

# Establishment of an Autonomous Development Model for College English Teachers' Professional Development in China

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**Abstract**—In the situation of China's College English teaching reform in the new century, the development of College English teachers is affected by many factors. This paper first discusses the problems faced by the development of College English teachers, and then points out that self-development is the fundamental way to achieve the professional development of College English teachers. In addition, this paper also explores how to establish an autonomous development model for college English teachers.

**Keywords**—Autonomous development, Professional ability, Self evaluation, College English teacher

## I. RESEARCH BACKGROUND

Compared with other subjects, the professional development of College English teachers in China has its own particularity. Due to the relatively late start of College English education in China, the high-level reserve of English teachers is not very sufficient. In addition, most of the college English courses in China have been taught for a long time, almost throughout the first two years of the whole basic stage of University education, which has aggravated the shortage of teachers. Therefore, there is a congenital shortage of College English teachers in China. There are still many problems in the traditional English teacher education in China, such as paying too much attention to the training of language skills while neglecting the cultivation of teaching abilities. There are many courses in English and American literature and linguistics, while such courses as applied linguistics and second language acquisition are applied. Generally speaking, most college English teachers receive pre-service vocational training more about "what to teach" than "how to teach". Because of the particularity of foreign language teaching itself, teachers should be familiar with the essence of various teaching methods and apply them flexibly according to the actual teaching situation in order to achieve good teaching results. However, due to the general younger College English teachers in China and the lack of qualified professionals, there is no reasonable academic echelon. Therefore, teachers lack organizational support when confused in teaching. Because foreign languages in Chinese universities, mainly English, are compulsory courses for all students, most of the English teachers in colleges and universities have a heavy teaching task. The average weekly class hours are 12 hours, and some even reach 30 hours. This makes them have no time to consider their own professional development. To sum up, there are many practical difficulties in the professional development of College English teachers. Therefore, the construction of College English teachers' professional development is particularly important.

## II. FUNDAMENTAL APPROACHES TO COLLEGE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT

The traditional view of teacher development holds that teachers' development can be well predicted as long as various external variables affecting teachers are well controlled. This is an external deterministic way of thinking. It simplifies the complex and non-linear teacher development into the control of external factors, ignoring the inner experience and cognition of teachers as independent individuals. In fact, although teachers' professional development is usually influenced by many external factors, it is in the final analysis internal and self. If a teacher does not have a strong demand for self-development, no matter how perfect the external environment and security conditions are, it will not make it. In this sense, self-development is the fundamental way to realize the professional development of College English teachers.

## III. THE NECESSITY OF COLLEGE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT

College teachers are engaged in a professional profession which is both educational and academic. Education and academics are the most basic characteristics of University teachers, the core of their career, and also an important value measure to measure the level of professional development of University teachers. From the analysis of the role and professional nature of College English teachers, the connotation of College English teachers' professional development should include their teaching, scientific research and social service expertise, professional skills, professional competence and professional accomplishment. Professional development of College English teachers refers to the process in which college English teachers rely on professional organizations and through continuous learning and training, make professional knowledge and technology, professional competence and professional ethics from immature to mature. This is also the process of developing from a novice English teacher to an expert English teacher.

Professional development of College English teachers is a process of professional growth for college teachers to improve their professional standards and skills, consciously learn and implement various professional activities, improve teaching effect and strive to become an excellent educator. In a deeper sense, the professional development of College English teachers is a

lifelong learning process, a process of constantly enriching and renewing knowledge. This is also a sustainable development process in which teachers gradually grow into expert and scholar-type teachers through professional training and self-initiative learning, and constantly improve their professional level.

#### IV. HOW TO ESTABLISH THE AUTONOMOUS DEVELOPMENT MODEL OF COLLEGE ENGLISH TEACHERS

To achieve good development, College English teachers should overcome various problems in different stages of career development and actively seek to improve their abilities.

##### A. *Changing Educational Concepts and Pursuing Independent Development*

Educational concepts mainly refer to teachers' views on teaching, knowledge and students. The new teaching mode requires teachers in the new era to change their educational concepts and keep pace with the times.

Specifically, in terms of teaching concept, teachers should actively communicate with students so that teaching can become a dialogue between teachers and students, a process of sincere communication between teachers and students, common exploration and acquisition of knowledge. The traditional "teaching" knowledge is no longer the sole goal of teaching. Teachers should try to stimulate students' interest in learning, help them master learning methods, cultivate their autonomous learning ability, and encourage them to discover and master knowledge.

In terms of educational objective, teachers should establish the concept of "people-oriented", student-centered, respect students' individual differences, and pay attention to the sustainable development of their English learning ability.

In the view of knowledge, teachers should realize that knowledge is not acquired static, but the result of students' active construction. Teachers should carefully design and organize various teaching activities to help students construct knowledge actively and develop it fully.

In the aspect of student outlook, teachers should regard students as autonomous learners, develop their potential and personality in the process of actively constructing knowledge. Under the new situation of educational reform, only by actively changing the concept of education can teachers adapt to the needs of the times and seek independent professional development.

##### B. *Enriching Professional Knowledge and Developing Professional Ability*

The requirements of English teaching in the new century can be divided into three levels: general requirements, higher requirements and higher requirements. The content of College English textbooks recommended by the reform is more advanced than before, which undoubtedly puts forward higher requirements for teachers' knowledge structure. Teachers should set up the concept of lifelong learning, strengthen self-learning and strive to improve their professional level. In addition, in the course of curriculum reform and the implementation of the new model, teachers need to guide teaching practice with certain theoretical knowledge and accelerate the pace of professional development. Therefore, teachers should give full attention to theoretical learning.

The implementation of the new teaching mode requires all-round development of teachers' professional abilities, including information ability, curriculum ability and research ability.

Information competence refers to the ability that teachers can acquire information through various channels, absorb new knowledge, and impart it to students through selection, processing and refining.

Course ability includes teachers' organizational ability, design and development ability, etc. Teachers should consciously strengthen the exercise in this area, so that their curriculum ability can be developed rapidly.

Research ability refers to the ability of teachers to discover, analyze and solve problems in teaching practice, including the ability to collect information, the ability to collect educational research experience, and the ability to master and apply educational research methods.

In teaching practice, if teachers can treat their own teaching with a research attitude, and can better adjust their teaching ideas, they will get more experience and solutions to problems, and benefit more.

Teachers should actively construct their own subject knowledge and teaching knowledge, and constantly learn new knowledge, new methods and new means. As far as teachers' learning is concerned, just sitting and talking about new teaching methods will not produce any practical results. Teachers must personally experiment with new teaching methods, learn by doing, adjust or even change their teaching concepts and teaching concepts in the process of teaching, and apply new teaching methods to teaching practice. Through such immersion activities, teachers can enrich professional knowledge, develop professional competence and achieve professional growth.

##### C. *Implementing Self-evaluation to Realize Self-development*

Teaching self-evaluation refers to teachers' evaluation of their teaching situation according to certain evaluation index system, in order to achieve the goal of improving teaching. Teachers' teaching self-evaluation should focus on the following aspects: teaching purpose, teaching plan, teaching content, teaching organization, choice of teaching methods, students' listening situation, students' mastery of knowledge, teaching and educating people, etc.

Teaching self-evaluation pays attention to process evaluation. By examining their own teaching behavior, teachers find problems and find solutions to them. This is conducive to teachers' self-feedback and corresponding self-adjustment. It is conducive to teachers' overcoming the separation of theory and practice, forming a good mechanism of self-education, and is an effective means to help teachers improve teaching, improve effectiveness and promote professional development.

#### V. CONCLUSION

College English teaching reform provides teachers with a good opportunity for professional development. Whether they can grasp it is the key to the development of College English teachers. College English teachers should consciously think about classroom teaching behavior or events and the "why" behind them, find out problems, summarize the successes and shortcomings, and then take action to promote or improve them in the subsequent teaching practice. Through action research or theoretical study on specific problems in teaching, we can improve our self-reflection ability and gradually internalize the shallow theory into the deep theory of use. This process is the process of teachers' growth and development.

Nowadays, College English teachers are confronted with social expectations and opportunities for reform. Only by adjusting and perfecting themselves in time and speeding up the pace of professional development can college English teachers better shoulder the important task of the times.

Teachers' professional development is based on their independent and active pursuit of self-development. This requires college English teachers to adjust their knowledge structure and teaching skills according to the needs of the new teaching mode, and to adjust the teaching content and teaching focus according to the needs of students. Teachers should actively reflect on teaching activities, improve themselves in the process of constantly summing up experience, strengthen the study of language theory and language teaching theory, constantly enrich their theoretical knowledge, guide teaching and promote their professional development.

#### ACKNOWLEDGMENT

This paper is the research result of the social science project "Research on Professional Development of College English Teachers in Provincial Universities" (JJKH201701488K) of "the 13th Five-Year Plan" of Jilin Provincial Education Department.

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