Effective Approaches to the Professional Development of English Teachers in Applied Colleges

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Abstract. The prosperity and development of English subject cannot do without the participation of teachers. The teaching reform are researched with the integration of theory and practice, combined with the actual problems in English Teaching for teachers to carry out the development of exploration and research, of which results can shows great practice significance to promote teaching and research level. The theory of educational activity is not only an effective analytical framework for exploring teacher research activities, but also a theoretical basis for the development and implementation of teacher education curriculum.

1. Introduction
The orientation of application-oriented colleges is to train applied talents, strengthen the students’ practical ability and serve the local economic development [1]. At present, China has close contacts with other countries, and the importance of Comprehensive English competence, especially listening and speaking ability, has become increasingly prominent. Teachers are the implementers of teaching and the key to the accomplishment of talents training [2]. In the critical period of application transformation in local colleges and universities, the path of College English teachers’ professional development is one of the important issues that must be explored. According to the characteristics of English teaching activities, the use of a variety of teaching patterns is conducive to the smooth progress of English teaching activities.

2. Development goal of English teachers
2.1 Connotation of development.
The teachers’ professionalism includes many aspects. A qualified English teacher should have adequate teaching system, including language knowledge, language acquisition theory and foreign language teaching knowledge, but also have the ability to implement the core skills. Therefore, English teachers’ professional development should also be expressed in many aspects. Firstly, teachers should realize the importance of psychological growth in teaching process, which includes both the enhancement and teaching professional confidence. Secondly, put real-time attention on knowledge update. Thirdly, improve teaching skills, teaching strategies development consciousness. In the context of the application transformation of local colleges and universities, the knowledge structure and ability structure of College English teachers should be changed and promoted in order to achieve the goal of practical talents training.

2.2 Development status.
The teaching workload of English teachers in China is generally too wide, reaching 12 hours or more per week [3]. In this case, it is a practical and feasible way of development for teachers to participate in academic training or in-service training, and to promote the professional development of teachers through teaching activities, reflection and team teaching and research activities.
The effective ways of teacher professional development include pre job preparation, teacher learning and evaluation, teacher collaborative teaching, inter school project, reflection and so on. On the external factor level, the school management should pay attention to the input and support for the development of teachers, create various and multi-level training and learning opportunities for teachers, and broaden the channels for teachers' development.

3. Development model and strategy

3.1 Development methods in practice teaching.

Teaching practice is the key work of teachers, but teachers should not be satisfied with the completion of teaching work, and should be based on their own teaching practice or others to reflect on the object [4]. The English teachers should find the problem in the teaching practice through the critical analysis and teaching ideas. As a result, the development of teachers depends not only on the acquisition and accumulation of experience, but also on the in-depth reflection, sorting and research of experience.

The development method emphasizes the necessity, reflection and importance in teaching practice. It is considered that teaching practice and reflection are the basis of teacher development. With the development of teachers’ research, the individual attention of teachers, and the promotion of teaching practice have been paid more and more attention.

3.2 Teaching reflection.

Teachers with independent development consciousness and strong practical reflective ability can consciously promote self-development. Teachers themselves have the development needs and motivation, is an important guarantee for their development. Research teaching itself is an important aspect of practical reflection. After the teaching observation, the teachers elaborate their teaching design concepts and practices in detail from the aspects of teaching objectives, and also puts forward their own confusion.

3.3 Teaching strategy.

According to the suggestions of other teachers, teachers should combine the classroom practice to find a solution for the problem and verify the effect in the following teaching. Through this kind of activity, the teacher initially produces the consciousness of the positive thinking about teaching problem, and raises the ability of discovering, analyzing and solving the teaching problem. In addition, cooperation consciousness and ability is gradually strengthened, which will be found in the teaching practice. During the teaching process, teachers should discover the problems of feelings and share with these students, then listen to the feedback of other teachers and strive to improve their own teaching practice, which could improve the formation of professional development, and develop a good attitude to listening to the opinions of others open.

4. The promotion of teaching knowledge structure

4.1 Importance of curriculum reform.

Curriculum reform has important influence on the aspect of success and effectiveness of English courses, and also provides the motivation and opportunity for the development of teachers. Teachers need to improve their knowledge, language ability, teaching skills and teaching experience so as to be competent for teaching. From the aspect of knowledge structure, curriculum teachers must master the theories and methods of English Linguistics and language pedagogy, and also have the knowledge quality of specialized courses teachers.

In the process of teaching practice, teachers can make further reflection. Reflection should not be limited to language itself, but should pay attention to such problems as educational principle,
educational purpose and educational psychology [5]. Reflective teaching has also improved teaching efficiency and effectiveness while expanding teachers’ ability to observe, analyze, interpret and make decisions, and achieve a win-win situation in the development of teachers.

4.2 Promotion of scientific research ability.

The promotion of scientific research capability has always been an important aspect of the development of College English teachers. Relevant investigation and research found that many teachers in Colleges and universities are weak in scientific research consciousness and not interested in scientific research. Some teachers, although interested in doing research, but do not know where to start, and even fear of doing research projects.

The scope of reading literature is relatively broad, which can be related to teaching theory, teaching practice, and can also be a major subject of linguistics, literature and other subjects. Knowledge reserve is the foundation of scientific research and development. The latest scientific research topics in English, such as micro studies, should be widely used and applied. It is beneficial to expand the field of scientific research which teachers are interested in, and to change the situation that some teachers have single knowledge structure and narrow research field.

4.3 Innovation of teaching mode.

The teachers should continue to open schools in an all-round way, open up foreign exchanges and cooperation, and enhance the strength of running schools. The schools should concentrate on promoting the discipline to achieve first-class goal, to promote the overall level of first-class discipline. The measures of innovation are expressed as follows: (1) Discipline structure optimization, strengthen the integration advantage teaching mode and other various subjects. (2) Deepen the comprehensive reform, optimize the development environment, talents training and the introduction of high level.

5. The development of extracurricular reading activities

5.1 Importance of extracurricular reading activities.

The display of literature reading activities is also an important step to promote the development of scientific research ability of all teachers. Teachers listen to literature, read reports, share documents, and read the results of their reports. For readers, their reading, summary and reporting based on extensive reading will serve as the basis for further scientific research. The literature reading and reporting activities are continuous and are held every semester. So far, the reports have covered the latest scientific research topics in English studies, such as corpus studies and micro class studies. It is beneficial to expand the field of scientific research which teachers are interested in, and to change the situation that some teachers have single knowledge structure and narrow research field.

5.2 Results of the reading development.

Teachers begin to study teaching theory actively, combine the problems found in teaching, carry out action research with scientific research methods, actively write teaching research papers, participate in the subject declaration, and achieve fruitful results. As the object, the significance of reading literature is that teachers can absorb a variety of subject knowledge, professional literature discourse and main findings of previous studies and try to apply them to our research and teaching practice, and achieve the desired results effectively and make full use of literature. Literature reading activities are not only the individual behavior of teachers, but the social and cultural environment peculiar to their faculties and departments. They are influenced by the rules, the community and the division of labor. Taking the community as an example, the teachers who hold the common object include teachers themselves, colleagues, students, teachers, department leaders, literature contributors, librarians and so on.
6. Conclusions

The application transformation of local colleges and universities is not only an opportunity for the development of College English teaching, but also a challenge to the development of teachers. College English teachers must face challenges and actively realize their own professional development and achieve a successful transformation. Through practice, reflection, cooperative teaching and research methods, teachers’ knowledge structure, teaching idea, modern educational technology and scientific research ability have been comprehensively developed, which has important reference function to other similar institutions.

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References