

# The Practice of Cultivating Students' Professional Skills as English Teachers Based on Workshop

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**Abstract:** Taking the “English Teacher Education Workshop” as an example, this paper explores the cultivation of students' professional skills as English teachers under the workshop mode. The training is mainly divided into five programs: English teaching skills training, English language ability training, English teachers' moral quality improvement, teaching skills competition and teacher certification guidance, which helps to improve students' language ability and teaching skills, improve professional sense of honor and workplace competitiveness.

**Keywords:** Workshop; Primary school English; Teacher training

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## Introduction:

The word “workshop” first appeared in education and psychology. In the 1960s, Lawrence Harplin, an American landscape architect, applied the concept of “workshop” to urban planning, making it a way for people from different positions and ethnic groups to think, discuss and communicate with each other, and a way to encourage participation, innovation and find solutions “(Ge Hua, 2011). There are two main purposes to apply the workshop to the training of future English teachers for English majors: first, it is to solve the dual problems of the gap between the content of campus practice and the job requirements, and the difficulty of large-scale off-campus practice. Secondly, the application of the workshop can innovate the teaching environment and teaching mode, practice the inter-disciplinary talent cultivation mode of “English + major + modern skills”, highlight the characteristics of the college, improve the ability of English majors to serve regional economic and social development, and improve the quality of English major construction.

## 1. English teaching skills training program

This program is designed to improve students' English language teaching skills. The teaching materials of grinding class are based on PEP for Primary School Students of grade 3, and the simulated teaching tasks are arranged in modules according to the teaching content. Such as vocabulary sentence pattern teaching (Let's learn), pronunciation teaching (Let's spell), dialogue teaching (Let's talk), reading and writing teaching (Read and write) and listening and speaking teaching (Let's check). The specific process is:

(1) After receiving the teaching tasks, the students will discuss and analyze the teaching materials in groups of four, and determine the teaching objectives, key and difficult points, and the basic teaching process; (2) Design and write teaching plans and make teaching AIDS based on group discussion and personal understanding of teaching; (3) Conduct teaching based on personal teaching design, record a 10-minute simulated teaching video and send it to the tutor; (4) Tutors give feedback from teaching design, implementation effect, teaching attitude and teaching mode, accuracy and fluency of classroom language, etc. (5) Students modify the teaching design according to teachers' feedback, re-record and submit the teaching video; (6) After a the whole process of feedback and modification, (if necessary, there can be two or three rounds of modification, to make sure students meet the teaching standard), students' simulated teaching meet the requirements of complete teaching procedures with clear focus and fluid of classroom organization. Then the

workshop apply for a studio for making teaching videos and record students' teaching process, make videos, and filed all the videos as phased teaching products, which can be used as valuable reference for students to learn from peers.

Through repeated training of teaching the same lesson, this project helps to improve students' teaching skills at all levels, including the use of English classroom language, the design and implementation of classroom activities, lesson plan writing and blackboard designing, teachers' English language level and body language, and the use of modern information technology. As a result, this project enhances the student's confidence, exercise their ability of autonomous learning and cooperative learning consciousness. What's more, it helps to arouse students' enthusiasm in English education and teaching

## **2. English language proficiency training program**

In addition to skilled English teaching skills, an excellent English teacher should also have the following abilities: standard English pronunciation, rich English vocabulary, fluent oral English, correct and standard English grammar, cultural awareness of English learning, and strong listening, speaking, reading, writing and translation abilities. Therefore, the function of this project is to focus on improving students' English expression ability. The specific implementation is as follows:

(1) Students' English language ability will be diagnosed through written and oral exams before joining the workshop; (2) After joining the workshop, the tutor will continue to diagnose students based on their initial scores, point out their shortcomings in pronunciation, grammar and vocabulary use, and provide language training materials for students to conduct language training independently; (3) While the language training continues, the tutor encourages and guides the students to participate in various language competitions inside and outside the school. On the one hand, it can test the effectiveness of the language training. On the other hand, it aims to promote learning through competition and stimulate the inner driving force of the students.

Through this program, students have exercised their English language ability, enhanced their confidence and morale in English learning. So far, our students have won more than 100 awards in various English language competitions in and out of school, thus accumulating valuable experience.

## **3. English teachers' moral literacy promotion project**

The function of the moral literacy improvement project of this work is to help students understand the importance of "moral education" and the connotation of teachers' ethics, and then constantly improve their cultural literacy, moral quality and ideological and political consciousness in the bit by bit of learning and practice. The main activities are as follows:

(1) Guide students to learn related documents of "Foster virtue through education" on the App of "Learning Power", and understand the process of "Foster virtue through education", its basic connotation, significance and role, and practical requirements; (2) Look for cases of outstanding teachers around, so as to understand the concept of "Moral education" with examples, and deeply understand the responsibilities of teachers; (3) Encourage students to get involved in public welfare activities and volunteer activities. Through helping others, students can enhance the sense of social responsibility. The workshop encourages students to do what they can to help others, expand their knowledge, cultivate the spirit of not fearing hardship, and cultivate noble feelings.

This project has expanded students' vision, increased their knowledge and insight, and more importantly, let students get happiness and sense of achievement in the activities of helping others, strengthen the sense of social responsibility, exercise the spirit of bearing hardships and sense of cooperation. During the process of the project, their work ability has also been recognized by the society.

## **4. Teaching skills competition project**

The highlight of this workshop is "combining teaching with competition, promoting learning with competition, promoting teaching with competition, and promoting reform with competition". Teaching skills competitions at all levels, especially higher level competitions outside university, can provide students with the opportunity to compete and communicate with each other, exercise and improve their practical ability, show students' elegant demeanor, broaden their horizons, and enrich students' after-school life. This project mainly includes the teaching skills competition on campus and off campus. The on-campus competition is held first to warm up and pave the way for the off-campus competition and develop potential contestants for the off-campus competition. Off-campus competition is the extension and expansion of on-campus competition.

The teaching skills competition on campus is divided into two tracks: the main track is the "Professional Skills Competition for Student English Teachers", and the auxiliary track is the "English Rhymes Singing and Performance Competition", which is usually held from September to October, including the process of registration -- preliminary contest -- semi-final -- final. The former competition focuses on assessing students' English teaching design, organization and implementation ability, English language ability, teaching attitude and innovation ability, etc. In the latter competition, students form groups of 6 and take part in the competition to sing classic English rhymes.

This program enriches students' college life, improves students' English teaching practice ability, helps students enhance their self-confidence, broaden their horizons, and stimulates their morale. More importantly, the communication and mutual assistance between students, teachers' careful guidance to students, and communication between teachers and students strengthened the bonds between students and students.

## **5. Teachers' Qualification Certificate training project**

This project makes full use of the existing resources such as workshop teachers and the excellent graduates, the elementary school teachers to provide special tutoring for students, help students to have a comprehensive understanding the test of English teachers certificate and be familiar with the basic process of the interview. It helps to analyze the important and difficult points of the test, help to improve the ration of passing the test. In addition to daily training and teacher guidance, the main forms also include:

(1) Invite outstanding graduates to hold online or offline experience sharing sessions on the passing the test of English teachers certificate, and give students more specific experience and suggestions on the key points and difficulties the test from the perspective of those who have experienced it. The methods and strategies of the senior students in the same school are often more adaptable, and accurately solve the confusion of students in preparing for the examination. (2) Invite primary school principals and front-line teachers to give lectures to help students understand the current situation and needs of primary school English teaching in Xi'an, learn from the experience of front-line teachers, and narrow the gap between theoretical learning of specialized courses and practice of primary school English teaching. For example, the design and implementation of reading teaching in the interview for teaching grants is a difficult point, while the "Primary English Reading Teaching" lecture by front-line teachers, through the combination of theory and practice, helps students to solve the problem of which method and which activity to design the reading course, improves their confidence.

### **Conclusion:**

English teachers education workshop practice teaching mode, expand the space to train students' ability of pre-service teaching skills, English language ability and the students' comprehensive quality. It links college English education to the primary school teaching practice and help students to become qualified primary school teachers in the future. Therefore, it can be seen that the workshop is an important channel to train the power of prospective teachers.

### **References:**

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