

The Research Background and Prospect of Chinese English Teachers' Scholarship of Teaching in Professional Learning Community

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Abstract: This article focuses on investigating the current status of Scholarship of Teaching (SoT) setting in PLC. The results show that the degree of the Chinese teacher PLC is closely related to its teaching and academic development. There are clustered outputs of SoT achievements in each PLC's research field, indicating that each PLC's SoT achievements are high. The SoT development of the Chinese English teachers in PLC is relatively rare now, the theoretical and empirical research has huge space for development, but at the same time it is faced with the constraints of traditional concepts and challenges, as it is a necessary prerequisite to build a sustained project in PLC for the development of SoT.

1. Introduction

In recent years, the academic research regulations have covered the overall education evaluation system of universities. Many university teachers have difficulty in both teaching and scientific research, and their behavior orientation of teaching is also in a difficult situation: On the one hand, the high efficiency of teaching determines the professional well-being of its teachers; on the other hand, the high energy consumption and low output of scientific research also impact its sense of identity as a university teacher. In order to balance teaching and scientific research, it's necessary for the development of the SoT in PLC.

2. The Development Status of Chinese Sot Research

2.1 The Rise and Overview of Sot Research in China

The research and development of Chinese SoT started in 2000 and is still in its infancy stage. Scholars have focused more on the origin of theoretical ideas and interpretation of content [1]; analysis and comment on foreign SoT evaluation systems, their implementation measures and existing problems [2].

The representative theory of localized SoT in China is generally combined with the existing foreign experience. It is combined with local characteristics to form relevant concepts with local characteristics, Wei Hongju [3] integrate foreign concepts with strategies and systems, put forward the development of SoT practical strategies: Teachers conduct research on teaching practice; diversified teacher development models; create external environment support. A number of studies by Zhu Yanjun [4] focused on the system construction level and analyzed the deficiencies of domestic SoT development: Although SoT achievements are prominent in professional title evaluation, training, and rewards, they are far from being called institutional foundations. Combining with the foreign SoT evaluation system, it is proposed to strengthen the SoT ethics, establish a development mechanism, and diversify the management of multiple academic teachers to promote the reform of the evaluation system, and at the same time promote the organization of the academic community of teachers.

2.2 Research Trends of Sot Research in China

In order to trace the research trends of SoT research topics in China, the author selects domestic literatures (Years:2013-2018)on Chinese SoT development research, the literatures selected from

two leading academic databases that are CNKI and Wanfang, Firstly, search SoT as the topical subject, a secondary screening of topic relevance and a total of 91 literatures were yield. The Quantitative visual analysis of selected literatures shows that the highest clustering is “teaching research”, indicating that research in China and abroad is converging, and most of them focus on “teaching research”; the second is the thinking of “Boyer”. Interpretation and verification of the two dimensions of “university teachers” and “teaching quality”. However, most domestic researches are observation methods, literature research methods, and descriptive research methods; evaluation research is more than empirical research.

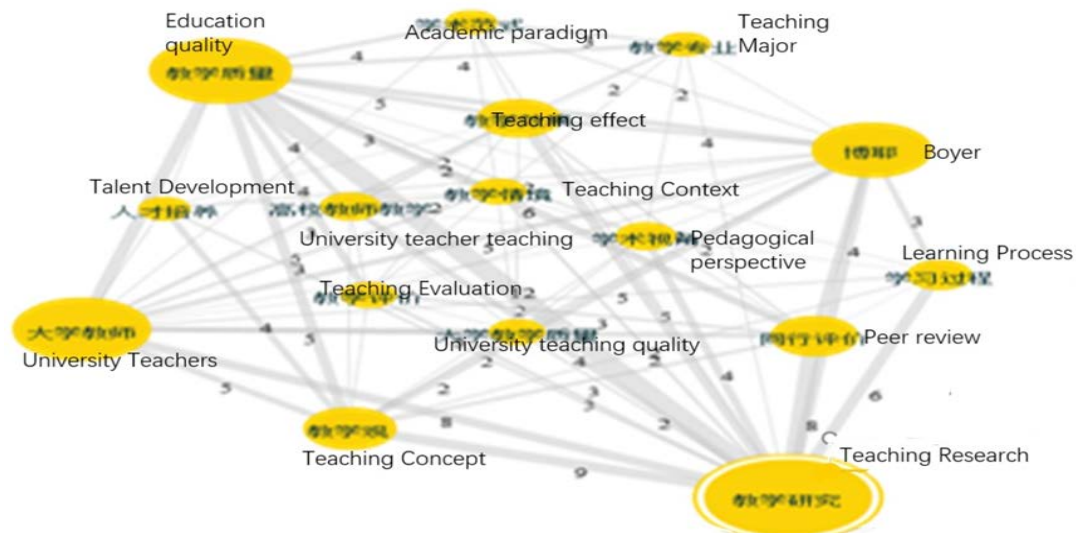


Fig.1 Network Analysis of Keywords Cooccurrence of Sot

From the research status of CNKI and Wanfang database: SoT research mainly focuses on four dimensions: background problems (implementation causes, system rules, etc.), process problems, SoT influence, and SoT development. It also partially verified its practical value in colleges and universities.

2.3 Analysis of Empirical Research on Sot Research in China

There are not many empirical studies on the academic development of community teaching in China at present. Among these rare empirical studies. The objects of SoT studies lie in top universities, regular universities and local undergraduate universities, it is found that the teaching input is basically consistent with different levels of college, teachers' attitudes also differentiated , and management system evaluation needs to be improved [5-7].

3. The Status Analysis of the Development of Chinese English Teachers' Plc

As a special language teaching group in colleges and universities, there are certain differences in the characteristics of subject teaching and the law of subject research. Research on the Chinese English Teachers 'PLC started in 2007, and scholars have studied online and offline community models, focusing on the introduction of early concept discussions and the construction of integrated disciplines [8]. The construction of PLC involves its specific implementation path, contradictions, and burnout [9-11]. From the CNKI and Wanfang literature data, Chinese English teachers' research situation of PLC has stabilized from 2013. In 2019, there are 10 high-quality documents each year, which proves that the academic community recognizes the positive role of the community in Chinese English teachers, but the online and offline models based on the community are temporarily difficult to obtain. With more complete data support, its development needs to be further enriched, especially for its constructive research and verification.

4. The Investigation and Discovery of Sot Development in Chinese English teachers' Plc

We have obtained the data of English SoTs for the past five years from the CNKI and Wanfang database, the theses were selected from CSSCI and key journals. First, theses refers to teaching and education of English were all selected; secondly, the theses were read by 2 teachers to narrow the scope into PLC, the method to verify its PLC correlation is to choose various forms of PLC, such as the curriculum teaching groups, research department, curriculum development project group, curriculum design project group, curriculum execution group, subject research group, member group, etc. , are included in the scope of this data.

Through targeted reading of the full text, delete the researcher's literature that is not focus on PLC, and keep the research objects as PLC. The SoT achievements of the English teacher PLC have common characteristics, such as : Their outputs are basically a series of interrelated studies, focusing on the depth and breadth of the same research theme; there are various interactive influences and associations among the same PLC ; there are consistent goals and plans for the teaching behavior of the community, the same The teaching and academic output of the team is a batch of aggregate output, the research and interpretation of the staged results are comprehensive and thorough, and the relevant empirical research demonstrations have developed in multiple dimensions.

By selecting one of the topics, such as the POA research of Professor Wen Qiufang, the team 's output is comprehensive and in-depth, involving the establishment of theory, model building, verification, and subsequent model adjustment and re-verification. The entire research lasted 15 years and embodies the SoT achievements of the community with different structural combinations, and eventually became a systematic theory. Comparing the fragmented research of independent scholars in CNKI and Wanfang database, the research systematic advantages of its PLC are quite outstanding. The research of independent scholars occasionally has advantages in synchronic research. For example, independent scholars who focus on the academic research of English teacher teaching: Yang Weijia [12] proposed that in the process of critical reflection, the community of human interaction is more conducive to the teacher 's tacit knowledge will be transformed into SoT. Wang Yan [13] analyzed the evaluation system and ecological review of English teachers, and conducted a qualitative study on the development of academic ability and practical knowledge construction in colleges and universities. The two independent scholars have achieved fruitful academic achievements in the course of two years, but two years later, the two scholars appeared to be at the fault age of the study, no more research papers published. it is shown that during the whole research process, there was a lack of sufficient academic endurance for independent scholars, but high productive PLCs are with prominent advantages.

Through the analysis of theses in CSSCI and key databases, the comparison results are exceptionally remarkable, which shows that the degree of Chinese English teacher PLC is closely related to the development of SoT. In the field of English teacher PLC, the features and functionality are obvious the corresponding quality of teaching and academic development is higher; and vice versa. Teachers PLC has greater advantages in breadth and depth in its academic achievements. The continuity of its research is higher, which makes the theme research more likely to establish a theoretical and model system.

The multi-dimensional survey and summarization of the current status of PLCs' teaching and academic ability to explore its effectiveness is essential. The researchers should analyze the existing similarity and differences, integrate and analyze its transformation and development plan, refer to current theoretical research, international rationality theoretical basis, multi-dimensional model, and also take precautions to potential problems, get an insight into the characteristics of Chinese English teachers' PLC.

5. Prospects for Sot Development of Chinese English Teachers' Plc

At present, the teaching and scientific research of universities in China is in a trend of parallel

development. The activities of the current English teachers' PLCs are more focused on teaching, and the teaching groups frequently carry out content-based or problem-based teaching and forums. The accumulation of teaching experience is quite rich, especially for teachers with relatively long-term teaching practice. Their adaptive regulatory powers are quite skilled and self-contained. The existing contradictory reality in the PLC is that it is difficult for these experienced teachers to transform teaching skills into the academic of teaching. There are two main reasons: First, experienced old teachers, when imparting experience, mostly use the form of oral narrative, not too willing to spend energy to transform it into an academic form; Second, young teachers and new teachers are constantly frustrated and adjusted in teaching process, and their classroom regulation experience is inadequate or even lacking. It is difficult to obtain sufficient confidence in SoT research, but how to transform the accumulation of teaching skills into SoT, is also the goal of most young English teachers. Therefore, most teachers in the community tend to upgrade "teaching seminars" into "SoT", especially young and middle-aged teachers are more willing to develop in both directions of teaching and scientific research, which is conducive to obtaining more accurate data and understanding the status quo in the experiment, So as to focus on PLC's potential and intentions. In order to solve the dilemma of college English teachers from teaching practice to academic sublimation, the PLC of English teachers is used as the platform to carry out SoT surveys within the community. At the same time, combining the theoretical models, multi-dimensional models and potential problems enlighten the formulation of positive incentive policies to determine the core elements that affect the academic development of communities.

The practical significance of the academic development of the Chinese English Teachers' PLC lies in alleviating the research pressure of English teachers in universities and the development of SoTs that are synchronized with the teaching practices; The combination of community advantages and the essential attributes of SoTs promotes the simultaneous development of teaching and SoTs, and constantly innovates the culture of teaching environment in universities.

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