

Research on the Professional Development Paradigm of Business English Teachers Under the Framework of CTT*

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Abstract—High-quality faculty is a key factor in the connotative construction of application-oriented universities. However, a large number of Business English teachers are tangled with partial abilities, academic aphasia, job burnout, etc., which leads to the unsatisfactory teaching effect and the undesirable outcomes for both students and teachers. Therefore, it is urgent to enhance the overall quality of Business English teachers' team. This paper uses the theory of synergy and adopts the Collaborative Team Teaching framework to explore the professional development paradigm of Business English teachers. Internally, Business English teachers can coordinate by improving their professional awareness, combining the university-based objectives with their own positioning anchoring, reforming and improving their professional competence; externally, the application-oriented universities can coordinate by reorganizing the management structure, setting up the learning platforms, revising the evaluation systems and constructing the career development culture. In this way the individual Business English teacher and the application-oriented university jointly build up a dynamic professional development model beneficial to each other and helpful for achieving a virtuous circle of educational ecology.

Keywords—synergy; professional development; business English; application-oriented universities

I. INTRODUCTION

High-quality faculty is a key factor in the connotative construction of application-oriented universities. Due to its importance and complexity teacher development has become a hot topic of academic research. Some researchers in Europe and the United States devoted themselves to the research of teacher development in the 1960s. Richards & Nunan discussed issues such as foreign language classroom observation and foreign language teaching evaluation. Little, J.W., and Sparks also discussed the development of teachers. Countries such as the United States, Australia, Israel, and Japan have studied the career development of English teachers more deeply than other countries because of their emphasis on language teaching. Domestic research on this field has sprouted since the 1990s. Dai Manchun, Xia Jimei,

Peng Yuanling, Dai Yudong and many other scholars discussed foreign language teacher training, E-learning, foreign language teaching, and teacher development institutions. In addition to the non-empirical researches that dominated the mainstream in the early period, Wen Qiufang, Wang Lifei, Peng Weiqiang, Ye Weiquan, Wu Yi'an and other scholars summarized and analyzed the learning strategies and teacher education reform through empirical researches.

Undoubtedly, these experts and scholars have made important contributions to the development of teachers. However, in terms of research perspectives, most of them are static analysis, and there is no dynamic mechanism for cultivating teachers. In terms of research methods, empirical analysis is often based on one-time investigation while continuity and comparability are still lacking. Meanwhile, there was no classification of teachers in different levels of colleges and universities, so the research objects are too generalized. In addition, there are also "cracks" between teacher development research and university development research. Teacher development researchers rarely pay attention to the influence of universities' characteristics on teachers' careers, while scholars who study efficient management in colleges pay little attention to the careers of individual teacher and often ignore the consistency of the individual teacher and the university environment. This paper focuses on the special group of Business English teachers in the application-oriented universities, adopts a collaborative perspective to analyze the solution of their dilemma, and then puts their career development into the background of lifelong education system to jointly build a "cooperative interaction, multi-spiral" dynamic model which will meet the need of Business English individual teachers and will achieve a virtuous cycle of educational ecology beneficial for multiple parties.

II. THE CURRENT PROFESSIONAL DEVELOPMENT DILEMMA OF BUSINESS ENGLISH TEACHERS

The Business English Major was officially listed in the National Undergraduate College Professional Directory in 2012. However, contrary to the strong development tendency of Business English Major, the shortage of Business English

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teachers and the slow pace of their professional development are very real. The Business English Major has not developed for a long time, so there is no ready-made faculty reserve. The current Business English teachers are mostly transformed from mentors on English Language and Literature. They have solid knowledge of English language and skilled language teaching methods, but lack business background. While Business English teaching covers both the English language knowledge and the description of business expertise. These English-proficient teachers usually fail to carry out in-depth explanation when encountering typical business-related cases. So they are eager to enrich their business knowledge. On the other hand, some experienced business teachers excelled at international trade processes, finance, law, management, etc., are not able to teach in English. Thus they want to improve their English language skills. In fact, both these two types of teachers meet the same problem: it is difficult to combine business knowledge with the teaching of English language, and then it fails to effectively achieve the goal of Business English teaching.

Business English teachers also have conflicts in their understanding of teaching and research. On the one hand, apart from undertaking Business English courses, there are other heavy teaching tasks; consequently, they have to spend a lot of time preparing lessons, exploring new teaching methods, collecting and analyzing teaching feedback. On the other hand, many colleges and universities now pay great attention to teachers' performance on scientific research, and use their scientific research ability as the basis for judging the level of teachers. Moreover, in the evaluation of professional ranks and titles, scientific research performance is also the most important indicator. Inevitably many teachers have to invest a considerable amount of time and energy on it, which deepen the contradiction between teaching tasks and scientific research work.

Due to the shortage of Business English teachers and the heavy teaching and research burden, they do not have enough time to march toward the goal of compound-type teachers. What's worse, most universities have not established a complete training system to help Business English teacher meet their professional development needs and cannot provide guarantee for their professional development. Therefore the current professional development of Business English teachers is mainly self-teaching, lacking corresponding means of realization. The existence of this contradiction will not only affect the realization of the goal of "the Double-competency Business English teachers", but also seriously hinder the sustainable development of Business English Major.

All of the above indicate that Business English teachers have a poor niche and a sense of survival crisis, quite unfavorable to the professional development of the Business English teachers themselves, and then seriously hinder the improvement of the quality of Business English teaching. Therefore, it is imperative to design a reasonable career development path for Business English teachers.

III. THE PROFESSIONAL DEVELOPMENT PARADIGM OF BUSINESS ENGLISH TEACHERS UNDER THE CTT FRAMEWORK

The word "synergy" comes from ancient Greek. Synergetic Theory, an important branch of system science, is a new discipline that has been gradually formed and developed on the basis of multidisciplinary research since the 1970s. It was founded by the famous physicist Hermann Haken, a professor at the University of Stuttgart, Germany. Synergy refers to the process or ability to coordinate two or more different resources or individuals to accomplish a goal in a coordinated manner. The concept of "collaboration" includes not only the collaboration among people, but also the comprehensive cooperation among different application systems, data resources, application scenarios, people and machines, technologies and traditions, etc. If all the elements in the whole system can be well coordinated, multiple forces will be aggregated into one total force, forming a new function that greatly exceeds the sum of the original facilities.

"Collaborative Team Teaching" is the product of collaborative theory applied in the field of education. Collaborative teaching is systemic, continual and developmental, which will be of great help in cultivating innovative talents and achieving teaching innovation. Typical examples of collaborative teaching include the US K12 Education and the International Open Courseware Alliance (OCWC). Stanford University and the University of Kansas also used the CTT model. Japan started CTT teaching practice earlier, and the "Team up US Japan" project at the Waseda University achieved good teaching results.

A. Internal Coordination — the Individual Business English Teacher's Self-leading Career Development

Values are the foundation of career development strategies and specific behavioral practices. Internal factors, more important than external ones, play a key role in enforcing career development. Business English teachers should improve their occupational ecological awareness and independently manage their own professional behaviors to achieve a higher level.

1) *Improving the learning ecology and the professional competence of Business English teachers:* Teacher learning is not the same as teacher training and teacher education which we are familiar with. Teacher learning highlights the teacher's initiative as a learner and the necessity of lifelong education. Business English teacher learning is a process of multi-dimensionally absorbing the "provisions" conducive to the development of his or her career. The Business English teachers in the application-oriented universities should focus on the growth of practical knowledge, including English teaching skills, Business English teachers' identity construction, teaching environment improvement and so on. All these should be closely related to the individual growth and learning experience of Business English teachers, the orientation of applied universities, students' reactions, etc.

Business English teachers are freelancers to a certain extent. First of all, they should do a SWOT analysis seriously, and objectively point out which part they need to improve. Is there a lack of teaching skills? Or the teaching research should be improved? In the process of learning, we also should pay attention to the changes of teaching ideas, the situation of curriculum reform, the construction of identity, etc., in order to achieve personalized, customized teacher learning and personalized career development planning. Business English teachers should also understand the big picture of higher education and Business English education development, strive to improve their own microenvironment, accurately locate their career anchors, and improve their professional competence finally.

Business English teachers should take the initiative to actively collect information and try to catch all kinds of training opportunities. Business English teachers have the advantage of English proficiency. It is a good way to apply for Study Abroad Program. In recent years, the China Scholarship Council and various provincial education departments have also increased their investment to encourage young and middle-aged teachers to go abroad. For domestic visiting scholars there are special programs and counterpart universities offer great support, it is also a good channel for improvement. Meanwhile every summer major domestic publishing houses hold teacher training classes, Competitions for Business English Teaching, etc., Thus for Business English teachers, there are abundant opportunities for learning. Everyone should exert own initiative and try to develop independently by aiming at becoming a professional who is pursuing excellence, instead of taking a passive attitude towards work.

2) *Striving hard to realize win-win between scientific research and teaching in the application-oriented universities:* All kinds of colleges and universities are developed in different levels and are in different niche in educational ecology. Correspondingly, Business English teachers should also have a university-based consciousness and reform the Business English curriculum accordingly to serve the internationalization of higher education by meeting the universities' educational goals. Meanwhile the reform of Business English curriculum can effectively promote the development of Business English teachers.

The research of Business English teachers can break the shackles of purely theoretical linguistics, translation and literature through focusing on the daily teaching cases and the vivid classroom experience. Reorganizing the teaching cases can be risen to the height of scientific research. Business English teachers can form teams and build different workshops to fully share resources and complement each other. And it also can carry out a variety of different forms of research: peer-to-peer or interdisciplinary; action research or teachers' reflection or teaching innovation. Specific research methods include questionnaires, narrative inquiry, case studies, etc., especially the narrative research is close to the daily experience of the individual teacher. Each teacher can focus on his or her own research and adopt the method that best suits his or her research purposes.

Through the collision of different ideas and different voices in the teacher workshop good results of teacher cooperation and inquiry will be produced. Classroom teaching and classroom practice deeply reflect the teacher's understanding of Business English teaching, and the in-depth reflection on the classroom cases encountered in teaching practice is the fundamental driving force for Business English teachers' scientific research. In the practice of applying the related theory Business English teachers should grow from academic discourse "aphasia" to academic people. Only the university-based culture and the win-win between scientific research and teaching of Business English teachers can guarantee the success of their career development.

B. External Coordination — the Application-oriented Universities' External Promotion Mechanism

As an ecological field where Business English teachers are located, the application-oriented colleges are the key elements for the expansion of niche for each individual teacher or the entire group of Business English teachers. At the university level, the overall development of the university is aimed at the overall management practice of all human resources; while the individual career management of teachers is based on their personal values and manifests themselves as a series of professional practice activities. Universities and teachers are not mutually antagonistic, but complement each other and are dynamically balanced.

1) *Introducing relevant policies and integrating the learning in pre-service, induction and in-service stages:* Reasonable institutional arrangements and supporting policy systems are the guarantee for the professional development of Business English teachers. Applied colleges and universities should build the education and training system, formulate the qualification criterion, and provide "hardware" and "software" for Business English teachers' development. The application-oriented universities can implement the pre-service training system for Business English teachers, strengthen the in-service training system for key teachers, and timely summarize and promote the excellent experience, good practices, difficulties in the reform of Business English teaching. The problem should be discussed in depth, which in turn will promote the teaching of Business English teachers to be more exquisite, the structure of the teaching staff to be more reasonable, and the research to be more dynamic, professional and high-calibered.

At present, quite a lot of Business English teachers were graduated from English major. They have very poor knowledge of education and less professional training. Therefore, it is necessary to strengthen the training of relevant knowledge of education before taking up their jobs. The newly recruited Business English teachers are often in a confused state. Colleges and universities should help novice teachers to adjust by offering consultation and guidance for their career development. On the basis of fully understanding the qualification standards of Business English teachers and the overall environment of the application-oriented universities, individualized medium-term and long-term

training programs should be formulated to help novice Business English teachers grow into skilled ones. After a long period of adaptation and hard work, the experienced teachers have certain abilities and are experienced in teaching and research, and also have a certain professional status in colleges and universities. At this point, the support means and intensity provided by the universities should also be moderately increased with an aim to stimulate the skilled teachers to accept the organizational goals. These skilled teachers are in the midway of their careers, and they often have higher commitments to universities. They are active in receiving all kinds of professional information provided by colleges and universities, and in planning and adjusting their careers according to the career path and university's policies so as to further improve themselves. They will further advance their work skills and expertise, and strive to become an expert in Business English teaching. They will assess their career goals and new career development opportunities and meet challenges accordingly. Colleges and universities should set up a reasonable and smooth career development channel, provide fair growth opportunities for Business English teachers, establish a professional career file and work with Business English teachers to design or adjust their career development plans.

In view of the low proportion of high-educational Business English teachers in the faculty, the application-oriented universities can introduce specific policies to encourage Business English teachers, especially young ones, to pursue doctoral degrees, specifically attending the doctoral programs in business-related fields. Interdisciplinary doctors can enhance the vitality of the Business English teachers' team. And it also meets the requirements of the current application-oriented colleges and universities to train compound talents by providing more powerful teachers to guarantee for building a more reasonable and practical Business English curriculum system. Constructing a multi-channel learning platform to promote external career development is an important way for successful career development. Taking Business English teachers into specific consideration, it is the Business English teachers in the application-oriented universities should rely on their intrinsic ability to obtain more external career development opportunities. The content of teacher training and learning should take into account the status of teachers at different stages, and achieve the personalized and customized programs. Throwing away the traditional and indiscriminate teacher training education, it is necessary to create a personalized, university-based, targeted and thematic training course for Business English teachers.

2) Reforming the current rigid system of teacher evaluation and increasing the incentive factors: Work motivation is usually influenced by two factors: health and incentives. At present, colleges and universities at all levels provide all teachers with favorable working conditions. However only by truly encouraging and appreciating the achievements of Business English teachers can they make continuous progress and reach a higher level. Relevant management departments of applied universities should

make individualized career development plans for teachers, so that business English teachers at all stages can clearly define their career development goals and stimulate their maximum potential.

It's imperative to break the professional title evaluation system based on the number of core journal papers as a key index, and try to establish an objective and fair evaluation system for Business English teachers. Applied universities should have qualitative differences in the research requirements of Business English teachers and teachers of other disciplines. The majority of Business English teachers' research aims to improve the quality of teaching. Professor Cai Jigang proposed to establish the foreign language pedagogy linguistics to solve the problem of identity dilemma of Business English teachers. Moreover, all kinds of journals, especially core journals, assign certain pages to publish the articles on teaching reforms to improve the quality of Business English Major. The importance of such research is no less than the theoretical study of linguistics, English and American literature, translation, and so on and so forth.

On the one hand, the functional departments of teacher development in applied universities should optimize the ecological environment for the professional development of Business English teachers, formulate corresponding regulations for the class hour arrangement of Business English courses and the training of Business English teachers. On the other hand the functional departments of scientific research management should abandon the "one-size-fits-all" policy, and establish corresponding scientific research assessment objectives according to the universities' orientation, disciplines differences and teachers' actual situation. Scientific research policy should take a more humanitarian approach rather than a simple quantitative assessment.

The individual Business English teacher and the application-oriented university are jointly responsible for the career management of faculties. The values and development goals of the individual teachers and the applied universities are consistent or similar, in which lies the ideal point of conjuncture within the teacher-university ally. This consistency is the goal of applied university management, which can promote the professional development of Business English teachers and the development of the application-oriented universities. At the same time, the application-oriented university management will also achieve high performance and attain a win-win effect.

IV. CONCLUSION

The purpose of the teacher-university ally is to enable the faculty to be fully utilized and effectively deployed, to be more consistent and complementary in terms of values, required-capabilities, career management, etc., to promote individual teacher growth and university development, and ultimately to improve the whole university performance to achieve its development goals finally. Both teachers and colleges will be beneficially interacted in practice, and both parties will benefit from it, and the ally between the two is

dynamic, interactive, and continuous. Therefore, based on analyzing the dilemma of Business English teachers, combining with the common needs of Business English teachers and the application-oriented universities, the introduction of synergy and Collaborative Team Teaching into the teacher-university ally has theoretical and practical significance. The development of Business English teachers under the CTT framework is a new concept and a feasible approach so as to provide some ideas and references within this scope.

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