

Role Orientation and Transformation of College English Teachers in the New Era

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Abstract—The traditional teaching method in universities needs transforming in technology so as to drawing students' attention. What role should college English teachers play under the new model and how to operate in each teaching link are the main points of this paper. The development of modern education technology requires college English teachers to change their traditional role, position themselves into a professional role, and transform from the dominant role of the classroom into an organizer and helper of English learning and a developer of learning resources. Teachers should update their teaching concept, revise their personal development direction and actively seek role transformation through continuous learning. The ways to improve teachers' quality and ability effectively, to promote the transformation of teachers' role are demonstrated. The main emphasis is to learn professionally including knowledge learning, continuous improvement of language skills and update of teaching methods and means. The paper discusses the technological aspects in the process to design micro course. Compared with the traditional teaching methods, the internet era provided new requirements for the teacher on their professional and technological aspects. Teachers should choose and design suitable teaching materials, and they should adopt appropriate teaching methods. Through further application of this theory in the practice of college English teaching, a better effect is obtained.

Keywords—orientation, role, student-centered, teaching method

I. INTRODUCTION

With the increasingly advanced college English teaching reform in China, the new teaching mode has been widely popularized. Modern education technology has made the teaching means changed essentially. The traditional teacher role is no longer able to adapt to the new teaching mode, and the most urgent task for college English teachers is to change their roles. The focus of teaching is to change from reading, listening and speaking to cultivate students' comprehensive English application ability with the goal of improving listening and speaking so that students can effectively communicate in oral and written English in future work and social communication so as to adapt to the needs of China's social development and international communication.[1]

Influenced by western popular teaching theory, college English class began to introduce the multimedia auxiliary teaching mode, students' autonomous learning mode, the students under the environment supplemented by the multimedia and so on. With the vigorous development of the Internet and the popularization of its use among the students, college English class began to introduce PBL (problem-

based teaching mode), the project cooperation type teaching mode, auxiliary and flip classroom innovative mode of teaching. The role of teacher should be transformed from the traditional role of unary role (knowledge imparter) to the role of multiple roles (guide, helper, organizer and collaborator, etc.). All of these new teaching modes have made beneficial explorations for college English teaching reform, and to some extent solved the problem of students' weak learning motivation and low learning efficiency. Most recent studies have reflected on the role of teachers in the traditional English teaching model, and discussed and analyzed the new role of teachers in the new multimedia online teaching or self-learning model.

II. THE TRANSFORMATION OF THE ROLE OF COLLEGE ENGLISH TEACHERS IS INEVITABLE FOR THE DEVELOPMENT OF MODERN TEACHING TECHNOLOGY AND RESOURCES

A. Too much emphasis on student-centered status is missing from teachers' dominant position

In the process of learning, students are the subject of information processing. Students can think actively, mobilize internal resources, enhance self-confidence and overcome psychological anxiety. In the new teaching mode, students can make their own learning plan, choose the learning content suitable for them, and use the computer to carry on the language training repeatedly, master the learning speed by themselves, and achieve the best learning effect. On the interactive multimedia network platform, there are rich learning resources for students to choose. In the teaching mode, however, because of too much emphasis on students as the center and the "secondary" or "guide" position of teacher is, effective supervision and management of students' learning activities lost. The focus of classroom learning from the past "teacher" into "student learning", the classroom form is novel and diverse. But the problems such as whether students clearly understand the learning goals, mastery of knowledge is improved, or autonomous learning ability is improved and cultivated are not solved.

B. In the process of network teaching mode, computer cannot completely replace the role of teachers in teaching

In English class, the traditional 3P mode (presentation, practice, production) is easy to operate, and the teacher has a sense of security and sense of achievement. New teachers without any teaching experience can quickly adapt to this model. In the new teaching mode, the application of network

multimedia technology has replaced some traditional roles of teachers. Professor h.g. Widdson, professor of international English at the University of London pointed out: "Only teachers with systematic education, language teaching awareness and professional proficiency will be able to do well in language teaching. Language teachers must constantly improve their professional skills and develop their own creativity. Teachers need to design different activities, prepare lessons and be creative. They need to respond appropriately to complex situations in class. In many cases, they need to speak off the cuff.

III. THE ROLE OF COLLEGE ENGLISH TEACHERS IN THE INTERNET ERA

A. *Teachers are the designers and organizers of classroom activities*

Under the new teaching mode, the basic functions of English classroom should include: stimulating students' interest, providing learning resources and opportunities, training English learning strategies and helping to solve difficulties. Therefore, college English teachers should play the role of learning facilitator and learning advice provider. The design and realization of all teaching links needs the mediating effect of teachers." Students are the subject of learning activities, and teachers cannot replace students in learning, but in the classroom, teachers play a leading role in how to enable students to actively participate in learning and achieve results."(Wen qiu fang, 2017) Teachers should act as designers, organizers and leaders in the whole teaching process. Teachers reposition and think about their role. Only by adapting to the new teaching mode and positioning their role accurately can teachers give play to the advantages of modern classroom mode and promote their own development. Therefore, in the new teaching mode, teachers should become lifelong learners.

B. *Teachers are English knowledge transmitters*

In the traditional English class, teachers use the indoctrination teaching method to directly impart knowledge to students, which they not only ignores students' personality differences, but also restricts knowledge in the short class. The classroom under modern multimedia technology is student-centered which breaks the space boundary and values the individual difference of the student. In the process of knowledge transfer, teachers should reasonably design teaching resources. The role of "designer" requires teachers to rethink all the characteristics of textbooks, teaching and students, and design the curriculum content suitable for students' independent learning. From the perspective of textbooks, teachers should not only be the communicators of textbooks, but also integrate all kinds of related English curriculum resources. The teacher becomes the designer of the course resource.[2]

1) *The role of teachers in the input stage of knowledge*

For college students who already have a certain English foundation, it is an excellent choice to actively create opportunities for them to find language blind spots through tasks and mobilize their desire to make up for them. Teachers should give full play to the guiding role, according to their

own experience, select materials for students' learning level, in listening, speaking, reading and writing and humanistic quality development and give many requirements for the input. By designing reasonable input activities, learning methods, learning tasks through language, teachers help the students connect the meaning of the language rather than trying to express. In the input stage the tasks are oriented to help promote students' inner cognitive activation, improve students' learning initiative. The design of teaching content should not only be closely combined with the content of the textbook, but also be able to connect with the reality so that students can apply what they have learned to the actual communication scenes. Such as; Teachers should set specific questions in video, and ensure students' participation by asking questions, giving examples, setting questions, etc. Meanwhile, video content should be closely related to the follow-up classroom inspection and discussion so as to encourage students to take the initiative to participate in. In terms of the design of teaching activities, teachers should choose appropriate teaching resources and activity forms according to the curriculum demands and students' situations. Teachers should transform from the dominant role in the classroom to the guidance of students' learning and thinking, summarize and conclude students' doubts, and propose targeted and enlightening questions in the process of interactive discussion. Teachers should not only master textbooks and improve their own knowledge cultivation, but also build systematic knowledge, focus on students' learning feedback in the classroom, and conduct personalized teaching on this basis.

2) *The role of teacher in the output stage of knowledge*

In the output stage, from the perspective of teaching practice, after the teacher teaches relevant skills, the output quality of students in the class demonstration stage is greatly improved than that in the input stage. Through the classroom demonstration, students' sense of accomplishment in learning English is increased which stimulates their enthusiasm and motivation to continue learning. Teachers should fully play the role of leader and monitor, guide students to selectively learn language skills, help motivate students to acquire new language skills and communicate language skills in the process of cooperation. The common output form in college English teaching is group discussion, and the form of group cooperation also has higher requirements on students' self-learning awareness. When the limitation of students' language ability affects the effective output, the role of teachers will be highlighted and strengthened. Teachers will conduct listening and reading training according to the content of the textbook, and input relevant vocabulary, expression, syntax and thinking mode to students. Therefore, in the explanation process, strive to highlight the key points. College English teachers should timely change the traditional teaching mode, strengthen the teaching of practice, and turn the focus of college English teaching from cultivating students' language ability to guiding students to use the language.

C. *Teachers are the evaluators in the learning process*

In the process of teaching evaluation, teachers should actively participate in the cognitive process of teaching, and conduct methods such as prompt, guidance and feedback when necessary to explore and discover students' potential

development ability, which is of guiding significance for the subsequent teaching process. Teaching evaluation is not limited to simple recording, but emphasizes the interaction between teachers and students. After the teacher gives the question, they should not simply record the score, but actively participate in the student's cognitive process. The evaluation should not only focus on the current level of English knowledge of students, but also include their cognitive potential of language and the possibility of future development. In the specific operation process, teachers should combine teaching and evaluation, observe and evaluate students' progress and changes across multiple time points, understand students' cognitive development and changes before and after the teacher, and give feedback on students' performance in learning new English knowledge. This evaluation method is helpful for teachers to reflect on the teaching process, summarize the influence of themselves and hardware environment on teaching, and further promote the benign reform and development of teaching. From this perspective, in the process of knowledge evaluation, teachers are no longer simply evaluators, but also beneficiaries of this process. Teachers should select comprehensive typical samples, guide the students in the classroom for mutual evaluation between groups, guide the students on reflection, help students understand and master the reasonable method of evaluation, and let the students have the standard according to the evaluation for self-evaluation and mutual after class. This not only ensures that students take the initiative to participate in every step of learning, but also enables teachers to timely grasp students' learning process and make feedback adjustments.

D. Teachers are the leaders of internalization of knowledge

In the new teaching mode, the process of internalization of knowledge was put into class, which greatly improved the interaction between teachers and students in class. Teachers and students work together in class to complete teaching tasks. In the process of English teaching practice, whether the teacher can effectively guide students determines the class quality, and directly affects the effect and significance of classroom teaching content and teaching activities. Teachers should actively observe students' feedback on video, respect students' individual differences and take care of the learning needs of different students. In addition, teachers also need to guide students to actively talk about learning, develop students' ability to discover and solve problems, and effectively develop students' personality and potential. Teachers should re-examine the relationship between students' English knowledge, English skills and comprehensive quality, and insist that teaching English knowledge is the foundation, cultivating English skills is the key, and improving students' comprehensive quality is the teaching guiding principle.

IV. WAYS OF CHANGING THE ROLE OF BIG ENGLISH TEACHERS

A. Professional learning includes knowledge learning, continuous improvement of language skills and update of teaching methods and means

College English teachers should strengthen the study of modern learning theory and English teaching theory and update their own teaching concepts. Education theory and

methodology should be learned in education, talent, quality, teacher, student, textbook, evaluation, teaching method, learning method, examination method, evaluation method, teaching and research method, practice and application method, etc. When learning new theories, we should adopt a dialectical attitude and consider how to apply the new theories in the concrete practice of our country. From the perspective of teaching, in order to stimulate students' motivation and interest in learning, teachers should strengthen their own knowledge and technical accomplishment. Teachers should constantly update their own views, pay attention to individual differences in students' development, and pay attention to individual development of students. The teaching material should be rich in content, diverse in form, and take into account the cultivation of various qualities. Moreover, it should be able to guide students to think critically and cultivate and develop students' humanistic quality.[3]

B. Study of computer information technology, including information retrieval and collection, courseware making, use of network teaching platform and improvement of management ability

With the rapid development of network technology and multimedia technology, the multimedia network teaching mode has become the development trend of modern education, and it will also bring great changes to education teaching. Open teaching information enables teachers to online learning and communication. Teachers need to learn to improve the ability of computer application and network monitoring. English teachers should not only have certain professional knowledge and ability and must have certain information literacy and ability because only constant pursuit of new knowledge and new technology to complete qualitative leap from stuck in the past to innovation. And they can also learn through a variety of training and strengthen their skill of network and modern technology. Teachers should constantly reflect on the teaching activities, should combine their teaching with the concrete teaching practice, carry out research activities to improve education teaching ability, to master the basic knowledge of modern education technology and operating modern multimedia education teaching ability.

C. Accumulation of various humanistic and cultural knowledge

College English courses are intercultural humanities, and English teachers should have rich knowledge of English culture, history, politics, economy and social background. There are many ways for teachers to learn humanism and accomplishment. On the one hand, teachers can improve their knowledge and cultural literacy and enhance their professional knowledge reserve by reading books in related knowledge fields, browsing knowledge and cultural websites and regularly reading academic journals. On the other hand, it can improve teaching level and ability by studying and researching teaching theory, applying teaching theory to teaching practice, reflecting teaching and action research. In addition to the approaches of humanities, literacy learning and self-reflection, in the face of rapidly developing knowledge information, individual knowledge and learning energy are always limited, and teachers should learn to cooperate in learning.[4]

D. Teaching reflection is an important step to improve teaching quality, and also a key step to promote the development of teachers' own quality

Through teaching reflection, teachers can better implement education concept, improve teaching cognition and generate professional identity. The development of the era of put forward new requirements to English teacher's overall quality and the ability. College English teachers must raise awareness, timely revised personal future development direction, actively take action to improve self-quality and ability, realize the role transition as soon as possible so as to realize the sustainable development of the profession, and actively engaged in scientific research activities. There is no ready answer for how to effectively play a new role in the new model, and teachers need to explore it in practice.[5]

V. CONCLUSION

In today's era, information technology, multimedia technology and network technology with each passing day provide the high quality of the sharing of teaching resources for teachers, solve the problem of shortage of the popularization of higher education faculty, and provide an opportunity for the reform of English classroom. College English teachers should optimize teaching methods, to strengthen its own organizational ability, speaking ability and communication ability, broaden the knowledge, make full use of advanced teaching equipment, create language environment

for students, let them understand the language in the simulation environment, language, practice using the language. Therefore, foreign language teachers should strengthen their learning, dare to practice, improve their ability to take on new roles and make college English education a part of improving students' comprehensive quality. The development of the era has put forward new requirements on the overall quality and ability of English teachers. College English teachers must improve their understanding, timely revise their future development direction, take active actions to improve their self-quality and ability, and realize the role transformation as soon as possible so as to realize the sustainable development of their profession.

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