Research on College English Teachers' Natural Cooperation in New Media Era

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Abstract

With the rapid development of economic globalization, China's economy is growing rapidly. Some emerging industries have gained room for development in China. New media technologies have come into being under such times background. In the wide application of new media technologies nowadays, this new type of development has entered into people's lives, and brought many changes to the people, among which the most obvious one is that new media technologies have entered the classroom of English teaching in colleges and universities. Under the influence of the new media, the awareness of cooperation among college English teachers is also constantly increasing. This paper mainly introduces the concept and characteristics of new media, and analyzes the connotation, characteristics and forms of English natural cooperation, and puts forward strategies to enhance college English teachers' natural cooperation.

Keywords: New Media, College English Teachers, Natural Cooperation.

1. LITERATURE REVIEW

1.1 Research background

New Media refers to the new social environment that emerges in the form of multimedia with the continuous development and progress of Chinese society. Social individuals live in the atmosphere of new media and feel the impact of digitalization on people's lives. Under such background, the application efficiency of new media has been continuously improved, and the scope of use of new media is also constantly expanding. Specifically, the new media includes all digital media such as digital traditional media, internet media and digital newspapers. The new media has a wide range of applications, not only shining in the field of networking, but also constantly developing in a new type of media industry. In particular, under the background of the "Internet +" era, the new media develops rapidly with much more convenience to people, providing customers with information through the mobile terminal to facilitate users to access some of the effective resources. In fact, today, the new media should be called digital new media.

1.2 Literature review

The characteristics of the new media include the following: the first feature is value. The new media is expanding its application scope today because of the use value and cultural value of the new media itself. As a carrier of information, the media is the sender of information and also the receiver of information. The new media plays a bridge role in the transmission of network information and plays an important role in the process of information dissemination. Especially in updating the social psychology of members of the society, it also has certain value. The wide application of new media enables social members to update the forms and means of accessing to information in the information sea under the impact of the Internet, providing an important spiritual pillar for the development of new media. In recent years, many new media have failed in the great competitive pressure and have to go to decline. From this perspective, mainly because this kind of new media joins the development without the needs of people, but just makes some adjustments from the personal perspective, or make some changes from the perspective of media companies. But it’s well known that the greatest power behind the new media, which is so advanced today, is the convenience of use by users, so, it’s necessary to make further adjustment on the focus of developers of new media resources (Yang, 2017).
Second, originality. In the process of popularization and application of new media, developers must give full play to their own advantages, fully demonstrate their personalities, and drive the development of new media to a higher field. Today, the use of new media not only focus on people's daily life, but also in many production, advertising and the forth. In fact, today, the most significant trend is the application of new media in education. Many colleges and universities, in order to provide students with more intuitive learning experience and atmosphere, continuously introduce more advanced multimedia technologies, accessing higher quality resources for its application in education. Students are more interested in the learning experience brought by new media. They feel that with the new media learning method, they can increase their interest in learning, acquire better learning resources and enrich their own learning. The use of new media in the classroom is an original teaching method mainly based on the teaching teachers’ own teaching experience and teaching methods, and combined with the contents required in the teaching syllabus for enriching the classroom teaching (Yang and Lan, 2016).

Third, the new media has a strong vitality. Nowadays, in the information era, many members of the society are surrounded by vast and complex information, and in order to obtain effective information resources, they often have to adopt certain ways and methods. However, the emergence of new media changed the traditional way of getting information, and new media brought huge changes to people's life. Take college English classroom teaching as an example, among the original teaching modes, many teachers can explain and illustrate the content required by the syllabus through writing on the blackboard. However, since the advent of new media, many teachers have adopted new media teaching, presenting the teaching content to students with new media, and students like this greatly informative but not chaotic teaching method, which not only can enhance the teaching efficiency of teachers, but also can raise student learning initiative (Bao, 2015).

2. NATURAL COOPERATION OF ENGLISH TEACHERS IN COLLEGES AND UNIVERSITIES

2.1 Connotation and characteristics of cooperative learning

The Twenty-first Century is not only a knowledge-based era, but also an era of cooperation to achieve a win-win situation. Today, it is relatively difficult to obtain some career advancement solely by virtue of one's own strength, but if you can assemble into a team with all members at the same level and each team member can constantly enhance the relationship between each other and improve their own business level in collaboration and learning of the team, the force of the team must exceed the individual force, and during the team collaboration, everyone's strengths can be fully demonstrated, which facilitates the work results and deepens the team's cohesion and solidarity (Wang, 2015). In today's college English discipline construction, colleges and universities attach great importance to teamwork, and advocate teamwork, which may help to achieve the best teaching results and improve college students' English achievement.

2.2 Characteristics of college English teachers' natural cooperative learning

First, based on the mode of natural cooperation, the teamwork prevails. Because the English teaching in colleges and universities is carried out hierarchically, many students have relatively poor foundation and cannot study with students of relatively good scores in specific practical teaching (Ren, 2015). Because such students cannot keep up with the pace of other students in learning and cannot form a mutually reinforcing way of learning for students, only can the hierarchical teaching improve students' English learning performance. Therefore, the English teaching and research team needs to make a reasonable allocation of the existing English teachers, who may be responsible for specific students, and conduct collective lesson preparation in well-organized teams so as to make the students in every class enjoy equal rights to education, and provide students with a fairer learning atmosphere (Shu and Chu, 2013). Secondly, cooperative learning ensures and promotes the atmosphere of mutual assistance and cooperation in classroom teaching with the setting of group goals. In cooperation, teachers can directly show some problems in the usual teaching, undertake some discussion between peers in study groups, and intense discussion on the teaching faults with related teachers, to enhance learning initiation and creativity and update the teacher's personal teaching experience and teaching ways and methods, which may promote the improvement of personal teaching level by means of cooperative learning (Cao and Lin, 2013). Finally, it’s necessary to set up a fairer evaluation mechanism and incentive mechanism in the teacher's natural cooperation. Many college English teachers, who are part of a relatively young group of teachers, lack of proficiency in ordinary teaching methods. In fact, under this situation, as long as the teachers can properly treat their own shortcomings, continue to strengthen their own business English learning and to participate in some young teachers' trainings, and learn a lot of outstanding teachers' teaching experience, this problem will be solved in the future (Chen, 2012). However, cooperative learning does not provide such young teachers with opportunities in this aspect because many teachers are equal in teaching and young teachers are passive in cooperative learning. In order to form the basis for
cooperative learning among English teachers, colleges and universities should make some adjustments in the system and form some policy-oriented inclinations to support the young teachers to upgrade their professional ability and level.

Table 1 Mode of Cooperative Learning for College English Teachers

<table>
<thead>
<tr>
<th>Group form</th>
<th>Form of incentive</th>
<th>Form of activity</th>
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<tbody>
<tr>
<td>Double cooperation</td>
<td>Material incentive</td>
<td>Panel discussion</td>
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<tr>
<td>Three to four cooperation</td>
<td>Task incentive</td>
<td>Group discussion</td>
</tr>
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<td>Intergroup cooperation in teaching and research</td>
<td>Honor incentives</td>
<td>Reciprocal question and answer</td>
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<tr>
<td>Cross grade inter class cooperation</td>
<td>Emotional incentive</td>
<td>Analog dialogue</td>
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3. STRATEGIES OF COLLEGE ENGLISH TEACHERS IN NATURAL COOPERATION

Today, the widespread application of new media has promoted the development of various industries in China. Especially in college English teaching, almost every lecture of English class is provided with teachers’ carefully and accurately prepared ppt courseware. Without college teachers’ deep understanding and a wide range of applications of the new media, the new media technologies cannot play such a large function in the teaching of colleges and universities (Huang and Sun, 2011). However, on the other hand, the resources of the English classroom teaching cannot be provided only through the efforts of a teacher, because they are a more broad range of teaching and research and can only be completed through a collective preparation team composed of all teachers in the group instead of one person. Only in this way can we make full use of sufficient English teaching resources in colleges and universities and can produce a set of more complete and comprehensive courseware to facilitate teachers’ applications as well as students’ learning. In order to achieve this effect in the teaching of English in colleges and universities, it’s necessary for us to construct the cooperation culture among college teachers (Li, 2014).

3.1 Change teachers’ ideas and strengthen the sense of cooperation

Thought is always the commander of action, and only great changes in ones’ own mind can make some changes in his or her action. In order to enhance the awareness of natural cooperation among English teachers in colleges and universities, it’s the first thing to change the ideological concept of teachers. It’s essential to urge English teachers in colleges and universities to overcome their narrow thoughts, change their original sense of isolation, open their mind and accept other teachers’ suggestions, so as to adjust their original teaching ideas accordingly. At the same time, it’s necessary to take a trust attitude to accept the advice from peers and sort out the knowledge that we don't know clearly through communication and cooperative learning with our peers, and discuss and make progress together (Yuan, 2015). Second, it is necessary to establish a related system of cooperation. Teachers should abide by some rules in cooperative learning, temporarily abandon individual attention, strengthen the concept of cooperative learning with their colleagues, and jointly abide by the relevant systems formulated to improve the constitution of the English teaching and research group of the university. Nothing can be accomplished without norms or standards. Under the rules and regulations, English teachers in colleges and universities can follow the rules and regulations and provide institutional guarantee for the win-win cooperation of English teaching and research groups in the future; finally, English teachers should have proper ideas and keep their vision consistent with that of the university. The development of colleges and universities directly affects the development of individual teachers, and only through the unremitting efforts of teachers, they can jointly promote the development and prosperity of colleges and universities. If the university did not make some progress, then the individual teachers, no matter how excellent they are, cannot fully demonstrate their individual advantages (Wang and Liu, 2013).

3.2 Actively create a good environment for cooperation

Environment influences people as well as shapes people. In other words, environment plays an important role in personal growth. In order to enable teachers to hold proper attitude and actively walk into cooperative learning, colleges and universities are dedicated to create good cooperation environment and atmosphere in terms of external conditions. First of all, the universities should create some opportunities for cooperation between teachers, and teachers' cooperation is closely related to the environment of colleges and universities as well as the construction of a relaxed teaching atmosphere on campus (Cui and Liu, 2015). Second, universities should provide teachers with places for cooperation and exchange. If teachers do not have the right place to communicate, many
teachers are reluctant to participate in such group activities because the teachers in colleges and universities do not need to attend in terms of the nature of their work. Many teachers are accustomed to this kind of teaching method and are willing to work at home instead of their offices. Even if they prepare lessons, they like to work at their own homes, which is a reasonable mode of work. Based on such work mentality and psychology of teachers, if the leadership in colleges and universities hopes to bring better improvement to the teaching of schools through the cooperation among teachers, then it's necessary to provide a good working environment and atmosphere for teachers.

3.3 Building a network teacher learning community with mutual assistance and cooperation

If teacher cooperation culture is separated from the carrier of the practice, only surface, short-term and even negative effects take place. The concept of cooperation can be truly infiltrated into the teacher's soul and ultimately embodied in the actual action of the teacher only through practice. In recent years, China has constantly strengthened its informatization and with the use of the Internet, college English teachers make great changes in both practical teaching and teaching methods (Yin and Tong, 2016). In particular, with the widespread use of WeChat, many teachers in colleges and universities can make use of WeChat platform to give full play to the community's awareness of teaching and research group, often sharing information and transmitting information via WeChat. Therefore, English teachers in colleges and universities make use of the Internet platform to make the relationship between colleagues more closely. In order to strengthen the natural cooperation among English teachers in colleges and universities, we can make use of the network community, and some teachers can communicate and make dialogues online on English teaching contents, which is conducive to the formation of teacher-teacher interaction and dialogue. In the process of concrete implementation, we can make a comprehensive summary in terms of English teachers' age, level, learning methods and attitudes, formulate a specific implementation plan suitable for the teaching and research group and create a community awareness of English natural cooperative learning, so as to strengthen each member's sense of mission and responsibility (Li, 2012).

4. CONCLUSIONS

Social transformation, era change, social demand for talents, teachers' professional development and college English teaching reform in higher education are calling for establishing an equal, democratic, free and dialogic cooperative teacher culture. In order to improve the English proficiency of college students in China, the natural cooperation among English teachers in colleges and universities is a necessary step. The state and related education departments should pay more attention to the natural cooperation among college English teachers and create a better environment and atmosphere of cooperation for English teachers in colleges and universities.

ACKNOWLEDGEMENTS

The study was supported by “Xingtai City Social Science Planning Project in 2016”, Project Name: A Study on College English Teachers’ Natural Cooperation in New Media Times, Project Number: XTSK1645, Project Manager: Xia Zhao.

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