Analysis of QCLI Mode of Foreign Language Education Teacher Training

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Abstract: Foreign language teachers not only bear the heavy responsibility of language teaching, but also the bridges and guides of dialogue between different languages and civilizations. Regular training by teachers is a necessary part of the professional development of teachers in France, the United Kingdom and Africa. How to improve teachers' professional ability and professional quality in a short period of time, making training more time-sensitive, targeted and comprehensive is a common challenge and urgent problem for foreign language teachers. Based on the past experience of teacher training, combined with modern information technology and foreign language teaching concepts, needs and new trends in the new era, this paper has explored and practiced in improving the timeliness, pertinence and comprehensiveness of training in the target language environment. The advanced QCLI training mode is "information-oriented, case-based, learning and learning, combining input and output".

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Based on the past experience of teacher training, combined with modern information technology and foreign language teaching concepts, needs and new trends in the new era, we have explored and practiced in improving the timeliness, pertinence and comprehensiveness of training in the target language environment. The advanced QCLI training mode is "information-oriented, case-based, learning and learning, combining input and output". The training model is analyzed and explained below.

1. The basic structure and design concept of QCLI mode

1.1 The basic structure of QCLI

Q is "Question-oriented", C is "Case study", L is "Learning and teaching", I is "Input and output" (Input and output))for short.That is combining with the foreign language education standards and requirements of different countries and the actual needs of foreign language teachers, through the mother tongue foreign language education knowledge and teaching skills, culture, intercultural communication ability and inclusion of values, education, practice and quality The foreign language teachers know and can train in four dimensions to deepen teachers' understanding and cognition of native language education, enhance their deep understanding of the target language culture and enhance teachers' foreign language teaching expertise and professionalism. International vision and innovative ability, help new teachers to witness self-cultivation from maturity to maturity, from qualified to excellent. At the same time, building a foreign language education online workshop and communication platform set up by a nationalized foreign language teacher with training platform to expand teachers exchange and cooperation in the field of foreign language education worldwide to provide sustainable support for their career development.

1.2 The basic structure and design concept of QCLI mode

The QCLI model is designed based on the actual needs of foreign language teachers, aiming at improving the timeliness, relevance, practicality and comprehensiveness of pre-job training. details as follows:

First, focus on the students. The concept of "student-centered" is embodied in three levels: (1) the trainee level. That is, according to the background of the students, the country, the region, the teaching objects, etc., the students will be integrated into the ethnic groups and tailored appropriate training programs for different ethnic groups;

Training faculty level. According to the student's ethnic integration model, relevant scholars and experts are hired for training. From the perspectives of macro and micro, theory and practice, culture and language, experts and scholars with different backgrounds, from different regions and with different levels of education are classified and combined to improve the effectiveness and pertinence of training through the whole experience model; (3) The level of the training process. Change the past top-down trainer-led passive training, increase the dialogue and communication between trainees and trainers, mobilize the initiative of the trainees and increase their participation so that the training can be transformed into active mode which is more suitable for the needs of the expatriate and the needs of the trainees.

Second, improve timeliness. Timeliness is mainly reflected in two aspects: Firstly, the training time is the longest, that is, the training time before the post is limited. Therefore, the training must be arranged reasonably and the limited time should be utilized to enable the students to have sufficient time to immerse themselves in the training. Secondly,the second is the immediate effect of the training effect. ——The purpose of pre-job training is to enable students to quickly acquire the knowledge and ability of overseas teaching through training. Therefore, how to accelerate the conversion of students from "his knowledge" to "self-knowledge" needs to be worked out to improve the conversion speed of their own quality and ability process.

Third, targeted. When the training is being prepared, organizing teachers and experts who has experience of training teachers' national teaching experience, discuss and exchange sufficiently according to the characteristics, training methods, classroom organization, the present problems and the training focus of different countries, and based on the training course questionnaire, the system has sorted out 100 highly targeted problems, which are not only have macro concepts, but also include micro techniques. These problems are interlinked, thus ensuring the targeted character of the training.

Fourth, enhance comprehensiveness. QCLI training adopts a unified and integrated training model combining unified training with group training: it not only pays attention to common qualities of the training, but also pays attention to the different qualities of different backgrounds, cultures and teaching objects of training; It not only pays attention to macro policy theory, vocational training and other qualities of the training, but also pays attention to the micro-level quality training of regional categories, teaching objects, cultural knowledge and teaching skills; It not only pays attention to basic knowledge and skill combing, but also pays attention to the whole process experience and practice of trainees.

Fifth, enhance practicality. "Teaching" and "learning", "input and output" are important parts of training. Only on the basis of a lot of practice can we truly realize the goal of internalizing knowledge and improving our own skills and abilities. QCLI training also runs through practice in every link of teaching, which is mainly manifested as: in the aspect of language teaching ability training, based on the teaching of core language teaching theories and methods, the training emphasizes the internalization and deepening of teaching ability through large-scale simulation trial teaching experience, country-specific and class-based practical teaching observation, internalizing and deepening of teaching ability; in the aspect of intercultural communication, a large number of intercultural cases of different countries are used for explanation and analysis, meanwhile, experts and scholars engaged in cultural communication in different countries and regions are also invited to talk with students to answer questions and solve puzzles; in the cultural teaching module, overseas teachers can improve their understanding of the target language culture through thematic

cultural research and study, and establish a cultural teaching resource on the basis of the collected authentic language materials for cultural teaching, so as to facilitate future teaching and research.

Sixth, pay attention to the actual needs of students. The actual needs of students is the foundation of QCLI training design, mainly reflected in two aspects: one is on the eve of training to survey the needs of students, combined with the practical problems encountered while teachersd training students previously, list questions as the overall framework and content of each course module model design training on the basis of the results of the investigation; second, students' feedback is carried out throughout the whole training process, that is, students' feedback to the training every day is adopted timely to adjust the course content, and experts will answer questions in groups every week, so as to help students timely solve the problems and difficulties encountered in the training process.

2. Specific implementation of 1QCLI mode

2.1 The combination of "cooperative study" and "learn to improve together"

In training, the trainees are to finish different tasks in the cooperation: in the link of project-based learning, according to the students teaching object and jobs, divided into different thematic learning groups, respectively, to study foreign language education standards of the host countries, foreign language teaching syllabus and curriculum setting, teaching standard, education of the latest ideas and trend, learning target language ontology knowledge and speech skills teaching, classroom management case of the host countries and related teaching activity design; link in the interactive lectures, on the basis of previous grouping learning, invite relevant experts and teachers interact and discuss frontier research results, the new teaching method, teaching case of related theme, to help teachers improve their knowledge of national foreign language education system, and strengthen theirs' global new education ideas and teaching mode and so on the understanding and use; in sharing-type teachers' workshops, each student will share and discuss the research results, related cases, experience, thus to make each teacher learns from each other and makes progress, internalize all kinds of knowledge and experience into their own teaching reserves, design the "achievement bag of classroom organization and management" and the "achievement bag of teaching by skill teaching" with teaching plan and teaching activity design as the main body; in the report section, the representative presents and reports the research topics, solidifying the learning results.

2.2 Modern information technology is integrated into foreign education mode

Integrate modern information technology into training, to help teachers to learn to master how to make use of modern information technology to develop teaching resources, create a vivid context and communicative environment, learn to use the computer interaction capabilities to build "Internet +" as the characteristics of the wisdom class, improve teachers' ability to use modern information technology in foreign language teaching, including to invite relevant experts and teachers to introduce secondary language teaching of modern information technology resources, hand-held micro-course and mooc production, "Internet +" teaching resources sharing library construction, etc.

2.3 Combination of "micro-teaching" and "diagnostic training

Combining the local teaching needs of each teacher, it provides a rich teaching and classroom teaching and localized teaching classroom practice. The mode is interactive lecture-teaching observation—Micro-teaching real classroom teaching - group discussion, self-assessment and mutual evaluation - diagnostic lectures - rethinking the cycle experience mode. In the interactive lectures, according to the investigation of the needs of the teachers in the previous period, investigate the lack of traps for the teachers, improve its knowledge system and enhance its language teaching ability; In the teaching observation process, the teachers grouped into different levels and different types of foreign language classrooms to observe, and exchanged experiences

with outstanding teachers and students to share experiences; In the micro-teaching real classroom teaching practice, students from the countries where teachers are invited enter the classroom to create a real classroom teaching opportunity for teachers, and record the whole process of teaching in a "micro-teaching" way to achieve basic real and meticulous , localized teaching of all angles; In the group discussion, self-assessment and mutual evaluation, each student will conduct self-evaluation and mutual evaluation on the performance of real classroom teaching; In the diagnostic lecture session, the experts will summarize, comment and provide targeted counseling for each teacher based on the teacher's teaching practice, self-evaluation and mutual evaluation, to help teachers continuously improve themselves; In the reflection session, the teacher group summarizes and communicates on the learning of this module, and finally completed the "Classroom Organization and Management Achievement Bag" and the teaching activities design case, sub-skills teaching lesson plans, courseware and micro-courses as the content of "sub-skills teaching achievement bag."

2.4 "Task-based culture training" and "two integrations of culture and teaching"

In the cultural training module, the cultural module training mainly includes the understanding of the "cultural triangle" composed of cultural concepts, cultural customs and cultural products and the corresponding teaching ability. The training will adopt a lecture-task-based culture study, cultural experience, round-table bbs-cultural carnival model. Through the lectures, we will sort out and guide the national culture of the target language, improve the teacher's knowledge system and knowledge reserve, to improve teachers' ability and lever to use what they have learned in teaching. Through task-based cultural training, enhance the comprehensive understanding of the political, economic, and cultural aspects of the target language countries, and collect and produce "cultural teaching cases and resource libraries" for the needs of teaching; Through the cultural experience course, the teacher's "cultural and intercultural communication ability" literacy is improved, and through the study and production of cultural teaching small teaching aids, teachers' hands-on ability and display ability are improved, making classroom teaching more vivid and diverse; Through the cultural carnival activities, summarize and share the teacher training income, and thereby enhance the planning and organization ability of the teacher's cultural activities.

Although the QCLI training model provides practical experience in improving the timeliness, relevance, and comprehensiveness of training, it cannot fully solve all the problems of foreign language education teacher training, and it is impossible to apply to all professional development training. We also need to develop diversified models based on the specific needs of the post and the local conditions according to the new situation and new requirements, so as to improve the quality of teacher training and provide more and stronger support for teachers' professional growth.

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