knowledge when designing questions, and also allows them to apply the theoretical knowledge to practice.

Definition of questioning

Asking questions is a major way to check learning, promote thinking, consolidate knowledge, apply knowledge and achieve teaching objectives through the interaction of teachers and students. It is an important teaching skill for teachers to interact with students in the classroom.

2) Classification of questioning skills

Recall questioning, comprehension questioning, application questioning, analytical questioning, integrative questioning, and evaluation questioning.

3. Students design classroom questions. The teacher selects a few of the better questions developed by the students for class discussion.

Question 1: Who does the author miss in autumn? Why is it nostalgia? Why does he miss it in autumn?

Question 2: What does the text say about the mother's concern for her son?

Question 3: What is the main idea reflected in the last paragraph of the text?

Question 4: Many people think that the chrysanthemum in the text represents mother's love, do you agree with this view?

Question 5: In the text, the mother had one unfinished sentence before she died. If you were the mother in the text, what would you say if you had the chance to finish the sentence?

Question 6: What did you learn from studying this text? What do you want to say to yourself, or to your mother, or to the author Shi Tiesheng?

Case analysis and commentary:

How do you evaluate these questions?

Overall, these six questions basically meet the assignment requirements set by the teacher in the case context. Questions 1 and 2 are comprehension questioning. Comprehension questions require students to describe facts or events, in their own words, and to compare and contrast the similarities and differences of facts or events,

which can stimulate students' interest in learning. Question 3 is analytical questioning, which helps students analyze the relationship between the elements clearly and develop their ability to analyze and solve problems. Question 4 is the type of evaluation questioning, which requires the person being asked to give his or her own value judgment and choice of the given material and to evaluate it, and this type of questioning can develop students' critical thinking. Question 5 is a type of application questioning. Application questioning is the creation of a simple problem situation in which students use their newly acquired knowledge and recall what they have learned in the past to solve a new problem, and this type of questioning develops students' creative abilities and motivates them to learn. Question 6 is the type of integrative questioning that requires students to retrieve knowledge related to the question from memory, make a holistic understanding of that knowledge, and combine that knowledge in a new and creative way to form a new connection; this type of questioning develops students' integrative skills.

But there is no recall questioning in these 6 questions. If as a language teacher in the first year of junior high school, you need to ask questions that take into account the link between students' life experience and what they have learned, ask questions that link to life, link to old knowledge, and use a step-by-step questioning method to advance your teaching and achieve your teaching objectives.

Case Summary:

What is interesting about this case is that the teacher allows the students to simulate the teacher in the classroom. This practice is not complicated, and if the teacher dares to let go, the students will surely be free to fly in the sky of education. Any reader, who reads a case like this, will easily get the idea of learning in his or her mind, and students can easily substitute themselves into the roles in the case. In this case, the teacher imparted the basic theoretical knowledge to the students and guided them to practice, which can promote students to connect theory with practice.

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Lesson plan 2

Course / Subject: Teaching skills practice for Chinese Language and Literature students

Instructional Topic: Using case study method through microteaching method to teach the explanation skills

Class Level: The third year students of University

Time for Instructional: December 7, 2021 14:00-18:00, 4 hours.

Instructor's name: Xiao Qianlin

1. Objectives

1.1 Students can explain the theoretical knowledge of explanation skills.

1.2 Students can present the problems of explanation skills in case study.

1.3 Based on the case studies, students can make their own microteaching lesson plans on explanation skills.

1.4 After learning the theoretical knowledge of explanation skills through case studies, students can teach with their friends in classroom.

2. Content

Students learn the theory of explanation skills using the case study method for 2 hours and make their own lesson plans for 2 hours, for a total of 4 hours.

2.1 The researcher spent 2 hours, using a case study method to teach 10 students the theoretical knowledge of explanation skills using a case she had written.

2.1.1 There are four steps in the implementation of case study teaching: 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the training topics for students' microteaching (students have two hours to write their own microteaching lesson plan).

2.1.2 A case contains four aspects: 1) case background, 2) case narrative, 3) case analysis and commentary and 4) case summary. Details of the teaching case are described in the Case Study of Explanation Skills.

2.1.3 The theoretical knowledge of explanation skills in the teaching case focuses on the following aspects: one kind of explanation skills - explanatory explanation skill.

Explanatory explanation skills are divided into 1) meaningful explanation, 2) structural or procedural explanation, and 3) translational explanation. Students need to learn these types of explanation skills and be able to use them as examples.

2.2 After two hours of case study, students spend another two hours doing their own microteaching lesson plans on explanation skills.

3. Instructional Strategies (case study method)

3.1 The teacher write cases and distribute case materials to students in advance.

The teacher writes real teaching cases containing theoretical knowledge of explanation skills, sends the case materials to the students one week before the formal

class, and lists some thinking problems for the students. For example: what theoretical knowledge of explanation skills is introduced in the case? What do you think of these theoretical knowledge? If you wrote a case of explanation skills, how would you write it? Students carry out targeted preparation according to the problems listed by the teacher, read case materials, consult the designated materials and readings, collect necessary information, think actively, and initially form the cause analysis and solution of the problems in the case. This step is essential and very important. If students do not make sufficient preparations at this stage, it will affect the effect of the whole training process.

3.2 Students collectively discuss and solve the problems raised in the case. (80 minutes)

In class, the teacher divided 10 students into two groups of five. The group members had an internal discussion first, and the group discussion time was controlled within 20 minutes. Each group shall send its own representatives to express the group's opinions on the case analysis. The presentation time shall be controlled within 30 minutes. After the presentation, the speaker shall be interrogated by other group members and explain. At this time, other members of the group can answer questions instead of the speaker. The process of group discussion is the process of students' self-expression. At this time, the teacher acts as the organizer and host. The presentation and discussion at this time are used to expand and deepen students' understanding of the case. Then the teacher can put forward several problems and treatment methods with concentrated opinions, and organize various groups to focus on these problems and treatment methods. In this way, students' attention will be directed to the reasonable solution of the problem.

3.3 Students summarize their case studies. (20 minutes)

After the students completed the intra-group discussion and group discussion, the teacher gave 20 minutes for both groups to reflect and summarize on their own. The main purpose is to summarize the way of experience in acquiring theoretical knowledge of teaching practice skills through case study. Through the summary, students have a deeper understanding of the case and the various problems reflected in the case.

3.4 The teachers evaluate and summarize students' summaries. (20 minutes)

After the students' summary, the teacher should summarize the main points of the case study in time and evaluate the students' summary of the strengths and weaknesses of the case, analyze the difficult points of the case study, and analyze the case in depth in a targeted manner. The problems exposed in the students' discussion are purposefully pointed out, and the teacher should teach the students to explore and solve the case problems from different angles and with different methods, and summarize the best solution to the problems together with the students, and teach the students to effectively use what they have learned to solve the problems or practical problems raised by the teacher in the case. Teachers should purposefully guide

students' application of theoretical knowledge in summaries and evaluations, so that students can apply what they have learned to solve as well as the actual teaching problems they will face in the future, and extend and apply the theoretical knowledge they have learned and internalize their teaching skills.

3.5 The teacher determine the training topics for students' microteaching, students have two hours to write their own microteaching lesson plan on explanation skills, and the microteaching time was 10 minutes.

After the case study, students have learned the theoretical knowledge of explanation skills, and then they should start microteaching, by this way, students' theoretical knowledge is transformed into practical skills. Before the microteaching begins, the teacher should clearly explain to the students the objectives, requirements, and essentials of this skill training so that the students can be fully prepared.

4. Media and Learning Resources

Power Point of the teacher: case study of explanation skill

Computer or notebook of the student

Reference articles for students:

Gong He, 2011. Research on Normal Students Teaching Skill Training Patten Based on Video Case. Shenyang Normal University.

Wang Xi, 2014. Classroom teaching skills. Fujian Education Press.

Li Guoyi, 2016. Teacher Vocational Skills Training Course. Huazhong University of Science and Technology Press.

Zhou Xiaopeng, 2013. Chinese classroom teaching skills training course (2nd ed). Peking University Press.

5. Measurement and Evaluation

After the students finish their microteaching lesson plan, the teacher use The Evaluation Form of Students' Microteaching Lesson Plan to measure the students' ability to apply the microteaching lesson plans, the data were analyzed by One-Sample Wilcoxon Signed Rank Test.

Case Study of Explanation Skills

Case Background:

A young teacher is teaching the course Chinese Teaching Design in Middle School to the students of Class 2, third year, majoring in Chinese Language and Literature in Zhoukou Normal University. The lesson is about explanation skills. When the young teacher started the lesson, he found that there were two school supervisors in the classroom listening to the lesson. So the young teacher started to lecture according to his lesson plan. After the class, the two teaching supervisors gave the young teacher feedback on listening and evaluating the lesson.

Case Narrative:

Teacher: Good morning, students. Today we are going to use a language text "Hometown" from the first book of the third grade of middle school as an example to

learn one kind of explanation skills - explanatory explanation skill. By the end of this lesson, you will need to be able to state the definition and classification of explanatory explanation skill and be able to give examples to apply them. "Hometown" is a short story written by Lu Xun in 1921, which profoundly summarizes the history of China's rural economy and the increasing poverty of the peasants in the thirty years before 1921, especially in the decade after the 1911 Revolution, and reflects the social landscape of that era. Who can explain what a "novel" is?

Student A: A novel is a literary genre that focuses on characterization and reflects social life through a complete storyline and description of the environment.

Teacher: Good answer, but the novel also has a very important role to play, which is to express the author's thoughts and feelings through the story described. In "Hometown", the author uses a lot of contrasting writing techniques to make the characters more distinctive and the theme of the essay easy to understand. Find out in the teaching materials I sent to you in advance, which people or things does the author compare and contrast in this essay?

Student B: Compare the hometown in memory with the hometown in reality. There is a deep blue sky, a golden moon, a turquoise watermelon, and multicolored shells. In reality, the hometown is cold and gray. "The weather is gloomy, the cold wind blows and whines, and under the pale yellow sky, there are several depressed and deserted villages far and near, without some vitality, and many broken stems of dead grass are shaking in the wind."

Teacher: You have found a very accurate comparison. Who can answer what is a comparison?

Student C: Contrast is to put two of the same thing or person together and describe them in a comparative way from the opposite side.

Teacher: You are right. Contrast, a rhetorical technique that arranges two sides with obvious differences, contradictions and opposites together for a contrast and comparison. Using this technique is good for fully showing the contradictions of things, highlighting the essential characteristics of the things being expressed, and strengthening the artistic effect and infectiousness of the article. I have just asked two questions for you to answer, and all of you have answered them very well, but I want to tell you that we are not going to learn middle school texts in this class, we are going to learn the interpretation skills that are often used in the middle school language classroom, which will be beneficial to you when you go to work in the future.

Teacher: The two questions we just answered belong to the interpretation of meaning in explanation skills. There are four types of conventional explanation skills. 1) Explanatory explanation, 2) descriptive explanation, 3) principle-centered explanation, and 4) problem-centered explanation. We are talking about the first one in class today: explanatory explanation. Explanatory explanation is the primary type of explanation skills, and it is also an indispensable way of explanation. Explanatory

explanation skills are divided into meaningful explanation, structural or procedural explanation, and translational explanation. Next, we will continue to study structural or procedural explanation and translational explanation. You need to think about which type of explanation the question we are answering belongs to when they answer the question.

Teacher: Back to the article "Hometown", who can answer what is the structural pattern of the novel "Hometown"?

Student D: In the novel "Hometown", the author adopts a linear structure. The novel takes the activity of "I" going back to my hometown as a clue, and follows the plot of "going back to my hometown" - "in my hometown" - "leaving my hometown". The author has used a linear structure to describe what "I" saw, heard, remembered and felt.

Teacher: Good answer. The linear structure is one of the seven common structures of novels, in which the components of the plot are connected in the natural order of time and the cause-and-effect sequence of events, extending in a linear fashion from the beginning to the end, moving forward step by step.

Teacher: In the text "Hometown", there is a very famous line, "I only feel that there are invisible high walls on all sides." Students should know what the "high walls" here refer to, right?

Student E: The "high wall" here refers to the barrier between people caused by the feudal hierarchy.

Teacher: Your answer is correct, and the "high wall" here is a metaphor. In these two questions, think about which type of explanation they are.

Student F: The question of "high walls" is an explanatory explanation.

Teacher: No, the question of "high walls" is a translational interpretation. Translational interpretation is the expression of the meaning of one language in another language. It also refers to the translation between dialects and national languages, dialects and dialects, ancient languages and modern languages. Does any student know which type of interpretation the linear structure question belongs to?

The class is silent.

Teacher: Recall, I talked earlier about the four types of interpretive skills, isn't there one called structure or procedural description? Linear structure in this case refers to the structure of a novel, do you understand?

Students in unison: Got it.

Teacher: Please think about this for five minutes and give yourself an example of any of the four models of explanatory skills.

The bell rang and the teacher did not finish the teaching content for this class. The supervisor gave the teacher feedback after the lesson: 1) the teacher's grooming is generous, and the explanation is clear. 2) The teaching content is arranged slightly more, and the time is tight. It is suggested that each explanation skill should be given

more examples, so that students can understand more thoroughly, and give students enough time to apply it by example.

Case analysis and commentary:

Teacher: This case tells the story of a university teacher who is giving a theory class on teaching skills to normal students. What do you think are the strengths of this case? What are the shortcomings?

Student G: I think this teacher's lecture is very realistic, similar to how we usually feel in class. The teacher used the middle school text as an entry point to introduce the theoretical knowledge of explanation skills to students, and I found this way of explanation very interesting. We have studied the middle school texts and are familiar with them. After graduating from university, we also want to become language teachers in middle school, so we pay extra attention to the content of the teacher's explanation. But the pace of the class feels a little fast, it would be good if it were slower.

Teacher: In this case, we can clearly see this teacher's teaching objectives and teaching content as well as teaching steps, but unfortunately, we do not see the teaching effect. If you are the teacher, you need to pay attention to the class time arrangement when you do lesson plan, and give students some time to absorb and digest the knowledge.

Case Summary:

This case is relatively simple, but it shows us the intellectual side of this case. I think this case is profoundly inspiring and outstandingly practical for us. The practicality is reflected in the fact that the content of the case itself is practical, or that the content of this case can be directly applied to the classroom. Through this case, I hope to improve your ability to observe and analyze problems. We read the case in order to use the case. To read the case is to read the practice in theory and the theory in practice. In the future study, you should think more, record more and practice more.

After 10 students received case study method through microteaching method, they made their own microteaching lesson plans and the researcher used an evaluation form to measure the students' ability to apply the microteaching lesson plans.

The Evaluation Form of Students' Microteaching Lesson Plan

This evaluation form measures the students' microteaching lesson plan using a five-point rating scales. 5 represents a score of 5, 4 represents a score of 4, 3 represents a score of 3, 2 represents a score of 2, and 1 represents a score of 1. The evaluation form of students' microteaching lesson plan has 10 items, and the total score of the evaluation form is 50 points.

Student's Name		Instructional Topic					
Items			Rating				
			5	4	3	2	1
1.The microteaching lesson plan has a standardized format and detailed content.							
2.The target teaching skills of microteaching are clear.							
3.The content is selected to match the microteaching training skills.							
4.There is a reasonable analysis of the students' age, psychological characteristics, and knowledge base, and adequate teaching materials are prepared for the students.							
5.The teaching steps are scientifically designed and easy to implement.							
6.The teaching methods are innovative, in line with the characteristics of the subject, and can stimulate students' interest in learning.							
7.The teaching activities for teachers and students are arranged in a reasonable and specific manner with clear descriptions.							
8.Be able to select appropriate teaching aids and teaching media according to the teaching method and teaching content.							
9.Focus on process assessment to help students gain knowledge.							
10.The teaching time schedule is reasonable and can complete the teaching content.							

Lesson plan 3

Course / Subject: Teaching skills practice for Chinese Language and Literature students
 Instructional Topic: Using case study method through microteaching method to train students' questioning skills

Class Level: The third year students of University

Time for Instructional : December 14, 2021 14:00-18:00, 4 hours.

Instructor's name: Xiao Qianlin

1. Objectives

1.1 According to the microteaching lesson plan, students can independently implement microteaching of questioning skills, realizing the unification of theory and practice.

1.2 The students received feedback from the teacher (researcher) and their classmates, conducting the second microteaching, after the second microteaching, students can achieve a criteria of 70% in their questioning skills.

2. Content

Ten students spent four hours training their questioning skills through microteaching, with each student having approximately 25 minutes of training time.

The teaching steps of microteaching: 1) The teacher determine the topics of student microteaching. In lesson plan 1, the teacher asked the students to do the microteaching lesson plan of questioning skills, the objective of this microteaching is to train students' questioning skills. 2) The students played the roles and performed the practical training while the video recording was conducted. 3) Teacher and peers give feedback to student who act as middle school Chinese teacher. 4) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

3. Instructional Strategies (microteaching method)

3.1 The teacher determine the training topics for students' microteaching.

Before the beginning of the microteaching, the teacher asked the students to write a microteaching lesson plan of questioning skills, and the microteaching time was 10 minutes.

3.2 The students played the roles and performed the practical training while the video recording was conducted. (10 minutes each student).

In this study, 10 students, one student played the role of the middle school Chinese teacher and the remaining nine students played the role of the middle school students. In this session, it is important to note that the students playing the role of middle school Chinese teachers need to play the teacher's teaching posture, teaching steps and teacher's psychology. The college students playing the role of middle school students need to abandon their college student knowledge base and imagine themselves as a middle school student, full of middle school student's curiosity,

although this is very difficult, but the students participating in the training should try to do so.

3.3 Evaluation and feedback. (5 minutes each student)

According to the training objectives of microteaching, after the student who plays the middle school Chinese teacher finishes the first microteaching, the 9 college students who play the middle school students and the teachers evaluate and feed back his / her microteaching performance.

3.4 Secondary microteaching. (10 minutes each student)

According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

4. Media and Learning Resources

Computer, multimedia, projector, students' questioning skills microteaching Power Point, notebook of researcher and student, microteaching.

5. Measurement and Evaluation

After class, the teacher use The Performance Evaluation Form of Students' Questioning Skills to score the teaching performance of students according to the real-time video of microteaching. The data were analyzed by One-Sample Wilcoxon Signed Rank Test.



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Lesson plan 4

Course / Subject: Teaching skills practice for Chinese Language and Literature students

Instructional Topic: Using case study method through microteaching method to train students' explanation skills

Class Level: The third year students of University

Time for Instructional : December 21 , 2021 14:00-18:00, 4 hours.

Instructor's name: Xiao Qianlin

1. Objectives

1.1 According to the microteaching lesson plan, students can independently implement microteaching of explanation skills, realizing the unification of theory and practice.

1.2 The students received feedback from the teacher (researcher) and their classmates, conducting the second microteaching, after the second microteaching, students can achieve a criteria of 70% in their explanation skills.

2. Content

Ten students spent four hours training their explanation skills through microteaching, with each student having approximately 25 minutes of training time.

The teaching steps of microteaching: 1) The teacher determine the topics of student microteaching . In lesson plan 2, the teacher asked the students to do the microteaching lesson plan of explanation skills, the objective of this microteaching is to train students' explanation skills. 2) The students played the roles and performed the practical training while the video recording was conducted. 3) Teacher and peers give feedback to student who act as middle school Chinese teacher. 4) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

3. Instructional Strategies (microteaching method)

3.1 The teacher determine the training topics for students' microteaching.

Before the beginning of the microteaching, the teacher asked the students to write a microteaching lesson plan of explanation skills, and the microteaching time was 10 minutes.

3.2 The students played the roles and performed the practical training while the video recording was conducted. (10 minutes each student)

In this study, 10 students, one student played the role of the middle school Chinese teacher and the remaining nine students played the role of the middle school students. In this session, it is important to note that the students playing the role of middle school Chinese teachers need to play the teacher's teaching posture, teaching steps and teacher's psychology. The college students playing the role of middle school students need to abandon their college student knowledge base and imagine themselves as a middle school student, full of middle school student's curiosity,

although this is very difficult, but the students participating in the training should try to do so.

3.3 Evaluation and feedback. (5 minutes each student)

According to the training objectives of microteaching, after the student who plays the middle school Chinese teacher finishes the first microteaching, the 9 college students who play the middle school students and the teachers evaluate and feed back his / her microteaching performance.

3.4 Secondary microteaching. (10 minutes each student)

According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

4. Media and Learning Resources

Computer, multimedia, projector, students' explanation skills microteaching Power Point, notebook of researcher and student, microteaching.

5. Measurement and Evaluation

After class, the teacher use The Performance Evaluation Form of Students' Explanation Skills to score the teaching performance of students according to the real-time video of microteaching. The data were analyzed by One-Sample Wilcoxon Signed Rank Test.

Research instrument 2:

The Performance Evaluation Form of Students' Questioning Skills

The Performance Evaluation Form of Students' Explanation Skills

The performance evaluation form uses a five-point rating scales to measure students' questioning skills and explanation skills in microteaching. 5 represents a score of 5, 4 represents a score of 4, 3 represents a score of 3, 2 represents a score of 2, and 1 represents a score of 1. The performance evaluation form for questioning skills and explanation skills has 8 items, and each performance evaluation form has a total score of 40.

The Performance Evaluation Form of Students' Questioning Skills

Name of skills	Items	Rating				
		5	4	3	2	1
Questioning Skills	1.The questions posed are thematically clear, directly related to the content, and help achieve the teaching objectives.					
	2.The level of difficulty of the questions is appropriate to the cognitive level of the students.					

Name of skills	Items	Rating				
		5	4	3	2	1
	3. Ask one question at a time, with questions arranged to fit the student's thought process.					
	4. The questions are inspiring and interesting, stimulating students' interest in learning and promoting the development of their thinking.					
	5. Questions allow students to review previous knowledge and introduce new topics.					
	6. Give students enough time to think and answer each question.					
	7. Analyze and evaluate students' responses objectively in a friendly and supportive manner.					
	8. Asking questions that will get effective feedback from students and promote student-teacher communication.					

The Performance Evaluation Form of Students' Explanation Skills

Name of skills	Items	Rating				
		5	4	3	2	1
Explanation Skills	1. The content of the explanation is consistent with the teaching objectives.					
	2. The structure of the explanation is in line with the cognitive level of the students.					
	3. The explanation process is in line with the students' thinking process.					
	4. The explanation uses appropriate cases that can stimulate students' interest in learning.					
	5. The explanation has connectivity, which can connect students' old and new knowledge, and can connect the teaching					

Name of skills	Items	Rating				
		5	4	3	2	1
	steps.					
	6.The explanation process emphasizes key points to make the teaching content easy to understand.					
	7.Explanation can improve students' thinking ability.					
	8.The explanation focuses on feedback and adjustment to realize the emotional exchange and effective transfer of knowledge information between teachers and students.					

Research instrument 3 : Questionnaire on Chinese Language and Literature Students' Satisfaction with the Case Study Method through Microteaching Method to Enhance their Teaching Practice Skills

This questionnaire was aimed at 10 students from Class 4, third year, Majoring in Chinese Language and Literature, Literature College of Zhoukou Normal University. In this questionnaire, 5-point rating scale questionnaire was used to investigate the satisfaction of 10 students in the experiment on the improvement of questioning skills and explanation skills by case study method through microteaching method , and the collected data were used to verify the researcher's research hypothesis. In this questionnaire, the score of very satisfaction is 5, the score of satisfaction is 4, the score of neutral is 3, the score of dissatisfaction is 2, and the score of very dissatisfaction is 1. The full score of this questionnaire was 50 points.

Scoring	Degree of satisfaction
5	Very satisfaction(A)
4	Satisfaction(B)
3	Neutral(C)
2	Dissatisfaction(D)
1	very dissatisfaction(E)

Questionnaire on Chinese Language and Literature Students' Satisfaction with the Case Study Method through Microteaching Method to Enhance their Teaching Practice Skills

Items	A	B	C	D	E
1. The cases used by the researcher on questioning skills and explanation skills are very interesting.					
2. From the case study, you understand the importance of questioning skills and explanation skills in teaching practice skills.					
3. The relaxed environment of microteaching reduces your psychological stress and increases your self-confidence in learning.					
4. Microteaching equipment is advanced and can record your microteaching process in its entirety and replay your teaching process for easy viewing, analysis and evaluation.					
5. You took on the roles of teacher and student in the microteaching session, and the role-playing allowed you to understand the essence of the teaching and learning process as a unified body of teacher and student activities together.					
6. In case study through microteaching, peer and teacher (researcher) evaluation is effective in enhancing your learning.					
7. An 8-hour schedule for learning questioning skills is appropriate.					
8. An 8-hour schedule for learning explanation skills is appropriate.					
9. The researcher uses case study method through microteaching method to transform your theoretical knowledge into teaching practice skills.					
After the case study through microteaching, you can implement the teaching of questioning skills and explanation skills in a real classroom.					
Do you have any other opinions or suggestions about using case study method through microteaching method to enhance the teaching practice skills of normal university students? If yes, please provide a brief description. Thank you for your participation!					



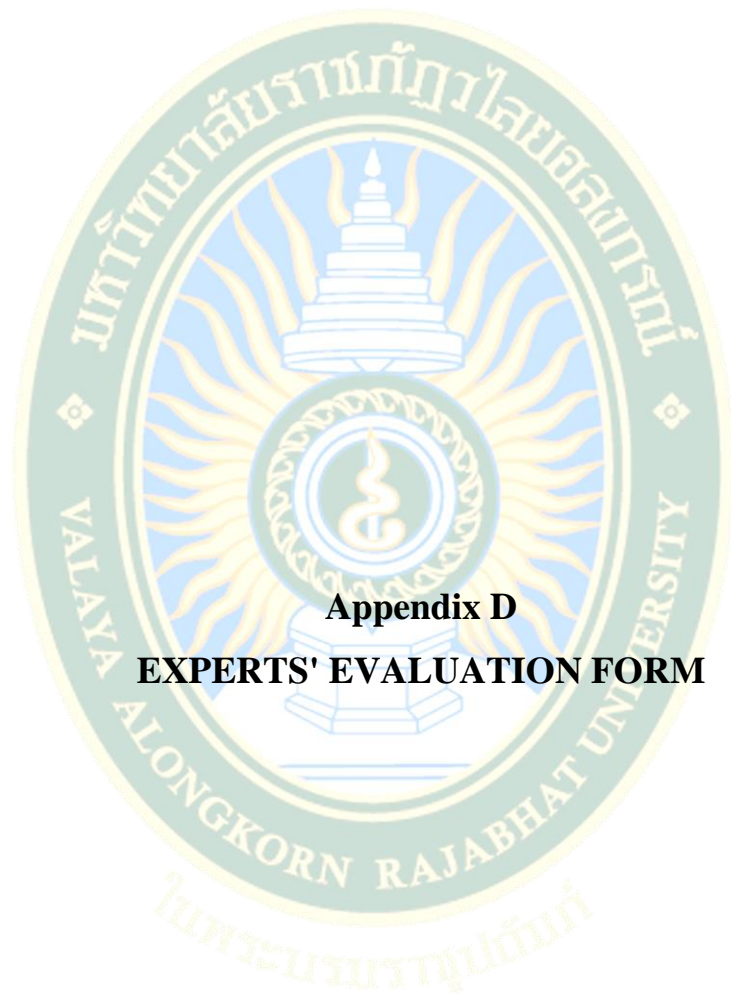
**APPENDIX C
RESEARCH TIMETABLE**

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Research Timetable

Teaching practice skills	Weeks	Teaching methods	Class hours	Notes
Questioning skill	2	Case study method through microteaching method	8	Each skill is learned for 8 hours. 1.The researcher spent 2 hours explaining the theoretical knowledge of teaching skills to students by using the real teaching cases written by herself.And students analysis the case. 2. The students spend 2 hours to construct their own microteaching lesson plan. 3.The 10 students spent 4 hours training their teaching practice skills through microteaching.1)In the first microteaching session, each student spent 10 minutes with his classmate acting as a middle school Chinese teacher and middle school student. 2) The researcher and the microteaching student's partner gave him 5 minutes of feedback on his microteaching. 3)Microteaching students spend 10 minutes on the second microteaching based on feedback to improve their teaching practice skills.4)Totally each student practice time is 25 minutes .
Explanation skill	2	Case study method through microteaching method	8	

The experiment took four weeks, four class hours a week, one class for an hour, four weeks for a total of 16 hours. Weeks 1-2 train students in questioning skills, and weeks 3-4 train students in explanation skills. Each skill is trained for 8 hours. Time Duration: One month, November-December 2021



Appendix D
EXPERTS' EVALUATION FORM

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The three experts scored and gave feedback on the researcher's case study method through microteaching method lesson plans, performance evaluation forms and the questionnaire.

1. Evaluation form of expert Dr.Nitikorn Onyon

1) The evaluation of researcher's case study method through microteaching method lesson plan

2) The evaluation of performance evaluation form of students' questioning skills

The evaluation of performance evaluation form of students' explanation skills

3) The evaluation of questionnaire on students' satisfaction

2. Evaluation form of expert Miss Zhang Xiangli

1) The evaluation of researcher's case study method through microteaching method lesson plan

2) The evaluation of performance evaluation form of students' questioning skills

The evaluation of performance evaluation form of students' explanation skills

3) The evaluation of questionnaire on students' satisfaction

3. Evaluation form of expert Miss Chen Xiaojie

1) The evaluation of researcher's case study method through microteaching method lesson plan

2) The evaluation of performance evaluation form of students' questioning skills

The evaluation of performance evaluation form of students' explanation skills

3) The evaluation of questionnaire on students' satisfaction

Evaluation form of expert Dr.Nitikorn Onyon

The evaluation of researcher's case study method through microteaching method lesson plan

Thesis title: Study of Case Study Method through Microteaching Method to Enhance

Teaching Practice Skills of Students Majoring in Chinese Language and Literature

Direction for evaluator/expert

In your opinion, please evaluate the drafts of lesson plans in terms of appropriateness according to the definition of terms.

Definition of terms / Operational definition

Lesson plan 1:Using case study method through microteaching method to teach the questioning skills

Lesson plan 2:Using case study method through microteaching method to teach the explanation skills

Lesson plan 3:Using case study method through microteaching method to train students' questioning skills

Lesson plan 4:Using case study method through microteaching method to train students' explanation skills

Operational definition of case study method through microteaching method : In this study, case study method through microteaching method refers to the researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. Using the theoretical knowledge of teaching practice skills learned by students in the case study method as support, the teacher determine the topic of students' micro- teaching, and the students make a microteaching lesson plan of teaching practice skills and implement the microteaching. The case study method through microteaching method allows students to integrate the theoretical knowledge and practice of teaching practice skills , laying the foundation for students' real teaching life in the future. The steps of case study method through microteaching method are : 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the topics of student microteaching. 6) The students played the roles and performed the practical training while the video recording was conducted. 7) Teacher and peers give feedback to student who act as middle school Chinese teacher. 8) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

The evaluation criteria of appropriateness of lesson plan are five-point rating scales which are shown below;

Scoring	The appropriateness level
5	Very high level
4	High level
3	Moderate level
2	Low level
1	Very low level

No	Item	Opinion of appropriateness level				
		5	4	3	2	1
1	Learning objectives were covered the learning behaviors in terms of knowledge, skills, and attitude		√			
2	Learning objectives were congruent with contents	√				
3	Learning objectives were congruent with teaching methods	√				
4	Contents were congruent with teaching methods	√				
5	Contents were appropriate in terms of modernized		√			
6	Contents were appropriate in terms of difficulty	√				
7	Teaching methods were congruent with the definition of terms	√				
8	Teaching methods provide hand-on activities	√				
9	Teaching methods provide the opportunity for students to construct their own knowledge		√			
10	Teaching methods provide both individual and group activities		√			
11	Teaching activities employ technologies for supporting students' learning			√		
12	Teaching methods provide an opportunity for self-study, discussion and presentation	√				
13	Learning materials were appropriate with contents and learning activities		√			
14	Learning outcomes can be applied to the real-	√				

No	Item	Opinion of appropriateness level				
		5	4	3	2	1
	life situations					
15	The evaluation methods were congruent with learning objectives	√				

Other suggestions:

Nitikorn

(Nitikorn Onyon) Name of Expert



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The evaluation of performance evaluation form of students' questioning skills

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description			
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions			
0	= means expert is not sure that item does or does not measure what it claims to measure in definition of terms/operational definitions			
-1	= means expert is sure that item does not measure what it claims to measure in definition of terms/operational definitions			
<p>Definition of terms / Operational definitions</p> <p>Teaching Practice Skills: The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese teaching Design in Middle School through case study, observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.</p> <p>Questioning skill: Questioning refers to the behavior in which teachers ask questions to students according to their existing knowledge and experience, inspire and guide them to think, and finally draw their own conclusions on the questions raised, so as to acquire knowledge, develop thinking and exercise intelligence. Questioning skill is the ability skills and art of teachers to raise questions to students and respond to their answers in the course of classroom teaching.</p> <p>After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' questioning skills.</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The questions posed are thematically clear, directly related to the content, and help achieve the teaching objectives.	✓		
2	The level of difficulty of the questions is appropriate to the cognitive level of the students.	✓		
3	Ask one question at a time, with questions arranged to fit the student's thought process.	✓		

4	The questions are inspiring and interesting, stimulating students' interest in learning and promoting the development of their thinking.	√		
5	Questions allow students to review previous knowledge and introduce new topics.	√		
6	Give students enough time to think and answer each question.	√		
7	Analyze and evaluate students' responses objectively in a friendly and supportive manner.	√		
8	Asking questions that will get effective feedback from students and promote student-teacher communication.	√		

Nitikorn

(Nitikorn Onyon) Name of Expert

GRAD VRU

The evaluation of performance evaluation form of students' explanation skills

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description			
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions			
0	= means expert is not sure that item does or does not measure what it claims to measure in definition of terms/operational definitions			
-1	= means expert is sure that item does not measure what it claims to measure in definition of terms/operational definitions			
<p>Definition of terms / Operational definitions</p> <p>Teaching Practice Skills: The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese teaching Design in Middle School through case study, observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.</p> <p>Explanation skill: Explanation skill it is a kind of teaching behavior that the teacher interprets facts, reveals the essence of things, guides the development of students' thinking and guides students' learning by using oral language and gestures, blackboard writing and various teaching media according to the characteristics of teaching content and students' cognitive rules. Its main purpose is to make students clear the relationship between new knowledge and original knowledge experience, as well as the relationship between the elements of new knowledge.</p> <p>After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' explanation skills.</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The content of the explanation is consistent with the teaching objectives.	✓		
2	The structure of the explanation is in line with the cognitive level of the students.	✓		

3	The explanation process is in line with the students' thinking process.	√		
4	The explanation uses appropriate cases that can stimulate students' interest in learning.	√		
5	The explanation has connectivity, which can connect students' old and new knowledge, and can connect the teaching steps.	√		
6	The explanation process emphasizes key points to make the teaching content easy to understand.	√		
7	Explanation can improve students' thinking ability.	√		
8	The explanation focuses on feedback and adjustment to realize the emotional exchange and effective transfer of knowledge information between teachers and students.	√		

Nitikorn

(Nitikorn Onyon) Name of Expert

GRAD VRU

The evaluation of questionnaire on students' satisfaction

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score		Description		
+1	=	means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions		
0	=	means expert is not sure that item does or does not measure what it claims to measure in definition of terms/operational definitions		
-1	=	means expert is sure that item does not measure what it claims to measure in definition of terms/operational definitions		
Definition of terms / Operational definitions				
<p>Students' Satisfaction: In this study, students' satisfaction refers to 10 third year students majoring in Chinese language and literature of Zhoukou Normal University who feel satisfied or dissatisfied after comparing the expected learning effect of the researcher's training questioning skills and explanation skills with the actual learning effect by using case study method through microteaching method.</p> <p>After students received case study through microteaching, the researcher used a questionnaire to investigate the students' satisfaction.</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The cases used by the researcher on questioning skills and explanation skills are very interesting.	✓		
2	From the case study, you understand the importance of questioning skills and explanation skills in teaching practice skills.	✓		
3	The relaxed environment of microteaching reduces your psychological stress and increases your self-confidence in learning.	✓		
4	Microteaching equipment is advanced and can record your microteaching process in its entirety and replay your teaching process for easy viewing, analysis and evaluation.	✓		
5	You took on the roles of teacher and student in the microteaching session, and the role-playing allowed you to	✓		

	understand the essence of the teaching and learning process as a unified body of teacher and student activities together.			
6	In case study through microteaching, peer and teacher(researcher) evaluation is effective in enhancing your learning.	√		
7	An 8-hour schedule for learning questioning skills is appropriate.	√		
8	An 8-hour schedule for learning explanation skills is appropriate.	√		
9	The researcher uses case study method through microteaching method to transform your theoretical knowledge into teaching practice skills.	√		
10	After the case study through microteaching, you can implement the teaching of questioning skills and explanation skills in a real classroom.	√		

Nitikorn

(Nitikorn Onyon) Name of Expert

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2. Evaluation form of expert Miss Zhang Xiangli

The evaluation of researcher's case study method through microteaching method lesson plan

Thesis title: Study of Case Study Method through Microteaching Method to Enhance Teaching Practice Skills of Students Majoring in Chinese Language and Literature

Direction for evaluator/expert

In your opinion, please evaluate the drafts of lesson plans in terms of appropriateness according to the definition of terms.

Definition of terms / Operational definition

Lesson plan 1:Using case study method through microteaching method to teach the questioning skills

Lesson plan 2:Using case study method through microteaching method to teach the explanation skills

Lesson plan 3:Using case study method through microteaching method to train students' questioning skills

Lesson plan 4:Using case study method through microteaching method to train students' explanation skills

Operational definition of case study method through microteaching method : In this study, case study method through microteaching method refers to the researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. Using the theoretical knowledge of teaching practice skills learned by students in the case study method as support, the teacher determine the topic of students' micro- teaching, and the students make a microteaching lesson plan of teaching practice skills and implement the microteaching. The case study method through microteaching method allows students to integrate the theoretical knowledge and practice of teaching practice skills , laying the foundation for students' real teaching life in the future. The steps of case study method through microteaching method are : 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the topics of student microteaching. 6) The students played the roles and performed the practical training while the video recording was conducted. 7) Teacher and peers give feedback to student who act as middle school Chinese teacher. 8) According to the feedback

from their peers and teacher, the students who play the role of middle school Chinese teacher carry out the second microteaching according to their own deficiencies in microteaching.

The evaluation criteria of appropriateness of lesson plan are five-point rating scales which are shown below;

Scoring	The appropriateness level
5	Very high level
4	High level
3	Moderate level
2	Low level
1	Very low level

No	Item	Opinion of appropriateness level				
		5	4	3	2	1
1	Learning objectives were covered the learning behaviors in terms of knowledge, skills, and attitude	√				
2	Learning objectives were congruent with contents	√				
3	Learning objectives were congruent with teaching methods	√				
4	Contents were congruent with teaching methods	√				
5	Contents were appropriate in terms of modernized	√				
6	Contents were appropriate in terms of difficulty		√			
7	Teaching methods were congruent with the definition of terms	√				
8	Teaching methods provide hand-on activities		√			
9	Teaching methods provide the opportunity for students to construct their own knowledge	√				
10	Teaching methods provide both individual and		√			

	group activities					
11	Teaching activities employ technologies for supporting students' learning		√			
12	Teaching methods provide an opportunity for self-study, discussion and presentation		√			
13	Learning materials were appropriate with contents and learning activities		√			
14	Learning outcomes can be applied to the real-life situations	√				
15	The evaluation methods were congruent with learning objectives	√				

Other suggestions:

张香莉
Zhang Xiangli

(张香莉 Zhang Xiangli) Name of Expert

GRAD VRU

The evaluation of performance evaluation form of students' questioning skills
Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description			
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions			
0	= means expert is not sure that item does or does not measure what it claims to measure in definition of terms/operational definitions			
-1	= means expert is sure that item does not measure what it claims to measure in definition of terms/operational definitions			
<p>Definition of terms / Operational definitions</p> <p>Teaching Practice Skills: The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese teaching Design in Middle School through case study , observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.</p> <p>Questioning skill: Questioning refers to the behavior in which teachers ask questions to students according to their existing knowledge and experience, inspire and guide them to think, and finally draw their own conclusions on the questions raised, so as to acquire knowledge, develop thinking and exercise intelligence. Questioning skill is the ability skills and art of teachers to raise questions to students and respond to their answers in the course of classroom teaching.</p> <p>After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' questioning skills .</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The questions posed are thematically clear, directly related to the content, and help achieve the teaching objectives.	✓		
2	The level of difficulty of the questions is appropriate to the cognitive level of the students.	✓		
3	Ask one question at a time, with questions arranged to fit	✓		

	the student's thought process.			
4	The questions are inspiring and interesting, stimulating students' interest in learning and promoting the development of their thinking.	√		
5	Questions allow students to review previous knowledge and introduce new topics.	√		
6	Give students enough time to think and answer each question.	√		
7	Analyze and evaluate students' responses objectively in a friendly and supportive manner.	√		
8	Asking questions that will get effective feedback from students and promote student-teacher communication.	√		

张香莉
Zhang Xiangli

(张香莉 Zhang Xiangli) Name of Expert

GRAD VRU

The evaluation of performance evaluation form of students' explanation skills
Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description			
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions			
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<p>Definition of terms / Operational definitions</p> <p>Teaching Practice Skills: The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese teaching Design in Middle School through case study, observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.</p> <p>Explanation skill: Explanation skill it is a kind of teaching behavior that the teacher interprets facts, reveals the essence of things, guides the development of students' thinking and guides students' learning by using oral language and gestures, blackboard writing and various teaching media according to the characteristics of teaching content and students' cognitive rules. Its main purpose is to make students clear the relationship between new knowledge and original knowledge experience, as well as the relationship between the elements of new knowledge.</p> <p>After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' explanation skills.</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The content of the explanation is consistent with the teaching objectives.	✓		
2	The structure of the explanation is in line with the cognitive level of the students.	✓		
3	The explanation process is in line with the students'	✓		

	thinking process.			
4	The explanation uses appropriate cases that can stimulate students' interest in learning.	√		
5	The explanation has connectivity, which can connect students' old and new knowledge, and can connect the teaching steps.	√		
6	The explanation process emphasizes key points to make the teaching content easy to understand.	√		
7	Explanation can improve students' thinking ability.	√		
8	The explanation focuses on feedback and adjustment to realize the emotional exchange and effective transfer of knowledge information between teachers and students.	√		

张香莉
Zhang Xiangli

(张香莉 Zhang Xiangli) Name of Expert

GRAD VRU

The evaluation of questionnaire on students' satisfaction

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions
0	= means expert is not sure that item does or does not measure what it claims to measure in definition of terms/operational definitions
-1	= means expert is sure that item does not measure what it claims to measure in definition of terms/operational definitions

Definition of terms / Operational definitions				
<p>Students' Satisfaction: In this study, students' satisfaction refers to 10 third year students majoring in Chinese language and literature of Zhoukou Normal University who feel satisfied or dissatisfied after comparing the expected learning effect of the researcher's training questioning skills and explanation skills with the actual learning effect by using case study method through microteaching method.</p> <p>After students received case study through microteaching, the researcher used a questionnaire to investigate the students' satisfaction.</p>				
No.	Item/question	Congruent Score		
		+1	0	-1
1	The cases used by the researcher on questioning skills and explanation skills are very interesting.	✓		
2	From the case study, you understand the importance of questioning skills and explanation skills in teaching practice skills.	✓		
3	The relaxed environment of microteaching reduces your psychological stress and increases your self-confidence in learning.	✓		
4	Microteaching equipment is advanced and can record your microteaching process in its entirety and replay your teaching process for easy viewing, analysis and evaluation.	✓		

5	You took on the roles of teacher and student in the microteaching session, and the role-playing allowed you to understand the essence of the teaching and learning process as a unified body of teacher and student activities together.	√		
6	In case study through microteaching, peer and teacher(researcher) evaluation is effective in enhancing your learning.	√		
7	An 8-hour schedule for learning questioning skills is appropriate.	√		
8	An 8-hour schedule for learning explanation skills is appropriate.	√		
9	The researcher uses case study method through microteaching method to transform your theoretical knowledge into teaching practice skills.	√		
10	After the case study through microteaching, you can implement the teaching of questioning skills and explanation skills in a real classroom.	√		

张香莉
Zhang Xiangli

(张香莉 Zhang Xiangli) Name of Expert

Evaluation form of expert Miss Chen Xiaojie

GRAD VRU

The evaluation of researcher's case study method through microteaching method lesson plan

Thesis title: Study of Case Study Method through Microteaching Method to Enhance Teaching Practice Skills of Students Majoring in Chinese Language and Literature

Direction for evaluator/expert

In your opinion, please evaluate the drafts of lesson plans in terms of appropriateness according to the definition of terms.

Definition of terms / Operational definition

Lesson plan 1:Using case study method through microteaching method to teach the questioning skills

Lesson plan 2:Using case study method through microteaching method to teach the explanation skills

Lesson plan 3:Using case study method through microteaching method to train students' questioning skills

Lesson plan 4:Using case study method through microteaching method to train students' explanation skills

Operational definition of case study method through microteaching method : In this study, case study method through microteaching method refers to the researcher used two real-life teaching cases containing theoretical knowledge of teaching practice skills to guide students to discuss and analyze the educational scenarios in these two cases to find solutions to problems, and students can well grasp the theoretical knowledge of teaching practice skills through case study. Using the theoretical knowledge of teaching practice skills learned by students in the case study method as support, the teacher determine the topic of students' micro- teaching, and the students make a microteaching lesson plan of teaching practice skills and implement the microteaching. The case study method through microteaching method allows students to integrate the theoretical knowledge and practice of teaching practice skills , laying the foundation for students' real teaching life in the future. The steps of case study method through microteaching method are : 1) The teacher write cases and distribute case materials to students in advance. 2) Students collectively discuss and solve the problems raised in the case. 3) Students summarize their case studies. 4) The teacher evaluate and summarize students' summaries. 5) The teacher determine the topics of student microteaching. 6) The students played the roles and performed the practical training while the video recording was conducted. 7) Teacher and peers give feedback to student who act as middle school Chinese teacher. 8) According to the feedback from their peers and teacher, the students who play the role of middle school Chinese

teacher carry out the second microteaching according to their own deficiencies in microteaching.

The evaluation criteria of appropriateness of lesson plan are five-point rating scales which are shown below;

Scoring	The appropriateness level
5	Very high level
4	High level
3	Moderate level
2	Low level
1	Very low level

No	Item	Opinion of appropriateness level				
		5	4	3	2	1
1	Learning objectives were covered the learning behaviors in terms of knowledge, skills, and attitude	√				
2	Learning objectives were congruent with contents	√				
3	Learning objectives were congruent with teaching methods	√				
4	Contents were congruent with teaching methods	√				
5	Contents were appropriate in terms of modernized		√			
6	Contents were appropriate in terms of difficulty	√				
7	Teaching methods were congruent with the definition of terms	√				
8	Teaching methods provide hand-on activities		√			
9	Teaching methods provide the opportunity for students to construct their own knowledge	√				
10	Teaching methods provide both individual and group activities	√				
11	Teaching activities employ technologies for supporting students' learning		√			
12	Teaching methods provide an opportunity for		√			

	self-study, discussion and presentation					
13	Learning materials were appropriate with contents and learning activities		√			
14	Learning outcomes can be applied to the real-life situations		√			
15	The evaluation methods were congruent with learning objectives	√				

Other suggestions:

陈晓洁
Chen Xiaojie

(陈晓洁 Chen Xiaojie) Name of Expert

GRAD VRU

The evaluation of performance evaluation form of students' questioning skills

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

Congruent Score	Description
+1	= means expert is sure that item really measured what it claims to measure in definition of terms/operational definitions
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Definition of terms / Operational definitions

Teaching Practice Skills: The teaching practice skills in this study refers to the questioning skills and explanation skills that students learn the theoretical knowledge from the course of Chinese teaching Design in Middle School through case study , observe the learning standard teaching behavior, and then generate their own teaching experience through the training of microteaching, so as to impart the subject professional knowledge to the trainees through different teaching methods.

Questioning skill: Questioning refers to the behavior in which teachers ask questions to students according to their existing knowledge and experience, inspire and guide them to think, and finally draw their own conclusions on the questions raised, so as to acquire knowledge, develop thinking and exercise intelligence. Questioning skill is the ability skills and art of teachers to raise questions to students and respond to their answers in the course of classroom teaching.

After the students completed the microteaching, the researcher used a performance evaluation form to measure the students' questioning skills .

No.	Item/question	Congruent Score		
		+1	0	-1
1	The questions posed are thematically clear, directly related to the content, and help achieve the teaching objectives.	✓		
2	The level of difficulty of the questions is appropriate	✓		

	to the cognitive level of the students.			
3	Ask one question at a time, with questions arranged to fit the student's thought process.	√		
4	The questions are inspiring and interesting, stimulating students' interest in learning and promoting the development of their thinking.	√		
5	Questions allow students to review previous knowledge and introduce new topics.	√		
6	Give students enough time to think and answer each question.	√		
7	Analyze and evaluate students' responses objectively in a friendly and supportive manner.	√		
8	Asking questions that will get effective feedback from students and promote student-teacher communication.	√		

陈晓洁
Chen Xiaojie

(陈晓洁 Chen Xiaojie) Name of Expert

GRAD VRU

The evaluation of performance evaluation form of students' explanation skills

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

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No.	Item/question	Congruent Score		
		+1	0	-1
1	The content of the explanation is consistent with the teaching objectives.	✓		
2	The structure of the explanation is in line with the cognitive level of the students.	✓		

3	The explanation process is in line with the students' thinking process.	√		
4	The explanation uses appropriate cases that can stimulate students' interest in learning.	√		
5	The explanation has connectivity, which can connect students' old and new knowledge, and can connect the teaching steps.	√		
6	The explanation process emphasizes key points to make the teaching content easy to understand.	√		
7	Explanation can improve students' thinking ability.	√		
8	The explanation focuses on feedback and adjustment to realize the emotional exchange and effective transfer of knowledge information between teachers and students.	√		

陈晓洁
Chen Xiaojie

(陈晓洁 Chen Xiaojie) Name of Expert

GRAD VRU

The evaluation of questionnaire on students' satisfaction

Direction for expert

In each item, please determine the congruent score between each item and definition of terms/operational definitions by filling the symbol (✓). The criteria of verifying the congruence between each item and definition of terms/operational definitions which are shown below;

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Definition of terms / Operational definitions				
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No.	Item/question	Congruent Score		
		+1	0	-1
1	The cases used by the researcher on questioning skills and explanation skills are very interesting.	✓		
2	From the case study, you understand the importance of questioning skills and explanation skills in teaching practice skills.	✓		
3	The relaxed environment of microteaching reduces your psychological stress and increases your self-confidence in learning.	✓		
4	Microteaching equipment is advanced and can record your microteaching process in its entirety and replay your teaching process for easy viewing, analysis and evaluation.	✓		
5	You took on the roles of teacher and student in the	✓		

	microteaching session, and the role-playing allowed you to understand the essence of the teaching and learning process as a unified body of teacher and student activities together.			
6	In case study through microteaching, peer and teacher(researcher) evaluation is effective in enhancing your learning.	√		
7	An 8-hour schedule for learning questioning skills is appropriate.	√		
8	An 8-hour schedule for learning explanation skills is appropriate.	√		
9	The researcher uses case study method through microteaching method to transform your theoretical knowledge into teaching practice skills.	√		
10	After the case study through microteaching, you can implement the teaching of questioning skills and explanation skills in a real classroom.	√		

陈晓洁
Chen Xiaojie

(陈晓洁 Chen Xiaojie) Name of Expert

APPENDIX E
Data Analysis

GRAD VRU

In this study, the researcher conducted statistical analysis of the data using One-Sample Wilcoxon Signed Rank Test. The results answered the research objectives.

1. The data analysis of research objective 1.

Objective 1: To compare teaching practice skills of students majoring in Chinese Language and Literature receiving case study method through microteaching method with a criteria set at 70%.

Research instruments data analysis

Lesson plan

In this study, the quality of the researcher's lesson plans were evaluated by the three experts using a 5-point rating scale.

➔ Nonparametric Tests

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of Scoring equals 4.00.	One-Sample Wilcoxon Signed Rank Test	.002	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

One-Sample Wilcoxon Signed Rank Test

Scoring

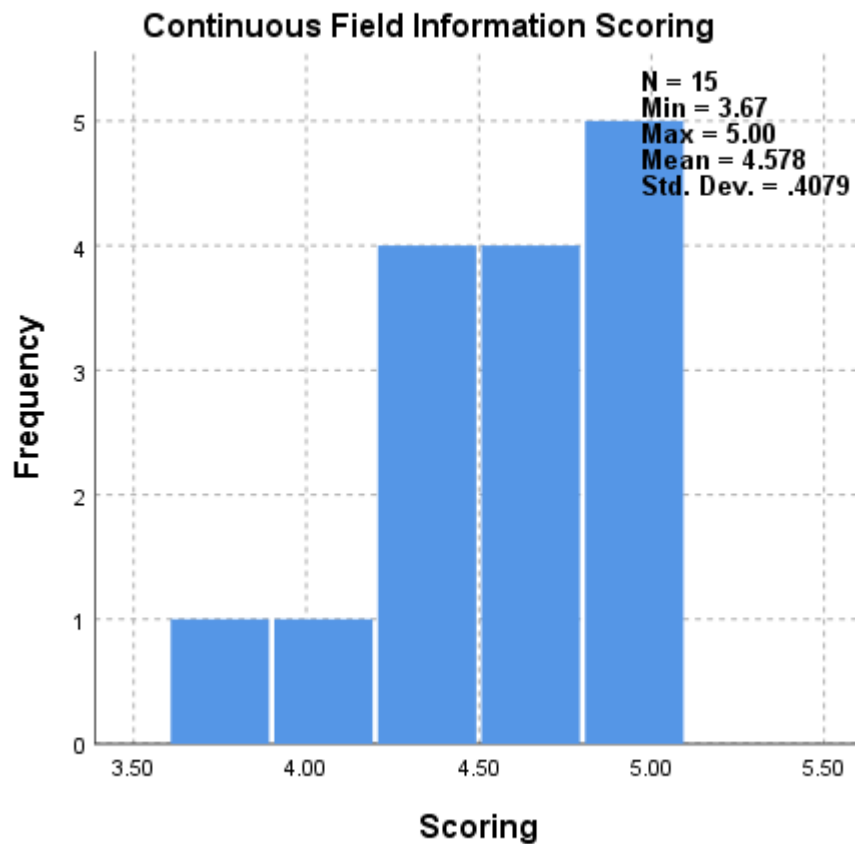
One-Sample Wilcoxon Signed Rank Test Summary

Total N	15
Test Statistic	102.000
Standard Error	15.732
Standardized Test Statistic	3.146
Asymptotic Sig. (2-sided test)	.002

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The researcher's lesson plan evaluation form for the case study method through microteaching method has 15 items, the total score for each item is 15 points, the quality of the researcher's lesson plans were examined by three experts using a 5-point rating scale, $\bar{X}=4.58$, S.D.=0.41.

The researcher's lesson plan included an evaluation form of student's microteaching lesson plan. After 10 students studied the researcher's lesson plans and developed their own microteaching lesson plan, the researcher used the evaluation form of students' microteaching lesson plan to evaluate the students' lesson plan. The evaluation form of students' microteaching lesson plan were examined by three experts with an IOC of 1.00.

IOC of the evaluation form for evaluation form of students' microteaching lesson plan

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
1	√			√			√			(1+1+1)/3=1	Quality
2	√			√			√			(1+1+1)	Quality

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
										$(1+1+1)/3=1$	y
3	√			√			√			$(1+1+1)/3=1$	Quality
4	√			√			√			$(1+1+1)/3=1$	Quality
5	√			√			√			$(1+1+1)/3=1$	Quality
6	√			√			√			$(1+1+1)/3=1$	Quality
7	√			√			√			$(1+1+1)/3=1$	Quality
8	√			√			√			$(1+1+1)/3=1$	Quality
9	√			√			√			$(1+1+1)/3=1$	Quality
10	√			√			√			$(1+1+1)/3=1$	Quality

B. The performance evaluation form of students' questioning skills

The performance evaluation form of students' explanation skills

The performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills were examined by three experts with an IOC of 1.00, and the reliability of the performance evaluation form of students' questioning skills was 0.89, the reliability of the performance evaluation form of students' explanation skills was 0.91.

IOC of the evaluation form of performance evaluation form of students' questioning skills

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
1	√			√			√			$(1+1+1)/3=1$	Quality
2	√			√			√			$(1+1+1)/3=1$	Quality
3	√			√			√			$(1+1+1)/3=1$	Quality
4	√			√			√			$(1+1+1)/3=1$	Quality

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
5	√			√			√			(1+1+1)/3=1	Quality
6	√			√			√			(1+1+1)/3=1	Quality
7	√			√			√			(1+1+1)/3=1	Quality
8	√			√			√			(1+1+1)/3=1	Quality

→ Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.890	2

The reliability of the performance evaluation form of students' questioning skills was 0.89.

IOC of the evaluation form of performance evaluation form of students' explanation skills

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
1	√			√			√			(1+1+1)/3=1	Quality
2	√			√			√			(1+1+1)/3=1	Quality
3	√			√			√			(1+1+1)	Quality

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
) / 3 = 1	y
4	√			√			√			(1+1+1) / 3 = 1	Quality
5	√			√			√			(1+1+1) / 3 = 1	Quality
6	√			√			√			(1+1+1) / 3 = 1	Quality
7	√			√			√			(1+1+1) / 3 = 1	Quality
8	√			√			√			(1+1+1) / 3 = 1	Quality

→ Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.908	.931	2

The reliability of the performance evaluation form of students' explanation skills was 0.91.

The One-Sample Wilcoxon Signed Rank Test results of research objective 1 (students' teaching practice skills).

One-Sample Wilcoxon Signed Rank Test results of students' application ability of microteaching lesson plan

→ Nonparametric Tests

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Posttest equals 43.00.	One-Sample Wilcoxon Signed Rank Test	.007	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

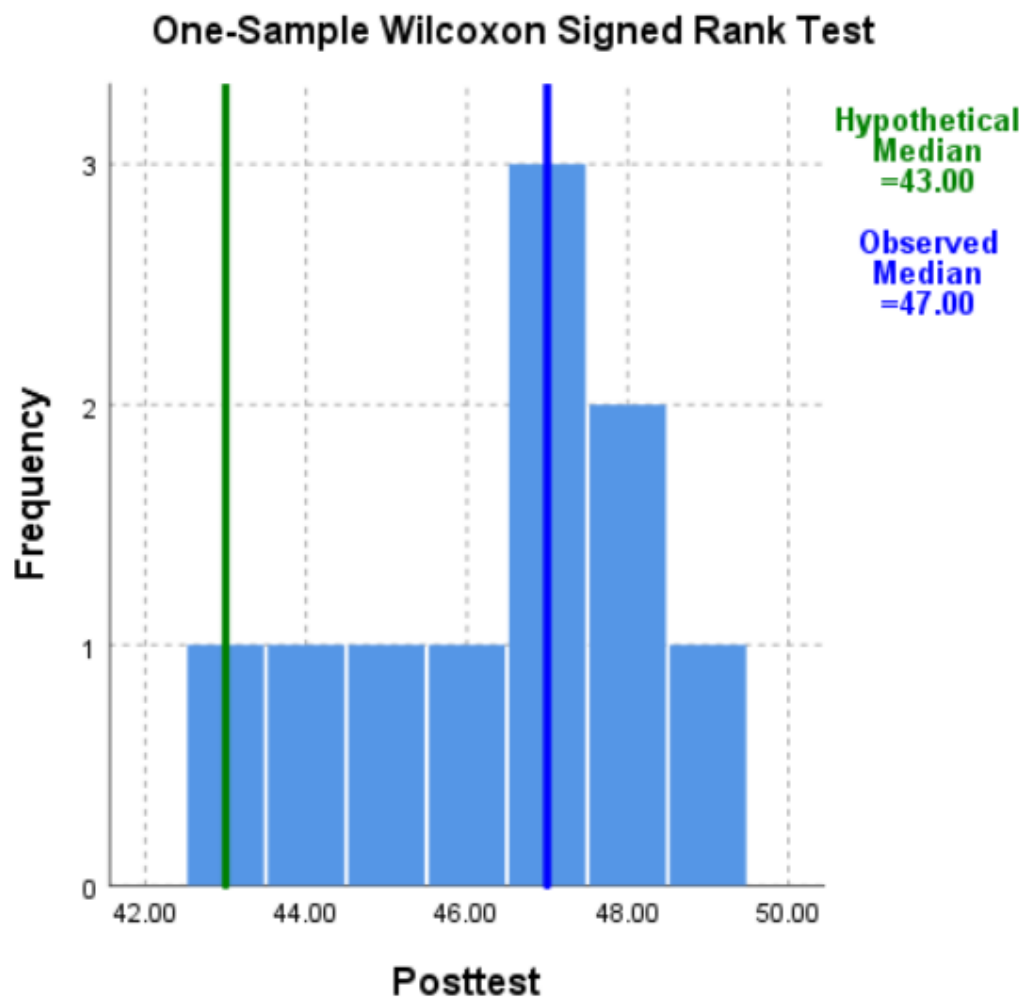
One-Sample Wilcoxon Signed Rank Test

Posttest

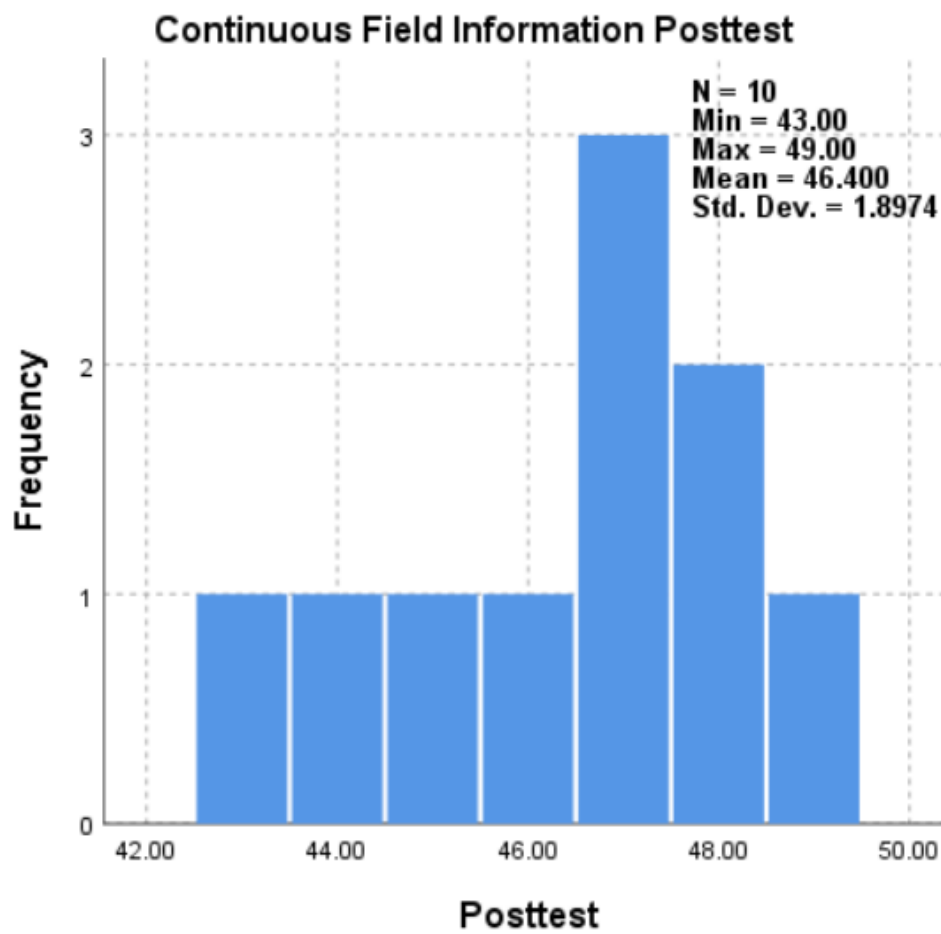
One-Sample Wilcoxon Signed Rank Test Summary

Total N	10
Test Statistic	45.000
Standard Error	8.404
Standardized Test Statistic	2.677
Asymptotic Sig.(2-sided test)	.007

ANGKORN RAJABHABHARAT
มหาวิทยาลัยราชภัฏวไลยอลงกรณ์
GRAD VRU



GRAD VRU



GRAD VRU

The One-Sample Wilcoxon Signed Rank Test result of students' teaching practice skills (questioning skills and explanation skills)

The One-Sample Wilcoxon Signed Rank Test result of students' questioning skills performance

➔ Nonparametric Tests

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Posttest equals 35.00.	One-Sample Wilcoxon Signed Rank Test	.004	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

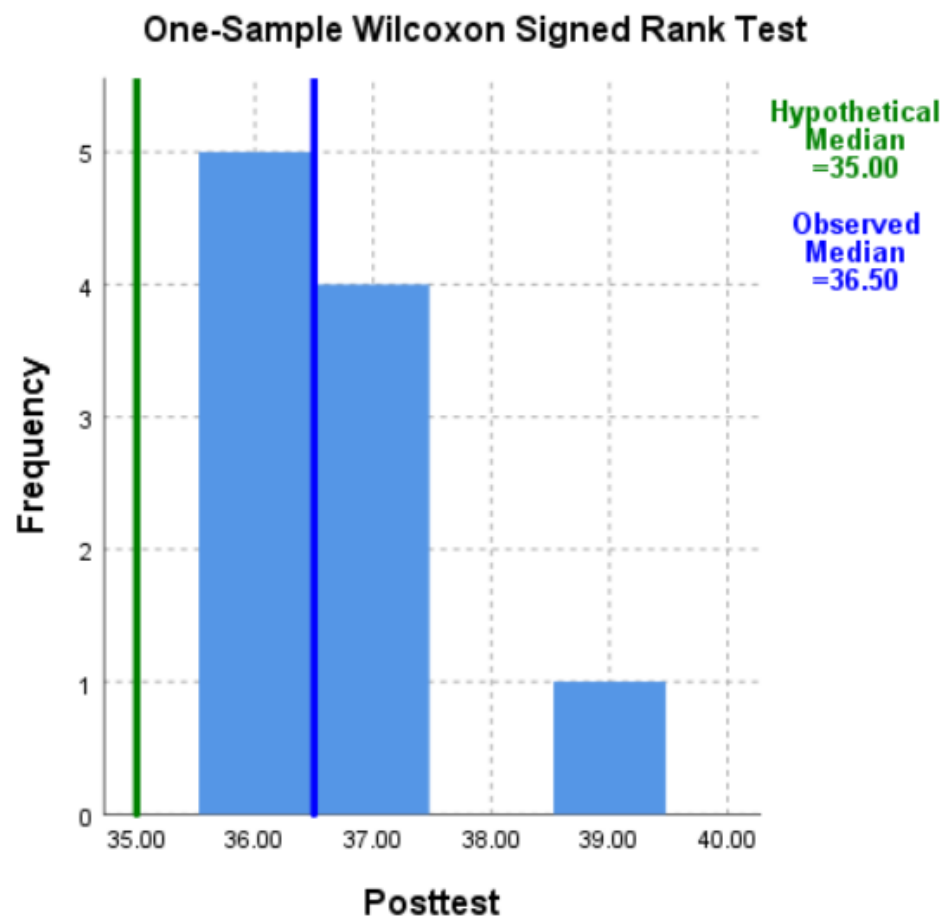
One-Sample Wilcoxon Signed Rank Test

Posttest

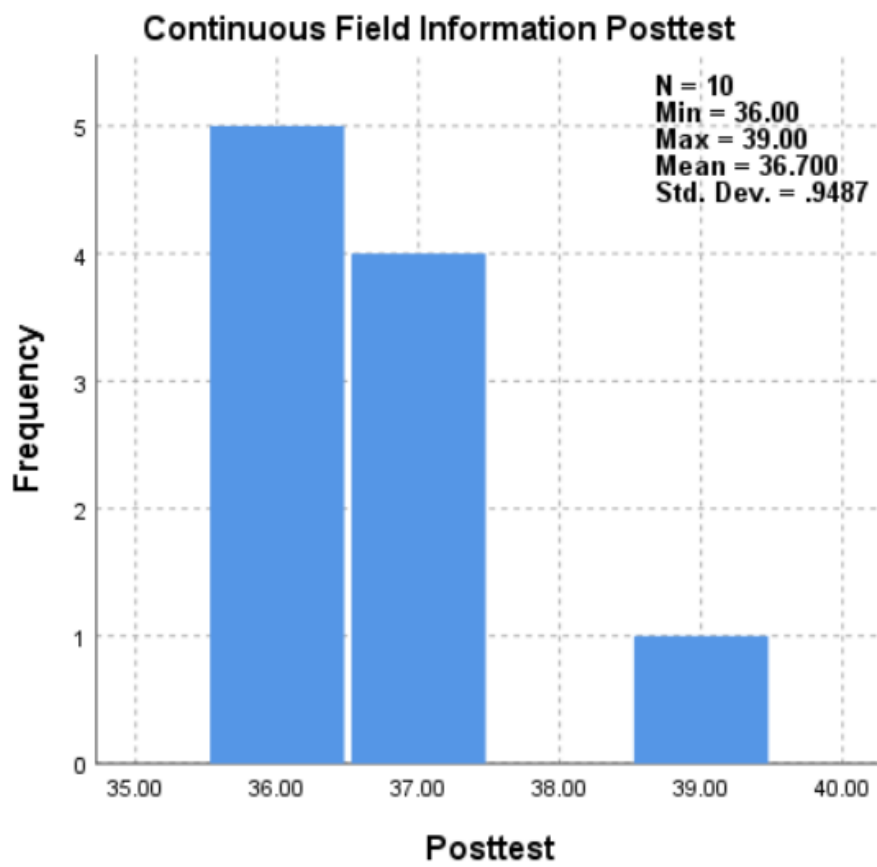
One-Sample Wilcoxon Signed Rank Test Summary

Total N	10
Test Statistic	55.000
Standard Error	9.618
Standardized Test Statistic	2.859
Asymptotic Sig.(2-sided test)	.004

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The One-Sample Wilcoxon Signed Rank Test result of students' explanation skills performance .

GRAD VRU

→ Nonparametric Tests

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of Posttest equals 34.00.	One-Sample Wilcoxon Signed Rank Test	.005	Reject the null hypothesis.

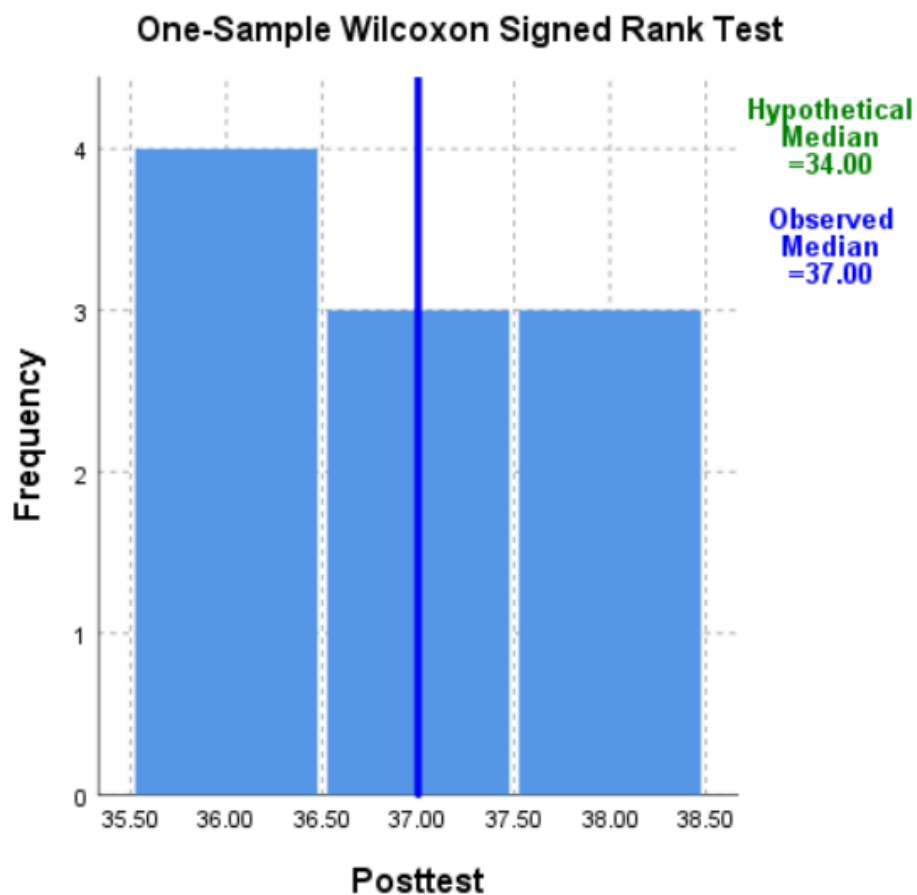
Asymptotic significances are displayed. The significance level is .050.

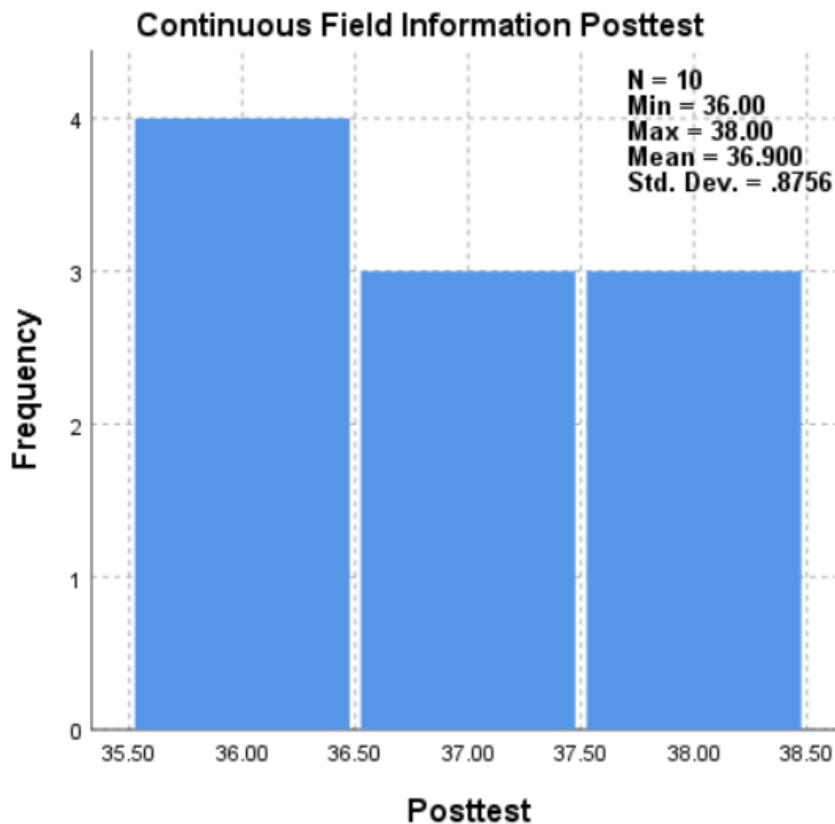
One-Sample Wilcoxon Signed Rank Test

Posttest

One-Sample Wilcoxon Signed Rank Test Summary

Total N	10
Test Statistic	55.000
Standard Error	9.695
Standardized Test Statistic	2.836
Asymptotic Sig.(2-sided test)	.005





2. The data analysis of research objective 2.

Objective 2: To compare the students' satisfaction with case study method through microteaching method to enhance their teaching practice skills receiving case study method through microteaching method with a criteria set at 70%.

Research instruments data analysis

Questionnaire on Chinese Language and Literature Students' Satisfaction with the Case Study Method through Microteaching Method to Enhance their Teaching Practice Skills

The satisfaction questionnaire was examined by three experts with an IOC of 1.00, and the reliability was 0.87.

IOC of the the evaluation form of questionnaire on students' satisfaction

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
1	√			√			√			$(1+1+1)/3=1$	Quality
2	√			√			√			$(1+1+1)$	Quality

Item	Expert 1			Expert 2			Expert 3			IOC	Result
	+1	0	-1	+1	0	-1	+1	0	-1		
) / 3 = 1	y
3	√			√			√			(1+1+1) / 3 = 1	Quality
4	√			√			√			(1+1+1) / 3 = 1	Quality
5	√			√			√			(1+1+1) / 3 = 1	Quality
6	√			√			√			(1+1+1) / 3 = 1	Quality
7	√			√			√			(1+1+1) / 3 = 1	Quality
8	√			√			√			(1+1+1) / 3 = 1	Quality
9	√			√			√			(1+1+1) / 3 = 1	Quality
10	√			√			√			(1+1+1) / 3 = 1	Quality

→ Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.873	2

The reliability of the questionnaire was 0.87.

The One-Sample Wilcoxon Signed Rank Test results of research objective 2 (students' satisfaction with case study method through microteaching method to enhance their teaching practice skills)

The One-Sample Wilcoxon Signed Rank Test result of students' satisfaction questionnaire on Chinese Language and Literature students' satisfaction with the case study method through microteaching method to enhance their teaching practice skills

➔ Nonparametric Tests

[DataSet0]

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of Posttest equals 4.40.	One-Sample Wilcoxon Signed Rank Test	.004	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

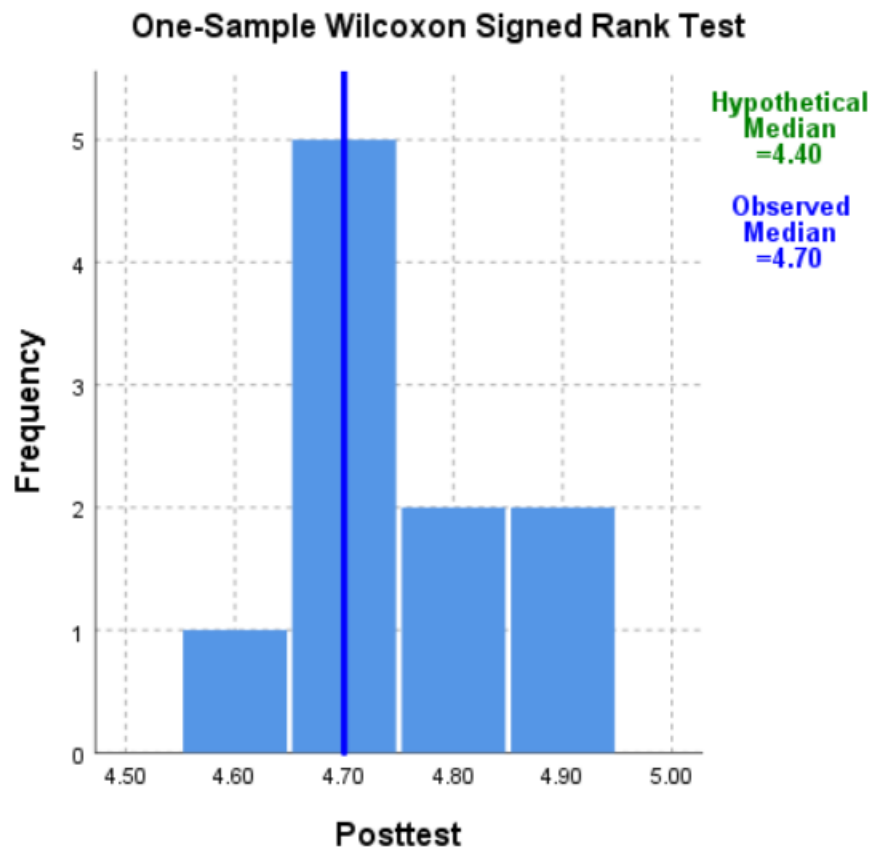
One-Sample Wilcoxon Signed Rank Test

Posttest

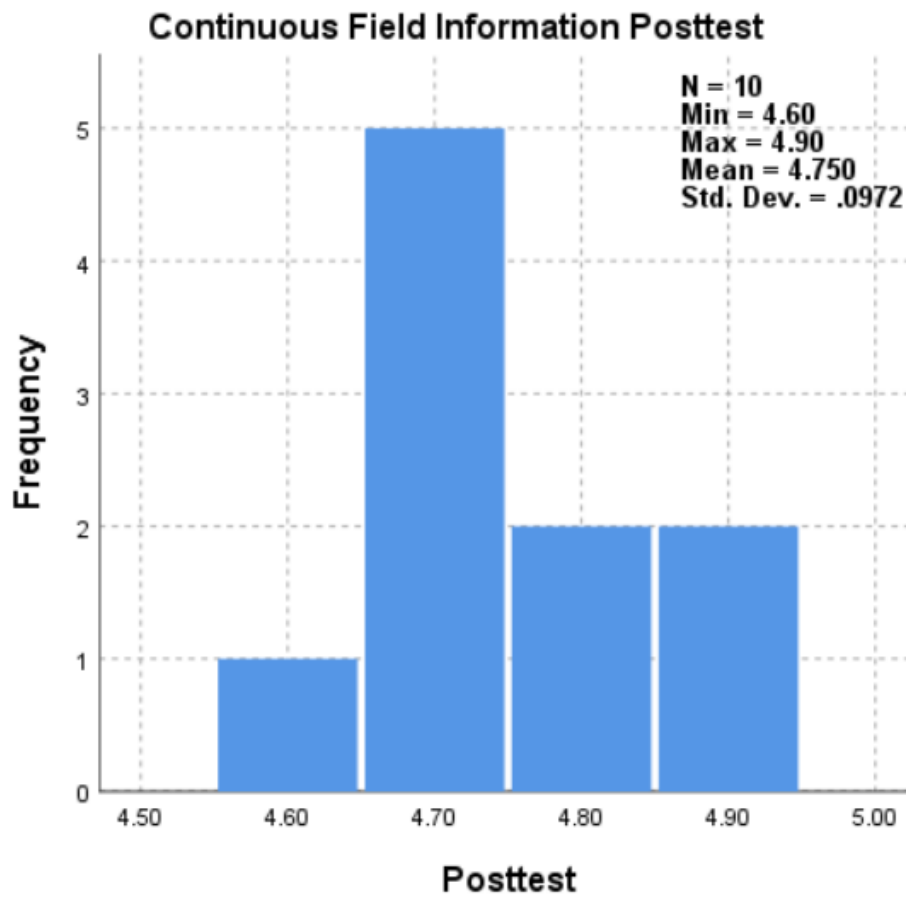
One-Sample Wilcoxon Signed Rank Test Summary

Total N	10
Test Statistic	55.000
Standard Error	9.670
Standardized Test Statistic	2.844
Asymptotic Sig.(2-sided test)	.004

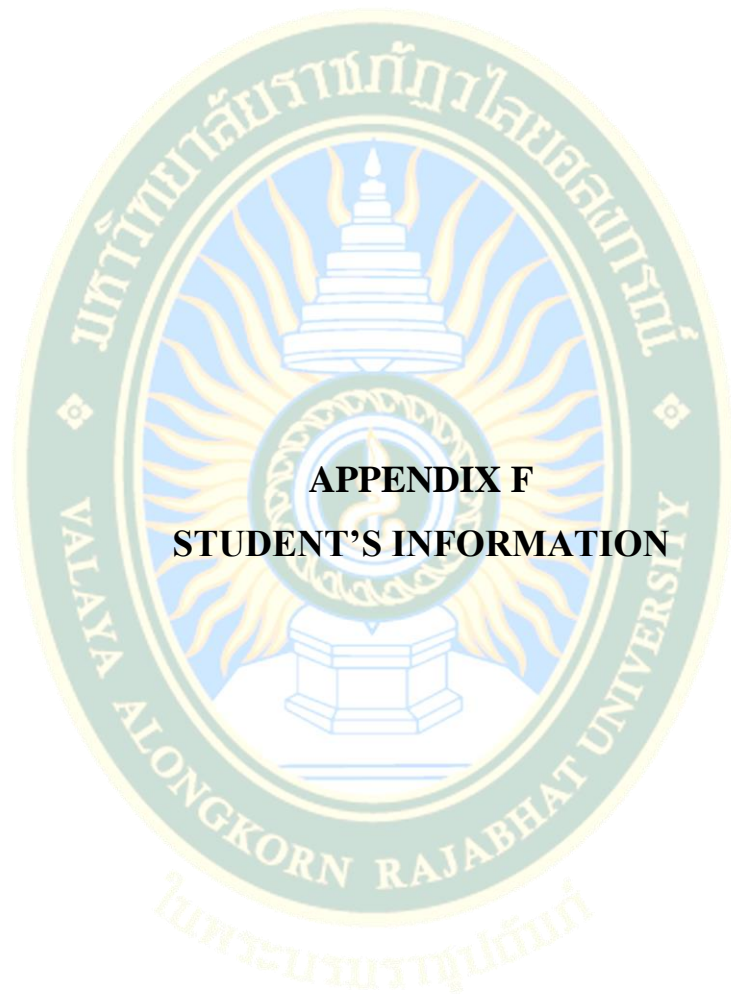
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APPENDIX F
STUDENT'S INFORMATION

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Student Information Form

No.	Name	Gender	Student ID	Majoring
1	Xia Yikai	Male	201901010039	Chinese Language and Literature
2	Huang Yue	Female	201901010048	Chinese Language and Literature
3	Liu Sijie	Female	201901010108	Chinese Language and Literature
4	Hu Wenlong	Male	201901010128	Chinese Language and Literature
5	Zhu Mengjuan	Female	201901010148	Chinese Language and Literature
6	Luo Zhengfei	Male	201901010218	Chinese Language and Literature
7	Lu Yingchun	Female	201901010248	Chinese Language and Literature
8	Hu Jingxue	Female	201901010258	Chinese Language and Literature
9	Lu Haoran	Male	201913070050	Chinese Language and Literature
10	Xu Na	Female	201913070063	Chinese Language and Literature

In this study, the 10 students who acted as the sample were from the third year Chinese Language and Literature at Zhoukou Normal University in Henan Province, China. The experiment was conducted in the first semester of 2021-2022 academic year.

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CURRICULUM VITAE

NAME

Miss Xiao Qianlin

DATE OF BIRTH

16 October 1989

**INSTITUTIONS
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2013, Bachelor of Arts, major in Mass
Communication, Hubei University



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