

Study of College English Teachers’ Instructional Design Competence – Case Study of Teaching Methods

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Article Detail:	Abstract
<p>Received: 18 Aug 2024; Received in revised form: 17 Sep 2024; Accepted: 21 Sep 2024; Available online: 28 Sep 2024</p> <p>©2024 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/).</p> <p>Keywords– <i>instructional design competence, teaching method</i></p>	<p><i>Teaching competence is very important for a teacher, and it is a basic skill of every teacher. However, there are few researches on Chinese University Teachers' instructional design competence, especially from the perspective of teaching methods. In order to investigate the teaching design competence of College English teachers, this study adopts the method of case analysis. The winning works of "Shanghai Foreign Language Education Press Cup" National English teaching competition were selected as the cases. Data analysis was made by using tables to list related evaluations. Data analysis shows that most participants can choose the appropriate teaching methods according to the teaching objectives, but only a few participants can choose innovative teaching methods. It is necessary to design teaching method according to teaching content. Some teachers cannot design teaching methods reasonably, which shows that teachers' ability to match teaching content and teaching methods needs to be improved. Teaching methods should be able to promote the realization of teaching objectives. However, the research shows that the teaching methods selected by some participants cannot help promote the realization of teaching objectives. The research shows that the overall teaching design literacy of university teachers needs to be improved. If we want to get a more accurate survey of the status quo, we should also have a deeper understanding about the instructional competence of teachers.</i></p>

I. INTRODUCTION

1.1 Background of the study

Language teaching is a delicate art calls for teachers’ deliberate thinking and careful design to a large extent, determines the learning effects of the students. With many factors to consider, it is no easy

job to come up with effective design which are both appropriate and instructive. College English teachers, as the designers for college English courses, need to enrich themselves with adequate knowledge in education, psychology, culture in addition to the essential disciplinary knowledge. Therefore, the teachers’ ability to design a lesson, that is, the

instructional design competence, plays an important role in producing effective learning results. Ability is the quality of being able to perform. A quality that permits or facilitates achievement or accomplishment, while competence refers to the quality of being adequately or well qualified physically and intellectually. In this study, the words of “competence” in “instructional design competence” all expressed by the word “competence”.

Instructional design is the design of what to teach and how to teach for the purpose of teaching. It is also the guarantee to improve the quality of education and teaching. Instructional design is to arrange the teaching elements according to the requirements of the curriculum standards and the characteristics of the teaching objects, and determine the vision and plan of the appropriate teaching program. It generally includes teaching objectives, teaching important and difficult points, teaching methods, teaching steps and time allocation. Instructional design competence directly reflects the teacher's professional quality and professional competence, and is also a means of realizing pedagogy optimization. It should include the competence in design classroom teaching objectives, the teaching content design ability, the competence in design classroom teaching methods and means, and the competence in design teaching models and teaching strategies. Therefore, in the course of teachers' professional development, we should attach great importance to the cultivation of teachers' instructional design quality.

Literature review shows that most previous research tends to study instructional design from different perspectives. Some people have studied the role of teaching objectives, and some have studied instructional design ability in terms of instructional steps.

Although various language teaching methods have been covered in the previous research, few studies have ever touched the instructional design competence through from the perspective of teaching methods, which is just this study is going to explore.

1.2 Significance of the study

The results of this study are of significance to improve the comprehensive teaching competence of teachers. At present, although many articles have studied instructional design and teaching objectives

related to teaching, there is few researches on instructional design competence in terms of teaching methods. 22 teaching demo videos together with the experts' remarks from the winners of teaching competitions are selected as typical cases for analysis, and teaching methods are the major angle I focus on in the case analysis, so as to provide reference for teachers to improve their teaching methods and improve the quality of teaching.

II. LITERATURE REVIEW

2.1 Studies on instructional design

Instructional design is crucial in producing effective teaching results. The research types mainly include the following aspects: the research on teachers' teaching design competence, the commonly used teaching methods in English teaching, the application of teaching methods and the direction of teaching method reform.

First of all, Yao (2014) adopted the questionnaire survey method to study the instructional design competence of junior high school English teachers. The research points out that teachers cannot flexibly choose teaching methods to carry out courses, because some teachers use TBLT for every lesson and the teaching methods are too single. Similarly, someone studied the instructional design competence of high school English teachers through literature survey, questionnaire survey and interview. The results showed that the overall instructional design competence of high school English teachers was above the average level, but the development of each competence was unbalanced. The research shows that whether the design of teaching method is reasonable or not seriously affects the smooth progress of teaching design (Zhou 2017). In addition, the teaching procedures also affects the teaching design. Fan (2021) points out that all steps of reverse instructional design are linked together and support each other. Teachers can add or subtract links according to the actual situation in the specific teaching design, so as to better promote teaching. It is also very important to cultivate students' ability of critical thinking and independent thinking. Ma (2021) pointed out that college English should build a diversified and unified course structure, pay attention to the cultivation of students' thinking, guide students to learn to analyze problems

with correct positions, viewpoints and methods, and closely combine language learning practice with thinking. The teaching design of English subject also needs to pay attention to the cultivation of students' correct ideological and political thinking. College English design should enhance the ideological and political awareness of the course, enhance their own political literacy, actively innovate teaching methods in the process of re-education and teaching, and constantly search for ideological and political education (Shen 2021).

2.2 Studies on teaching method

In recent years, the commonly used teaching methods in English teaching include Production-oriented Approach (POA), task-based teaching, communicative teaching, immersion teaching, content-based teaching (CBL), and project teaching and so on. Among them, there are 2631 relevant studies on TBLT.

Wu (2018) studied the application of TBLT in high school English reading by using questionnaire survey, experimental method and other methods. The results show that TBLT can improve students' interest in English reading. It is found that the correct teaching methods can stimulate students' interest in learning, but the teaching methods adopted by some teachers are not applicable to the class, and some teachers cannot choose the corresponding teaching methods according to the specific learning tasks and teaching content. Mirzaei (2018), a foreign scholar, pointed out in his research that the evaluation of student achievement plays an important role in strengthening the evaluation process in TBLT.

Some people investigated and analyzed the use of vocabulary and cohesive relationships in the writing of Saudi male students using a task-based language learning approach (Alqahtani and Elumalai 2020). The analysis of the obtained data showed that the students' linguistic competence in grammar and vocabulary improved significantly, especially in the text analysis paragraphs.

In addition, there are 1047 articles on the research of Production-oriented Approach in English teaching. Among them, Leng (2020) designed and practiced college English mixed class through experimental method. The research shows that the Production-oriented Approach has certain effect in improving the

learning motivation and listening and speaking ability of middle and low level English learners. Similarly, studying the application of Production-oriented Approach (POA) in English teaching through case investigation, and the results showed that POA could improve students' comprehensive quality to a certain extent. At the same time, it can also improve the teaching quality in a certain sense, which has a positive effect (Zhang 2020).

In addition, there are 2658 articles on communicative teaching method. Zhang (2020) analyzed the situation of communicative teaching method in mastering modal verbs of junior high school students through experimental method and interview method, and the results showed that communicative teaching method was beneficial to students' mastering of modal verbs as a whole. Foreign scholars studied the application of CLT method in Bangladesh. Although the Bangladeshi English curriculum is part of the official curriculum, there is a lack of management support in teacher training, CLT use, and the implementation of CLT (Ray and Roy 2017).

At present, there are 1331 studies on immersion teaching method. Luan and Guo (2011) conducted an empirical study on the application of immersion teaching method in English teaching of North China University of Science and Technology. Experimental and survey results show that immersion students improve more quickly in productive skills such as writing and speaking than students in traditional instruction. It also shows that immersion teaching is a feasible alternative to the traditional teaching mode.

At present, 741 literatures have analyzed the content - based approach. Using testing, questionnaire, interview, observation and other research tools to study the content teaching method in high school English reading learning (Li 2020). The experiment shows that the content teaching method has a positive influence on the high school students' academic performance, reading ability and learning attitude.

At present, more than 20,000 literature references have analyzed the project teaching method. Zhu (2019) explored the application of PBL in English in higher vocational colleges, and his research pointed out that PBL has absolute advantages over traditional teaching methods. PBL successfully solves many traditional

problems, but it also cleverly avoids some teaching obstacles. Students master English knowledge in the process of completing the project, improve their language ability and enrich their English learning experience (Yue 2019).

2.3 Study on instructional design competence

Instructional design competence is a key factor to measure a teacher's teaching level. Chang (2021) investigated the teaching ability of middle school students. The research shows that teachers lack the consciousness of student-centered instruction; the knowledge foundation research is not enough; the setting of teaching objectives is too high or too low; the teaching design involves insufficient attention to the learning situation; the setting of teaching objectives do not conform to the current learning ability of students. Instructional design competence also refers to the ability of teachers to deal with teaching contents according to students' cognitive characteristics and choose appropriate teaching modes and methods, so as to achieve the best teaching results and corresponding abilities. Yang (2021) pointed out in his research that the teaching design competence level of domestic colleges and universities is not balanced, which is related to the local economy, ideology and culture. At present, there are many university teachers without experience of learning education-related courses in colleges and universities, but the requirements for the teaching design ability of normal university students are much higher. However, most normal university students choose the teaching method which is easy to control and do not have a good understanding of three-dimensional goals (Li and Dai, 2019). Similarly, Li and Yang (2019) also conducted research on the teaching design ability of normal university students, and the research showed that the teaching design ability tended to improve with the increase of grades. In general, the instructional design ability of teaching is often influenced by the teaching cognition. Some teachers are not familiar with the basic theories and methods of teacher learning design, so students can not be active in class, and their teaching design ability needs to be improved (Huang and Chen 2019).

2.4 Evaluation

Teaching methods play an important role in instructional design and are being studied by more

and more scholars. At present, the existing research on teaching methods mainly includes the implementation of specific teaching methods, the role of teaching methods, and whether the application of teaching objectives is correct or not. Most of the researches seem to focus on the teaching method, but there are few researches on analyzing the teaching design competence from the teaching competition especially from the hierarchical analysis of teaching method. This study will analyze teachers' instructional design competence by analyzing the teaching demo videos of the excellent contestants and the comments made by the language teaching experts.

III. THEORETICAL FRAMEWORK

In order to clearly analyze the relationship between teachers' teaching methods and their teaching design competence, it is very necessary to understand what is teaching design and teaching design ability, the concept of various teaching methods.

3.1 Instructional design

3.1.1 The concepts of instructional design

Smith and Reagan pointed out that instructional design is a method of transforming the principles of learning theory and instructional theory into instructional materials. (Yao 2014). Instructional design is a knowledge about how to use systematic methods to analyze teaching problems and find solutions. It is a kind of idea, a process and a technology (*ibid*). When analyzing teaching objectives, we usually analyze them from the following three points: knowledge and skills, process and method, emotional attitudes and values. When analyzing the teaching content, we usually focus on the student. Analyze what students are learning and how they are going to learn.

The main content of instructional design includes analysis, design and evaluation. Analysis refers to the analysis of teaching content and teaching object; Design includes the setting of teaching objectives and the design of the teaching process to achieve the teaching objectives. Teaching objective design is an important content of teaching design. It is one of the most important tasks of instructional design to determine appropriate and good teaching objectives. The theory and technology of classification of teaching

objectives put forward by teaching psychologists at home and abroad provide a theoretical basis for us to understand teaching objectives comprehensively and correctly, analyze and design teaching objectives scientifically, and lay an operable technical foundation. The choice of teaching method is generally based on three aspects: according to the current learning task, is to impart learning knowledge, or form some skills and skills; According to the characteristics of the content of the textbook, is it factual knowledge or theoretical knowledge, is it more or less, is it scientific or artistic, and so on; According to the age characteristics of the students, is the senior grade or the junior grade, the knowledge foundation and psychological preparation. Of course, other factors should be considered, such as the conditions that schools and places can provide, including social conditions, natural conditions, material equipment, etc.; the teacher's own condition, student's age characteristic and so on. Instructional evaluation design refers to the design of methods to test whether students' learning has reached the expected results. The specific content needs to include teaching objective design, teaching content design, teaching time design, teaching measures design, and teaching evaluation design.

3.1.2 The instructional design competence

According to Yang (2021) instructional design competence refers to the competence of teachers to design the teaching content and teaching process while mastering the classroom and teaching content, and to complete the teaching work and the task of educating students. Instructional design competence is very important for teachers. If the teacher's teaching design competence is very poor, or does not have the teaching design competence at all, then the teaching quality and classroom atmosphere will be greatly affected, which is not conducive to students' learning. Education is undergoing reform from time to time, especially nowadays, with the unprecedented development of information technology, quite different forms like flipped classroom and MOOCs have prevailed in many universities. College teachers, on the one hand, should be able to keep pace with the change and development, and on the other, however, needs to stick to the very basic principles of teaching design. Whatever the form is, the elements and process of teaching design is not altered. For example,

based on the analysis of teaching content and students' needs, certain teaching methods should be adopted in language teaching as to effectively improve students' language competence. In this study, teaching methods will be the main focus to analyze the teaching design competence of teachers.

3.2 Teaching methods

3.2.1 The concepts of teaching methods

Teaching methodology consists of four levels: guiding ideology, basic methods, specific methods and teaching methods. Teaching methods include two aspects: Teachers' teaching methods and students' learning methods, which are the unity of teaching methods and learning methods. The teaching method must be based on the learning method, otherwise it will not achieve the expected goal effectively due to the lack of pertinence and feasibility. But because the teacher is in the leading position in the teaching process, so in the teaching method and learning method, the teaching method is in the leading position.

3.2.2 The concepts of communicative language teaching

Communicative language teaching method is produced by the joint efforts of English linguist Wilkins, Widdowson, Brunfit and American educationalist Savignon and sociolinguist Hymes. CLT is an educational method that aims at students' acquiring practical communication skills. In order to achieve this goal, teachers need to follow the democratic autonomy and respect for the teaching of English communicative approach equality concept, on the premise of personality equality between teachers and students, and achieve the same teaching effect, at the same time it can promote teachers and students' common progress, common development and common improvement.

The learning theory of communicative approach points out that the teaching content and teaching method must start from the needs of students. We should first analyze the needs of students for the use of foreign language, and then select the language form and function suitable for learning through the needs analysis. In teaching English, we should respect students' personality and needs, emotions and interests, advantages and disadvantages. Through the education of encouragement, praise and love, students' enthusiasm and initiative can be promoted,

fully realize the humanization of language teaching, highlight students' subject status, stimulate students' subject consciousness, develop students' learning potential, and truly realize the optimization of language teaching process.

3.2.3 The concepts of task-based teaching

Task-based language teaching refers to the teaching that the teacher guides the language learners to complete the task in the class. This is a language teaching method that emphasizes "learning by doing", which emerged in the 1980s. It is the development of communicative teaching method and has attracted widespread attention in the world language education circle. This teaching theory of "doing things with the language" has gradually been introduced into basic English classroom teaching in China, which is a trend of China's foreign language teaching reform. This theory holds that language mastery is mostly the result of using language in activities, rather than the result of training language skills and learning language knowledge. In teaching activities, teachers should design specific and operable tasks around specific communication and language projects, and students should complete the tasks through various forms of language activities, such as expression, communication, negotiation, explanation and inquiry, so as to achieve the purpose of learning and mastering the language. TBLT is formed by absorbing the advantages of many previous teaching methods, and it is not exclusive to other teaching methods.

Specifically, the task-driven method is mainly to guide students to complete related goals and tasks independently, and analyze the mistakes and problems existing in the learning process of students through cooperative discussion after the completion of the task, and correct them in time, and put forward corresponding suggestions. Thus it can be seen that TBLT can guide students to apply what they have learned and effectively combine theory with practice.

3.2.4 The concepts of production-oriented approach (POA)

POA is a people-oriented teaching method. Teachers should respect and love students, cultivate their social attributes and personality, and promote their all-round and sustainable development.

Production-Oriented Approach (POA) is a new classroom teaching theory with Chinese

characteristics constructed by Professor Wen Qiufang from Beijing Foreign Studies University on the basis of 'output driven hypothesis'. Output-oriented method is mainly divided into three parts: teaching theory part, teaching hypothesis part and teaching link part. The teaching theory includes the learning center theory and the whole person education theory. The teaching assumptions include output driven, input driven and selective learning; the teaching part includes three stages: driving, facilitating and evaluating. Among them, the teaching idea is the guiding ideology, the teaching hypothesis is the theoretical support, the teaching process is the realization of the other two parts, and the teacher's intermediary role should run through each link of the teaching process (Tang and Zhang 2020).

By using the output-oriented approach to teach English, students can acquire professional knowledge, cultivate their humanistic quality, further realize their all-round development, and cultivate all-round high-level foreign language talents suitable for the development of the new era.

3.2.5 The concepts of content-based instruction (CBL)

CBL is a kind of second language teaching mode, which integrates subject content or academic content with language teaching activities. According to Lei (2006), students' learning focus is to obtain information through the second language and develop language skills in the process. This means that language learning and content learning are inseparable. But the main goal is to learn the content rather than focus on language learning. The theoretical basis of CBL is mainly based on the research of cognitive science and second language. Studies have shown that all human intellectual activities, such as thinking, communication, problem solving and learning, urgently need both process and content knowledge. Students' cognitive ability can't be improved to a higher level by just relying on reading, writing and critical thinking. Content knowledge is the foundation to ensure the good operation of these "processes". The core goal of CBL teaching mode is to cultivate the content rather than the language knowledge and skills, not to develop the

learning strategies, emotions and attitudes or form the self-concept. Language is just a medium to get content, it is a by-product of content learning (Wang 2017).

3.2.6 The concepts of lecturing method

Teaching method refers to the process of teachers' teaching through language. It mainly includes five forms: explanation, reading, narration, speech and comment. Among them, explanation refers to teachers' explanation of concepts, principles, laws, formulas and examples, which is more suitable for science teaching. Speaking and reading refers to the teaching mode that teachers combine explanation with practice in the process of language teaching. Narration refers to the fact that teachers use descriptive or narrative materials in the teaching process. Speech refers to a long speech way to discuss. It can be in-depth analysis of facts, and draw conclusions.

3.2.7 The concepts of demonstration method

Demonstration method refers to the teacher through the use of some teaching aids or physical teaching method. In this process, students' observation ability has been trained. There are many kinds of demonstration, including the demonstration of objects, specimens and models; demonstration of photos, pictures and videos; demonstration of experimental operation.

3.2.8 The concepts of practice method

Practice method refers to the way that teachers arrange classroom exercises and homework so that students can consolidate what they have learned. Consciously completing a certain activity repeatedly can consolidate the knowledge more effectively. The basic requirements of the exercise method are as follows: to clarify the purpose and operation requirements; the operation steps are clear; the difficulty of operation is moderate; feedback and summary are timely.

3.2.9 The concepts of discussion method

Discussion method refers to groups of students discussing the teacher's questions. Each member expresses his or her own views, discusses and approaches the issue itself through argument. Before the discussion, the teacher needs to clarify the topic requirements. Students need to collect relevant information and outline their speeches. In the process

of discussion, teachers need to make appropriate guidance.

IV. METHODOLOGY

4.1 Research Question

Through watching and analyzing the teaching demo videos of the winning contestants of the teaching competition, combined with the analysis of the comments by the language teaching experts, this study mainly focuses on the teaching methods employed by the contestants, with a purpose to find out the appropriate application of teaching methods and provide reference for teachers' self-development. Therefore, this study will set out to answer the following questions.

Question 1: Can the teaching methods applied by college English teachers help to achieve the teaching objectives?

Question 2: Can college English teachers design appropriate activities based on the teaching methods?

Question 3: What is the status of instructional design competence of college English teachers in terms of the choice of teaching methods?

4.2 Case selection

In this study, 22 award-winning teaching design works from the "SFLEP (Shanghai Foreign Language Education Press) Cup" National English Teaching Contest will be selected as case studies. They represent the higher level of instructional design of teachers in Chinese colleges and universities in China and help to reveal the current situation of instructional design competence and teachers' teaching quality.

4.3 Standard of analysis

In order to analyze the teaching methods of the winning works, this research mainly focuses on the following four aspects.

(1) Teachers' teaching methods should meet the requirements of the teaching objectives.

(2) Teachers should choose teaching methods according to the characteristics of students.

(3) Teachers should design teaching activities according to the teaching methods.

(4) Teachers' teaching methods should be able to mobilize students to take part in the class activities.

4.4 Case analysis

This study only analyzes the teaching methods of the awarded works. It is analyzed from three aspects: the choice of teaching methods, the application of teaching methods, and the effect of teaching methods.

For the analysis, 22 teaching demo videos will be analyzed to find out the teaching methods used and the effectiveness of the methods. At the same time, the teaching experts' comments will also be included as an important reference for the teaching methods used. In this process, I watched all the teaching videos, including the lecture videos, and wrote down each teacher's teaching objectives, teaching methods, students' responses, teaching steps and teaching activities. The teaching design competence of teachers is analyzed with expert comments.

V. FINDINGS AND DISCUSSION

5.1 Overall status of teachers' instructional design competence

Through the analysis of teaching videos, lecture videos and expert comments, it is found that the teaching level of most of the teachers participating in the competition is high, but there are still some problems in their teaching which need to be improved.

5.1.1. Comments on overall instructional design

The following table is the analysis and statistics of expert comments on the participants' performance. From different aspects including the teaching design, teaching objectives, teaching methods, teaching procedures, teaching state, language expression, classroom interaction, the overall teaching effect were analyzed.

Table 5-1 Classification of expert comments

	Positive comments	Neutral comments	Negative comments
Teaching design	15	1	5
Teaching objectives	14	1	5
Teaching methods	8	1	1
Teaching procedure	11	1	0
The teaching outlooks	18	1	0
The language use	16	3	0
Classroom interaction	7	3	5
Overall teaching effect	8	0	1

Among the 22 teaching presentations, there are 21 pieces of comments on teaching design, 20 on teaching objectives, 10 on teaching methods, 12 on teaching steps, 19 on the teaching status, 19 on language expression and language, 15 comments on classroom interaction, 9 on the overall teaching effect. (Table 5-1)

Judging from the number of positive, neutral and negative comments, it can be seen that the experts generally provide positive feedback on the teaching performance of most contestants, with the total

positive comments accounting for 78%, neutral comments 9% and negative comments 13%. In terms of positive comments, experts are mostly satisfied with the general teaching design, the teaching objectives, the teaching status and the language use. As to the neutral and negative comments, the least satisfactory aspects also go to teaching design and teaching objectives. In addition, classroom interaction is also one of the link in the instructional design, which may be attributable to the limitation of time and space of the contest form. (Table 5-1)

Table 5-2 Specific comments on instructional design

Teaching design	Comply with the law; Complete and reasonable; Clarity; Time allocation is not reasonable; Clear steps; Insufficient diversification and single mode; Clear logic and uneven time allocation; Student-centered, natural and reasonable; Regular, well-designed, excellent; Exquisite design; Complete, clear and logical; The design is complete; Clear; Complete; Completeness and uneven
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	time allocation; Better; Complete and coherent, hierarchical, methodical and challenging; Need to adjust; Not reasonable enough; Reasonable time arrangement; Reasonable, clear level;
Teaching objectives	Suitable for teaching content; Clear (12 teachers); Not clear; It's reasonable; Clear and reasonable; Not clear; The goal statement is too general; Not prominent enough reasonable; Too broad;
Teaching methods	Properly (3 teachers); Task-based teaching method; Sapient teaching methods; Task-based teaching method, no innovation; Appropriate and promote the effective realization of teaching objectives; It does not match the teaching objectives; Flexible and diversified, and properly used; Choose the right method;
Teaching procedure	Natural and smooth; Reasonable, clear, smooth; Clear; Link to link; Nature; Reasonable; Connecting nature; Connecting nature; It's natural and reasonable; Reasonable; Clear; Transition natural;
The teaching outlooks	Have a passion; Nature (3 teachers); Coherent; Kind, natural, generous; Clear thinking, natural, strong affinity, clear instructions; Natural, friendly; Affinity; Teaching nature; Teaching attitude and natural affinity; At one go; Have affinity; Be generous; The moral attitude is kind; Better affinity, dignified and generous, slightly nervous enough to relax natural; Full of passion; Dignified appearance, natural teaching attitude, rich affinity; The teaching attitude is natural, warm and generous, dignified and calm, expressive force and appeal;
The language use	Clear; Fluent in oral English (8 teachers); Good basic language skills; Moderate speed and fluent language; Fluent oral expression, occasional grammatical errors; Fluent and natural expression, but individual pronunciation is not accurate; Natural, smooth and concise; Good English expression skills; Fluent and smooth, accurate pronunciation and intonation; The pronunciation and intonation are accurate and natural, and the expression is smooth. Language refinement;
Classroom interaction	Good(3 teachers); Good, active; self Q&A, the question of machinery; Formal; Too little interaction; Harmonious atmosphere; Good interaction; Better; Yes; Good and diversified forms of interaction; Not bad; Monologue; Less interaction;
Overall teaching effect	Good(4 teachers); Very good; Not ideal; Be satisfactory; High quality; A clear hierarchy;

Table 5-2 offers specific information concerning the experts' comments on different aspects of the teaching performance. On the whole, the teaching design ability of the participating teachers affirmed by the experts. Among the 22 expert comments, 15 are positive, 1 is neutral and 5 are negative. In terms of positive comments, experts use such words as "Complete and reasonable", "reasonable time allocation", "clear procedure", etc. to show their agreement and recognition to the participants' teaching design ability. In case A, Gu qiupei won the second prize of the English major group in the third "SFLEP Cup" teaching competition. In the teaching design, time is properly allocated. The expert gave positive evaluation, "the teacher also has good theoretical literacy in applied linguistics, strong classroom design ability, and very careful lesson

preparation. She not only prepared a large number of image materials, but also had clear teaching objectives and reasonable time arrangement, reflecting a higher comprehensive language teaching literacy." The negative comments mainly focus on the unreasonable time allocation and single teaching mode.

5.1.2. Comments on teaching objectives

The instructional design in the teaching objectives has also been affirmed by experts. Among the 20 comments, 14 are positive, 1 neutral and 5 negative. In the eyes of the experts, most teachers can design clear and reasonable teaching objectives corresponding to the teaching content, but the primary weakness in the design is the lack of specifics in the wording, for example, in case B, the winner of the second prize of the English major group in the 10th "SFLEP Cup",

Yang Dou's teaching goal is not clear enough. The experts expressed their negative comments on the teaching objectives. The specific contents are as follows: "Mr. Yang has set up three-dimensional teaching objectives of knowledge, skills and consciousness, in which 'skills objectives' have specific descriptions of listening and speaking skills such as note taking, comparison and contrast, and consciousness objectives are also more specific, but the descriptions of objectives such as knowledge objects are words and expressions are not accurate enough. It fails to reflect the measurability of goals and lacks a clear definition of cognitive levels."

5.1.3. Comments on teaching methods

Compared with other contents, experts' direct comments on teaching methods are not many. Among the 10 comments, 8 are positive, one is neutral and one is negative. Most teaching methods applied are considered as "proper" according to the experts, and task-based method is most widely used method in the teaching. For example, in case C, Liang Ye, the 10th "SFLEP Cup" teaching competition, won the special prize of audio-visual and oral class group. In the teaching process, he showed that he adopted the task-based driving method. The main task is listening and memorizing. Experts gave positive evaluation on the design and use of this teaching method" From the performance of the students, most of them can write down the information, which shows that the teaching effect is good, and that the difficulty of listening materials is in line with the students' level." The weakness displayed in teaching methods is lack of variety and innovation, and inadequate correspondence with the teaching objectives.

5.1.4 Comments on teaching procedure, teaching outlooks and language use

Regarding the teaching procedure, teaching outlooks and language use, which are the very fundamental elements of instructional design, no negative comments are made. The teaching outlooks and language use, in particular, get a high degree of approval from the experts, showing that the teachers' appropriacy in attitude, affinity, passion and appearance, as well as the good command of the language in the classroom. Reasonable and clear teaching steps are designed and the transitions are natural.

5.1.5 Comments on classroom interaction

Classroom interaction are generally "good", "active" and "diversified", but it also gets the highest percentage of negative comments (33%), with some teachers employ little interaction or even monologue during the teaching presentation. Although limited by the time and number of students, there are still large space for developing interaction with students, which is crucial in producing good teaching results.

5.1.6 Summary

Talking about the overall effects, most teaching performance are categorized as "good", although some are not ideal, indicating that teachers need to further refine their teaching design in order to produce satisfactory teaching effects.

Instructional design ability is the embodiment of teachers' teaching quality. According to the expert reviews, instructional design ability is very important in the teaching competition. Among them, 85% of the contestants' teaching designs were approved by experts (table 5-1). Among them, the teachers with excellent instructional design ability set clear goals, employ appropriate teaching methods and create good overall classroom effect.

Based on case F, experts commented that teacher Liu Leyin's teaching design and teaching are excellent, with specific teaching objectives. The purpose is to help students master the main idea and important details of the video center, and focus on the design and teaching of listening teaching process. In particular, the teacher attaches importance to the application of teaching methods, and the overall effect of the class is good. The results show that the choice of teaching methods is particularly important in the teaching process, which will affect the progress of the teaching and the effect of students' learning, so teachers should attach great importance to the teaching methods. Therefore, the selection of teaching methods is an important embodiment of teaching design ability.

5.2 Correspondence of teaching methods with teaching objectives

5.2.1 The design of teaching objectives

Through observation and analysis of the awarded teaching design videos, it is confirmed that most of the participants can set clear the teaching objectives based on Bloom's taxonomy. In their teaching objectives,

different categories of verbs are used, such as “explore the impacts” “review the reading skill” “acquire new words and phrases” on the knowledge level; “identify stereotypes” on the comprehension level; “apply listening skills” “illustrate points of view with relevant examples” on the apply level; “analyze the cause of stereotypes” “analysis the social facts” on the analysis level; “collect information” “construct on understanding” in the synthesis level; “evaluating the importance of space research” on the evaluation level. Meanwhile, appropriate teaching methods are employed in the teaching process to achieve the teaching objectives. However, there are also a small number of teachers who cannot make clear the teaching objectives. Experts point out there are five teachers who cannot choose the appropriate teaching methods according to the teaching objectives. The result also shows that many teachers may not be clear about the teaching objectives before choosing teaching methods, nor can they find appropriate teaching methods.

5.2.2 Application of teaching methods to achieve teaching objectives

Based on the analysis of the cases, it is found that most of the teachers have clear teaching objectives and proper teaching methods. In Case D, Ms. Zhang Zinian’s work won the first prize in the 10th competition. The teaching objectives are as follows: 1) learning the cause-and-effect structure; 2) learn the topic related expressions to express gratitude; 3) appreciate the power of gratitude; 4) know the ways of expressing gratitude in the West.

In the teaching process, Ms. Zhang put forward her own teaching method as content-based language teaching (CLT). The teaching methods are appropriate, good at asking heuristic questions, inspiring students' positive thinking, applying and enriching knowledge of world culture, and promoting the effective realization of teaching objectives through good teacher-student interaction, the expert wrote in the review. At first, in the introduction part of the class, Ms. Zhang asked the students who are the ordinary “Heroes” around them to make them feel the importance of gratitude; by asking “why do lunch women serve granite?” she let the students think about the relationship between cause and effect; by watching t's speech and repeating the sentences in the video, she let the students learn how to express their

gratitude in the West; by asking the students what they feel after getting thanks, she let them know the power of gratitude. This example shows that teachers can choose appropriate teaching methods according to their teaching objectives.

In the course of teaching plan presentation (Case E, first-prize winner of the comprehensive course group of the 10th “SFLEP Cup” teaching competition), Ms. Xiong indicated that his teaching objectives include: to enhance students' understanding of the importance of space exploration in China; to help students enhance their awareness of academic English learning; and to help students master the writing skills of exploration writing. The goal is clear, which reflects the teachers' own teaching concept. As for the teaching method, Ms. Xiong adopts the POA method which is suitable for College English learners in China. The teaching activities are designed from three aspects: driving, facilitating and evaluating. The method is new and focuses on the “student-centered learning” since most time students take the initiative to perform various activities. The driving stage enables the students to realize the shortcomings of completing the unit project, so as to stimulate the students' learning enthusiasm.

Liu Leyin (Case F, second-prize winner of the comprehensive course group of the 10th “SFLEP Cup” teaching competition) attaches great importance to the comprehensive application of listening teaching methods, including task-based teaching method and top-down and bottom-up listening teaching method, which are effective methods to enable students to achieve the teaching goal of “applying listening skills”.

In Case G (first-prize winner of the comprehensive course group of the 10th “SFLEP Cup” teaching competition) , Fan Yuan's teacher's ability to choose teaching methods needs to be improved. Experts have commented on whether the peer approach chosen by teachers really contributes to teaching goals. In Case H (second-prize winner of the comprehensive course group of the 10th “SFLEP Cup” teaching competition) , Gao Jie adopts the task-based teaching method to teach, but the specific tasks are not focused and lack of systematic sorting and layer by layer promotion.

The above cases reflect the possession of instructional design competence by the participating

teachers to a large extent. However, most still cannot use the teaching methods properly with an eye to achieving teaching objectives, and the application of different teaching methods in the specific teaching also shows a lack of deep understanding of the teaching methods, which should be greatly enhanced through theory learning and a lot of practice.

5.3 Correspondence of teaching methods with teaching content

5.3.1 Application of teaching methods in promoting teaching content

Teaching content, to a large extent, affects the choice of teaching methods and appropriate teaching methods would greatly enhance the teaching effectiveness of the teaching content. For instance, for practice-centered courses like Import and Export Practice, task-based method is more suitable than other methods since pedagogical tasks are more easily designed and implemented in the classroom with better teaching effects; for ESP (English for Specific Purposes) course like Legal English and Medical English, content-based language is a better choice because the language knowledge and skills are naturally acquired through the learning of the specific disciplinary knowledge.

In the case C, the teaching content of Mr. Liang Ye is listening and speaking, and the task-based teaching method is adopted (she mentioned in her presentation). The objectives are listening, TED talks, extended listening, speaking, and presentation. Mr. Liang has prepared listening materials and additional video materials to stimulate students' interest in learning and assigns a task, which is closely connected with the students' life and greatly arouses the interest of the students. Through the completion of the task, the students not only acquire more knowledge about sports shoes, but learn many useful expressions and sentence patterns in expressing similar ideas. This case shows that teachers can choose the right teaching method according to the teaching content. However, there are still some teachers who cannot establish appropriate teaching methods according to the teaching content. For example, Wang Xiaopei (case I, second-prize winner of the comprehensive course group of the 10th "SFLEP Cup") selected SAPIENT teaching method, but failed to design a more suitable teaching method based on the teaching content.

Therefore, the ability of teachers to design teaching methods based on teaching content needs to be improved.

5.3.2 Appropriacy of teaching methods with teaching content

Through watching the videos of lecturing, it is found that whether innovative or not, most teachers adopt appropriate teaching methods according to the teaching content to some extent. However, some teachers lack the competence to appropriately use the teaching methods in presenting the teaching content.

The video Liang Ye (case C) used is about the report about the successful landing of Chang'e-4 lunar probe on the far side of the moon. The teaching content of this class is the listening materials (sneaker heads) provided by the Organizing Committee of the competition. In addition, Mr. Liang Ye added a short video (sneaker heads) of about 40 seconds. The content is closely related to the voice part, which stimulates students' interest and effectively develops the voice part. The teaching content is complete, the teaching focus is clear, the teaching interaction is natural and frequent, and the teaching effect is good. In the while-task phase, there are five tasks (why, how, where, what, output). For the first four tasks, four different forms of exercises were designed to check whether students understood the main content and details of the video. The fifth task is to divide the students into groups according to the contents of the first four tasks, and then ask the students to do some output exercises by using the mind-map combined with the information they have mastered, and retell the content of the video. The teacher chooses the appropriate teaching method according to the teaching target, which makes the class progress smoothly.

Ms. Zhou (case J, first-prize winner of the comprehensive course group of the 10th "SFLEP Cup") mentioned that TBLT and CLT would be used in lesson explanation. Ms. Zhang pointed out that the main content of classroom teaching is listening audio. Students will be asked to answer the corresponding questions after listening to the materials. For example, what China has ever done in space exploration; which one is the reason that the moon is called dark side; why China is the first country to do this; discuss with groups about the significance of China's first time

explorer of dark side of the moon. On the whole, task-based teaching method and discussion teaching method are more suitable when listening materials are used as teaching contents. It a good way for students listen to the material with questions, because it could not only exercise the students' listening ability, but also expand the teaching effect through the appropriate teaching methods. From the experts' comments: "for the part of "task cycle" mentioned by the teacher, there are not only students' discussion, but also specific listening tasks. The cohesion of teaching steps is also good, and the whole teaching design has good operability." It can be found that Teacher Zhou did not accurately understand the meaning and relationship of these two. This was also reflected in the question and answer session of the judges.

5.3.3 Comparison of teaching methods for the same teaching content

For the same content of listening and speaking course "Missions to the Moon China's Chang'e Program: Missions to the Moon", Ms. Xiong uses the POA teaching method, while Ms. Liang Ye adopts the task-based teaching method. Expert's evaluation of Liang Ye's classroom design is "fully embodies its teaching philosophy with clear goals, appropriate methods, reasonable process, integrity and operationally", while Ms. Xiong's POA teaching method is suitable for College English learners in China. The teaching activities are designed from three aspects: driving, facilitating and evaluating. The method is innovative and the operation is smooth.

On the whole, the teaching design competence of the two teachers was affirmed by the expert judges. Based on different teaching objectives, the two teachers adopts different teaching methods, with one method of long history around the world (TBL) and one method of short history with Chinese characteristics. Whether innovative or not, both methods have produced good teaching effects of the same teaching content, which is strong evidence that proper use of teaching methods will help to better the teaching performance and results.

5.4 Correspondence of teaching activities with teaching methods

5.4.1 Definition and functions of teaching activities

Classroom teaching activities are to pass new knowledge information to students through activities, or review and consolidate the learned language content. It can arouse students' initiative and enthusiasm to the greatest extent, inspire students' thinking, develop their intelligence and trigger their thirst for knowledge, so as to achieve the purpose of language teaching. Therefore, teaching activities have special charm for English classroom teaching. It can activate the classroom atmosphere and enhance students' interest in learning, eliminate students learning language psychological pressure, improve students' English listening and speaking ability, better help students acquire the language, help teachers to explore the potential of students in many aspects.

Activity teaching refers to a type of teaching activities that integrates the form of activities into teaching around the teaching objectives (Hong Zirui et al.,1999). Activity teaching has the dual characteristics of activity and teaching. Traditional teaching activities include group discussion, role play, presentation, listening practice, classroom games, etc.

To be specific, activity teaching has the following characteristics: First, activity teaching is designed by teachers according to teaching objectives and teaching content. It aims to serve the teaching content, that is to say, activity teaching not only has the purpose of entertainment, but also has the function of cognitive challenge, in order to promote the cognitive development of students.

Secondly, activity teaching usually takes the teaching content as the material to design hypothetical situations. Activity teaching is composed of activity form and teaching content, activity task and teaching task basically coincide, and teaching task can be realized in hidden way in activities. For example, the teaching content and tasks of "Find Friends" activities are often letter categorization, word categorization, etc.

5.4.2 Forms of teaching activities employed by contestants

In English language teaching in colleges and universities, the frequently used teaching activities include warming-up, brainstorming, role play, group

discussion, tasks, scenario simulation, teaching aids display, etc..

Table 5-3 Summary of Teaching Activities

Role play	1
Group discussion	10
Task	22
Teaching aids display	1

According to Table 5.3, we know that there is a total of 1 teacher using role-playing teaching activities. 10 teachers used group discussion teaching activities; 22 participating teachers used task-driven teaching activities; 1 teacher used teaching aids to help students get into the classroom better. The participating teachers usually have exercises in class to help students consolidate what they have learned in order to achieve their teaching goals.

5.4.3 Correspondence of teaching activities with teaching methods

After choosing a good teaching method based on teaching objectives, the design of teachers' activities has become the key to the teaching process. If teachers choose the appropriate teaching method, but their activity design cannot match the teaching method, the overall teaching effect will be greatly reduced.

In case E, experts commented on Wang Xiaopei's teaching process. The choice of teaching methods is appropriate, but the ability of teaching design needs to be improved. In the teaching process, do not listen to the demands of students, blindly according to their own design to complete the course. As a result, the overall teaching effect is poor, in the teaching mode of self-question and self-answer, the students do not really learn, and the teaching goal has not been achieved.

5.5 Summary

This study found that different participants have different emphasis in the process of instructional design. Some teachers can choose appropriate teaching methods and design reasonable teaching activities according to teaching objectives. However, there are still a few participants who cannot make clear the teaching objectives, choose appropriate teaching methods and design reasonable teaching

activities. In addition, contestants can design teaching methods based on teaching objectives, which promotes the smooth completion of teaching objectives. However, the current choice of teaching methods is more inclined to the traditional task-based teaching method. Although this teaching method can effectively achieve the teaching objectives, from the perspective of innovation, the choice of teaching methods can be more diversified. All participants can design teaching methods, but few can be innovative.

This study shows that the design competence of most teachers' teaching methods needs to be strengthened, and the comprehensive teaching design literacy needs to be improved.

VI. CONCLUSION

6.1 Majors findings

In order to analyze teachers' instructional design literacy, this research focuses on teachers' instructional method design.

First of all, most participants can choose appropriate teaching methods according to the teaching objectives. But only a few contestants can choose innovative teaching methods.

Secondly, some teachers can choose appropriate teaching methods and design reasonable teaching activities according to the teaching objectives. However, there are still a few participants who are unable to make clear the teaching objectives, choose the appropriate teaching methods and design reasonable teaching activities.

Finally, most of the participants can choose the appropriate teaching method. No matter whether it is innovative or not, the two teaching methods have produced a good teaching effect for the same teaching content, which is a strong evidence that the correct use of teaching methods is conducive to improving the teaching effect and effectiveness

Through this study, we can draw the conclusion that university teachers need to pay attention to the cultivation of teaching quality, in the aspect of teaching design, especially in the establishment of teaching methods.

6.2 Implications of the study

The results of this study clearly show that some

participants have deficiencies in the design of teaching methods and teaching activities, which may affect the development of teachers' teaching design competence, leading to poor teaching results. In order to improve the quality of teaching design, we should carry out teacher training activities and propaganda activities as much as possible, so that teachers can be more innovative in choosing teaching methods and achieve teaching objectives more effectively. The teaching method seems to be simple, but we should gain a deeper understanding about the application of them and take them as the basis to improve the quality of teaching design.

6.3 Limitations of the study

As a study of the current situation of teachers' instructional design competence, this study only selected 22 award-winning instructional design works from three sessions of the "Shanghai Foreign Language Education Press SFLEP Cup" National English teaching competition as cases, which may lead to the narrow coverage of college English teachers, which to some extent affects the accuracy of the research results. Moreover, this study mainly focuses on the analysis of teachers' teaching methods, teaching process, teaching design and expert comments, and does not cover personal communication with the teachers themselves for a more in-depth understanding, which may make the survey results inaccurate.

6.4 Suggestions for further study

In order to improve the reliability of the research results, some other measures may be involved in the future research. On the basis of case analysis of teachers, through interviews with different teachers, including the analysis of each part of the teaching design, we can more specifically understand the ideas of teachers and get more reasonable and reliable research results.

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