Strategies on Promoting Transformative Learning of College English Teachers

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Abstract: Based on the previous case study in promoting transformative learning of college English teachers, who participated in a three-month online training courses, the article made a further research and concluded four strategies on promoting transformative learning of college English Teachers.

Keywords: Transformative learning; Teacher learning; Mesirow's theoretical model; Strategies

1 Introduction

Teacher preparation is mainly associated with professional and intra-personal instruction. Professional learning and intra-personal learning require the connectedness of thinking about teaching and educating and knowing about oneself as an instructor and learner (Jones,2009). Over the centuries, philosophers and educators from Aristotle to John Dewey have recognized the close link between experience and learning, including theorizing how and when experience leads to learning (Boydston & Dewey,1991).

Based on the previous researches, Mezirow put forward the transformative learning theory in the early 1990s. He used this theory to describe how people develop and use critical self-reflection to consider their beliefs and experiences, and over time to change dysfunctional means of seeing the world. Mezirow became involved in people's worldviews and what drives individuals to alter their personal understanding of the universe (Christie, Carey, Robertson & Grainger, 2015).

Mezirow defines transformative learning as "learning that changes dysfunctional frames of reference in order to render them more egalitarian, oppressive, positive, accessible and emotionally capable of improvement."(Mezirow, 2009) Transformative learning, within the context of instructional activities, is perceived to be an initiation to learners to a learning environment and thus a corresponding shift in their lives. Transformative learning philosophy has played a leading role in adult education research for many decades and established a comprehensive theoretical basis for adult learning (Newman, 1992).

2 Literature Review

Transformative learning is also called transcendental learning, qualitative learning or transformational learning. It is a kind of deep-seated qualitative learning, which is different from the knowledge-based learning which mainly focuses on increasing or extending the existing knowledge. Transformative learning not only changes the knowledge structure, but also changes the cognitive system composed of specific viewpoints and thinking habits. It is a deep learning to change the specific viewpoint and belief system. In the 21st century, Mezirow has revised the theory of transformative learning and formed a more perfect theoretical model, that is, Mezirow 's theoretical model. The model is the core idea of transformational learning theory, which consists of ten phases, as followed Table 1:

Table 1. Mezirow's (1978a, 1978b) Ten Phases of Transformative Learning

Phase 1	A disorienting dilemma	
Phase 2	A self-examination with feelings of guilt or shame	
Phase 3	A critical assessment of epistemic, sociocultural, or psychic assumptions	
Phase 4	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	
Phase 5	Exploration of options for new roles, relationships, and actions	
Phase 6	Planning of a course of action	
Phase 7	Acquisition of knowledge and skills for implementing one's plans	
Phase 8	Provisional trying of new roles	
Phase 9	Building of competence and self-confidence in new roles and relationships	
Phase 10	A reintegration into one's life on the basis of conditions dictated by one's perspective	

TTwo major elements of transformative learning are critical reflection, or critical self-reflection, on assumptions and critical discourse, where the learner validates a best judgement (Mezirow, 2006)

Most researches on transformational learning reveal some essential characteristics of transformational learning by analyzing teachers' learning experiences in various professional development projects, and the role of these projects in promoting teacher development (McBryan, 2008; Mckenzie, 2010). The research on transformational learning process is mainly an exploratory empirical study based on Mezirow 's theoretical model. Among them, some studies have expanded and deepened the transformational learning process combined with local context, and the research results mainly reflect the leading role of critical reflection (Osderling, Weber, 2009). Other studies critically analyze the practical problems or theoretical limitations of teacher development, advocate the introduction of mckello's theoretical model, and try to design transformational learning projects, courses or models serving specific situations (Barron, 2011). Transformational learning is influenced by multiple environmental factors. Some researches on transformational learning involve influencing factors, but there are few related research results.

3 Strategies on Promoting Transformative Learning

The previous research adopts the method of narrative inquiry to study the whole process of three college English teachers' transformative learning, through the research provides the following enlightenment for college English to carry out conversion learning, teacher development and classroom teaching content:

3.1 Building an environment conducive to transformational learning

The occurrence of transformative learning requires the efforts of all parties to create a positive environment, build channels for its development, release space, and provide opportunities. For example, creating a relaxed and democratic dialogue environment allows teachers to experience a sense of security and the power to gain support during the confused stage, which can promote teachers to have a positive sense of identification with learning and organization, and smoothly reflect and reconstruct cognition. In addition, the typical feature of transformative learning is critical thinking. The premise is to have conditions that can encourage and promote the emergence and progress of critical thinking. Certain permissions allow teachers to have the opportunity and courage to reflect and innovate boldly. As far as teachers are concerned, the recognition, acceptance and implementation of new cognitions require the support and encouragement of the surrounding environment; for others connected with the work of teachers, this change also requires a new mentality and tolerance attitude See it, and finally adapt to the teacher's new behavior.

Practical and effective ways that the competent departments of universities can take to create a powerful learning environment for teachers. For example, in the current administration in reality, the construction of function point clear, reasonable positioning of teacher learning organization teach teacher learning communities, to break in order to maintain control and management features, the establishment of cognitive construction and significance of negotiation The teacher learning organization that points to a new development method for the purpose of creation, exploration and cooperation. Educational practice also shows that a

good, open, and collaborative school team building is conducive to the generation of teachers' individual teaching behaviors and the performance of their personality characteristics, can effectively expand the opportunities for teachers to play creatively, and is conducive to improving teachers' subject ability and Excitation potential. In the teacher learning community, the goal should be task-oriented, activity-based, flexible and flexible development, and focus on personnel exchanges, cooperation and dialogue. In terms of activity methods, we must adhere to the principles of diversification and applicability, pay attention to the importance of teachers' individual experience and personal reflection, and carry out activities such as teacher workshops, seminars, and action learning to promote the development of teachers' subjectivity. While attaching importance to the construction of the learning community, community members (teachers) are required to maintain differences in viewpoints, but also to be aware of and grasp the relationship between differences and integrity to ensure the unlimited creativity of the learning community.

3.2 Establish a teacher development concept of lifelong learning

Teacher development based on the concept of transformative learning, first of all, it is to regard teachers as a complete entity, to regard teachers' development as the overall development of a concrete and rich person, and to recognize the fact that the teacher's lifestyle includes her explicit knowledge storage, cognitive characteristics or underlying concepts, identity and culture will affect their education and teaching views and practices. Paying attention to the dilemma of adults is the starting point of transformative learning, and it is also a place where it emphasizes the learner's subject and cares more about the subject's life experience than previous theories. Only when adult teachers have enhanced their professional development awareness, can they change from "want me to develop" into a situation where teachers are facing multiple practical dilemmas and contradictions of ideas, vigorously carry out teachers' transformative learning research, promote the transformation of teachers' ideas, and help them deeply Understand and effectively deal with various difficulties, realize whole-person development, that is, self-liberation, and ultimately assume the role of transformative intellectuals, and promote educational reform and social progress.

3.3 Promote the continuous development of teachers and improve their pheromone

Transformational learning is an inexhaustible driving force to promote teacher development. In order to cope with the various challenges that may arise in college English teaching, teachers should pay attention to the cultivation of their own personality qualities, emphasizing the improvement of intrinsic motivation and self-efficacy in order to continuously improve their professional quality. The development of Internet information technology has promoted the reform of education and teaching, and at the same time promoted the transformation of the role of teachers and put forward new demands for the development of teachers. The "University English Teaching Guide" requires college English teachers to continuously improve their awareness and ability to use modern information technology, and to integrate information technology into teaching design and teaching activities. In the current era of the prevalence of modern educational technology, teachers can improve their own information literacy, learn to use multimedia technology and network technology to make micro-class videos, which will help promote the development of micro-classes and MOOCs, and realize the combination of new teaching models such as flipped classrooms and traditional teaching models. Combine, further promote the update of teaching content, the reform of teaching methods, and improve the quality of college English teaching.

3.4 Carry out multi-modal teaching and cultivate new literacy skills

The continuous conversion of college English teachers is conducive to the personal and professional development of teachers, but its ultimate goal is to cultivate talents needed by society. In the information age, the process and nature of people's reading, writing, and communication through reading and writing have undergone tremendous changes. The invention and application of new technologies and the continuous enrichment of new literacy content make the importance of cultivating new literacy skills increasingly prominent. According to the characteristics of English education in colleges and universities, teachers should first understand, master and teach the new literacy theory of English and

improve students' new literacy skills through college English teaching. Schools need to train students' new literacy skills to not only improve students' Ability to effectively search and obtain effective information from unlimited English and bilingual information sources, and to improve students' critical awareness, independent judgment and thinking skills. In the era of globalized information, whether this goal can be achieved or not is related to the future development needs of students and to our country's status in the global society and international influence. Therefore, it is necessary to incorporate the cultivation of new literacy skills into college English teaching practice as soon as possible. In college English teaching, teachers should tell students the difference and connection between reading and traditional reading in a modern technological environment, and focus on cultivating students' ability to understand English and bilingual information, as well as their ability to judge, appreciate, and evaluate in the process of understanding. pay attention to explain the relationship between the various modes and various forms of "graphic Time" read the content; understanding of university learning to read and write the latest demand of raw resources, make full use of students' curiosity for new knowledge and strong ability to accept , To provide students with various learning opportunities; to teach students various new literacy content, literacy patterns, and literacy skills with effective techniques and methods; to find new ways to organize and coordinate students and students, students and Ways and strategies for teachers to learn from each other and share new knowledge and new technologies.

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