

Research on the Dilemma and Reflection of Primary School English Teachers' Learning and Change — Taking the Use of English Treasure APP as an Example

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Abstract: The study chooses English APP as the concrete embodiment of the digitalization of education, and takes the onion model of Coserian as the framework to describe the current situation of learning and change of primary school English teachers in the context of digitalization, and to analyze the difficulties they face.

The findings are as follows: (1) Generally speaking, primary school English teachers' learning and change of English Treasure APP are at a good level in the dimensions of environment, behavior and belief, and there is room for improvement in the dimensions of ability, identity and mission. (2) Specifically, there are some problems in the learning and change of primary school English teachers, such as uneven teaching ability, identity conflict and deviation of teachers' mission concern.

Based on the current situation and existing problems of primary school English teachers in the application of English treasure APP, the following strategies are put forward: (1) The software supports in all directions and gives positive feedback. (2) The school provides support and improves the evaluation system. (3) Teachers should strengthen their belief and courage to change.

Keywords: teacher learning and change; English treasure APP; Onion model

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1.The Raising of the Question

Teacher change is based on the change of teacher learning level. In the "14th Five-Year Plan", the strategic direction of digitalization of education is clearly put forward. The study of teachers' learning and change in the context of digitalization is becoming one of the core issues of educational reform. From the static linear view of Teacher Learning Model 1.0 to the dynamic interactive view of Teacher Learning Model 2.0, and then to the complex system view ^[1] of Teacher Learning Model 3.0, it shows the deepening and progress of teachers' understanding of change. Among them, Fred A. J. Korthagen's onion model based on the complete self, as a representative of 3.0, involves the overall perception of teachers in multiple aspects such as cognition, emotion, and consciousness, reflecting the dynamic and comprehensive nature of teacher learning and change. The model contains six levels from the outside to the inside, That is, environment level, behavior level, competencies level, beliefs level, Identity level and mission level ^[2]. Under the Onion Model, the solution to the dilemma of English teachers' learning and change will help English teachers better adapt to the challenges brought by the digitalization reform. It should be noted that the learning and change of English teachers refers to the reflection and change of primary school English teachers to adapt to mathematics and intelligence, focusing on the change of teachers. Teacher learning and change are used to ensure conceptual clarity and avoid ambiguity.

Foundation projects:

1. Changsha Normal University Ideological and Political Special Project: Action Research on Integrating SEL Concept into Labor Education Curriculum in Colleges and Universities (KW30 24005)

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2. Analysis of the Current Situation and Problems of Primary School English Teachers' Learning and Change Under the Background of Digital Intelligence

After Using English Treasure APP, Primary School English Teachers Have Made Positive Changes in the Dimensions of Environment, Behavior and Belief, and Have Some Room for Improvement in the Dimensions of Ability, Identity and Mission.

2.1 Environmental Aspects: Providing Material Basis

As the outermost layer of the onion model, the environment can be directly perceived as "What problems have I encountered or need to be solved?". After using English Treasure APP, the following changes have taken place in the English teaching environment of primary schools.

First, from fixed to flexible. "The software is not only installed on mobile phones, but also on school whiteboards, which really makes it easier for us to use various teaching resources and enrich classroom content." (A1) English Treasure APP provides teachers with multimedia teaching resources. Teaching is no longer confined to the classroom. Rich online resources and online operations provide teachers with a larger stage. Secondly, the role of primary school English teachers has changed from leading to cooperation. "In the classroom, students are more active and enthusiastic, through the use of English treasure on the whiteboard, students' enthusiasm has greatly increased, and classroom concentration has also improved a lot." (A2) Both teachers and students present a "lively" communication state in the use of English Treasure APP. After class, students can preview before class and review after class through voice homework, teaching animation and knowledge games on APP, and their subjectivity is more obvious. Thirdly, the interaction between primary school English teachers is more diverse. The community organized by the staff of English Treasure makes the communication between English teachers no longer limited to mutual assistance in the same school. The software platform's regular live broadcast and interaction of English teaching competitions in various districts and counties helps to promote the formation of teachers' professional community.

2.2 Behavioural aspects: positive changes

Behavior means "What action did I take?". The use of English Treasure makes the teaching behavior of primary school English teachers change significantly from before class, during class to after class.

First, teaching preparation has changed from tedious to efficient, as A3 teacher said: "The supporting materials of English Treasure save a lot of time for preparing lessons", so that teachers can focus more on the optimization of teaching methods. Secondly, the implementation of teaching is more targeted, and teachers can flexibly adjust teaching strategies according to the learning data provided by the platform to achieve personalized guidance. Thirdly, the teaching evaluation is more comprehensive, through the real-time correction and learning analysis function of the homework platform, teachers can get big data support in time, and make more accurate teaching reflection and evaluation. This intelligent tool has effectively improved the efficiency and quality of teaching from lesson preparation, teaching to evaluation.

2.3 Capacity: uneven

Competence means "what can I do?", which means changing or adjusting behavior. The use of English Treasure APP shows a bipolar change in teachers' ability.

In the application process of English Treasure APP, there are significant differences in the ability of teachers. Some teachers show strong teaching innovation ability, and can flexibly use their games and other functions to design interactive teaching programs. For example, the A4 teacher pointed out: "When testing the teaching results through the English treasure game, the students participated more actively, which prompted me to continue to design interactive links." However, more teachers still stay at the basic application level, using only simple functions such as audio and textbooks. A8 teacher said frankly: "Resources are abundant, but I mainly play audio and video in class, and I feel powerless for advanced functions such as picture books and games." This differentiation is also reflected in

teaching evaluation: some teachers can use the platform's assessment tools for multi-dimensional learning monitoring, while others still rely on traditional testing methods. On the whole, the level of teachers' technology application is uneven, if we can not break through the limitations of the use of basic functions, it will affect the in-depth implementation of digital teaching, and may aggravate the imbalance of the application of educational resources.

2.4 Belief: renewal and progress

Behind competence is belief, meaning "What do I believe?" Or "What do I actually believe?"

In terms of learning expectations, the beliefs of primary school English teachers are changing from traditional written examination ability to comprehensive literacy training. "Now the teaching can improve the comprehensive quality of students more than before.". This requires students to master not only the grammar of words, but also the standard pronunciation. (A3) The use of English Treasure APP makes A3 teachers pay more attention to students' language skills and language literacy, and begin to pay attention to the development of students' comprehensive literacy, such as cultivating students' cross-cultural communication ability. In addition, the beliefs of primary school English teachers about individualized teaching have been deepened. "In the past, I usually divided the students into excellent, medium and poor grades according to their learning situation.". But after using English Treasure, it is more convenient to carry out personalized teaching, which also makes me dare to try digital teaching to meet the growing learning needs of students. (A5) The use of English Treasure APP enables the teacher to "dare to try" personalized teaching to meet the growing learning needs of students.

2.5 Identity: conflict

Identity is a teacher's understanding of "Who am I?" And "What kind of teacher do I want to be?", which involves teachers' self-identity. The change of identity brought about by the use of English Treasure APP presents two voices and conflicts.

In the process of applying English Treasure APP, teachers present two different perceptions and mentalities. Most teachers have enhanced their sense of value as digital teaching leaders by using the tool. For example, A6 teachers said, "English Treasure makes me feel the convenience of technology, makes teaching more comfortable, and enables me to keep pace with the times and provide students with a more modern learning experience." They adapt to the trend of digital and intellectual education with a positive attitude. However, some teachers are worried about their career prospects, fearing that technological development may lead to the replacement of roles. A7 teacher said frankly: "During the epidemic, when online teaching was carried out, students' study time on various platforms far exceeded my live classes, which made me worry that the teaching profession would be replaced." This kind of anxiety is particularly evident among non-English majors or young teachers, some of whom are frustrated by the gap between their pronunciation and software standards, and their professional identity is constantly shaken by puzzles such as "Am I not suitable to be an English teacher?" And "I feel that I can't keep up with the times", which reflects the deep psychological challenges faced by teachers in the technological evolution.

2.6 Mission: Focus on deviation

Mission is the sixth level of teacher's change, and it is a person's reflection and questioning of his own meaning in the whole. Mission is embodied in "why I exist" and "what is the meaning of my work", which involves emotion, motivation and values. The survey found that the status quo of primary school English teachers' "mission" in learning and change is not optimistic.

After the application of English Treasure APP, primary school English teachers have obtained abundant teaching resources, but some teachers rely too much on software functions and neglect the attention to the all-round development of students. Digital media mainly transmits objective data, which is difficult to capture students' doubts, emotional fluctuations and motivation changes in learning, and can not replace humanistic care in interpersonal interaction, which deviates from the educational goal of cultivating all-round development. At the rational level,

teachers should be aware of their responsibilities in promoting educational modernization and promoting educational equity, but practice shows that some teachers have not fully fulfilled this mission. For example, some teachers pointed out that "although the whole school has basically popularized the software, there are still students who can not download and use it" (A3), and the follow-up did not intervene in the processing, which reflects that teachers only pay attention to their own application of the tool, ignoring the fairness caused by uneven access to technology.

3.Optimization Strategies for Primary School English Teachers' Learning and Change under the Background of Digitalization

It is not easy for teachers to adapt to the change of digital intelligence. In order to help teachers have a deeper benign change, we need to further improve from the following three aspects.

3.1 Software level: all-round support and positive feedback

3.1.1 Provide long-term and perfect support system and regular return visit service

Firstly, the software provider should provide supporting staff for each school to ensure that teachers can receive long-term and immediate technical support. Secondly, in order to improve the quality of teaching, the software side should focus on providing rich teaching resources. The courseware, video and other teaching resources provided by the software side should be closely linked to the latest subject curriculum standards and the teaching needs of teachers and students. Thirdly, the software side should arrange staff to make regular field visits, face-to-face exchanges with teachers, collect the challenges teachers encounter in using English treasure language, and provide targeted help according to feedback. This perfect support system can not only solve the problems encountered by teachers in using English Treasure in time, but also enable teachers to innovate actively and practice freely.

3.1.2 Optimize Software Operation and Strengthen the Use of Positive Incentives

Software providers should provide software with simple and intuitive interface design and convenient operation to improve the efficiency of use and optimize the user experience. Software can focus on the design of intuitive function navigation and simple operation partition, so that teachers can easily use the process, with more time to explore more creative teaching design. The software side can also establish a set of perfect incentive system such as organizing teaching innovation contest and selecting excellent teaching cases to enhance the enthusiasm of teachers in using software and promote the innovation and reform of teachers' teaching methods.

3.2 School Level-Providing Support and Improving the Evaluation System

3.2.1 Build a supportive teacher community

Schools should focus on building a supportive teacher community to provide dual guarantees of professional development and emotional support for teachers in the digital transformation. The community should systematically integrate digital literacy improvement projects, and help teachers master core competencies such as digital teaching design and evaluation by organizing special training, teaching seminars and other activities. At the same time, the community should pay attention to the emotional and psychological needs of teachers, through the establishment of peer assistance mechanism and professional psychological support system, to alleviate the anxiety and pressure of teachers in the process of technology adaptation, and enhance their psychological resilience. In such a community that integrates technological learning and humanistic care, teachers can not only acquire cutting-edge teaching ideas and practical wisdom, but also grow together in collaboration and encouragement, and systematically improve their digital teaching level and comprehensive adaptability.

3.2.2 Improve the Evaluation Mechanism

The standard of Teachers' Digital Literacy issued by the Ministry of Education provides a key support for the digital transformation of education, and is also an important basis for building a high-quality education system. It is necessary to clearly incorporate digital literacy into the teacher evaluation system and establish a scientific and comprehensive evaluation dimension and method. Educational management departments should regularly organize

and implement evaluation, and explore ways to guide teachers' professional development through value-added evaluation. At the school level, it is necessary to formulate a concrete and feasible evaluation system, which takes the actual performance of teachers in digital teaching skills, resource integration and application as the core evaluation indicators, and effectively links the evaluation results with the evaluation of English teachers' professional titles and performance treatment, so as to encourage teachers to actively improve their digital literacy and actively adapt to the requirements of the digitalization reform of education.

3.3 Teacher Level-To Strengthen the Belief and Courage of Change

At the level of teachers, we should strengthen their belief and courage to change. Palmer pointed out that "really good teaching can not be reduced to the technical level, really good teaching comes from teachers' self-identity and self-integrity ^[3]", teaching courage means self-acceptance and courage to face fear, which is the key driving force to promote teachers' professional growth and cope with educational change. The "digital willingness" and "digital will" emphasized in Teachers' Digital Literacy depend on teachers' inner courage to persist in self-development in the face of challenges. As A6, a teacher, said: "The epidemic has put a lot of pressure on me, but it has also made me work harder to learn online teaching tools." I realize that digitization is the future of education and we must adapt to it. This kind of courage sprouted in the crisis promotes its initiative to explore technology, adapt to the new normal teaching, and show the belief power of teachers as the main body of change.

4. Conclusion

Teachers' courage to change themselves comes from continuous professional growth and perfect support system. Primary school English teachers should actively participate in systematic professional development training, constantly improve their digital literacy and teaching ability, and lay a solid foundation for adapting to the digitalization transformation of education.

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