

Professional Development of Business English Teachers under the Guidance of Cooperative Reflection Model

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Abstract

With the rapid development of business English major and discipline, it is urgent for business English teachers to improve the quality promote the professional development. Based on the cooperative theory and reflective theory, this paper breaks through the traditional single reflective teaching mode and constructs a cooperative reflective teaching mode for business English teachers in promoting the professional development.

Keywords

Cooperation, reflection, Business English teacher, professional development.

1. Introduction

Business English major has been officially listed in the Catalogue of Majors of General Colleges and universities of China in 2012, and is one of the three chief majors of English, together with English major and translation major. With the rapid development of the business English majors and disciplines and the expansion of enrollment scale, the shortage of business English teachers and the slow development of teachers' professional development become problems correspondingly. Business English major is a compound major integrating English with relative business majors. It aims to cultivate compound and applied talents who have solid basic English skills and can engage in international business work. Compared with traditional English majors, business English majors have higher requirements for business English teachers. However, due to the short development of business English discipline in China, there is almost no reservation of teachers in this area. Some business English teachers come from different business backgrounds (Bowen, 2013) and most are transformed from pure English language and literature teachers. The latter have solid English language skills and proficient language teaching methods, but lack of business background. They will feel hard to deal with business discourse, and can not satisfy students' business knowledge and skills well. As for those who are transformed from the original business teachers (international trade, economics, management, etc.), they have business background, and they are professionals in a business field. However, one of the outstanding problems is that the English language is weak and incompetent for bilingual or all English teaching. It is difficult to lead students to master the characteristics and laws of business English language, which is inconsistent with the basic points that business English belongs to the category of English language.

Teachers are the basis of teaching, and the level of business English teachers is the key factor of business English teaching quality. How to promote the professional development of business English teachers, and improve the quality of them has become the focus of business English teachers.

Professional development of teachers has always been the focus of research on teachers' education. Reflective teacher development theory has been widely used in teachers' professional development, but it is mostly limited to teachers' individual reflection and self-development, and does not pay attention to the cooperation between teachers. The diversity of professional backgrounds of business English teachers is suitable for the cooperative

development of teachers. This paper will break through the traditional single reflection mode and explore the professional development of business English teachers under the guidance of cooperative reflection mode.

2. Cooperation and Reflection Theory

The most important theoretical basis of social psychology of cooperative theory is the theory of social interdependence. The theory of social interdependence advocates the close relationship between people and environment, emphasizes the cooperation between groups, the coordinated development of individuals and groups, and the realization of the common goals of groups. Based on this point, the cooperative theory advocates the taking of groups as the basic unit, to achieve the learning and teaching goals through group cooperation, and to achieve the development of individuals and groups. Cooperative learning is a widely used teaching concept and learning strategy at home and abroad. The essence of teachers' professional development is teachers' professional learning. Crandall (2000), a linguist, once pointed out that teacher development is a lifelong process of continuous growth, including collective and individual learning. More and more scholars at home and abroad think that teacher cooperation can promote the professional development of teachers. According to Little (1990), teacher cooperation is a process in which teachers form teams to improve their teaching and promote their professional development through experience sharing, feedback, support and assistance. Hargreaves and Dean (2000) believe that teacher cooperation is a part of school education reform, which can effectively stimulate the development willingness of teachers and focus on the collective development of teachers beyond personal development. Li Guangping (2005) pointed out that the cooperative development of teachers can improve the enthusiasm of teachers' professional development, construct teachers' own knowledge, utilize group resources and promote the development of schools.

The main theory affecting teachers' reflection is the reflective teaching theory put forward by Professor Sean in 1983. Sean believes that reflective teaching is a process in which teachers learn from their own teaching experience. He pointed out that there are two kinds of reflection, one is reflection on action, the other is reflection in action. Reflection on action includes pre-class thinking, design, planning and after class thinking and reflection on the details of classroom teaching (Schon, 1983). To solve the unexpected problems in the teaching process is a reflection in action. Generally speaking, reflection is a process in which teachers think and analyze their own teaching concept, teaching behavior, decision-making and the consecutive results, and take some countermeasures accordingly. Teachers should reflect on the problems in teaching practice, seek reasonable and effective solutions, improve the teaching effect, and urge themselves to adhere to learning, achieve self-improvement, and promote their professional development. Reflective teaching theory is regarded as a teacher training theory, which can effectively promote the professional development of teachers, and has become a hot issue in education in the world. Roche and Marsh (2002) pointed out that teacher reflection can effectively stimulate teachers' willingness and enthusiasm for teaching and guide teachers' behaviors. Andrew and Edwards (2008) proposed that teachers' professional development depends on their reflection and self-cognition. Wallace (1991) also proposed a teacher professional development model: $\text{practice} + \text{reflection} = \text{teacher professional development}$. According to the model, the development of teachers is a process of teaching practice and reflection. Through the continuous development of teaching practice and reflection, foreign language teachers finally have professional quality and obtain professional development. Professor Xiong Chuanwu (1999), a Chinese scholar, proposed to combine "learning how to teach" with "learning how to learn" based on the reflective theory, striving to improve the rationality of teaching practice and improve the professional development of teachers. Gan

Zhengdong (2000) pointed out the role of reflective teaching theory in the development of foreign language teachers. Through teaching practice, foreign language teachers constantly update their knowledge, experience and values to promote their professional development.

3. The Significance of Cooperative Reflection Theory to the Professional Development of Business English Teachers

Business English major is newly opened and developed by the government according to the increasing demand of the society for international business talents. Teachers are not mature in Business English teaching concepts, teaching methods, teaching research and other aspects. Business English teachers need to strengthen cooperation, improve teaching level, and improve their own development. At the same time, the diversification of business English professional background is also conducive to the interaction and cooperation between teachers. Reflective theory emphasizes teachers' self-reflection and self-regulation on the basis of teaching practice, which is an effective way to improve teaching effect and promote teachers' professional development. The complex characteristics of business English require business English teachers to make breakthroughs in the content and way of reflection. On the other hand, business English teachers should reflect on teaching, summarize the experience of teaching courses and scientific research, improve their own professional development, and cultivate composite talents on the basis of cooperation. The specialty of business English and the complexity of business English teachers' background make cooperative reflection theory an effective way for teachers' professional development.

4. The Construction of Business English Teachers' Cooperative Reflection Mode

First, setting up a cooperation team. Business English teachers are mostly transformed from teachers with different professional backgrounds. According to the complex characteristics of business English, business English teachers can be divided into business English language teachers and business professional teachers. These two types of teachers can form a cooperative team, and business English language teachers and business professional teachers can also form a cross team. Because these teachers have differences in education background, professional title, knowledge structure, teaching methods, etc., and in mastering business English language, business discourse understanding and business knowledge, they can complement each other and achieve cooperation between each other. Language background teachers expand their business knowledge and skills, while business background teachers acquire language knowledge and skills, and teaching novices learn from senior teachers' teaching experience (Li Hong, 2001). Members of the team should show their sense of ownership, respect each other and offer suggestions for business English teaching, major and discipline development.

Second, designing the cooperative reflection teaching mode. The theory of cooperative reflection can be applied to all kinds of teaching and research activities, such as business English teachers' pre-class preparation, classroom teaching practice, after-class summary and teaching research. We can adopt the following cooperative reflection teaching modes in different stages of teaching and research.

Collective lesson preparation: in the pre-class preparation stage, the business English language teachers teaching the lower grades and the teachers in charge of the business professional courses for the higher grades adopt the way of centralized lesson preparation respectively. At the beginning of the semester, the team teachers focus on the study of teaching materials and the whole staff give full play to their sense of ownership, express their own opinions, clarify the

teaching objectives, make teaching plans, share teaching resources, and reach a consensus on the course positioning, teaching concepts, teaching methods and assessment methods. In the teaching process, teachers prepare lessons every week, exchange the details found in each lesson, summarize the successful experience of each lesson, put forward the key and difficult points of teaching, discuss the teaching problems, reflect on them, and explore solutions.

Classroom observation: in order to ensure the effect of classroom teaching, in addition to the collective preparation before class, teachers can also have classroom observation. The teachers to observe and the teachers to be observed should be in an equal position, and the observation plan should be made through consultation in advance, including determining the time, place, teaching object and content of classroom observation. Through classroom observation and discussion, teachers can inspire and learn from each other.

Course collective summary discussion at the end of the semester: before the end of the semester, the team teachers focus on the course teaching summary reflection. According to the actual teaching situation, the teaching plan and teaching methods are adjusted according to the teaching plan and teaching objectives formulated at the beginning of the semester.

Scientific research cooperation: Teachers' teaching research can promote teachers' teaching ability, and teachers' education scientific research can effectively promote the quality of education and teaching. Business English is a new subject with the development of social economy. Business English teachers must insist on learning and study business English language and discipline rules, so as to improve their ability and promote the sustainable development of business English education and teaching. Business English teachers can form a scientific research team in the direction of business English to jointly undertake scientific research, teaching and research projects. Business English is an interdisciplinary subject combining English language with economics, management and law. The research team can be composed of teachers from different subjects and even from different schools. For example, in the process of cooperative scientific research, each member should make the best of his / her talents, give full play to his / her own strengths, communicate, discuss, reflect on and solve problems, and apply scientific research results to practical teaching to improve teaching ability and achieve good teaching results.

Academic lecture: according to the problems raised by teachers through self-reflection and collective cooperation reflection in teaching practice, the college and teachers' cooperation team select teachers and hold two special academic lectures every semester to solve the problems encountered in teaching. The head of the school practice base unit can also be hired to give lectures for teachers. Teachers can deeply understand the needs of employers for talents, pay attention to the combination of theoretical teaching and practice, adjust teaching according to social requirements, and actively improve their professional development ability.

Third, the school provides support to enhance the cohesion of teachers and improve their cooperation ability. In the primary stage of the development of business English major and discipline, teachers with interest and ability are encouraged to actively transform so that they can actively participate in Business English teaching and provide impetus and goals for the development of teachers. Pay attention to strengthen the relationship with local enterprises, and provide opportunities for teachers to cooperate with commercial enterprises. To provide teachers with the opportunity to participate in Business English academic seminars and study in key universities, to increase the opportunities to learn from experts and communicate with peers, to obtain cutting-edge information, advanced teaching methods and broaden their horizons. Organize all kinds of collective activities, care and encourage each other among teachers, enhance exchanges and communication between teachers, establish a sense of cooperation and improve cooperation ability.

5. Suggestions on the Application of Business English Teachers' Cooperative Reflection Model

First, cooperation should be flexible and diversified. According to the professional background of teachers, choose the right way of cooperative development. Teachers with the same background can prepare lessons collectively and cooperate in teaching. Language background teachers and business background teachers can have a centralized discussion, according to the characteristics of students and teaching objectives, analyze the characteristics of each teaching material, select language and professional teaching materials, and explore the content of teaching materials and teaching difficulties. Business teachers introduce basic professional knowledge to language teachers of lower grades through lectures and other forms, so as to answer questions and solve doubts for business problems encountered by language teachers. Through classroom observation, discussion and reflection, business teachers learn English teaching language skills and skills from language teachers.

Second, cooperative reflection does not neglect the individual's self-development. Business English teachers should use teaching log, interview with students, teaching cases, questionnaires and other ways to reflect on their own teaching, and conduct action research. Through reflection and action, improve their own education level and innovative research ability.

6. Conclusion

Business English teachers are required to have a solid knowledge of English language and business knowledge and skills. The cooperative reflection mode breaks through the traditional single reflection mode for the cooperative reflection mode, which combines the individual reflection of teachers with the collective reflection of peers. Through continuous and circular cooperative reflection, business English teachers with different professional backgrounds can learn from each other, optimize their knowledge structure, constantly adjust their teaching concepts and methods, promote their own and collective professional development, and provide guarantee for the cultivation of complex business English talents.

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