

Exploration of Quality Connotation of College English Teachers under Global Context

Guiying Zang¹, Liqin Yang²

¹School of Foreign Languages, Hebei University of Technology, Tianjin, 300130, China

²Guojiatun Zhen Lulu Zhuang Central Primary School, Yutian, 064100, China

Keywords: College, English teacher, Quality connotation, Exploration

Abstract. This paper combines my teaching practice and interview survey for many years, overall investigates three-dimensional crossing relations of quality connotation in various aspects and constructs quality connotation standard that a qualified college English teacher should own: favorable ideological and ethical quality; favorable professional knowledge and smooth transformation of it to teaching practice; actively carry out scientific research which promotes teaching, and teaching drives scientific research; advance with the times, master and apply modern teaching technology and equipment. On this basis, this paper discusses factors restricting development of quality connotation of college English teachers.

Introduction

In this century, development trend of “global village” and integration of world economy leads to the pattern of world culture diversity. Under the background of great times, many experts and scholars pay high attention to China’s foreign language education and carry out a series of extensive and comprehensive surveys. Professor Wu Yian studied quality of foreign teachers and excellent foreign teachers. Professor Xia Jimei investigated foreign language education view, knowledge, ability, scientific research and advanced studies of college English teachers. Researches and practice show that the quality of college English teachers should foreign language education, adapt the requirements of times and fully reflect social nature of China’s foreign language education to get on the track of specialization. Next, I will discuss the qualities college English teachers should own under global context based on my rich experience in college English teaching practice, pedagogy, psychology, sociology, anthropology, sociolinguistics, pragmatics, language acquisition and teaching methodology. To pursue objectivity, I chose 30 teachers from different colleges as the objects of interview. The interview contents include teaching and scientific research as well as cognition of quality connotation of excellent English teachers.

Favorable professional ethics quality

The changes of times, rapid economic development and occupation features make college English teachers faced with unprecedented pressure and lure. Thus, teachers should own lofty sense of mission and sense of responsibility, realize the heavy responsibility of undertaking talent cultivation and dedicate bravely. In teaching, it is required to practically reflect the noble character of “rich knowledge and lofty morality”. Teachers should not simply consider the completion of teaching tasks means requirements are met. They should teach and educate people, and pay attention to training students’ comprehensive quality. Just as Goethe said, “the highest happiness of human children is personality”. (Quoted from Zong Baihua). A teacher mentioned in an interview that, I love educational enterprise very much and I devote all my efforts to the platform. That is a passionate period. Many of my students have become backbone in all works of life. I fully feel the joys of “having pupils everywhere”. This teacher loves students from the heart. He would summarize examination results of students to make the results to curve graphs and analyze them. He did so for several decades without interruption. In the interview, although each teacher has different feelings,

teachers embody profound connotation of being a model for students with their own words and behaviors.

Own favorable professional quality and transform it to teaching practice ability

In professional learning stage, college English teachers should establish thorough knowledge reserve, construct knowledge hierarchy of phonetics, vocabulary, grammar, pragmatics and pragmatics, and consolidate their listening, speaking, reading, writing and translation skills. Besides, there should be theoretical training such as pedagogy, psychology, applied linguistics and second language acquisition. Systematic theoretical knowledge can provide theoretical guidance for future education practice. Current English teaching has developed to multidisciplinary theoretical support. Prosperous scene that “all flowers bloom together, and all schools of thoughts contend for attention” occurs in theoretical cycle of education and theoretical cycle of teaching method. This offers sufficient theoretical guidance for English teachers to choose different teaching methods for different students. Favorable professional quality is an essence basic element of a qualified foreign teacher. More importantly, a qualified foreign teacher should transform it to teaching practice. The most element of teaching practice is teachers’ classroom teaching ability. In foreign language teaching, the object of study pays more attention to study on the subject, i.e. language learner. Teachers’ preparation for lessons includes reparation for students and teaching materials. In the stage of reparation for students, teachers should learn students’ needs, confirm teaching objective complying with students’ demand, clearly know students foundation and formulate teaching contents. Aiming at specific class, teachers should teach students in accordance of their aptitude and apply different teaching methods. Students’ learning interest is the motive power of students’ autonomous learning. Teachers should pay attention to students’ dynamics anytime. In the stage of reparation for teaching materials, teachers should focus on studying original significance and functions. The major purpose of foreign language teaching is to train and improve learners’ ability to apply target language and especially pragmatic competence. Teachers should implement this view to explanation of text, vocabulary and exercise in each unit. In addition, teachers should own the ability to prepare teaching materials and examination question library, and make formative evaluation and final evaluation of the whole teaching process. To keep improving teaching level, teachers should actively apply for scientific research topics about teaching reform project and write papers. In the stage of applying for scientific research task and paper writing, teachers will review, summarize and rethink overall teaching and summarize shortcomings so as to make teaching effects more obvious. In one word, comprehensive multidisciplinary theoretical knowledge of a teacher is reflected in the stage of preparation for students. Professional quality of a teacher is reflected in the stage of preparation for teaching materials. In the interview, all teachers show great teaching ardor regardless of their age and professional title structure. They pay close attention to dynamics of discipline, know students; changes, attach importance to cooperation, give full play to personal advantages in different fields, embody rigorous working style and gain the affirmation of leaders and students.

Establish scientific research awareness and actively carry out scientific research

Teachers’ teaching should be teaching practice under theoretical guidance. Scientific research work contributes to teachers who adopt suitable mode, method and measurement index to study language and language teaching, guide teaching practice and improve teaching level. On the contrary, with the test of teaching practice, teachers’ scientific research work will not become a castle in the air. Teachers’ teaching practice and scientific research level complement each other and are inseparable. At present, domestic and overseas researches on linguistics present prosperous development trend of multidisciplinary cross-over study and provide extensive prospect for teachers’ scientific research work.

Scientific research must avoid acting blindly. Teachers should focus on “charging” anytime. Many teachers adopt various forms to boost their scientific research level, such as studying for a degree, engaging in advanced studies and being a visiting scholar. In addition, it is also important to establish

effective scientific research development mechanism in schools and colleges. The teachers receiving the interview mention that, college leaders attach great importance to education reform and scientific research, guide teachers to establish their scientific research direction and set up scientific research team led by expert teachers and participated in by backbone teachers. Meanwhile, colleges regularly invite experts to make scientific research report for teachers, organize teachers to visit and conduct academic exchange at famous colleges, cooperate with foreign colleges and organize teachers to study at abroad. Besides, a series of incentive mechanisms are established, such as awarding teachers who publish core papers, publish monograph or smoothly complete scientific research topics. Colleges invest a large amount of capital used for setting up reference room and network resource. Teachers can seek data conveniently and quickly. All these offer strong guarantee for teachers' scientific research.

Advance with the times, master and apply modern teaching technology and equipment

The society in the 21st century is a diversified information society. For college students growing in the times of information, computer and network have become an inseparable part of learning and life. The changes of learning subjects require teacher to master advanced modern technology, screen among numerous English learning resources, offer multi-channel, healthy and effective foreign language learning environment for students. Current college English teaching materials adapt requirements of times. Each set of teaching materials is equipped with electronic edition, network edition and multimedia courseware, except text edition. In addition, various colleges integrate all kinds of education resources to establish competitive resource course, network course and learning website. Current Mooc, micro-class and inverted classroom are welcomed by vast students due to their flexible form and free learning time. All these cannot be separated from assistance of modern technology.

On this basis, college teachers must master modern technology and motivate students' learning interest from multiple dimensions so as to improve teaching quality. In the interview, some teachers mentioned that, college students can basically make multimedia courseware in an independent way. Some teachers participate in Mooc and micro-class recording. Through information resource sharing with students via QQ, microblog and WeChat, the relationship between teachers and students become more harmonious. Students told me the websites they often browsed and the movie and television plays they liked. We discussed some social hot issues. Besides, students also helped me solve some technical problems. Teaching really benefits teachers as well as students.

Teachers' quality is the fundamental guarantee of quality-oriented education. High-quality students can be trained only when there are high-quality teachers. Development of teachers' quality is a dynamic and deepening process. Teachers should consciously enhance teaching, scientific research and education abilities and make them become genuine human soul engineers with quality of modern people.

In combination of China's national conditions, teachers' development should pay attention to the following problems:

Based on teachers' ethics

Firstly, education is quality-oriented education and makes students become qualified social people, including moral quality and cultural quality. Teachers' favorable ethics imposes ethics influence on students' personality cultivation. At present, many colleges carry out pre-post training for teachers, and pay attention to both teaching theory training and education of teacher's ethics. This contributes to enhancing teachers' sense of teacher's ethics and establishes good model for students.

Based on national conditions to establish English education with Chinese characteristics

Currently, as the number of studying overseas rises and the number of "overseas returnees" increases, some hold that domestic English teaching mode falls behind and the contents learned are useless abroad and lack practicability. Such view lacks correct cognition of Chinese English teaching situation. Our university is taken for example. English courses set up the courses which put particular emphasis on training students' basic skills such as listening, speaking, reading, writing and translation, and set up EAP which combines students' major, ESP, British and American culture

which put particular emphasis on training students' humanistic quality. Teachers prepare for lessons and discuss collectively and continuously improve in practice.

Solve problems in teachers' development

In the interview, some teachers also express their doubt in development process. For example, core journals about foreign language are relatively few; it is not easy to publish core papers; the number of teachers engaging in professional and non-professional English teachers is large, but the quota of teachers which give senior job title is very small; it is not easy to evaluate senior job title; teaching and scientific research work suffer development bottleneck. These problems deserve further discussion.

References

- [1] Wu Yian, Exploration of quality of excellent foreign language teachers. *Foreign Language Teaching and Research*, 2005 (3)
- [2] Wu Yian, Study on foreign language teachers: achievements and enlightenment. *Foreign Language Learning Theory and Practice*, 2008.
- [3] Wu Yian, Exploration of professional development of foreign teachers. *Foreign Languages Research*, 2008 (3)
- [4] Xia Jimei, Survey report on foreign language education concept, knowledge, ability, scientific research and advanced studies of college English teachers. *Foreign Language World*, 2002 (5)
- [5] Zhang Shanglian, Shi Gengshan, Study on quality connotation and development of English teachers in China. *Education and Vocation*, 2012 (12).
- [6] Zhao Lijuan, Reality and necessity of quality of trans-century college foreign teachers. *Journal of National University of The Inner Mongol*, 2009, 15 (6)
- [7] Zong Baihua, Artistic Conception. Beijing: Peking University Press, 1997: 53.