

The Developing Mode of College English Teachers in the Context of Transformation

Rurui Sun

Jilin Agricultural Science and Technology University, Jilin, Jilin province, China

Keywords: Local universities; Public foreign language teachers; Transformation; Role.

Abstract: At special times of the transformation of an applied university, college English teachers are faced with the "struggling" confusion of subject status, and the transformation challenges brought about by the development and status quo of teachers. As a university teacher in a local university, it is necessary to explore the way of independent development.

1. Introduction

According to the ministry of education proposed the transformation of ordinary colleges and universities in 2014, the public English teachers in ordinary colleges and universities face a change from academic to applied technology. Teachers have been given a "double master" shift. With the development of the transformation of local normal universities, the reform of public English curriculum has forced many local colleges and universities to reduce the public English teaching, so as to ensure that the teachers of public English have their own roles and the quality of teaching.

2. The change of traditional EGP teacher (English for General Purposes)

The ESP (English for Specific Purpose, hereinafter referred to as the ESP) refers to English, which is specific to a subject or a specific profession, and is an English course based on the specific purpose of the learner and the specific needs. Based on the theory of "language domain" in the 1960s, it has developed into a diversified English teaching field. College English is generally divided into specialized English (ESP) and general English (EGP). EGP refers to general English, also known as general purpose English, which refers to the basic English knowledge taught in schools. It emphasizes students' understanding of the basic language structure of English, including vocabulary and grammar.

The change of public English teachers in local universities from traditional EGP teachers to ESP teachers in ERP teachers can cause a lot of problems. Some teachers have turned ESP teaching into "EGP+ professional vocabulary" teaching, or excessively pursue the specialization of teaching content.

3. Shift from ESP teacher to the role of bilingual teacher

Understanding of bilingual and bilingual teachers' teaching. "Bilingual" can be interpreted as: a person who knows and use two languages, generally refers to the application in daily life can be equivalent to two kinds of language in listening, speaking, reading and writing, but also often have a kind of language knowledge and ability is better than another language. Obviously, bilingual and bilingual teachers pay more attention to the teaching and delivery of knowledge and the function of language as a tool.

The differences and connections between ESP and bilingualism are correctly recognized in the transformation of teachers. ESP is not bilingual. The purpose of bilingual teaching is to absorb the latest professional knowledge faster and better, and to improve the English level. ESP teaching should be mainly undertaken by foreign language teachers, mainly in language and supplemented by major.

The positioning of bilingual teachers requires higher requirements. Teachers' positioning as bilingual teachers means that teachers' professional knowledge and ability must be improved. Teachers need to constantly learn new professional knowledge on the basis of the original English language knowledge. To be professional, foreign language is the supplement, also can combine own interest and teaching need, through self-study and participate in the training, choose a certain profession or the discipline as own transformation direction.

4. The orientation of professional academic teachers

The number of new majors has increased dramatically, and the transformation of public English teachers faces both opportunities and challenges. Local ordinary university public English teacher early transformation, the teachers' ability to face the enormous change to the concept, from the traditional public English teacher's transition to more professional business English teachers or professional translation, orientation of teacher's role is not only the ESP teachers of primary or the role of bilingual teachers. It requires teachers to have professional knowledge and interdisciplinary knowledge to have more professional scientific research ability.

The transformation of public English teachers into the role of business English teachers. Business English is a traditional English majors in 2014 domestic first new major. However, with the rapid development of social economy, politics, culture, tradition English major in business English as a teaching direction or option Settings has not suitable for social development needs. To management, law, business, trade, economic and other interdisciplinary set into the teaching of business English professional courses, public English teachers to learn more new knowledge, the public English study is not only one aspect of the teacher's professional discipline, but also need to master all the knowledge in the field of professional, while in the employ knowledge as well as good command of English teaching in the subject. Obviously, it puts forward higher and more specific requirements for the role orientation of public English teachers.

The role of public English teachers in translating professional teachers. The translation profession involves the native language culture, and requires the teacher to have the profound literature knowledge, also to the professional teacher to put forward the comprehensive accomplishment ability to reflect. Local public English teachers can not use the same teaching methods or just focus on the basic knowledge of English and native language to master and apply. Under the rapid development in science and technology in today's society needs, the transformation of the teachers also faced with the application of science and technology ability. For example, the use of translation software, advanced artificial intelligence science understanding and the current research trends and issues such as the man-machine dialogue grasp, and so on. Therefore, the transformation of public English teachers into translation professional teachers needs to improve and learn new professional knowledge in all aspects, rather than the traditional teaching method change.

There are problems in the transformation and development of local universities. Firstly, many colleges are waiting to see how slow they are. The second is that some colleges and universities do not know that there is a certain degree of resistance psychology. Thirdly, the pursuit of superficial articles and formalism, with little practical effect. The fourth is the convergence of the blind from the surface, the characteristics of the position of light. The attitude of wait-and-see is largely rooted in the strong resistance to the transition from the top to the bottom, which is considered to be relegated to vocational schools. However, for some local universities that have already started the transformation and development, they have just come up with a macro guidance plan, lacking specific implementation methods and supporting facilities. And to the requirement of the superior is "push, move", the original professional and disciplinary layout, basic does not make the big adjustment, the talent training scheme is only on a few new applied field. And some local colleges and universities, though the transformation of the larger efforts, but also "follow someone else's ass behind" run, convergence, blind, and copy its his college experience, not formed their own characteristics, and go back to before the transformation development of convergence, follow, single old situation.

The way of independent development of university English teachers in the context of transformation.

The situation of the college English teaching staff based on the above inequality. College English teachers are required to self-study and develop independently. What about the independent development of college English teachers at present? scholars such as investigation and research showed that college English teachers of self learning, the necessity of independent development, and have a certain understanding, but it is still on the professional development plan are still vague; Failing to recognize the value of self-learning and the power of teamwork. In addition, lack of self-reflection, scientific research literacy and other issues. It can be seen that the current situation of independent development of college English teachers is not optimistic. As a college English teacher, it is necessary to explore the way of independent development. So how do college English teachers turn from a single "academic" to a "double" or even "plural"? Where is the independent development path of college English teachers? We think that we can explore in the following aspects.

Transform the role of self-development and stimulate the drive of independent development. Under the new situation of transformation, college English teachers are faced with a new teaching concept and the role change. The personal orientation of a teacher must be a multi-angle role, both as a researcher and as a scholar and as a social reality practitioner of social policy. College English teachers must change the original technology, the knowledge of the single role positioning, moments in the perspective of multidimensional, ego, urging self, the ego can change in a rapidly changing can easily face, such ability in the vortex of the transformation of standing. How do college English teachers motivate themselves? First of all, college English teachers should cultivate their own professional ideal, and continuously strengthen their strong sense of empathy and devotion to the teaching work of education. Secondly, we should fully understand our professional level, define the advantages and disadvantages of our professional development, and design our own development plan on this basis. Third, to stimulate the ideal pursuit of self-development, build a self-development platform, explore the potential of self-development, create opportunities for self-development, and strive for self-development and success. In this way, we can stimulate the inner drive of ourselves, constantly enhance our consciousness of self-development, constantly seek for learning opportunities, enrich and update our own quality, and promote our own development.

Set up lifelong learning concept and promote self-diversified development. The establishment and improvement of teachers continue education long-term mechanism to construct a modern teacher lifelong learning system, and the construction of a lifelong learning society is an important prerequisite for realizing the dream of great power. There is no doubt that the construction of a high quality, professional essence, innovative consciousness, good at learning the teachers team is the construction of application-oriented university inevitable. Therefore, as a college English teacher, we should set up a lifelong learning concept, be good at learning, and grow up in learning.

Strengthen self-reflection ability and promote education teaching practice. When the teacher carries out the research of action, he can monitor, adjust, coordinate and interact with his current "thinking" and "line". Therefore, the teaching reflection should be systematized and the teaching and research should be integrated to improve the level and quality of college English teaching. Narrative reflection, refers to the college English teachers regularly review their own teaching practice, teaching evaluation and analysis of himself for some time, and then to think deeply about their thoughts and behavior change. This is undoubtedly a powerful tool to motivate college English teachers to self-understand, change and transcend themselves. Reflection on cooperation gain through discussing with other teachers, namely through intercourse or mutual listening to lectures or cooperation between teachers teach classes, such as main form to the teachers' teaching activities. Cooperative reflection includes three main forms: reflection dialogue, teaching observation and cooperative teaching. The reflection of resources is through the use of different resources for teaching reflection, which mainly includes teachers' file bags, reflection diaries and teaching videos. Whether what reflection method, no matter how to reflect, as long as constantly for reflection, and select the most suitable teaching strategies and practice teaching system, and in this way, will promote the self education teaching practice, thus improve the ability of independent college English teachers' professional development.

Strive for the right of self-development and promote self-sustainable development. At present,

college English teachers are most eager to be respected and recognized, and can participate in various training opportunities at home and abroad to improve their business ability and level and ultimately promote self-sustainable development. Teachers' empowerment is a kind of teaching dialogue between teachers and students. In teaching, students bear the responsibility of learning, and teachers and students explore and develop together in teaching interaction. The leading role of teachers and students' main roles are integrated to promote students' independent learning, which in turn prompts teachers to self-study and develop themselves. As a college English teacher, we should actively strive for self-initiative and make vigorous independent action. For example, actively communicate with students, actively negotiate with leaders, actively fight with inertia, strive for various training opportunities, and strive for various cooperation and support. Only in this way can we finally win the self-breakthrough; Only in this way can self-sustaining development be promoted.

Acknowledgement

The paper was supported by Teaching and research project of higher education institute of Jilin province. NO. JGJX2016D155. The paper was supported by Scientific planning subject of education in Jilin province. NO.GH16334.

References

- [1] Bandura, A. Self-efficacy: The exercise of control. [M]. New York: Freeman, 1997.
- [2] Eslami Z. R. Fatahi, A Teachers' Sense of Self -Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teach-ers in Iran. TESL-EJ2008, 2. [http: ej44/a1. Html](http://ej44/a1.html)