

Study on the mechanism, mode and Path of College English Teachers' Professional Development and Learning Community Construction under the new Situation

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ABSTRACT: Under the new situation, the professional development of College English teachers and the construction of the learning community have become an extremely important part of college education. It is of great benefit to improve the comprehensive ability of college English teachers to sort out the current research status of college English teachers' professional development, find out the existing problems, and analyse the construction mechanism, multiple models and relevant paths of college English teachers' professional development and learning community.

KEYWORDS: Professional Development of College English teachers; Learning community; Construction mechanism; Multiple modes.

I. INTRODUCTION

According to CNKI, the domestic research on the professional development of College English teachers began in the 1980s. So far, there have been more than 4,000 papers. From the perspective of research period, 1980s to 21st century is the initial stage of research, and there are only a few related papers in this stage. The first decade of the 21st century is the development stage, after which the number of publications increases year by year. After 2010, it entered the stage of rapid development, with more than 2000 related papers. The research is mainly carried out from the following aspects.

In recent years, foreign studies on professional development of college foreign language teachers have mainly focused on teacher development and teacher knowledge. Shulman believes that teachers' knowledge base should cover the following aspects: direct courses and other courses, teaching materials, general teaching

methods, subject teaching methods, situations, learners, etc. In terms of how to promote teachers' research on second language, Richards and Nunan put forward corresponding implementation methods and measures, such as self-detection method, teaching log, teachers' mutual assistance, teaching portfolio, key teaching events, case analysis, etc. James Calderhead and other researchers believe that teaching reflection is a necessary choice for teachers' professional growth.

i. Research on the connotation of English teachers' professional development in colleges and universities

Early researchers believe that college English teachers' professional development refers to the teachers of self in the knowledge skill and experience of teaching and teaching attitude of a kind of exercise and improve, in this dynamic process, the teacher will be through continuous autonomous learning theory knowledge, self-reflection, teaching skill, let oneself progress gradually [1]. In addition, in recent years, some researchers have tried to explain the connotation of college English teachers' professional development from multiple perspectives (such as cooperative teaching and co-development). It is believed that sharing teaching experience among teachers, learning from each other and making progress together will help improve the professional quality of teachers and ultimately achieve the common development of the group [2].

ii. Research on problems and causes of Professional development of English teachers in colleges and universities

At present, college English teachers in China generally lag behind in scientific research awareness and language practice ability of their foreign counterparts. To some extent, education

reform restricts the development of teachers' personality, making them feel great pressure from life and work, and relatively low recognition and satisfaction of their careers [3]. In addition, Lin Fan and Jieying Yang [4] believed that job burnout had become an important factor in teachers' professional development. Based on explaining the measurement and theoretical model of job burnout, they proposed coping strategies from the perspective of individuals and organizations.

3. Research on professional development paths of English teachers in colleges and universities

Many researchers have combed the professional development paths of College English teachers from different perspectives. Most researchers believe that the professional development of foreign language teachers can be improved by improving their knowledge structure, strengthening their research and teaching ability, improving their teaching reflective ability and establishing their learning and development mechanism. In addition, to develop college English teachers' professional development research, academic circles in recent years to learn from the different theory, attempts to construct a variety of English teacher professional development mode, such as school-based training mode is thought to have a practical and sustainability, to meet the personalized needs of different colleges and universities, which can effectively promote teacher professional development of college English class [5]. At the same time, cooperative teaching is also an effective way to promote the professional development of college English teachers. Teachers can form a good teacher practice community in the teacher culture of equality and mutual assistance, and promote the professional development of teachers in depth.

II. STUDY COMMUNITY RELATED RESEARCH

i. Study on the concept of learning community

Some researchers put forward a new understanding of this connotation through the continuous understanding and correction of the concept put forward by predecessors. Hongjian Pan [6] believes that learning community takes classes as units. In order to complete real tasks, teachers and students, as well as students and students, share the same vision, values and emotions, and communicate with each other in a long-time span and at a higher level in order to achieve common progress. In educational activities, it is not only a kind of organization and entity, but also a kind of consciousness and spirit. Generally speaking, learning community refers to an organization that

achieves the common goals and values of all its members. It regards voluntary sharing and cooperation of members as the core, and creates a harmonious atmosphere for members to help and encourage each other and share resources and personal experience in order to achieve the common mission goals. The ultimate realization of personal self-development and common progress.

ii. Study on learning community construction strategy

There are various ways to construct learning community, such as mobile learning, distance education, network and so on. Of course, a more effective classroom learning community can also be built based on the specific learning environment. For example, by creating a harmonious and good learning atmosphere, we can establish common goals and directions for the learning community, formulate classroom norms and arrange diversified learning tasks [7].

iii. Empirical research on learning community

Changjiang Shi and Yanchao Liu [8] used the method of quantitative research and the SERVQUAL model for reference to refine 5 first-level indicators of classroom teaching and form 25 second-level indicators, which were followed up by quantitative methods. The study shows that the teaching model of "learning community" in classroom improves students' satisfaction and teaching effect. In this teaching mode, teaching has a specific and real goal, teachers and students can express their views on the issues discussed in group activities, and conduct in-depth exchanges and communication.

iv. Related studies abroad

In the 1980s, the academic community first proposed the concept of learning community. American scholar Rosenholtz (1989) believed that teachers' working environment would affect their teaching quality, and school leaders' support for teachers' work played an important role in improving teaching quality. Peter M. Senge, an American scholar, put forward the concept of "learning organization" in his book the Fifth Discipline: The Art and Practice of Learning Organization (1990). Soon after, Fullan Hargreaves (1991) emphasized the importance of teachers' working environment. He believes that in a cooperative environment, teachers' sense of belonging and self-confidence will be improved, while their sense of helplessness and uncertainty will be reduced. Teachers' professional development should be formed into collective behavior. Darling Hammond (1996) also proposed that schools should provide more time for teachers

to design teaching, observe classroom teaching and feedback.

III. RESEARCH ON PROFESSIONAL DEVELOPMENT AND LEARNING COMMUNITY OF COLLEGE ENGLISH TEACHERS

Youlian Qin [9] conducted research on teacher professional development community in the context of "Internet +" and pointed out that the rapid development of the Internet in today's society makes this construction an inevitable trend in the process of teacher professional development. English teachers can make full use of the four characteristics of the Internet (open, virtual, mobile and interactive) to break the original traditional closed teaching mode and achieve real sustainable development. Some researchers believe that under the background of the belt and Road Initiative, the western region is becoming more and more important, and western universities are responsible for providing higher education and teaching levels. However, in the face of such opportunities and challenges, many English teachers in western universities are lacking in professional development such as learning and scientific research. In this situation, we need to build a learning community to effectively promote the professional development of teachers [10].

IV. EXISTING PROBLEMS AND THE NECESSITY OF THIS STUDY

At present, the research on teacher learning community often involves literature review and summary of practical experience, but the implementation plan of teacher learning community has not been established. In addition, most of these researches focus on teacher network learning community, and pay little attention to the practical research of teacher learning community jointly established by different regions and different universities. There are few research achievements on the professional development and learning community construction of English teachers in Colleges and universities in China under the new situation, and there is not much attention to hot issues such as network, mobile and smart education.

Under the background of rapid development of science and technology and increasingly close international exchanges, English teachers in colleges and universities in China are facing greater opportunities and challenges. It is extremely urgent to innovate the idea of teacher professional development community. In the new

situation, there are a number of researchers engaged in the college English teachers' professional development in our country and the research of the construction of the learning community, but the related research has not yet formed system, so you need to teachers' professional development and the combination of learning community, further analyse the learning community in the process of college English teachers' self-development, the role of To explore the construction mechanism, multiple models and specific paths of college English teachers' professional development and learning community, so as to better promote the professional development of teachers and meet the needs of College English teachers in China under the new situation.

V. CONSTRUCTION MECHANISM, MULTIPLE MODE AND CONCRETE PATH

i. Connotation and characteristics of college English teachers' professional development and learning community

By sorting out and analyzing relevant literature, this paper defines relevant concepts as follows: Professional development of College English teachers refers to a dynamic process in which English teachers enrich their knowledge and professional skills of English subject and improve their professional qualities through active experience and reflective learning. Teacher learning community is a group or organization formed voluntarily by teachers with common goals or their own learning needs, who gather and share ideas, information and resources through networks, associations, workshops and other forms to achieve the transcendence of individual self-value.

This learning community is characterized by :(1) mutual support and shared leadership, shared values and vision; (2) Collective learning and practice, providing supportive conditions and sharing practical experience; (3) The teacher learning community has a strong ability to collect and store the information acquired after screening, and convert it into knowledge, so as to promote the progress of teachers and achieve the success of the whole team; (4) Teacher learning community is an organization to promote the improvement of the learning ability of all staff within the organization.

ii. Mechanism of College English teachers' professional development and learning community construction

Construction mechanism is a comprehensive mechanism, involving many word mechanisms. The construction mechanism of

college English teachers' professional development and learning community is no exception, which contains many sub-construction mechanisms.

(1) Management mechanism is the most basic sub-mechanism in the construction mechanism of college English teachers' professional development and learning community, because if you want to build a college English teachers' learning community, without a management mechanism with clear rights and responsibilities, it will be impossible to talk about all these things, and will certainly make all the work in a state of chaos, unable to carry out. To this end, it is necessary to build a management team, clear management system, clear management rights and responsibilities, and really make the management mechanism constructed and implemented;

(2) Secondly, the flow learning transformation mechanism is another sub-construction mechanism, because without this mechanism, teachers cannot transform their individual learning behaviour and ability into the learning behaviour of community organizations. On the other hand, the sub-mechanism also helps to combine the learning and practice of the members of the learning community, so as to promote the efficient development of the organization and finally realize the professional development of the organization and members in a virtuous circle.

(3) Thirdly, the relatively perfect incentive mechanism and teacher work performance appraisal mechanism is an extremely important sub-construction mechanism. If the performance appraisal is not carried out, it will not be able to objectively judge the actual situation of teachers' work. At the same time, if the performance appraisal leaves specific incentive measures, it will not be able to mobilize the enthusiasm, initiative and creativity of teachers. Therefore, it is necessary to build a feasible reward system by taking into account the vital interests of teachers and obtaining the consent of the vast majority of teachers. At the same time, it is necessary to carry out extensive and in-depth research on teachers' work performance assessment and formulate effective assessment methods.

(4) More complete evaluation mechanism is also a key construction mechanism, because leave evaluation mechanism, will not be able to get the construction mechanism of the concrete feedback, not privy to the construction mechanism of the effect, therefore, need to be in a loose environment, set up to promote teachers' professional development, for the purpose of realization of teachers' individual development

goals and his value evaluation mechanism, Timely feedback effect;

(5) Finally, the quality assurance mechanism is an essential component of the professional development and learning community construction mechanism of College English teachers, because without practical quality assurance, the construction quality of the construction mechanism cannot be guaranteed, so it is impossible to build a practical construction mechanism. Therefore, college English teachers need to build a quality guarantee mechanism from the aspects of institutional setting, human, material and financial resources, so as to promote the concrete implementation of the construction mechanism.

iii. Multiple models of College English teachers' professional development and learning community construction

There are many sub-models in the professional development and learning community construction of College English teachers.

(1) "Joint research course mode" is an extremely important sub-mode in the mode of professional development and learning community construction of College English teachers, because if teachers do not carry out joint research, if they do not pay attention to how to efficiently carry out classroom teaching and improve the quality of classroom teaching, the quality of teaching will be out of the question. Accordingly, to build the professional development and learning community, college English teachers need to learn how to develop a common research lesson, how to develop the depth of cooperation, make joint preparation system, a clear plan lessons together way and the method, effectively raise the quality of preparation and really good classroom teaching service, make the common preparation based on teachers "common research class model";

(2) "subject teaching and research mode" is another important mode. If there is no subject to support teaching and research, teachers' vision, professional accomplishment and comprehensive ability will be limited to a certain extent. As a result, the depth, breadth, quality and level of teachers' teaching and research cannot be guaranteed. Therefore, college English teachers should actively declare the educational reform subject, topic after approved, should organize more teachers to participate in the project, conducted research, learn to improve the level of teaching and research in the subject research, improving the quality of teaching, so as to realize in common to

carry out the research, based on project cooperation "topic in the research model";

(3) "school-based teaching and research mode" is also an important mode that cannot be ignored, because if we do not make good use of the school's own resources, rely on the advantages of the school's resources and its own characteristics, and effectively solve the problems faced by the school, the development of college English teachers can not be discussed. Therefore, it is necessary for college English teachers to excavate their own resources, give full play to their own characteristics, and take measures to solve the bottleneck in the development of the school by relying on the platform of the school so as to truly realize their own value.

(4) colleges "regional teacher collaboration model" (mainly include the school and school teachers writing mode) is also a college English teachers' professional development and an important part of the learning community building mode, because leave area teacher overall collaboration, many major problems will not be able to get the real, teachers' teaching ability is not improved substantially. Based on this, College English teachers need to practice the "regional teacher collaboration model" in accordance with the differences of learners, learning resources and learning objectives within the region. In adopting this model, college English teachers should also make use of the Internet, WeChat, QQ groups, knowledge discussion forums and other platforms to continuously build learning communities.

iv. Specific paths for college English teachers' professional development and learning community construction

Through literature analysis and empirical investigation, this paper holds that the specific paths of professional development and learning community construction of College English teachers are mainly reflected as follows:

(1) Strengthening the common vision is an important path for college English teachers' professional development and learning community construction. Without a common vision, teachers will lack a common goal, unable to unite their minds and form a joint force. Therefore, English teachers in colleges and universities should draw practical and feasible visions at the right time, do a good job in publicity, and really take measures to realize the visions of the teachers as much as possible.

(2) Improving knowledge structure is another important path. The perfection of knowledge structure determines the comprehensive

ability of teachers. Perfect knowledge structure will improve teachers' teaching and research level, and vice versa. Therefore, college English teachers should recharge their batteries in time, constantly absorb new knowledge, find out the shortcomings of the original knowledge structure, and make up for them, try every means to improve the knowledge structure, and truly arm themselves with knowledge.

(3) Strengthening research capacity is another important path. Carrying out scientific research is one of the four functions of colleges and universities, and it is also the only way for teachers to improve their integration into the learning community, develop the community and improve their academic quality. Therefore, college English teachers should keep up with the latest developments in scientific research, constantly broaden their research horizons, absorb the latest research methods, understand the theoretical system and academic pedigree of their familiar fields, improve research equipment, improve the level of scientific research, strengthen scientific research ability, and realize teaching and research cooperation.

(4) The cultivation of reflective ability is also an important path. As Confucius said, "Learning without thinking leads to confusion" highlights the importance of reflection. Without reflection, college English teachers may lose the possibility of further improvement and perfection. Therefore, in order to promote professional development and the construction of learning community, College English teachers need to reflect on themselves frequently, analyse themselves deeply and constantly improve their reflective ability.

(5) Emphasizing the combination of theory and practice is another path that needs attention. Theory and practice are an inseparable synthesis, otherwise it will cause the bias of individual accomplishment and ability, so emphasizing the combination of theory and practice is an important link of professional development and learning community construction. Therefore, it is necessary for college English teachers to carry out a series of practical activities while continuously improving their theoretical level.

(6) Enhancing the radiation capacity between teams is also an important path. The ability to radiate between teams helps college English teachers to absorb nutrients from different teams, broaden their horizons, learn from each other's strengths and improve themselves in many aspects. Therefore, college English teachers should

strengthen the cooperation and collaboration between teaching and research teams, and form a good cooperation and cooperation mechanism, so as to constantly promote the professional development of college English teachers, and strive to promote the construction of learning community.

Background of "One Belt and One Road"
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