

*E-learning Strategies in English Language Learning in Pre-service Teacher
Education: Comparison in Hong Kong and Mainland China*

Ruiqian YANG, The Education University of Hong Kong, Hong Kong
Yiu Chi LAI, The Education University of Hong Kong, Hong Kong

The Asian Conference on Education 2018
Official Conference Proceedings

Abstract

The knowledge and pedagogies of English e-learning taught in teacher education courses would assist student teachers to design their lectures. Thus, the strategies and attitudes of student teachers to the teaching education course lead a widespread discussion for higher education in Hong Kong and Mainland China. It not only benefits to educators and university student teachers to understand the models for teacher education development but also helps Chinese university student teachers to understand the advantages and shortages about their English e-learning strategies in teacher education course. Meanwhile, Chinese university student teachers could improve and contribute to the innovative strategies and acceptable attitudes to English e-learning in teacher education courses. This study aims to compare the difference and commons in the strategies and attitudes of Chinese university student teachers to English e-learning in teacher education courses in Hong Kong and Mainland China. One hundred Chinese university students of English are involved. The mixed-method approach would be adopted in the research. The study would mainly focus on designing the framework for the research which relates to strategies and attitudes to English e-learning in teacher education course of Chinese university student teachers in Hong Kong and Mainland China. The findings assist educators and Chinese university student teachers to know the general situation of strategies and attitudes to English e-learning in teacher education course in Hong Kong and Mainland China.

Keywords: the comparison in teaching English as second language education, e-learning practices, pre-service teacher education in China

iafor

The International Academic Forum
www.iafor.org

Introduction

With the development of educational technology, the trend of teacher education reform presses hard on its way both in Hong Kong and mainland China, thus teacher professional development with e-learning implementation for 21st century which also is called digital era lead massive debates in educational field. Shin and Crandall (2014) agreed that teaching in 21st century skills which are helpful to improve the curricula and teaching strategies need to be emphasized to every educator especially digital literacy including information literacy, media literacy and information and communication technology (ICT) literacy. Thus, it is very important to both educators and students to improve the English skills and knowledge by technical-mediated instruction. Based on the previous researches, learners' higher learning performance is depended on appropriated learning strategies. Learners with lower learning performance since they did not use the suitable learning strategies, but they used the easiest learning strategies they perceived. (Leaver, Ehrman and Shekhtman, 2005). The goals of this research focus on designing frameworks for the research related to English e-learning strategies in teacher education in Hong Kong and Mainland China.

Background of e-learning and e-learning Strategies

E-learning is a complex definition in the field of education and different scholars and educational organizations had distinguished explanation about the e-learning. Laferrière, Lamon and Chan (2006) pointed out e-learning strategies are not only tools but also one chance to help teacher instructors to better understand the knowledge they learnt then to improve the strategies for future teaching and learning of themselves and their students. Fee (2009) showed the clear way of the developments of e-learning strategies which also could help e-learning beginners to find the shortcuts to access to their suitable e-learning strategies. The author suggested that e-learning beginners could exercise the corporate strategies firstly, then they could summarize the learning and development strategies for improving their learning effectively, finally, they could clarify appreciated e-learning strategies for their learning needs and achievement.

The Categories and Development of e-learning Strategies

The appreciated e-learning strategies would help learners to effectively learning. Fee (2009) indicated that the development of e-learning strategies could follow the strategies development cycle. Firstly, learners should develop their e-learning resources and identify the quality of the e-learning resources. Second step is called building the capability which focus on both the learners themselves and e-learning strategies. It means learners could complete the self-improvement by appreciated e-learning strategies and then to find the leaks of present e-learning strategies to fix and improve them. Finally, learners should choose the e-learning strategies to match their own learning needs even they may not be perfect for others. Laferrière, Lamon and Chan (2006) believed that only teachers showed how often they use the e-learning strategies and how they use could influence their teaching beliefs and practice during their teaching process. Turvey (2010) researched that how to develop the understanding and knowledge of e-learning strategies from in-serve students to the student teachers, the author believed that e-learning itself is a strategy which is valuable to research the sufficient definition and scopes of it. Based on the theory for

cognition, the strategies could be divided into four aspects which are cognitive strategies, metacognitive strategies, social strategies and affective strategies. English language learners can find suitable strategies for English language teaching and learning. Anderson (2005) showed that seven different learning strategies, which are cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, social strategies and self-motivating strategies.

The Implementation of E-learning Strategies in English Learning and Teaching

Curtin (2009) discussed the English e-learning strategies from two perspectives. One is from the perspective of teachers support strategies for English language learners. Teachers need to be patient and keep smile when they interact with students. Teachers should consider that students individual situation and learning abilities and diversity of teaching materials. Sternberg and Spear (1996) summarized that three general teaching strategies which would increase the interaction between teachers and students. Firstly, lecture-based teaching strategies are directly pressing the teaching contents and simply interaction between teachers and students. Secondly, question-based teaching strategies that teachers would tell the understanding of knowledge and skills from students by asking students questions. Finally, thinking-based teaching strategies which focus on the discussions and debate among students and teachers could aware the learning difficulties and problems from students by observing and indirectly intervening.

E-learning Strategies in English Learning and Teaching in Hong Kong and Mainland China

Littlewood and Ngar-Fun (1996) illustrated that English is one of vital characteristic of educated person in Hong Kong. Bankowski, E. (2000) summarized 21 items about English learning skills and strategies would be referred as designed for questionnaires for this study. In Hong Kong, the Knowledge Society Network is utilized by some teachers and would provide the chances to visitors to scan the whole designed lecture within pedagogies, assessments and creative activities (Laferrière, Lamon and Chan, 2006). Keengwe and Kang (2013) founded that technology-rich curriculum offered more chances to Chinese learners of English in the e-learning environment, such as they could complete diverse teaching and learning activities and games about English language learning and teaching.

Methodology

Macaro (2002) illustrated basic research method for studying English e-learning strategies within two aspects. One is descriptive method which focused on the features and the number of strategies. It could also be the guideline for the quantitative research method by questionnaires for this study. The other is intervention method which focused on in-depth change and reasons of strategies. It can be the guideline for the qualitative research method by interviews and observations for this study. One hundred Chinese university students of English are involved. The mixed-method approach would be adopted in the research. The study would mainly focus on the strategies and attitudes to English e-learning in teacher education course of Chinese university student teachers in Hong Kong and Mainland China. The findings will help educators and Chinese university student teachers to

know the general situation of strategies and attitudes to English e-learning in teacher education course in Hong Kong and Mainland China.

Conclusion

The purpose of this study is to suggest Chinese university student teachers in Hong Kong and Mainland China for future teaching and learning in teacher education development. Since the data are still collected, thus the results of this research will be presented in further papers.

References:

- Anderson, N. J. (2005). L2 strategy research. *E. Hinkel (Ed.), Handbook in second.*
- Bankowski, E. (2000). *Learner independence in Hong Kong: An empirical study of the effects of the English for academic purposes training programme on the development of autonomous learning strategies.*
- Curtin, E. M. (2009). *Practical strategies for teaching English language learners.* Merrill/Pearson
- Fee, K. (2009). *Delivering E-Learning: A complete strategy for design application and assessment.* Kogan Page Publishers.
- Keengwe, J., & Kang, J. (2013). Preparing in-service language teachers to design and implement the technology-rich curriculum. *Education and Information Technologies, 18(4), 609-619.*
- Laferrière, T., Lamon, M., & Chan, C. (2006). Emerging E - Trends and Models in Teacher Education and Professional Development. *Teaching Education, 17(1), 75-90.*
- Leaver, B. L., Ehrman, M., & Shekhtman, B. (2005). *Achieving success in second language acquisition.* Cambridge University Press.
- Littlewood, W., Liu, N. F., & Yu, C. (1996). Hong Kong tertiary students' attitudes and proficiency in spoken English. *RELC journal, 27(1), 70-88.*
- Macaro, E. (2002). *Learning strategies in foreign and second language classrooms: The role of learner strategies.* Bloomsbury Publishing
- Shin, J., & Crandall, J. (2014). *Teaching young learners English: From theory to practice.*
- Sternberg, R. J., & Spear-Swerling, L. (1996). *Goal 6: Understanding basic principles and pitfalls in the teaching of thinking.* American Psychological Association.
- Turvey, Keith. (2010). Pedagogical-Research Designs to Capture the Symbiotic Nature of Professional Knowledge and Learning about e-Learning in Initial Teacher Education in the UK. *Computers & Education, 54(3), 783-790.*

Contact email: s1121803@s.eduhk.hk
yiuchi@ied.edu.hk