

Research on the Community Teaching Model of Teachers and Students Learning in College English Classroom

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Abstract: Classroom teaching creates a teacher-student evaluation community that conducts a complete and systematic evaluation of teacher-student interaction, that is, a series of talent training indicators are systematically used to evaluate students' classroom behaviour. Classroom interaction is the mechanism by which classroom behaviour occurs under the interaction of various elements of teaching in classroom teaching. In the classroom, teachers teach mainly knowledge of grammar, vocabulary and text content and ignore the cultivation of students' communicative ability. For the works of the exhibition group, a combination of prepared and instant classroom evaluation will be conducted. After the students' classroom evaluation, teachers will evaluate the performance of the demonstration group and the evaluation group respectively. However, under the impact of the wave of globalization and informatization, the professional development situation of college English teachers is very severe. The following explanations are required for College English: "College English aims at developing students' comprehensive ability to use English. Especially with listening and speaking abilities as its teaching objective, college students' autonomous learning ability is enhanced and their comprehensive cultural accomplishment is improved to meet the needs of social development in China and international exchanges. Classroom interaction has a direct impact on the realization of teaching objectives, the completion of teaching tasks, the realization of teaching educational objectives in teaching, and the maintenance and driving of the normal operation of classroom teaching. And that's important. This paper mainly discusses the types and modes of teacher-student interaction in College English classes, and analyses the main factors and methods of community teaching mode.

1. Introduction

Classroom interaction in foreign language teaching has received much attention from researchers. Although the CET-4 and CET-6 tests implemented nationwide have promoted English teaching to a certain extent, at the same time, it has brought about the negative impact of "exam-oriented education" [1]. Classroom teaching has created a teacher-student evaluation community for complete and systematic evaluation of teacher-student interaction, that is, a series of talent training indicators are systematically used to jointly evaluate students' classroom behavior [2]. Not only is the teaching effect repeatedly questioned, but the bigger constraint lags scientific research, which leads to hindered career advancement and obvious job burnout. Classroom interaction is the mechanism by which classroom behaviour occurs under the interaction of various elements of teaching in classroom teaching [3]. In the classroom, teachers teach mainly knowledge of grammar, vocabulary and text content and ignores the cultivation of students' communicative ability. Man's existence exists not only as an organism, but also as a meaningful existence, with the possibility of choosing and planning his own development [4]. Conduct a classroom evaluation of the works of the exhibition group, which is prepared and combined with the classroom immediate evaluation. After the students' classroom evaluation, teachers will evaluate the performance of the demonstration group and the evaluation group respectively. With this ecological turn from the inside out, teacher learning community has become the research focus [5].

Education evaluation is usually applied to official school evaluation, expert evaluation, peer evaluation, teacher evaluation, student evaluation and teacher self-evaluation. With the continuous advancement and deepening of college English education reform, improving the overall quality of

college English teachers has become a top priority. The use and acquisition of language itself takes place in interpersonal communication. Therefore, language teaching is closely related to classroom interaction [6]. However, under the impact of globalization and informatization, the professional development of college English teachers is very serious. College English is required to be explained as follows: "College English is to cultivate students' comprehensive English application ability [7]. In particular, listening and speaking ability is the teaching goal to enhance students' autonomous learning ability and improve their comprehensive cultural literacy to meet the needs of Chinese social development and international exchanges. There has been abundant practice about foreign language teachers' learning community in China, but there are not many large-scale empirical studies [8]. Moreover, more attention is paid to the classroom teaching ability of front-line teachers, and the development of scientific research ability of college English teachers has not yet been studied. [9] Classroom interaction has a direct and important impact on the realization of teaching goals, the completion of teaching tasks, the realization of teaching and educational goals in teaching, and the maintenance and drive of normal operation of classroom teaching.

2. Overview and definition of classroom learning community

2.1. Overview of community

In tracing the origins of the learning community, we have to talk about the concept of "community" first. This means that in a learning community, students' learning not only includes the relationship between the learner and the learning content but also includes certain interpersonal relationships, that is, the relationship between the learner and the facilitator. [10] Due to the complex and changeable characteristics of teachers' experience, we cannot use quantitative methods to capture teachers' voices. It is believed that cognition is not caused by a self-conscious subject, nor by an already formed object that will brand itself on the subject. The participants of the community are college English teachers in the Foreign Languages Department, master's or doctoral supervisors in the English Department, the dean in charge of teaching and several foreign teacher development experts, which form three levels from the inside out. As shown in Figure 1.

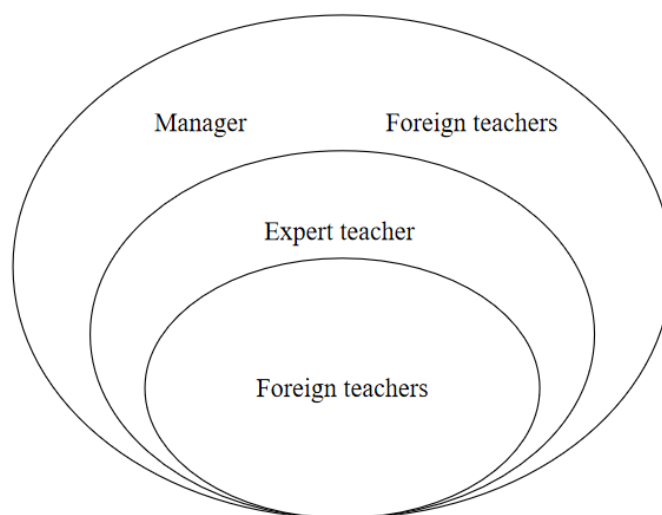


Figure 1 The composition of the community

Some scholars define learning community as a cultural and ecological learning environment, while others define learning community as a way of cooperative learning. Others interpret it as a new form of classroom organization. Each unit of College English teaching is divided into several teaching projects, and students are divided into several study groups to form a learning community. "Community in the modern sense is the product of the tension in two directions where individuals seek independence and belonging, and it contains the characteristics of heterogeneity, multiple participation, shared ideas and distribution."

2.2. The origin and development of the learning community

When explaining the relationship between education and communication in Democracy and Education, Dewey wrote: "People live in a community because they have something in common. Then, teachers supervise, guide and coordinate the whole process to encourage students to help each other and help each other in the learning process, instead of relying solely on teachers to answer. To make the evaluation scientific and reasonable, it is necessary to regulate the evaluation psychology of the participants. Several groups of evaluation participants have different positions and interests, and their psychological activities and phenomena in the process of evaluation are also different. The learning process of "experience, reflection, comprehension and action" experienced by teachers. As shown in Figure 2.

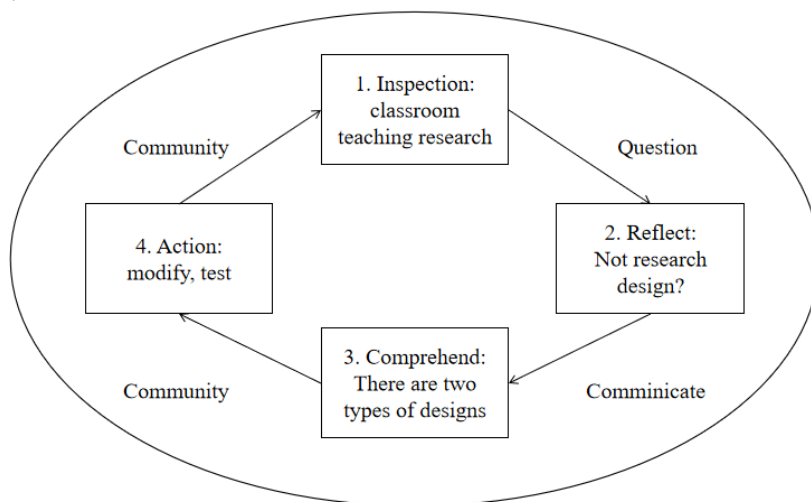


Figure 2 Community teachers experience learning process

Among them, the element of meaning is the construction of meaning, which refers to the process in which we construct meaning from experience so as to acquire learning, that is, learning. Secondly, in the sense of existence, it can be understood that people have all kinds of experience and development in English teaching activities, so that people's subjectivity status in the community of classroom learning is established. Share the interest of learning with all members of the body, seek the journey to knowledge and the way to understand the operation of the world, and interact and join together towards the same goal of education.

3. Evaluation Psychological Regulation Strategies in English Classroom

3.1. Psychological regulation strategies of classroom display group

The psychological pressure of the classroom display group mainly comes from several aspects: whether the display content designed by the group meets the evaluation criteria, and whether the evaluation group and the teachers' evaluation of their own content is consistent with their own interpretation. Community teachers have both group and individual learning. On the individual level, community teachers personally practice teaching research and gradually complete their own teaching research projects. Only place the learner in a real situation and acquire experience and construct knowledge in practical tasks as much as possible, can the learner master learn to use knowledge. Learners refer to members who engage in individual learning, collaborative learning, discussion, exchange, sharing and reflection in the learning community. From the perspective of learners' cognition, with the help of the learning community, participants can gain their own learning experience, use the learned knowledge to analyze themselves, make plans and promote their personal development. Communicate with them in advance to relieve students' concerns, and tell them that teachers attach importance to the process of students' self-development through exhibitions and activities. Teachers don't compare students' development and progress horizontally, but focus on students' own development vertically. The purpose is to understand students' progress

towards teaching objectives.

3.2. A unified strategy for teacher-student cooperation

In the process of psychological regulation of classroom evaluation, teachers and students' sense of cooperation, teachers' sense of responsibility, teachers' respect and care for students, and teachers' grasp of evaluation standards, these workshops not only help teachers update their teaching concepts and broaden their horizons, but also, most importantly, their themes are closely related to the classroom research of their teachers. Unlike the previous community, participating teachers are not novice teachers in the lifetime of their profession, but young and middle-aged teachers in the mid-career development. As shown in Table 1.

Table 1 Summary of information of core members of the community

Member	Age	Teaching age	Job title	Profession
A	35	11	Lecturer	Foreign literature
B	32	13	Lecturer	Comparative literature
C	31	8	Lecturer	Lexicology
D	37	9	Lecturer	Applied Linguistics
E	49	5	Lecturer	Applied Linguistics
F	39	15	Lecturer	Linguistics
G	36	11	Lecturer	Linguistics

It strengthens teachers' research in teaching. The interaction between individual teachers and student groups is the basic guarantee for the realization of cognitive and emotional functions in classroom teaching. Classroom learning communities has been carried out in the way of group collaboration, and the members of the group have participated in the learning community voluntarily and independently. This provides a prerequisite for the formation of a shared vision. From the results of valid questionnaires, the vast majority of students like the learning situation that is close to life mentioned in the topic. Both teachers and students participate in teaching activities together and have group discussions, which is conducive to the development of their own personality. They think that the new teaching objectives and teaching methods are effective. Therefore, inexperienced teachers need to consult experts and gain information from books, and they need constant forging in the classroom. It is necessary to constantly reflect, pay special attention to the feedback from students, build a bridge of cooperation between teachers and students with love and professional responsibility, and establish a unified cooperation and regulation mechanism between teachers and students.

4. Conclusions

The continuous deepening of English teaching reform has not only promoted the transformation of classroom teaching mode and content, but also promoted the change of the relationship between teaching and learning in the classroom, but the purpose of continuously improving the quality of classroom teaching has not changed. The key to teacher development also depends on the developmental motivation and inner needs of teachers themselves. Classroom interaction in foreign language teaching is an important part of foreign language teaching research. On the basis of discussing the types and modes of classroom interaction, teachers should also analyze the characteristics of many factors in classroom interaction. On this basis, we should try to sum up the basic framework and teaching methods for implementing the construction of college English classroom learning community. It will further provide theoretical and practical reference for the promotion and application of the classroom learning community in other disciplines. In the learning community, teachers pay attention to the existence of students and involve students at different levels in teaching. Teachers actively help students who will not participate in discussions. Let students feel themselves in the conversation between teachers and students. The professional development of College English teachers is inseparable from the mutual dependence of internal

power and external environment. Therefore, further research on the variables and strategies involved in the psychological regulation of classroom assessment is a direction that needs to be worked out.

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3) 2018 Anhui University Humanities and social sciences research project "presentation of Chinese image in Chinese American literature from the perspective of cross-cultural communication" (SK2018A0088)

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