Research on the Professional Development of English Teachers in Rural Areas of China Based on the International Situation

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Abstract — Objective: The purpose of this study is to investigate the current situation of English teachers in rural middle school, and to find out the countermeasures for the development of rural English teachers in China. This paper is based on the theory of teacher professional development, the theory of lifelong learning, action research and the theory of constructivism. Method: In this paper, we use the method of literature, questionnaire and data analysis. Result: It is found that the professional development of English teachers in rural middle school has some problems in their own educational beliefs, discipline and professional knowledge and ability. At the same time, the external environment of the school, education authorities and other external environment have a greater impact on the development of teachers. The level of English teachers in rural areas has a big gap with the reform of education requires.

Keywords - international situation; English teachers; rural areas

I. INTRODUCTION

With the development of society and education, people are concerning that it is necessary to pay attention to the quality of education. The "teacher professional development" has become the "key words" of the world education reform and development. The subject of teacher professional development has become a hot spot in the domestic and foreign research. In this background, it is urgent to develop the theory and practice of teacher professionalization. With the globalization of economy and China's entry into WTO, our country and the people of the world are increasingly frequent contacts and contacts [1]. English as a foreign exchange and contact with the role of the more obvious has become an important medium of the world to promote internationalization, which is an indispensable basic skill of modern society. English has become one of the main subjects of various schools in our country [2]. As an English teacher, English teachers are facing unprecedented opportunities and challenges. In the new era, English teachers' professional development has been put forward higher requirements. English teachers' professional development is more and more urgent and important.

As a big agricultural country, the basic education in rural areas in China plays an important role in the whole national education system. With the development of modernization, urbanization, industrialization process, the education investment of parents for children increases, and rural children are also from the new stage. However, China's rural education cannot meet the needs of society and parents, some of the mind is flexible, it has the ability to pay high cost of the parents, the children have to send to the ideal city school, and the loss of rural school students is a common phenomenon [3]. In order to accept a good education as the people's strong expectations, deepening education reform and improving the education level of the whole society become the common aspiration of the whole society. Based on the important position of English subject, the research on the professional development of English teachers in rural areas becomes more and more urgent.

II. RESEARCH BACKGROUND AND METHODS

A. Research Background

Foreign language teachers' professional development research ideas are followed by the development of teachers' professional development. The research on teacher professional development started late which experienced a lot of attention from almost neglected to 90 years of last century, and gradually became the subject of international research [4]. In the last few years, the professional development of foreign language teachers in European and American countries which put the research and development of foreign language teachers in the background of international education, can constantly improve the requirements of foreign language teachers in the pre service education requirements and the degree of specialization. At present, the development trend of the teacher professional development is changing from the pursuit of the number of teachers to the pursuit of quality of teachers, and from the maintenance of the status quo to the pursuit of teachers in the pursuit of excellence. Under the premise of the number of basic satisfaction, the overall improvement of the quality of teachers is the future strategic choice [5]. Foreign language teachers' professional development of foreign language teaching researches on the second language teaching's role of teachers and students, classroom structure, classroom behavior, reflective teaching, teachers' belief system and strain strategy, teaching reasoning skills,
learning diary, teaching supervision, etc. Because of the complexity and uncertainty of the problem, the research progress of foreign language teacher development is very slow. At present, domestic research on foreign language teacher professional development mainly related to English teachers professional quality structure, specialized meaning, standards and training ways, many monographs about the professional development of foreign language teachers, but most of the studies only scattered in newspapers and magazines, and has not formed system of foreign language teacher professional development theory.

B. Research Method

The research methods of literature, questionnaire and data analysis are adopted, and the contents of the research are shown in Table 1.

<table>
<thead>
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<th>Table 1: Questionnaire content</th>
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<tr>
<td><strong>Survey items</strong></td>
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<td>Basic situation</td>
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<td>Educational beliefs</td>
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<tr>
<td>Knowledge situation</td>
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<tr>
<td>Ability</td>
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<td>Participate in research</td>
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<tr>
<td>Professional development satisfaction, pressure</td>
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<td>Professional development needs</td>
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<td>Ways and means of professional development</td>
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</table>

C. Research Technique Route

The technical route of the research is: the literature and the theory→ the hypothesis→ the investigation practice→ the verification→ the new theory.

D. Data Collection and Analysis

In this study, 200 questionnaires were distributed in Luzhou City, and the objective questions were mainly based on Excel Microsoft as statistical analysis tools. The data were analyzed by the method of percentage calculation. The content of the interview was recorded [6]. 180 valid questionnaires were collected, and the effective rate was 90%. We obtained the first hand real information of teacher professional development present situation through data collection.

III. RESULTS AND DISCUSSION

This study analyzes and discusses the main problems and causes of the development of English teachers in rural areas from three aspects, which are the present situation of English teachers in rural areas, teachers themselves, and school and teacher education.

At present, the teacher resources in China similar showed gradual upward level five ladder model to the administrative region. Firstly, first-tier cities gathered a large number of outstanding teacher resources. Secondly, the majority of the remaining resources gathered in the provinces, autonomous regions. Again is the Municipal City, then counties in primary school, and then the township level, the bottom is in rural schools. As a result of historical reasons, the quality, quantity and structure of rural teachers' quality, quantity and structure have become the biggest bottleneck in the development of rural education.

A. Analysis on the Structure of Rural Teachers

Teachers' basic situation investigation shows that the structure of rural teachers is not reasonable (See table 2): first, the proportion of male and female teachers in English is a serious imbalance. The proportion of male and female teachers in rural middle school English teachers' gender is imbalance, and female teacher ratio reached 23.55% far higher than male teachers’ 76.45%. The reason of this phenomenon is not only the teachers' social status and not high wage, but also English language which is a language branch. English education over women will affect the students' character to some extent, and it will bring negative
effects on English teaching and students' growth. Secondly, the structure of teachers' professional title is unreasonable [8]. Title Structure in senior titles is only 6.65%, intermediate professional titles accounted for 28.35%, and undecided vocational and junior ratio is too high for 65%. Title employment pressure is big and contradictions are too much. At the same time, the teachers' workload is big, task is heavy, and the chance that can be judged to hire is very small. The existing professional title evaluation and employment system and mechanism cannot effectively reflect the fairness and justice. The title of teacher evaluation and employment by the proportion of job structure is unreasonable, which will affect the primary and intermediate title teachers work mood. This is a novice teacher to mature teacher development period, which is the key period of English teacher professional development [9]. The status quo is difficult to hire teachers to make awards and dissatisfaction with the occupation Third, age and seniority structure is unreasonable. The proportion of teachers under 30 years of age accounted for 28.42%, and English teachers under 10 years teaching accounted for 40.58%. Young teachers have a wide knowledge, and they are the most active and angry new force in rural English teachers. However, they are lack of teaching experience and need to the guide and all the forms of training to improve the professionalism. Seniority is generally not long to make young teachers lack of the professional development of teachers.

**TABLE II: ANALYSIS OF THE STRUCTURE OF RURAL TEACHERS' TEAM**

<table>
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<tr>
<th>Factor</th>
<th>Gender</th>
<th>Title</th>
<th>Age</th>
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<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Senior</td>
</tr>
<tr>
<td>Proportion</td>
<td>76.45%</td>
<td>23.55%</td>
<td>6.65%</td>
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</table>

B. **Stability Analysis of Rural Teachers**

Wages, work environment, etc. are important factors that affect the enthusiasm of teachers. 35.85% of the teachers in the rural English teachers are very satisfied with the teacher's occupation (See Figure 1), only 12.32% of the teachers are satisfied with the current work environment and treatment. Most teachers take the teachers as the survival needs and does not give up the teachers' occupation, but because of the unbalanced development of compulsory education, the gap between rural teachers' working environment and economic conditions, and the gap between urban and rural teachers, and the problems of marriage and children entering into the city, has affected the working enthusiasm of teachers. Rural teachers' professional lacks of attraction. Some of the ability and the relationship of the teacher have been transferred to the economic development, transportation facilities, teaching conditions of the city, and suburban school work [10]. This further led to the serious imbalance between urban and rural areas between the teachers and the school. At present, the number of teachers who are willing to transfer the work accounted for 48.61%, the majority of rural teachers engage in the occupation of teachers as the need to survive. But also they are in the survival of the state and lack of dedication to the pursuit of education. Teachers' educational beliefs are not enough strong to affect the teachers' spiritual pursuit and goal, which is not for the professional development of teachers and is not conducive to the stable development of education quality and education. To retain teachers has become a major issue of rural education. The current situation should be paid enough attention to the competent department of education, and try to take measures to change this situation.

C. **Capacity of Rural Teachers**

The teaching practice ability of teacher education is the core content of measuring the development of teachers' professional development. With the development of modern technology, modern teaching method has been widely used in English classroom teaching. The use of these modern teaching methods can shorten the time and space distance, enhance the real sense of language communication, and improve students' interest in learning for students to create a certain foreign language environment , which make the classroom teaching more vivid image.

Modern information technology has unique advantages and the Internet can provide a large number of English teaching resources [11]. However, skilled master of multimedia assisted teaching technology has 35.33%, general master has 9.43%, a part has 52.65%, and nothing master has 2.59% (Figure 2), which has a great relationship with the local school teaching hardware. A lot of rural English teaching hardware is still a platform, a book, a box of chalk and a tape recorder. The objective condition of the problem has restricted the development of English teachers' ability to use modern information technology and the development of information technology.
English teachers should create good English learning atmosphere for students. In practical English teaching, all the use of the English teaching has 6.44%, often or sometimes for 52.67% and 33.47%, and seldom for 7.42%. All the use of English to teach a new class has 3.85%, often or sometimes for 50.26% and 30.48%, 15.41% of the teachers "rarely used" (Figure 3). The success of English education reform depends on many factors, but it can really implement the reform ideas, change the existing teaching mode, and arouse the students' interest in English learning, which depends on the improvement of English teachers' professional quality and professional level. In the face of the complicated situation of education and teaching, the teacher should guide the students' management and the strategies and techniques of the students' learning.

D. Problems of Teachers' Professional Development

English teachers' professional development is to enhance the discipline education professional knowledge and discipline, cultivate teaching reflection and research ability, strengthen professional ethics and service consciousness, and have a good educational effectiveness of the process for an English teacher at every stage of the educational career, including the process of English teachers' individual improvement, the teachers' professional status and social value and the process of social value. With the implementation of the reform of education, especially in the international context, many rural English teachers' professional knowledge and ability are outstanding, which cannot meet the challenge of modern foreign language teaching.

Teachers' professional development must be based on the teachers' professional autonomy consciousness, and the goal of the teachers' professional development is the inner orientation, which is based on the improvement of teachers' professional structure [12]. However, the influence of teacher education has been in a passive state for a long time. The main spirit of the teachers has not been developed and promoted in the concept reform. So many teachers believe that professional development and professional development are the teachers' education, and they take measures to promote their professional development.

The knowledge of English professional quality and the ability of language communication is the link between teachers and students [13]. Teachers' high level of professional knowledge and skills are the necessary guarantee for their teaching and learning. In the course of teaching, teachers should pay attention to the introduction of British and American cultural background, and develop students' intercultural communicative competence.

E. External Factors that can Affect Teachers' Professional Development

The professional development of teachers is influenced by their own factors, such as the allocation of educational resources, teaching facilities and environment, teaching management and so on. Teachers' professional development needs to improve their professional quality in the promotion and protection of the necessary education and environment [14]. Isolated learning cannot lead to real increase in knowledge and ability.
IV. CONCLUSION

Based on constructivism theory, action research theory, lifelong education theory and teachers' professional development theory, this paper uses the methods of literature, questionnaire and other research methods to study English teachers in rural middle schools in Luzhou city of Sichuan Province which is the research object. In this study, we investigated the current situation of English teachers in rural areas such as the status quo of English teachers, teachers' educational beliefs, professional knowledge and ability, teaching skills, teachers' cooperation, research and reflection, learning, school and teacher education. Through investigation and data analysis, the research found that there are some problems in the professional development of English teachers in rural middle school in their own educational beliefs and the discipline of professional knowledge and ability [15]. At the same time, the external environment of the school, education authorities and other external environment have a greater impact on the professional development of teachers' professional development. The level of rural English teachers' professional development and educational reform requires a big gap. Teachers themselves, school and education authorities should pay attention to the professional development of English teachers in rural middle school. In the research, we should pay attention to improve the professional development level from its own factors. English teachers in rural middle schools should be stable and educational beliefs, set up the consciousness of self-development, establish the goal of teacher development based on ability, which carry out autonomous learning and cooperative learning. "Constructivism", "teacher professional development" as well as "lifelong education", and "action research" are the core concept of the whole texts. Teacher professional development which is the theme of the entire, and "constructivism" is the core idea of guiding the entire reflection which is the core concept of teachers' professional development. English teachers in rural middle schools should take their own resources and promote their professional development. Secondly, the leaders need to reform the concept, establish the management consciousness of the teachers' professional development, construct the harmonious cooperation of the campus culture, actively implement the teacher training and the establishment of the professional development team, and optimize the school management, so that the rural teachers can obtain sustainable development. In addition, the education department should enhance the understanding, improve the external security system of teachers' professional development, increase the investment in rural basic education and reasonable layout, and improve school conditions and stable rural teachers. At the same time, the education department should improve the consciousness of teachers' professional development, expand the scale of teacher training, and explore and develop new teachers, non-English major English teachers and vocational training, and improve the training effect.

REFERENCES


