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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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Abstract

The purposes of this research were 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 receiving case study method through microteaching method with a criteria set at 70%. The 70% of criteria means that after students receiving the case study method through microteaching method, their teaching practice skills and satisfaction are at a good level. Students can independently implement the teaching of questioning skills and explanation skills, and students' satisfaction with case study method through microteaching method is at a high level. The samples was 10 students from the third year class 4, majoring in Chinese language and literature at Zhoukou Normal University, Henan Province, China. The samples were selected by simple random sampling. The research instruments used in this research were: 1) 4 lesson plans allocated with sixteen hours of teaching questioning skills and explanation skills by using case study method through microteaching method. 2) The evaluation form of students' microteaching lesson plan. 3) The performance evaluation form of students' questioning skills. 4) The performance evaluation form of students' explanation skills. 5) Questionnaire on Chinese language and literature students' satisfaction with the case study method through microteaching method to enhance their teaching practice skills. The statistics used to analyze the data were mean, standard deviation and one sample nonparametric test. The results revealed that the samples after receiving the case study method through microteaching method, their teaching practice skills and satisfaction were significantly higher than the criteria of 70% at the 0.05 level of statistical significance.

Keywords : Case Study Method, Microteaching Method, Teaching Practice Skills, Chinese Language and Literature, Satisfaction

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.

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).

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). Currently, students majoring in Chinese Language and Literature in Literature College of Zhoukou Normal University have the following problems in the cultivation of teaching practice skills : 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. 2) The large class system hinders the implementation of innovative teaching methods. At present, there are 301 third year students in the University of Chinese Language and Literature, divided into 5 classes with an average of 60 students in each class, the six classes were divided into six groups in this study. 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 selected 10 students from the fourth group by simple random sampling and trained them in questioning and explaining skills by using the case study method through microteaching method, help students build a learning platform from "learning" to "teaching", so that students can meet the national requirements, and lay a solid foundation for becoming middle school Chinese teachers after graduation.

2. Research Objectives

This research consisted of 2 objectives:

2.1 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%.

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

3. Research Methodology

3.1 Samples

The population of this study was 301 students majoring in Chinese language and literature, third year at Zhoukou Normal University, Henan Province, China. 301 students were divided into 5 groups and selected 1 group by cluster random sampling. Then the researcher selected 10 students by simple random sampling.

3.2 Research Instruments

The research instruments used in this research were: 1) 4 lesson plans allocated with sixteen hours of teaching questioning skills and explanation skills by using case study method through microteaching method. 2) The evaluation form of students' microteaching lesson plan. 3) The performance evaluation form of students' questioning skills. 4) The performance evaluation form of students' explanation skills. 5) Questionnaire on Chinese language and literature students' satisfaction with the case study method through microteaching method to enhance their teaching

practice skills. The statistics used to analyze the data were mean, standard deviation and one sample nonparametric test.

3.3 Data Collection

The following were the stages of data collection:

The methods of developing the research tools were discussed as follows:

3.3.1 Four lesson plans allocated with sixteen hours of teaching questioning skills and explanation skills by using case study method through microteaching method. The four lesson plans had the content validity examined and approved by three experts.

3.3.2 The evaluation form of students' microteaching lesson plan to measure students' knowledge of lesson plan making for teaching skills. The evaluation form consists of two parts, the first part is the basic information about the student and the teaching topic. The second part is the knowledge evaluation about microteaching lesson plan making, which involves the standardization of the lesson plan, teaching content, teaching methods, teaching activities, teaching evaluation and teaching time schedule. The evaluation form had the content validity examined and approved by three experts, it was used with the samples.

3.3.3 The performance evaluation form of students' questioning skills and the performance evaluation form of students' explanation skills were used to measure student performance in teaching skills during microteaching. Each form has eight items, and the content validity and approved of the forms were examined by three experts.

3.3.4 The satisfaction questionnaire consisted of two parts: 1) close-ended questions with five-rating scales and 2) 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. The questionnaire had the content validity examined and approved by three experts.

3.4 Data Analysis

In this study, data were analyzed by using nonparametric test of SPSS according to the research objectives.

3.4.1 The researcher's four lesson plans were examined by three experts with an IOC of 1.00.

3.4.2 The evaluation form of students' microteaching lesson plan were examined by three experts with an IOC of 1.00.

3.4.3 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.

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

4. Research Results

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

4.1 - 4.4 were the results of research objective 1.

4.5 was the result of research objective 2.

4.1 The results of knowledge testing for student questioning skills microteaching lesson plan making.

Table 1

Group	N	Full score	Criteria score	\bar{X}	S.D.	t	P
Experimental group	10	50	35	46.40	1.90	45.00*	0.007

* $p < .05$

As shown in Table 1, after receiving case study method through microteaching method, the 10 students got an $\bar{X}=46.40$, $SD=1.90$, $t=45.00$, $p=0.007$, which was higher than the criterion of 70% (35) of full marks (50) at the 0.05 level of statistical significance.

4.2 The results of knowledge testing for student explanation skills microteaching lesson plan making.

Table 2

Group	N	Full score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	10	50	35	46.50	1.51	55.00*	0.005

* $p < .05$

As shown in Table 2, after receiving case study method through microteaching method, the 10 students got an $\bar{X}=46.50$, $SD=1.51$, $t=55.00$, $p=0.005$, which was higher than the criterion of 70% (35) of full marks (50) at the 0.05 level of statistical significance.

4.3 The result of students' questioning skills performance test.

Table 3

Group	N	Full score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	10	40	28	36.70	0.95	55.00*	0.004

* $p < .05$

As shown in Table 3, after receiving case study method through microteaching method, the 10 students got an $\bar{X}= 36.70$,SD=0.95,t=55.00,p=0.004, which was higher than the criterion of 70% (28) of full marks (40) at the 0.05 level of statistical significance.

4.4 The result of students' explanation skills performance test.

Table 4

Group	N	Full score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	10	40	28	36.90	0.88	55.00*	0.005

* $p < .05$

As shown in Table 4, after receiving case study method through microteaching method, the 10 students got an $\bar{X}= 36.90$,SD=0.88,t=55.00,p=0.005, which was higher than the criterion of 70% (28) of full marks (40) at the 0.05 level of statistical significance.

4.5 The students' satisfaction with case study method through microteaching method.

Table 5

Group	N	Full score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	10	5.00	3.50	4.75	0.97	55.00*	0.004

* $p < .05$

As shown in Table 5, after receiving case study method through microteaching method, the 10 students got an $\bar{X}= 4.75$,SD=0.97,t= 55.00,p= 0.004, which was higher than the criterion of 70% (3.50) of full marks (5.00) at the 0.05 level of statistical significance.

5. Discussion

The following points based on the research results were 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 compared to the 70% criterion from research objectives ,and their satisfaction at a high level , which is because:

5.1 The case study method through microteaching teaching method is effective in improving the teaching practice skills of Chinese language and literature students. Firstly, students learn the theoretical knowledge of teaching skills through the case study method, and secondly, students train their teaching skills through the microteaching method. Students have theoretical knowledge as the foundation and the opportunity to transform theoretical knowledge into practical skills. In the future, students can also use the learned teaching skills in real teaching, which is helpful for their career.

5.2 Microteaching is a model that can systematically develop students' teaching practice skills. Microteaching concentrates on training one teaching skill at a time, which is short, less but comprehensive, easier for students to learn and easy to master this teaching skill systematically. After students received the case study method through microteaching method, they had high evaluation scores for their knowledge and performance of teaching skills, which increased their self-confidence and made them believe that they could become a qualified middle school Chinese language teacher in the future.

5.3 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. When students look back at their teaching videos, they are like looking in the mirror and can find out their strengths and weaknesses in the teaching process and can objectively evaluate their own teaching as a spectator, which is important for improving students' teaching practice skills.

5.4 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.

6. Conclusion

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

6.1 After Chinese language and literature students received case study method through microteaching method, their teaching practice skills were higher than 70% of the criteria.

6.2 After the students receiving case study method through microteaching method, their satisfaction was higher than 70% of the criteria.

7. Recommendations

The following are some recommendations based on the research results:

7.1 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 recommended 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) Teachers should use professional evaluation tools to measure students' microteaching, help students find their shortcomings in microteaching, and encourage students to continuously improve their teaching practice skills.

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.

7.2 Recommendation for further research

1) This study only studies the questioning skills and explanation skills, it is recommended that further studies should be conducted for other teaching practice skills, such as introduction, class ending, blackboard writing design and so on.

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

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

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