Analysis of Teaching Behavior of English Normal Students in Colleges and Universities

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Abstract: *Teachers' teaching behavior is the key factor of classroom teaching behavior, which mainly includes teachers' teaching behavior, students' learning behavior and interactive behavior. This study is an exploratory study. Based on the analysis framework of teachers' teaching behavior, this study aims to explore the teaching behavior patterns and existing problems of English normal students by tagging and analyzing three videos of English normal students' competition, and provide clues for subsequent research and pre-service training of normal students. The preliminary study found that in the competition, the three English normal students have strong classroom teaching practice ability, but they are still different from the real classroom and lack of innovation. This provides thinking for the pre-service training of English normal students.*

Keywords: *English normal students; Teaching behavior; Multimodal corpus; exploratory research*

1. Introduction

Curriculum reform advocates the construction of a curriculum culture of dialogue, cooperation and inquiry, emphasizes the change of teachers' classroom teaching methods, encourages teachers to participate in curriculum implementation and improves curriculum awareness. With the promotion of basic education reform, researchers gradually focus on the classroom, that is, the main channel of education lies in the classroom, and the key to the success of classroom education lies in the teachers, whose teaching behavior is the primary behavior of classroom teaching, which directly affects students' learning (Yue Xin, Shang Huijuan, 2008)[1]. Pre-service teacher education is the starting point of teachers' professional development and the initial stage of teachers' professional knowledge and skills development. Higher normal education is the main form of pre-service teacher education and undertakes the important task of training teachers for basic education. At present, the curriculum reform of basic education in China is deepening, and the curriculum reform puts forward higher requirements for teachers. How new teachers adapt to the needs of curriculum reform and how to obtain professional development in curriculum reform has become one of the important topics in current teacher education research[2].

Luo Mingli (2011) pointed out that at present, English teachers in middle schools generally report that the problems existing in English normal students' educational practice are: low volume, not fluent language and unclear instructions[3]; Lack of agitation, appeal and improvisation ability; The teaching arrangement lacks logic and organization; You can't enter the role when teaching, and you can't create a relaxed and happy learning atmosphere for students. The teaching practice ability of normal students is first embodied in how to teach, that is, teaching behavior. Therefore, what is the current classroom teaching behavior of English normal students in offline practice and what problems exist are worthy of attention. By annotating and analyzing the final video of the English group of the 6th Tian Jiabing Cup-Teachers' Teaching Skills Competition, this study constructs a small multi-modal corpus, and explores the teaching ability practice of English normal students in colleges and universities from the perspective of teachers' teaching behavior, with a view to promoting the English normal students to have a clearer direction and strategy for cultivating their abilities before serving[4].

2. Literature review

2.1 Pre-service training of English normal students

The cultivation of English normal students' teaching practice ability is a coherent, gradual, multidimensional and internalized complex process, which will not be formed in a short time, let alone

overnight[5]. During school, English normal students can systematically study English major courses and related educational theory courses according to the talent training plan, with relatively centralized and unified forms and high learning efficiency[6]. However, the degree of freedom is relatively small, the scope of knowledge mastered is narrow, and some contents are slightly outdated, resulting in many students' low enthusiasm and lack of interest, and often lack the spirit of exploring cutting-edge theories and the latest knowledge. Limited theoretical knowledge is difficult to apply what you have learned and guide practice. The learning of teaching skills and teaching methods lacks autonomy, initiative and flexibility. It is almost passive absorption, mechanical imitation and rigid application. It will not concentrate on observing and summarizing the real teaching situation, and will not actively combine personal experience and integrate into learning (Wang Na et al., 2021). In the face of diversified social and professional needs, many English normal students adjust their job-hunting direction and make the career of English teacher the last option in their job-hunting process[7]. The reason is that the professional foundation of English normal students is relatively weak, the theoretical foundation is not solid enough, the basic teaching skills are still lacking, and the employment pressure is increasing, which leads to their lack of professional belief in the profession of English teachers and their weak willingness to engage in this profession. Berliner(1987) and some American scholars conducted a series of studies on teacher development in 1970s and 1980s[8]. When a new teacher enters a new environment in the initial stage. Due to the lack of teaching knowledge and experience, teachers only pay attention to teaching problems[9]. Teachers at this stage don't know how to use classroom management, how to improve teaching skills, or how to deal with problems in the classroom.

Gao Yanmei (2021) pointed out that there are several main problems in the classroom teaching of English normal students in normal universities: first, they don't understand enough the connotation of the new English curriculum standard; Second, the awareness of English curriculum innovation is not enough; Third, the understanding of English curriculum objectives is not deep; Fourth, there is insufficient understanding of English curriculum implementation and textbook evaluation. In this regard, combined with the analysis of "Research on Classroom Teaching Strategies in Middle School English" edited by Luo Beigang and Huang Junli (2014)[10], we should fully understand and understand the connotation, essence and significance of the new English curriculum standards, so as to continuously adjust teaching behavior[11]. Second, they should have the awareness of English curriculum research and innovation. With the deepening of basic education reform, teachers are not only teachers, but also researchers. They should always study how to teach and what to teach, and English normal students should actively and deeply think about teaching content, teaching methods and teaching evaluation. Third, we should strengthen our understanding of English curriculum objectives. English normal students should keep in mind the training objectives, design English teaching objectives reasonably and cultivate students' comprehensive quality[12].

2.2 Classroom teaching behavior

The research content of classroom teaching behavior mainly focuses on two areas: teacher behavior and teacher-student interaction behavior. This study mainly focuses on the discussion of teachers' behavior. In the 1960s and 1970s, the research on teachers' behavior abroad entered a new stage: first, to find the relationship between teachers' classroom teaching behavior and teaching effect by discussing teachers' classroom teaching behavior; The second is to provide reference for improving teachers' teaching efficiency by analyzing the factors that affect teachers' classroom teaching behavior. After the mid-1980s, the research on teachers' teaching behavior gradually shifted towards teachers' professional behavior (Zheng Yanxiang, 1986)[13].

The research on teachers' teaching behavior in China also rose gradually at the end of last century. Teaching behavior is a variety of explicit and implicit behaviors composed of actors (teachers and students) and factors related to the actors (directly or indirectly), in which explicit behaviors include teaching language, teaching organization, blackboard writing, etc., while implicit behaviors refer to intrinsic behaviors such as values, emotions and personality (Song Qihua, 2006). On this basis, Luo Shengquan (2014) added that teaching behavior is a series of problem-solving behaviors adopted by teachers to achieve certain teaching goals, and it is an externalized form of teachers' overall quality (Luo Shengquan, 2014)[14].

At present, there have been related researches on classroom teaching behavior at home and abroad, and some mature research methods have been formed. Among them, Flanders Analysis Method (FIAS) proposed by American scholar Flanders(1970) is an influential interactive analysis system. This system focuses on the interaction between teachers and students' speech acts, and records data in a matrix to summarize and analyze, which has strong operability.

Huang Wei and He Xiangyang (2020), based on the Flanders interactive analysis system and referring to the "Code of Classroom Teaching Behavior in the Electronic Double-board Environment" system, divided the classroom teaching behavior into first-class categories from four dimensions: teachers, students, technology and silence, and designed the analysis from three aspects: information interaction, emotional interaction and cognitive interaction in the first two dimensions. Among them.With the rise of flip classroom and MOOC, the research and analysis of online teaching behavior is also under way. Fan Yanbin et al. (2022) divided teachers' behaviors of different natures in videos into dimensions, and at the same time added the analysis of the thinking of knowledge presentation and the behavioral dimension of emotional attitude expression, and obtained the initial analysis model framework.

Because the research object of this study is classroom video, and the skill competition of normal students is not a complete classroom for a short time, it will be based on the frame coding annotation proposed by Fan Yanbin.

3. Research design

3.1 Deliberate on a problem

In this study, the video clips of three normal students in the English group, the final of the 6th Tian Jiabing Cup Skills Competition for Normal Students, are collected and coded, and the following two questions will be discussed:

1) What is the teaching behavior of English normal students before their formal employment?

2) What are the problems in the pre-service training of English normal students?

3.2 Research objects

Due to the limited classroom records of English normal students before taking up their jobs, such as self-recorded videos of entering primary and secondary schools for internship, this study focuses on the recording clips of the teacher skills competition for normal students in order to facilitate the sampling principle. In this study, the video clips of the English finals of the 6th Tian Jiabing Cup Skills Competition for Normal Students were selected. Because the final session of the competition is composed of two parts: answering questions and lecturing, this study only codes and marks the second lecture session. Now the basic information is shown in Table 1:

Table 1: Basic Information of Competition Fragments

serial number	gender	content of courses	duration	source
T1	woman	The Amazon rain forest-a natural treasure (after reading)	8min10s	Lecture record
T2	woman	The Amazon Rainforest-A natural treasure (reading)	7min30s	
T3	woman	The Amazon rain forest-a natural treasure (before reading)	7min55s	

3.3 Data collection and analysis

This study is a pilot study and provides a reference for the follow-up study, so the selected fragments are few.

In this study, three competition segments were collected, with a total duration of 23 minutes and 35 seconds. In the final of this competition, English normal students will

Give a lecture based on the article The Amazon Rain Forest-A Natural Treasure. On the basis of the framework of teachers' teaching behavior, combined with watching the competition video repeatedly, the author also added the following three labeling codes: A8- instruction, A9- questioning and A10- evaluation. After re-recording the competition video with screen recording software, the video is coded and marked with ELAN6.4. Finally, there are 120 labels, including 107 labels for teachers' language behavior and 13 labels for teachers' emotional body language.

4. Preliminary research findings and discussion

4.1 Teacher's language behavior

According to statistics, in teachers' language behavior, questions account for the highest proportion and the longest total duration, followed by evaluation discourse, and declarative knowledge in knowledge teaching accounts for the third.

In the lead-in language behavior, due to the limited time allocated to each normal student in the competition, the whole class cannot be presented, so only one English normal student assigned to lead-in part of the lecture used the class opening language in the class presentation. However, the language of knowledge introduction accounts for a relatively small proportion in the classroom presentation of the three normal students, reflecting that the three normal students have not mastered enough how to introduce knowledge.

In the language behavior of knowledge teaching, the total mark of declarative knowledge, explanatory knowledge and reasoning knowledge is 20. Because the class type of this competition is reading class, the three normal students mainly focus on discourse teaching and rarely involve language knowledge. This aspect reflects that the competition atmosphere and the real classroom atmosphere are still different.

In the irrelevant language behavior, although in a limited time, pause and silence take up a long time. This mainly includes writing on the blackboard and giving students time to discuss, which is similar to the real classroom. Moreover, the three normal students rarely speak extracurricular words in class presentation, such as talking about their own experiences, which are closely related to the theme.

For the language behavior of teacher-student interaction, this part accounts for the highest proportion of the total duration. From the statistical data, we can know that the three normal students ask a lot of questions, but due to the limited scope of preliminary inquiry, they cannot subdivide the ways and contents of asking questions, which can be further optimized in the subsequent research. In addition, in the evaluation language, the author found that the three normal students can give more specific evaluations, not just simple affirmation and correction, which reflects that the three normal students in this preliminary study have strong teaching practice ability.

4.2 The physical behavior of emotional attitude

For emotional physical behavior, the author focuses on positive behavior and negative behavior, so neutral gestures are not highlighted.

Because in the competition, the students in the simulated classroom were selected from the universities that held the competition, their general English level was high and their oral expression was clear and fluent, and the other students could answer the questions raised by the three normal students accurately. Therefore, in statistics, they all expressed affirmative physical behaviors such as nodding and smiling, which was caused by special classes. In the real classroom, the students' level is uneven, and there will be students who deliberately make things difficult or who don't understand at all. At this time, the teacher's guidance and correction is very important, but it is not reflected in the selected materials. In the pre-service training of English normal students, this link is also missing and divorced from the real classroom environment.

Generally speaking, the three normal students have strong teaching practice ability, which is manifested in clear pronunciation, fluent oral English, good presentation of article content, diverse questioning methods, rich evaluation and smooth presentation of classroom logic. However, due to the limitation of the competition time, many classroom links have not been shown. In addition, the classroom teaching behavior of three English normal students mainly has the following problems:

1) although there are nervous emotions in the competition atmosphere, some normal students still have many grammatical mistakes in their spoken English.

2) Lack of innovation. In the way of classroom presentation and classroom promotion, the three English normal students are still dominated by questioning.

3) Lack of experience in real class and lack of time. The actual teaching situation is complex and changeable, and it is often difficult to achieve the preset goals of the course by placing too much emphasis on basic theoretical knowledge and skill training.

5. Conclusion

Through the observation and analysis of three English normal students' competition classroom records, the author thinks that the pre-service training of normal students is very necessary. If the training is not standardized, all kinds of deficiencies and deficiencies in English normal students' professional development lead to their lack of teaching practice ability, and it is difficult to reach the basic standards of becoming qualified English teachers in primary and secondary schools, and it is even more difficult to reach the level of easily controlling diverse, flexible, real and effective classrooms. Teachers play a leading role in the cultivation of English normal students' teaching practice ability, but the phenomenon of emphasizing theory and neglecting practice is more common in the actual teaching process. Many teachers use teaching methods too much, and the teaching methods lack reference and fail to play a leading role in demonstration. The reason is that they seldom or never go deep into the front line of primary and secondary school teaching, lack understanding of the front-line teaching situation, and can't teach students in accordance with their aptitude in combination with the real teaching situation.

The strategy of cultivating English normal students' teaching practice ability needs to be explored in many dimensions, and its effectiveness depends on accelerating the pace of English teaching reform and adopting a collaborative promotion model.

For the follow-up research, the author suggests that the number of research objects should be expanded, and not only the data should be extracted from the competition fragments, but also the usual classroom practice records and microteaching videos of English normal students should be investigated, and the complete classroom data should be added and classified by different classes. In addition, the analytical framework should be more detailed. For example, in teachers' language behaviors, the types of knowledge teaching behaviors should be added, and instructions and questioning methods should be subdivided. Moreover, we should make more use of multimodal data, such as PPT presentation and blackboard presentation, which should also be included in the scope of research and analysis.

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