

Research on the Transformation and Development of College English Teachers under the Mode of Applied Talents Training

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Abstract: With the rapid development of economic globalization and the transformation of higher education from elite education to popular education, all employers require college students' English ability is getting higher and higher, especially for the ability to work in English. Teachers not only play a major role in the process of training students' application ability, but also determine the success or failure of the transformation and development of local colleges and universities. This also puts forward higher requirements for College English teachers. The majority of English teachers must realize their own transformation and development from the overall situation of the transformation and development of colleges and the actual needs of students to learn English. College English teachers should adapt to the new situation, change teaching ideas and establish the concept of lifelong learning, so as to increase their own practical experience and industry experience, so as to promote the development of College English teaching.

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The exploration of training practical English talents will inevitably lead to a series of teaching and curriculum reforms, and also put forward more and higher requirements for the quality, knowledge structure and ability development of English teachers. The training objective of application-oriented university should be oriented to the training of engineering talents in the first line, which should reflect the "applicability". The

knowledge and ability structure of students should be combined with the requirements of one post and multiple abilities of enterprises, which should reflect the "complexity"^[1]. The training of students' practical ability should be strengthened in the teaching link, which should highlight the "practicality". In the construction of the teaching staff, teachers are required to be able to teach both theoretical and practical courses, reflecting the "double-qualified teachers". Therefore, the development of teachers has become the key to the reform and development of education. To cultivate a team of teachers with excellent professional quality, teaching level and teaching characteristics will certainly affect the success or failure of school transformation and the promotion of teaching reform.

1 An analysis of the necessity of teachers' transformation and development

The employment situation of college graduates is becoming increasingly severe, accompanied by the contradiction that the enterprises can not recruit high-quality and high-capacity talents to meet the requirements. The conflict between the training of talents in Colleges and the social needs is increasingly obvious, which requires local colleges and universities to adapt to the needs of economic and social development in the new situation to the application-oriented transformation. As an important part of the process of higher education, the success or failure of the transformation of teachers directly affects the success or failure of the transformation and development of application-oriented universities, which is an urgent need of the situation.

College English Teaching Requirements 2007 clearly

put forward “to cultivate students’ comprehensive English ability, especially listening and speaking ability, so that they can effectively exchange information in oral and written form in English in future work and social interaction”^[2]. At present, from the perspective of College English teaching, college English teaching mainly based on general education can not be well combined with the professional knowledge learned by students, and most graduates can not use English to communicate with the more professional content. Moreover, the development of students’ language ability is unbalanced, because reading ability is better than listening and speaking ability, which can not meet the needs of enterprises for talents.

Teachers’ professional development refers to the process of continuous development and improvement of teachers’ professional ideas, professional knowledge and professional ability as professionals. That is, the growth process from novice professional to mature professional, which is a process of continuous learning, practice, accumulation, research and innovation. Teachers’ professional development is complex, dynamic and cyclical, which requires lifelong learning and high enthusiasm to improve their professional knowledge, professional skills and teaching experience. Empirical research on teacher development finds that: in the early stage of teacher development, it is also a period of professional adaptation and transition, in which teachers need to adapt to the requirements of professional roles and identity transformation. In the second stage, it is also a period of professional formation and growth, in which teachers have preliminarily understood the teaching practice and formed their own teaching style. The third stage is the period of professional breakthrough and retreat. The long term teaching paradigm causes teachers to have a certain sense of burnout and confusion, and reduces their enthusiasm for teaching. The fourth stage is the period of professional supply renewal. Teachers consciously participate in some training to break through the original shackle, and explore new teaching mode and methods. In the fifth stage, the professional maturity period, solid theoretical basis, senior teaching experience and higher teaching level enable them to better play their own advantages and form an effective teaching mode and method applied in teaching.

In the traditional college English teaching process, influenced by the examination oriented education, teachers pay more attention to teaching grammar,

vocabulary and other theoretical knowledge, and less attention to the cultivation of students’ listening and speaking and other English application abilities, resulting in the current situation of students’ English level of “high marks and low abilities”, which is not in line with the higher and higher standards of employment proposed by the current employers^[3]. Therefore, it needs managers, organizers and instructors in the teaching process. Teachers should take the lead in transformation and development. The development of College English teachers should also be based on the application-oriented, have interdisciplinary knowledge, constantly improve their professional level, update the educational concept, pay attention to the teaching and scientific research work, promote development by research, constantly explore advanced teaching methods and modern teaching methods, and promote the transformation of local universities to the application-oriented universities by reflective teaching.

2 Difficulties in the transformation and development of College English teachers

Due to the nature of the major, College English teachers have lower academic level than other subjects, more are young and middle-aged teachers. In addition, the structure of professional title is unreasonable. They undertake the public basic courses of the whole school, with the heavy simple and repetitive class hours, their scientific research ability is weak, and the innovation ability is lacking. At the same time, English teachers have less opportunities to participate in training, especially the training of related professional skills of enterprises, and the pressure of professional title promotion is also greater. From the perspective of professional development, there is a lack of career development planning related to transformation, and most of the scientific research topics and papers are published for the promotion of professional titles. The internal causes of teachers, such as less attention, the lack of comprehensive scientific research literacy, and the weak awareness of self-improvement. These lead to many problems and challenges in the transformation and development of English teachers.

2.1 The challenge of curriculum provision to college English teachers

College English teachers are taking on the teaching task of College English, a public compulsory course for one to two years^[4]. Because of the constraints of

environment, time and other factors, College English courses are basically in the state of large class teaching, with a large number of students in the class, some of them are interdisciplinary teaching mode of liberal arts and science, and the basic teaching mode is EGP (English For general purpose) instead of ESP (English for special purpose). In the traditional college English classroom, teachers basically follow the high school teaching mode, pay more attention to the teaching of English grammar, vocabulary and other contents, and focus on the cultivation of students' theoretical knowledge and test ability. ESP is to cultivate students' English application ability and communication ability in a specific context, which is the necessary teaching mode for the cultivation of English application talents. This kind of teaching mode puts forward higher professional requirements for College English teachers. At the same time, it also requires the school to issue corresponding policies, give teachers convenient conditions, solve the critical teaching environment and other related problems, and promote the smooth implementation of ESP curriculum.

2.2 Shortage of cross-cultural professional knowledge and experience of Teachers

The theory teaching of application-oriented university emphasizes the comprehensiveness and broadness of knowledge structure. For College English teachers, first of all, it is necessary to combine the professional basic knowledge and the corresponding industry empirical knowledge organically, and sort out and grasp them as a whole. Secondly, teachers should be good at absorbing the essence of different disciplines, form an open knowledge structure, grasp the academic frontiers and new trends of English discipline, and strive to penetrate the latest theories and knowledge into education and teaching, so as to stimulate students' thirst for knowledge, broaden their horizons and keep pace with the society. Thirdly, because the application-oriented colleges and universities need to cultivate the application-oriented talents with high theoretical level and wide professional adaptation, teachers need to have a good knowledge structure, so that they can do well in teaching. Finally, there should be not only professional theoretical knowledge applied in the process of education and teaching, but also practical knowledge applied in the society, as well as creative knowledge that plays a guiding role in professional development. There is an old saying goes: "to give students a bowl of water, teachers must have a bucket of water."^[5] With

the continuous progress of science and technology, the constant acceleration of knowledge update cycle, teachers with "a bucket of water" have been difficult to stand on the podium. An excellent English teacher needs not only the reserve of English professional knowledge, but also the advanced educational concept, scientific research methods, the ability to analyze and grasp the teaching materials and the application of modern information technology.

College English teachers who have been engaged in general English education for many years, they have a single knowledge structure, insufficient depth and breadth of knowledge, outdated teaching ideas and lack of cross-cultural knowledge and ability. After several years of undergraduate and master's or doctor's degree education, the major of College English teachers is English language, there is no construction of interdisciplinary professional knowledge, and there is little involvement in teaching such as art, business administration, machinery and other disciplines. At the same time, most college English teachers are graduates of normal colleges and universities. After graduation, they are directly employed. They have not been trained in professional knowledge and skills in enterprises. The experience of cross industry is almost blank, let alone the practical ability of cross specialty. These are just the necessary conditions for cultivating applied talents through English for Special Purpose teaching. Facing the transformation, the school and society have put forward higher requirements and challenges to the front-line teachers. Teachers will inevitably be confused and confused. Teachers need to re understand their roles and positioning, constantly adjust teaching methods and content, so as to enhance teaching practice.

2.3 Problems in the transformation of teaching objectives

In the traditional college English teaching process, as the main body of teaching activities, the examination oriented education centered on the final examination and CET-4 and CET-6 makes teachers adopt the "cramming" teaching method. Students only need to passively receive the knowledge indoctrination and acquire the knowledge construction through recitation. In the background of transformation and development, in order to cultivate the practical English talents suitable for the society and employers, the teaching goal should be transferred to the development of students' English application ability, their independent learning ability and innovation ability, especially their cross-cultural

communication ability, so that students can promote learning through interaction and communication with the surrounding environment. Therefore, higher requirements have been put forward for College English teachers to change their training objectives, develop students' independent learning activities and create conditions to cultivate and promote students' language use ability by virtue of the advantages and means of the Internet in the information age. In the face of the transformation of teaching objectives, how to arrange the content of English curriculum after transformation, and whether the adjusted curriculum can meet the needs of the training of English applied talents, these are the thorny problems that perplex the transformation and development of College English teachers.

3 Exploration on methods of the transformation and development of College English teachers

At present, College English teachers will be eliminated by the society. It is an urgent problem to develop into a college English teacher who has the knowledge structure and professional English teaching ability required by general education and meets the requirements of application-oriented universities. To seek the way out for the transformation and development of foreign language teachers, we should not only learn from experience, we should also take the initiative to open up space for development, create conditions, and strive for opportunities to implement measures, which is the long term and sustainable development strategy.

3.1 To carry out various forms of post-profession training

In the process of the transformation and development of College English teachers, College English education is aiming at application-oriented talents requires teachers not only to have a solid theoretical basis for general English, but also to be familiar with English knowledge of special majors, with relevant practical experience and practical application ability. Therefore, schools or higher authorities can provide more opportunities and conveniences for front-line teachers, and actively encourage teachers to improve their horizons and cross specialties by participating in academic conferences at home and abroad, going to well-known institutions for further study, and training professional skills at home and abroad. College English teachers can also be organized to take advantage of their holidays to

participate in practical training in enterprises, engage in professional work in person, and constantly accumulate industry experience and practical ability. The school is responsible for coordinating and communicating with various types of local enterprises, such as arranging English teachers to enter foreign trade companies or translation companies, etc., so that it cultivate teachers' practical ability, effectively supplementing and enriching classroom teaching content. At the same time, the school give teachers such as professional title evaluation, year-end assessment and other convenient conditions from the policies and regulations, these will undoubtedly become the catalyst to promote the transformation and development of teachers. Teachers can fully understand the characteristics of the major and the industry after their practice in enterprises and other front lines, combine practice with teaching better, and lay a solid foundation for the cultivation of English application talents.

3.2 To expand the construction of "double-qualified teachers" staff

The construction of "double-qualified teachers" staff is the only way for the transformation of local application oriented universities. In addition to the profound industry theoretical basic knowledge, the "double-qualified teacher" should have the ability to apply the knowledge to the teaching process. Through the construction of "double-qualified teacher", teachers can continuously improve their practical teaching ability, and help students to transform the existing theoretical knowledge into practical application ability^[6]. Local colleges and universities can promote professional ESP teacher training, play the leading role of excellent teachers and academic backbones, create the combination of English teaching and other majors, carry out interdisciplinary academic research, and provide a growth environment for teachers' transformation and development.

The "double-qualified teacher" of College English teachers can be defined as: educators who have English language ability and are proficient in specific professional expertise, professional quality and practical application ability outside the English discipline. For example, business English talents who are proficient in English and legal knowledge, and who are proficient in international business and English at the same time. These "double-qualified teacher" teachers can not only help students improve their English knowledge

and complete their English teaching tasks in College English teaching, but also provide professional knowledge and experience for students who have not yet entered the international community.

3.3 Using the opportunity of curriculum reform to improve the knowledge structure of Teachers

The exploration of training practical English talents will inevitably lead to a series of teaching and curriculum reforms, and also put forward more and higher requirements for the quality, knowledge structure and ability development of English teachers. College English teachers should establish the awareness of professional crisis and self-development, improve teaching skills, constantly update their professional knowledge system, understand the development of their major, and update their educational and teaching concepts. Secondly, teachers should also actively absorb new ideas and knowledge, strengthen contact with the outside world, communicate with senior professional teachers with different educational backgrounds, teaching experience and subject knowledge, read books with their help and guidance, carry out professional systematic learning, enhance their understanding of the professional knowledge system, be familiar with the characteristics and teaching mode of the subject, and combine them through communication. We should learn from others' strengths and weaknesses, and promote our own development. The cultivation of practical English talents is inseparable from the renewal of teachers' ideas.

College English teachers are required to break the traditional old teaching ideas, get rid of the exam oriented means of teaching only for vocabulary and grammar, and turn to the teaching goal of cultivating students' application ability^[7]. Therefore, we should update the educational concept, summarize the teaching experience, think about how to meet the English learning needs of students of different levels and majors, and how to stimulate students' interest and initiative in learning. Teachers should guide students to learn applied skills, continue to promote the sustainable development of students' English application ability, and promote the reform of talent training mode by implementing case, task-based, hybrid and other different teaching methods. In order to realize the role transformation and conform to the trend of Application-oriented Education, College English teachers should consciously implement reflective teaching, consciously

take their own professional knowledge and teaching practice as the basic starting point, constantly find problems in teaching, adjust teaching methods accordingly through reflection, planning, practice and evaluation, so as to make teaching more reasonable and achieve the purpose of self-improvement.

3.4 To strengthen the diversity and practicality of classroom teaching methods

Influenced by exam oriented education for many years, English course has become a pure theoretical course of teaching vocabulary, grammar and syntax. The teaching goal of application-oriented talents requires us to expand our teaching methods. In terms of different teaching objects and different depth of teaching tasks, we must adopt diverse teaching methods. Create a real language environment for students, use modern teaching methods, encourage students to actively participate in the practical activities of English application, continue to play the students' independent learning ability through the independent learning platform. While feeling foreign culture, we gradually improve students' listening, speaking and other application abilities, and improve students' interest in English learning. Teachers also need to carry out creative reform of the original teaching content and teaching methods, and have the ability to develop English courses suitable for the local economic development and the students in the school and the region. College English classroom should be a comprehensive classroom with discussion, communication, cooperation and other activities. It is necessary to change the teaching mode of single knowledge point, create interactive communication environment as much as possible, communicate and discuss with students, pay attention to the practicality of language, set up colorful practical teaching activities such as drama performance, English film and television dubbing competition, and improve students' practical ability in the activities.

3.5 To promote the transformation of assessment methods

At present, College English test mainly focuses on the ability of reading, listening and writing, neglecting the position of oral ability in the test system. Oral English is one of the abilities that many employers attach great importance to. The cultivation of application-oriented talents requires that the assessment methods in English class must be innovative^[8]. Formative assessment and summative assessment should be combined. College

English teachers would better abandon the traditional way of testing students' language knowledge only by paper test. Students' learning attitude, learning process and method, group cooperation and practical application ability, especially the application of knowledge and skills should be included in the assessment requirements. Video homework, voice homework and group cooperation report can all be part of the evaluation system. Through formative assessment, students can master their own learning progress and shortcomings more clearly.

The introduction of ESP teaching mode and the way of performance evaluation should not be limited to the paper papers at the end of the term. Comprehensive scores should include classroom performance in traditional teaching process, group task completion, practical activity effect, and diversified skills assessment at the end of the term, especially focusing on the assessment of listening and speaking ability. Based on ESP teaching objectives, students' practical language application ability is assessed, real situation and content are set, and their post responsibilities are assessed. Taking the tourism students taught by the author as an example, the assessment of tourism students should be close to the industry standard. The content of the examination can be audio-visual materials that introduce famous scenic spots at home and abroad to assess students' listening and speaking ability. In the written part, some subjective questions can be set to assess students' problem-solving ability and pay attention to the dual assessment of students' tourism professional knowledge and oral ability. At the same time, the ESP mode assessment should involve multiple subjects in the teaching evaluation. In the project-based group cooperation teaching mode, students, as the main body in the activities, should conduct self-analysis and self-evaluation, not only to assess the final completion, but also to pay attention to the development and change of individual ability of middle school students in this process, so as to stimulate their subjective initiative.

3.6 ESP professional learning

ESP teaching research began in the 1970s in China, focusing on EST teaching, testing and corpus building. With the further opening the Reform and Opening-up Policy and the Belt and Road Initiative strategy, and the deepening of the reform of higher foreign language education, the ESP curriculum and the construction of teaching staff will become a new growth point of foreign language education and teaching reform, and

usher in new opportunities for development^[9]. With the continuous advancement of the global economic integration process, the society needs diversified and specialized foreign language application talents. EGP English teaching has been unable to meet the needs of social development for talents. ESP education has become an urgent and will become the development direction of application talents training in various specialties. This requires that college English teaching must also change from general English teaching to professional English teaching. In ESP teaching, the main problem of College English teachers is the lack of non-professional knowledge. ESP teaching requires that teachers' knowledge reservation is not only limited to English majors, but also has the basic professional knowledge of the students and carries out teaching activities. In order to carry out effective ESP courses, teachers need to carry out professional teacher training, such as business English, computer English, mechanical English, etc. At the same time, College English teachers should adjust the teaching objectives according to the actual situation, constantly expand their knowledge reserves, learn the relevant knowledge of the industry to carry out English teaching, so that language learning and professional skills can be organically combined, and effective teaching practice activities can be carried out ESP teaching effectively serves for the training of English applied talents.

ESP teaching mode is the extension and continuation of general-purpose English teaching, and puts forward practical solutions for the ultimate goal of cultivating application-oriented talents. Different from the traditional education mode, ESP teaching emphasizes special vocational and industrial education direction, which is conducive to the development of College English teaching content, the improvement of language application, the strengthening of the relationship between College English courses and industrial post needs, and the shortening of the distance between textbook knowledge and actual needs.

3.6.1 Clear teaching objectives

The teaching goal of the students of tourism major should be in line with the talent training goal of "application and professionalism", and the students' ability of using English in the tourism industry should be cultivated to solve their professional problems. In the process of goal setting, it is necessary to combine professional language skills training and professional knowledge to train students to have strong listening

and speaking ability and be able to communicate with foreigners fluently. In ESP teaching mode, we should focus on professionalism and practicality.

3.6.2 Update teaching methods

Teachers can create a real situation to let students simulate the tourist guide service in groups and play the role. In the actual exercise process, they can understand the problems that tourists may encounter when traveling, and increase the opportunities of students' English communication and the ability of knowledge application. Teachers can also introduce real cases into the classroom, let students actively participate in, mobilize students' enthusiasm for learning, and enhance the practicality of the classroom. Using situational teaching, task-based teaching and communicative teaching methods, using off campus resources, to travel agencies for English tourism services and other practical activities, so as to continuously improve the practical application ability of students.

3.6.3 Diversity of teaching content

Combining general purpose English (EGP) with ESP teaching, for students majoring in tourism, the first two semesters are mainly EGP courses, and the second two semesters are ESP teaching. ESP teaching of tourism specialty must highlight specialty characteristics and be driven by specialty content output. In the classroom practice, teachers use multimedia means to lead students to search the current news on the Internet, assign group tasks after class, and members of the group actively participate in the teaching content through classroom discussion, speech display and other activities, so as to become the main body of learning activities, and strengthen the mastery of knowledge and skills.

Teachers should encourage students to participate in all kinds of English competitions, such as English speech competition, dubbing competition and drama performance competition, so that students can develop cross-cultural communication ability, learn foreign cultures and customs, and understand the differences between Chinese and Western cultures in the process of communication.

Under the situation of the orientation change of colleges and universities, the professional ability and development of foreign language teachers will be in a dynamic process of continuous improvement. Only teachers who have the consciousness and ability of self-development can promote self-development consciously. Therefore, teachers should

take the initiative to strengthen learning, in addition to improving cultural literacy, enhancing cross-cultural communication ability, and more importantly, expanding the field of professional knowledge. Fundamentally speaking, a foreign language is a kind of skill and carrier. Only when a foreign language is combined with a certain carrier can a specialty be formed. College English teachers should determine their own development direction and expand their own professional knowledge field as soon as possible according to the needs of the school's professional setting and their own interests. The expansion of the field of professional knowledge can be achieved through reading materials, attending professional courses, online learning and other ways.

Under the mode of application-oriented talents training, the mission of College English teachers is more important, breaking the traditional role of "teacher man". In order to meet the urgent needs of high-quality talents for foreign language application, we should adhere to the principle of "people-oriented", use multimedia means, fully mobilize students' subjective initiative in learning English, cultivate students' learning strategies and learning methods, let students actively participate in learning, enrich teaching links, and adopt a multiple teaching mode combining students' independent learning and classroom teaching. To cultivate practical talents with comprehensive English ability and solid basic English knowledge. Teachers need to expand their professional connotation and improve their professional level through continuous learning and exploration, so as to reach the state of professional maturity. The transformation of College English teachers is the transformation of diversified knowledge and ability structure. It is the source of professional development for teachers to enhance their self-development awareness, strengthen the source power of self-development, constantly implement reflective teaching to find and solve problems in teaching. We must start from the overall situation of the development of higher education and the needs of students' English learning, strive to improve their professional quality, gradually realize their own transformation and development, and actively contribute to the training of applied talents.

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