Construction of Professional Learning Community for College English Teachers in Internet + Times

Rongrong Liao[1,2], Kim suksu[1]

1.Sehan University, Korea;

2.Qiongtai Normal University , China

Abstract: Under the background of Internet +, people are more closely connected, so social links are more open and international cooperation is increasing. The country has a higher demand for "professional + foreign language" talents, which also brings new development basis and pressure for college English teachers. In this context, the establishment of a professional learning community for college English teachers, the promotion of interdisciplinary and cross-professional exchanges among teachers, and the promotion of mixed reform and development of teachers are of positive significance for the improvement of the comprehensive quality and level of college English teachers. This paper briefly describes the current situation of the construction of college English teachers' professional learning community, and discusses how to build a professional learning community for college English teachers based on the Internet + background.

Keywords: Internet Plus; College English Teacher; Professional Learning Community

Teachers' strength is the core strength in the field of education. Teachers' comprehensive teaching quality directly determines the teaching quality and students' progress and development. From the beginning of this century, China began to focus on the development of college English teachers and teachers' teams. Improving teachers' awareness of self-promotion, organizing teachers to participate in educational and scientific research activities, and strengthening in-service teacher training and education are effective means to optimize teachers' professional teaching quality. In the process of teacher development, we find that the learning results achieved by teachers in the process of teamwork cooperative learning are better than individual learning results, which shows that teamwork is an effective way to improve the professional teaching quality of teachers and teachers. At the present stage, college English teaching is gradually transforming from general application to professional English. Under this background, teachers should also make some self-transformation. Based on the background of Internet +, this paper discusses how to construct the common body of professional learning for college English teachers.

1. College English teachers facing New Challenges in the context of Internet +

College English is an important course in the college stage. In the past, it mainly focused on general English, but now it mainly focuses on professional English. The emergence and popularization of the Internet has greatly changed the teaching objectives, teaching objects, teaching modes and teaching contents of college English. Nowadays, information technology has been applied more and more widely in the field of education, and micro-class teaching, flipped classroom, cloud classroom teaching and other teaching models have been applied in college English teaching. In addition to having a strong English teaching quality, teachers need to have a thorough understanding of the national demand standards for English talents, the latest education policies and the latest education models. It is required to have a good level of information technology and English teaching resources integration ability. College

English teachers all have good English teaching quality. However, nowadays college English teachers not only need to teach students English skills, but also need to combine English with students' chosen majors. Some teachers are not familiar with students' chosen majors, so they cannot provide students with better professional English teaching for the time being. Nowadays college English courses are more and more dependent on information technology, and the information technology literacy of some college English teachers is not enough to support the development of the information technology-based English teaching model. In this case, teachers need to improve themselves purposefully.

2. Construction of professional Learning Community for College English Teachers

The professional learning community of college English teachers refers to the common learning group established by college English teachers in teaching and research, teaching experience exchange, teaching skills learning and other aspects. In the process of learning together, teachers in the same group can openly state the problems they encounter in the teaching process, the experience they accumulate and the skills they gain in the teaching process. They can also actively exert their own strength to help others solve the teaching problems, or humbly learn teaching skills and ask others for teaching experience. The establishment of teacher professional learning community aims to promote mutual communication, mutual cooperation, mutual growth and sustainable development of teachers. According to the theory of social constructionism, learning and development belong to social cooperation activities. In the mode of teamwork learning, team members can communicate and collide with each other's views, questions, ideas and thinking, which is conducive to team members learning from each other. In addition, learning knowledge and improving skills are not behaviors of people at a certain stage, but should be accompanied by people's lifelong behavior, which is the concept of lifelong learning. As a college English teacher, we should not only learn relevant knowledge and skills before taking the job, but also improve ourselves according to the actual needs after taking the job. At present, only a few colleges and universities have established a professional learning community for English teachers, while most colleges and universities have not. From the perspective of academic research, there are few papers on the construction of college English teachers' professional community, and the relevant contents and views lack depth and practicality.

3. Approaches and strategies for the Construction of professional Learning Community for College English Teachers under the background of Internet +

At present, most college English teachers have a strong teaching quality of English majors. Meanwhile, some teachers lack the ability of curriculum integration and information technology application, which restricts the improvement of college English teaching quality and the growth and transformation of college English teachers. In this case, colleges and universities should build a learning community of college English teachers and non-English teachers to encourage English teachers in the community to communicate and discuss academically with teachers of other courses, and to help each other, teach and promote each other in terms of ability. Modern information technology teaching is a popular teaching mode. Some college English teachers lack information technology literacy, while some teachers in the team community have good information technology literacy. Relevant teaching and training can be provided for English teachers, which is conducive to the improvement of IT literacy of college English teachers.

3.1 Build a professional learning community for College English teachers to optimize the construction of college English courses

From the current situation, some college English teachers' teaching thinking set has been affected by the new curriculum reform, and has a job burnout mentality, thus affecting the quality of English teaching. In this case, colleges and universities can build a professional learning community for college English teachers to activate teachers' teaching status and optimize the construction of college English courses. Colleges and universities can build a professional learning community for college English teachers according to the actual situation, and select the group leader as the administrator of the community. The team leader can lead community members to deepen their understanding of local economic development, school talent training objectives, students' learning and growth needs, students' personalized learning characteristics, etc., so as to construct professional English courses and general English courses according to national requirements and students' needs, optimize or restructure the course teaching mode, evaluation mode and course positioning, etc. To optimize the quality of college English curriculum construction; In addition, the group leader should strengthen the understanding of the teachers in the community, understand the strengths and weaknesses of each teacher, guide the teachers to play their own advantages, share their own experience, impart their own skills in the community, and promote the comprehensive quality of college English teachers from the aspects of English teaching, other professional courses, information technology, etc. The members of the professional learning community for college English teachers should view the community

organization from a macro perspective, break the shackles of the original teaching and research departments and departments, and give the community the function of teaching and research cooperation and teaching cooperation. In this process, college English teachers' ideas can be changed, their abilities can be improved, and their teaching vitality can be activated, which is conducive to optimizing the construction of college English curriculum.

3.2 Construction of professional learning community for college English teachers to optimize teaching practice activities

With the social reform and development, the country has more demands for "English + professional" English talents, which puts forward new requirements for college English teachers. In this context, college English teachers need to improve their own non-English professional quality and understand the knowledge and skills of the major of the students. In this case, colleges and universities can build a professional learning community for college English teachers to optimize practical teaching activities. First of all, the community leader can guide teachers of other professional courses in the community to impart professional knowledge and skills, while college English teachers should actively and humbly participate in the learning process. Most teachers in the community work at a fast pace and have free time. Under the background of Internet +, the community can use fragmented time to teach and learn knowledge and skills through online learning platform. In this way, teachers' fragmented time can be effectively applied, their non-English majors can also be effectively strengthened, and teachers' comprehensive literacy can be improved, which is conducive to optimizing teaching practice activities.

3.3 Build a professional learning community for college English teachers to promote the effectiveness of team learning

The purpose of building a professional learning community for college English teachers is to promote the sustainable improvement of the comprehensive literacy of the members of the community. The community leader can organize and carry out specific community learning activities according to the needs of curriculum construction, teacher development needs and teacher structure characteristics, and carry out relevant assessment regularly and irregularly to confirm the effectiveness of community team learning. For example, the team leader can regularly and irregularly test the effectiveness of team learning by means of questionnaire survey and task assessment, and constantly adjust the co-learning methods according to the assessment results, and finally achieve the goal of promoting the effectiveness of community team learning.

4. Conclusion

The theory of social structuralism that learning is a group activity has been proved in practice. Building a learning community for college English majors is helpful to improve teachers' comprehensive teaching literacy. Colleges and universities can actively build a professional learning community for college English teachers according to the actual situation, and promote the sustainable development of teachers' comprehensive ability through collective learning.

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Corresponding author: Kim SukSu.