Enlightenment of Teaching Reflection on the Professional Development of College English Teachers

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Keywords: Reflective teaching; College English teachers; Professional development; Teaching reform; Enlightenment.

Abstract. The professional quality and ability of teachers determines the success or failure of education. It is also a vital mechanism for enhancing the professionalism and lifelong learning of teachers. The key to professional development of teachers is how to improve their professional quality and ability. The professional development of college English teachers is facing new opportunities and challenges with the deepening reform of higher education in China. It is necessary to carry on teaching reflection, expand their visions of teaching field, extend the teaching scope, and improve their professional abilities. Teaching reflection has been looked on as an effective way to improve the teaching quality and to promote the professional development of teachers. Based on the teaching reflection theory, this paper firstly discusses the definition of professional development of college English teachers, and then analyzes the main influence factors on the professional development of college English teachers from the perspective of teaching reflection, such as teaching ideas, teaching modes, teaching methods and teaching environments. Finally, enlightenment of teaching reflection on the professional development of the college English teachers is expounded from five aspects. In order to adapt to the situation of curriculum reform, only by constantly reflecting, and constantly improve their ability of innovation, the levels of professional development of college English teachers could be improved through teaching reflection and English ability of students could be also enhanced.

1. Introduction

Teaching is a dynamic and responsive process, which requires continuous learning and development. Consequently, professional development of teachers is a vital mechanism for enhancing the professionalism and lifelong learning of teachers [1]. The professional quality and ability of teachers determines the success or failure of education. College English teaching is a significant field due to the importance of English around the world, and a college English teacher has to keep updated with the changes and innovation in their fields. The professional quality and ability of college English teachers determine the success or failure of education. The level of professional development of teachers directly affects the quality of English teaching, and thus affects the realization of the goal of talents training. It can also be looked on as a cornerstone of teacher professionalism and quality [1]. Several previous studies have also demonstrated that professional quality and ability of college English teachers can impact positively on educational processes and outcomes [2-4].

The professional development of college English teachers is facing new opportunities and challenges with the deepening reform of higher education in China. In the field of teacher education, researchers have not reached a consensus on what qualities should be included in the professional development of college English teachers [5-7]. However, it is generally agreed that teaching quality is the key to solve the problem. Only teachers constantly reflect in specific teaching environment, they can better understand the teaching theory hidden in their consciousness. They can effectively combine theory with practice [8]. As an effective way to improve the teaching quality and promote the professional development of college English teachers, teaching reflection is a concept of unity and action and creative practice process of ability and responsibility [9]. Reflection is constituted as collaboration through communicative action, which is an object of reflection constructed and
expanded by the participants [10]? Focusing on the reality, and with the help of our teaching practice, Zhou and Office [11] put forward some suggestions for Chinese teaching in order to let teaching reflection play a better role in improving the humanistic spirit of students. Wang and Huang [12] investigated the current situation of teaching reflection process for college English teachers' through qualitative research methods, and they analyzed the teaching process of college English teachers with different genders, ages and titles. The research results showed that the majority of teaching reflection process of college English teachers is not only general, but also the ability to reflect the "drawing" link is low. In order to meet the needs of teaching reform of college English in China, especially to improve their professional development level and the English practical ability of college students, profound reflection on foreign language teaching, it is necessary to further carry out the research on the teaching reflection of the professional development of college English teachers. In the present study, the main influence factors on the professional development of college English teachers are discussed from the perspective of teaching reflection, such as teaching ideas, teaching modes, teaching methods and teaching environments. Enlightenment of teaching reflection on the professional development of college English teachers is also expounded. The levels of professional development of College English teachers are improved through teaching reflection and English abilities of students are also enhanced.

2. Influence factors on the professional development of college English teachers from the perspective of teaching reflection

From the perspective of teaching reflection, not only the subjective factors of college English teachers themselves, but also the objective reasons from the society can affect their professional developments.

2.1 Teaching ideas
Teaching ideas play an important role in the teaching practice. That is, teaching idea dominates the teaching practice of college English teachers. As we know, the traditional English teaching in China only emphasizes that college English teachers impart knowledge to students. While the active construction of learning and awareness training of learning skills is ignored to some extent. This can weaken the teaching consciousness of college English teachers and influence directly their professional developments.

2.2 Teaching modes
At present, English teaching in China is mainly focused on the traditional foreign language teaching. In the case of a variety of teaching modes of English, we generally talk about which is good. We aren’t concerned about whether the teaching modes of teachers are scientific or not. Now that the college English teachers have heavy teaching tasks, the activation of autonomous learning awareness is not enough. For college English teachers, outstanding communicative abilities of English are not strong.

2.3 Teaching methods
Teaching methods and means of college English teachers are important in the teaching process. The teaching methods should not always be fixed, however. They have the characteristics of flexibility and maneuverability. In the past, the design of English teaching methods is not scientific and reasonable due to the shortage of college English teachers. The students are bored with the single teaching method of the college English teachers. Once losing interest in class, the academic performances of students will naturally be not improved.

2.4 Teaching environment
Teaching environments is an important place to embody the foreign language teaching system. It is a necessary occasion for the implementation of teaching methods. It is also an important factor that affects the professional development of college English teachers. A good teaching environment is established to improve the college English learning effect of students and the professional level of their teachers. For a long time, college English teachers have not paid enough attention to the teaching
3. Teaching reflection on the professional development of college English Teachers

As an effective way to improve the teaching quality and promote the professional development of teachers, teaching reflection is the essential quality of professional development. The professional development of college English teachers is in urgent need of teaching reflection. Through teaching reflection, the professional developments of teachers could be improved as follows:

3.1 Building curriculum system according to the forefront of college English teaching

College English teachers should not only possess the qualities of the teachers of other subjects, but also master the context of foreign language acquisition and the differences between Chinese and English. The demands for the professional development of college English teachers are getting higher and higher under the new situations of economic globalization, the integration of science and technology and the acceleration of cultural diversity. The college English teachers should understand the latest developments in English teaching according to the forefront of college English teaching. In addition, they should pay attention to linguistics, applied linguistics, second language acquisition and other professional literatures, besides "college English curriculum requirements". They should also build a scientific and rational curriculum system of college English, which is conducive to cultivate the comprehensive ability of using English of students, especially listening and speaking skills. They should also try their best to activate the desire of students to explore English knowledge, and improve their professional level.

3.2 Cultivating the ability of autonomous learning and enhancing the awareness of teachers

The important content about the professional development of college English teachers is to cultivate autonomous learning ability of students from a certain angle, and to improve the guidance level of teachers. Autonomous learning is a kind of positive learning attitude of learners in the process of learning, which can control the cognitive activities. The core of autonomous learning is that learners can develop all kinds of thinking strategies and learning strategies, and learn from solving problems. And the autonomous learning put their emotions into the learning process. As an important way for the professional development of teachers, they are often used to cultivate autonomous learning ability of students. According to the different stages of the psychological and physiological behaviors of students and cognitive characteristics, college English teachers could use the perfect interaction, language indoctrination in the teaching process of guidance to help more students carry out oral English training. College English teachers could improve their professional level in the process of cultivating the autonomous learning of students.

3.3 Implementation of reflective teaching

The teaching efficacy of teachers is an important part of professional development. It is also the potential power to improve the professional development of teachers. The teaching efficacy of teachers is the core part of teachers' confidence in education and it directly affects the choice of teaching practice, the attribution of the success or failure of teaching behavior, and the regulation of emotion [13]. College English teachers should strive to enhance their teaching efficacy, and improve the level of their professional development. In order to stimulate and adjust the teaching potential, and to promote their professional development, they should timely find problems, reflect problems, and solve the problems in the process of their reflective teaching practice.

3.4 Paying attention to the teaching practice and laying a solid foundation for teaching and scientific research

An important task for the teaching reform of college English is the professional development of teachers. The teaching ability and research ability of college English teachers is the two integral dimensions of their professional development. Teaching is basic scientific research, and scientific research plays a guiding role in teaching. Do not care for this and lose that. Currently, the professional...
competences of college English teachers are facing new opportunities and challenges in college English reform situations. It demands increasingly for the professional quality, professional ability, and knowledge structures of the teachers in the teaching practice. College English teachers must have clear understanding of their professional developments according to the teaching methods of their own, teaching means, teaching syllabus and teaching materials and other information. And they can be well integrated into the teaching process and improve their practice ability of teaching. Secondly, college English teachers, should learn to reflect, learn to sum up, and learn to explore the organic combination of teaching and scientific research together in the teaching process, to promote the teaching and research of teaching practice. In order to achieve the sustainable development of professional purposes, they should pay attention to the teaching and research to guide their teaching practice, and improve the level of teaching and research ability.

3.5 Paying attention to education and training of teachers and building the framework of professional development of teachers

The level of professional development of college English teachers, in a sense, depends on the teachers’ level of education and training. It should be noted that only the access to the qualification certificate of teachers is not enough in China. Moreover, a series of legal basis for the professional development of college English teachers are also developed. Meanwhile there should be a follow-up training of college English teachers. For a long time, the professional quality, professional ability, and knowledge structures of college English teachers are facing new challenges due to the lack of understanding the complexity, diversity and particularity of the development of college English education. In order to construct the framework of professional development of college English teachers, they should pay attention to their education and training, enhance their professional knowledge, cultural knowledge and educational knowledge, and build the framework of professional development of their own. In order to adapt to the situation of curriculum reform, only by constantly reflecting, and constantly improve the ability of innovation, college English teachers can improve the innovation of teaching and research activities.

4. Conclusion

Teaching is a dynamic and responsive process, which requires continuous learning and development. At present, foreign language teaching in China has entered a new period of development. The key to the professional development of teachers is how to improve their professional quality and ability. With the deepening reform of higher education, teachers' professional development is facing new opportunities and challenges in teaching reform. Based on the teaching reflection theory, this paper discusses the definition of professional development of college English teachers, and analyzes the influence factors, such as teaching ideas, teaching modes, teaching methods and teaching environments. Moreover, the enlightenment of teaching reflection on the professional development of college English teachers is also expounded. It is necessary to carry on teaching reflection, expand the vision of teaching field, extend teaching scope, and improve their professional ability. The levels of professional development of college English teachers could be also improved through teaching reflection and English ability of students could be also enhanced.

5. Acknowledgment

The authors acknowledge financial support from Social Science Foundation of Liaoning Province in China (grand no. L15AWW002).

6. References


