

Autonomous Development Strategies for College English Teachers in a Mixed-mode Learning Community

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Abstract: At present, the improvement of the quality of higher education and the improvement of the professional ability and comprehensive quality of college students all depend on the education level and discipline professional ability of teachers in colleges and universities. In the new era of educational reform and development, university teachers also need to continuously learn and progress in order to adapt to changes in the educational environment and the update of the knowledge system. Nowadays, the construction and development of the mixed-mode learning community environment is becoming one of the effective ways for college teachers to improve their learning. From the perspective of the significance of autonomous development of college English teachers in the context of mixed-mode learning community, the current situation and other issues, this article expounds the strategies that promote the autonomous development of college English teachers in the context of mixed-mode learning community to improve the professional quality of college English teachers.

Keywords: Mixed-mode learning; Community environment; College English; Autonomous development of teachers

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1 Introduction

There has been extensive research on the autonomous

development of teachers in the context of a mixed-mode learning community in China and overseas. In the past traditional learning model, the professional progress and knowledge acquisition of college English teachers were disadvantaged by knowledge narrowing. However, the education environment of the new era requires both teachers and students to have a broader knowledge, to adapt to the latest knowledge and changes in the society. Therefore, building a mixed-mode learning community environment and improving the efficiency and quality of autonomous development of college English teachers has become a new direction for the training and educational research of many college teachers.

2 Overview of the Mixed-mode Learning Community Environment

2.1 Concepts and Characteristics of Mixed-mode Learning

In the new environment of continuous development of educational technology, the traditional teaching model is gradually changing. Learning with the Internet, computers, online learning platforms and media tools, and online learning resources is gradually getting more popular. The learning method that combines the advantages of traditional education mode and learning via Internet is called mixed-mode learning^[1]. Mix-mode learning which has obvious learning characteristics is a good learning model that complement the traditional learning model with the Internet learning model. The advantages and characteristics of the mixed-mode

learning model are mainly reflected in the establishment and development of a good common learning environment, which can be used to train and develop teacher so that they can better prepare lessons for many, interactive learning, academic research, and knowledge rethinking. This can help manage knowledge management and discussions. Another characteristic of mixed-mode learning is that it can expand teachers' knowledge acquisition in autonomous learning and development, allow teachers to obtain more and better teaching resources so that they can apply the new knowledge and teaching resources in teaching lessons more conveniently^[2]. The learning method has much more significant impacts on the convenience of teaching and learning, interaction with students, learner's active participation and learning effect.

2.2 Significance of the establishment of a mixed-mode learning community environment for the autonomous development of college English teachers

In the development of the new era, people have more channels for learning new knowledge and information. The college English education is also now facing educational innovation and reform. Only by continuous education innovation, reform and upgrade can we guarantee the content and educational thoughts of college English. Currently, college English talents are in high demands in our country and overseas, and thus, the educational content to be learned by college students must be contemporary and has significant application value^[3]. In the process of education reform, higher requirements are placed on the professional quality, education level, educational innovation, and professional knowledge of college English teachers. English teachers should be sensitive to the changes of English language application in the context of English teaching. In addition, teachers have to practice continuous learning in order to pursue higher degree of qualifications and professionalism. The establishment of a mixed-mode learning community environment can help college English teachers to absorb more new professional knowledge in Internet-based learning, to engage and interact with other teachers teaching in research exchanges, and to keep up with the professional quality of autonomous development of college English teachers, which are of great significance to comprehensive quality enhancement, among other

aspects^[4].

3 Problems in the Autonomous Development of College English Teachers in the Mixed-mode Learning Community

Many colleges and universities have realized the importance of autonomous development and learning of college English teachers in the context of mixed-mode learning communities. Nevertheless, due to lack of experience in the establishment of mixed-mode learning and teacher community learning models, college English teachers are constantly encountering a few problems, as discussed in the following, while carrying out autonomous development, and update and optimize the knowledge system with the use of mixed-mode learning community environment.

3.1 Institutional Issues in the Establishment of a Mixed-mode Learning Community Environment

First of all, the mixed-mode learning community environment requires a more equitable and free environment for teachers in academia, administrative management, subject research, and position appointments for development, in order to promote the exchange of teaching among English teachers in different courses in the same profession, and to stimulate a sense of autonomous learning and teaching research in the majority of English teachers. At present, most colleges and universities have not formed a system in adherence to the system construction and management standards for establishing and developing the environment for English teacher learning communities and the promotion of mixed-mode learning models. On the one hand, the professional characteristics of English teachers are insufficiently explored, and no mixed-mode learning model is used so that teachers can have a platform to share academic resources and carry out scientific research. On the other hand, many colleges and universities have adopted employment, reward, and scoring systems for the professional evaluation of English teachers. Teachers are over-competitive in their professional development. Under the constraints of professional title evaluation systems, college English teachers cannot take the initiative to combine professional development with autonomous learning, and they also have no plan to build a mixed-mode learning community environment^[5].

3.2 Lack of cooperation awareness and lack of motivation among college English teachers

In the establishment and development of a mixed-mode learning community environment, there are also some colleges and universities that pay more attention to the in-depth research and teaching problems that English teachers can solve using this model. On the basis of attaching importance to the depth of professional development of teachers, they fail to recognize the importance of cooperation among English teachers, and as a result, the collaboration between the English teachers at work is insufficient. Even if a hybrid learning platform, resources and community mechanism are available, the teacher's awareness of cooperation, mutual assistance, and online and offline resources for joint teaching and research are still inadequate. Among the obstacles to the construction of the mixed-mode learning community environment, teachers lacking enthusiasm for academic exchanges in colleges and departments, and insufficient motivation for learning has led to many shortcomings in the development of college English teachers' knowledge systems and teaching capabilities^[6].

3.3 Inadequacy of Internet learning technology and low application level of this technology in mixed-mode learning

The basis of on which the mixed-mode learning community environment is established and developed include the Internet platform, information technology, teacher interaction, and joint learning as a way to achieve autonomous development of teachers. Therefore, we must ensure that teachers are also proficient in the use of various online and offline learning platforms, websites and information resource sharing and academic communication methods on the basis of autonomous development and cooperation^[7]. However, many college English teachers currently lack the skills and proficiency in this aspect, which has created certain obstacles to teachers' autonomous development.

4 Analysis of Autonomous Development Strategies for College English Teachers in a Mixed-mode Learning Community Environment

Based on the current situation and problems of autonomous development of college English teachers in the current mixed-mode learning community

environment, it is necessary to carry out the establishment of mixed-mode learning community environment and the implementation of autonomous development strategies of college English teachers from the following perspectives.

4.1 Establishing a cooperative learning mechanism for college teachers and strengthening the potential of English teachers in autonomous learning

First of all, the cooperative learning mechanism between college English teachers should be changed, a more fair and free mixed-mode learning community environment should be established. In addition, the potential of teachers in autonomous development and learning should be stimulated. In the past, the assessment of English teachers in colleges and universities used qualitative methods such as evaluation titles and selections to evaluate levels and professional development capabilities of the teachers. In the context of the construction of a mixed-mode learning community, the assessment methods and standards of teachers' professional capabilities can be reformed and altered so that the mixed-mode learning model can better achieve the sharing of teaching resources among teachers. Through the Internet learning platform, WeChat group, QQ group, MOOC and other tools and platforms, teachers are encouraged to actively disseminate their professional knowledge, so that cooperative development, sharing of knowledge resources, and aspects such as the degree of learning participation in the context of a mixed-mode learning community can be used as evaluation criteria for English teachers^[8]. In the environment of scientific management organization and mixed-mode learning community, teachers can pay more attention to their development to achieve natural, orderly, cooperative learning and communication, mutual assistance, as well as improve the potential of English teachers in autonomous learning. Mixed-mode learning model and community environment can realize the professional learning exchanges.

4.2 Improving the awareness of English teachers in communication, learning and resource sharing, and introducing multiple resources and reward mechanisms

In addition, in the construction of mixed-mode learning community environment, due to the relatively high volume of teaching and research tasks of English

teachers in colleges and universities, teachers do not have enough time to freely control and reorganize teaching resources as well as to carry out teaching innovation. As a result, less time is dedicated for autonomous development. Mixed-mode learning model should provide support and help for English teachers in resource sharing. By using a mixed-mode learning platform and mechanism, English teachers can prepare lessons, evaluate lessons, conduct teaching research, and share resources through online learning groups. They can also use the Internet to conduct interdisciplinary teaching research, conduct teaching interactions through online communication, and publish their questions and suggestions on teaching. With such as system or platform, English teachers do not need to spend much time on teaching and research. Furthermore, this also can promote the academic research ability and teaching innovation ability of college English teachers through the transformation of the platform and the cooperation of the cooperative community^[9].

4.3 Optimizing teacher organization, management and training, and using projects to promote cooperation and communication among English teachers

In the new era, in order to achieve better autonomous development, college English teachers must rely on the advantages of the mixed-learning community environment in terms of technology, platform and interactive communication, so that they can conduct comprehensive online and offline learning with a group of students based on the cooperation with other teachers. In this learning process, we must first ensure the perfect establishment of a mixed-mode learning community environment. In the context of the new Internet era, the establishment of a blended learning community environment should first meet the hardware environment conditions, that is, college proficiency of English teachers in applying platforms such as WeChat group, QQ group, cloud disk, MOOC, *etc.*, and the ability to select suitable interactive platforms and conduct communication (both online and offline) and learning using learning websites. Second, software foundation must be protected. The so-called software foundation is that in the context of a mixed-mode learning community, teachers must have the ability to use these Internet platforms and application technologies to establish cooperative learning groups, plan to carry out autonomous learning, teaching

and research exchanges, academic discussions, and research on teaching method. This is to ensure that the interactive communication strategies and habits are cultivated and established in the context of a mixed-mode learning community^[10]. In order to facilitate college English teachers to better adapt to the mixed-mode learning community environment and actively focus on autonomous development, colleges and universities should regularly encourage English teachers to learn mixed-mode learning-related Internet technologies, applications of learning communication platform, and methods for sharing teaching and research content. In addition, and the mutual aid communication group for English teachers should be established to conduct teamwork learning exchanges on an annual basis, and reward each and every teacher for their participation, contribution, and innovation as well as the achievements in the team, so as to truly realize the autonomous development and encourage college English teachers to progress further.

5 Concluding remarks

In summary, with the combination of Internet education learning and autonomous learning method in traditional teaching model, the teacher training mode and autonomous learning mode can be upgraded in the context of mixed-mode learning community environment. This is of great significance to the professional development of college teachers. The methods for establishing mixed-mode learning models and the community environments requires the experiences in teaching and scientific research summarized by the college English teachers.

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