

Research on Positioning and Transformation of Role of College English Teachers under the Online Teaching Mode

Li Xin

Shijingshan Community College, Shijingshan District, Beijing, China

Abstract: The online teaching mode refers to a modern remote teaching method that processes teaching content through technological means such as computers and provides remote output for the teaching. It has changed the domination of teachers in teaching to some extent. Teachers carry out teaching activities in the role of guider instead of instructor. It also means that teachers are not only knowledge transmitters, but also organizers and participants of learning. This paper briefly describes the positioning and transformation of the role of college English teachers under the online teaching mode.

Keywords: Online Teaching; English Teachers; College Teachers

1. Introduction

With the rapid development of information technology, online teaching of college English has become the main way of teaching. Advanced technology and ideological concepts have a great impact on traditional models, which requires teachers to timely change their thinking, establish correct teaching concepts, and continuously improve their innovation ability and ability to use modern teaching media, so that teachers can achieve innovation and transformation in multiple aspects and participate in online teaching models with new roles, as well as achieving efficient teaching outcomes.

2. Characteristics of College English teaching under online teaching mode

2.1 Openness

In the online teaching mode, all educational resources are open and there are no restrictions on the educational objects, which to some extent increases the learning opportunities for students. And students can choose teaching

processes and learning methods according to their own needs. At the same time, online teaching is not limited by location. Regardless of whether it is in school or at home, as long as there is an internet, students can independently enter online classrooms for their learning, and they can also obtain rich learning resources from the internet.

2.2 Interactivity

Online teaching can promote closer communication between teachers and students, and can achieve interactive communication among multiple parties. Teachers can use the internet to engage in in-depth communication with students through WeChat, email, videos, and other means, and they can also receive feedback from students on online learning^[1]. In addition, students can also seek help from experts who provide consulting services online through multi-party communication. They can not only raise their own questions, but also can express their opinions online. After receiving feedback from the network, teachers can help students continuously adjust their learning content, so as to achieve independent learning.

2.3 Autonomy

The widespread use of network technology brings students rich and colorful learning resources, so that they can access multi-level and diverse forms of learning resources through the internet. Students can be guided by the internet and autonomously choose teaching resources based on their actual needs to achieve a dominant position in the learning process. Meanwhile, through online learning, information resources can be effectively integrated, enabling students to accurately and quickly find the learning resources they need. It satisfies students' sense of achievement to some extent, promotes their interest in learning, and effectively cultivates their self-learning ability.

2.4 Personalized Differentiation

In the online teaching mode, students' learning is no longer limited by the location, and they only need to connect to their respective hosts to carry out learning, making online teaching more personalized. Through online communication, teachers can also timely understand students' actual learning situation, help them discover their own shortcomings, and adjust their learning methods in a timely manner. In online learning, students can access online help at any time, and a large number of personalized educational resources on the internet provide strong support for students' personalized learning, including special news, personal websites of education experts, professional electronic magazines, all of which have formed English personalized education.

2.5 Richness

The information covered by the internet is very rich, and it is a huge resource library. Compared to the courseware and exercise questions produced by teachers in traditional teaching models, the network resource library is dynamic and constantly updated, which can update knowledge points in all aspects of society in real-time, and is no longer limited to the courseware produced by teachers in the classroom. The internet, also known as the ocean of information, provides teachers and students with more opportunities to choose through the use of online teaching models.

3. The positioning and Transformation of College English Teachers under the Online Teaching Mode

3.1 Transitioning From a Mentor to a Guider

In the online teaching mode, the traditional preaching mode has been completely changed. Instead, computer technology is used to optimize classroom content, aiming to stimulate students' learning enthusiasm, and help students consolidate their knowledge. It can also enhance the intensity of classroom activities, effectively cultivating their English skills. At the same time, teachers should cultivate students' ability for their independent learning, fully mobilize their learning enthusiasm, guide them to engage in independent learning, thereby enhancing their interest in learning and promoting their comprehensive development [2]. In addition, in traditional teaching models,

communication between teachers and students can only be achieved in the classroom, and with a large number of students in the class, it is difficult for teachers to communicate with each student, which invisibly increases the sense of distance between teachers and students, leading to a sense of awe from students towards teachers, and teachers are not familiar with students. The online teaching mode provides numerous convenient communication methods for teachers and students, including email, WeChat, QQ, etc., which not only enhances extracurricular communication between teachers and students, but also effectively shortens the distance between teachers and students, providing a channel for deepening the relationship between teachers and students. In addition, teachers can help students engage in independent learning through the internet, enabling them to access more useful learning resources through information technology, and guiding students to choose self-learning content based on setting goals. And teachers need to evaluate the effectiveness of students' independent learning. For example, when explaining "How to Make a Good Impression", the teacher can assign preview tasks before class, divide students into study groups, and assign different tasks to each group, including what body language is, what unforgettable meetings are, and the elements of communicating with strangers, etc. Starting from the background knowledge of the text, students are required to discuss and analyze the structure of the text, writing characteristics, and usage of words and sentences. And these learning tasks can be guided by teachers to students through the internet, and students can use the power of the internet to find the necessary information and express it in their own language, in order to achieve the effect of independent learning.

3.2 Transforming from a Teacher to an Organizer

The traditional teaching method essentially belongs to information dissemination, which is not contradictory to the concept of online teaching. What teachers need to change is the knowledge asymmetry between teachers and students. The use of online teaching methods does not mean that teachers no longer need to impart knowledge. The internet does not independently teach students to absorb

knowledge and distinguish information. In addition, the quality of information on the internet varies, and students are unable to independently process and extract a lot of information [3]. College English teachers have certain knowledge and experience, so they can extract the most valuable information from the vast network information, and can quickly find the most useful knowledge points among them. Therefore, in the online teacher mode, teachers are no longer just knowledge transmitters, but knowledge organizers. Teachers use network technology to help students integrate useful information, organize and guide students to engage in independent learning, and provide substantial guidance to students, impart their experience in organizing information to students, and promptly answer questions and clarify doubts for students, thus further stimulating their self-directed learning.

3.3 Transitioning from a Leader to a Participant and Consultant

In the past teaching models, teachers were usually the leaders of classroom teaching, while students could only passively receive knowledge. In college English teaching, the desire to learn dominates students, and teachers need to find corresponding teaching resources based on their actual needs to help students better absorb knowledge, transforming teachers from knowledge leaders to knowledge participants, and also serving as information consultants for students. Therefore, as a college English teacher in the "Internet era", we should think from the perspective of students, prioritize their choice needs, promptly answer their questions and clarify their doubts. And most importantly, teachers should provide students with vivid and interesting classroom teaching, stimulate their learning interest, and cultivate their spirit of independent learning. In addition, under the online teaching mode, teachers should actively improve their own network resource construction, including theme forums and post bars. They need to present their information in a personalized way and strive to achieve maximum resource flow and utilization [4].

3.4 Transforming from an Instructor to a Supervisor and Facilitator

In the online teaching mode, teachers need to supervise the entire learning process of students

in order to ensure their learning effectiveness. It is not the traditional supervision of every move of students, but rather the assessment of their learning effectiveness through assigning homework, organizing student discussions, email communication, and other means. Teachers can also develop online learning tasks, and only after completing the tasks can students take the final exams. Students can smoothly complete their learning as long as they are guided by the tasks. Teachers need to regularly check the completion of students' homework and provide timely help in their learning. In addition, teachers need to affirm the status of students as the domination of learning, stimulate their self-awareness, and enable them to engage in independent learning, while teachers act as facilitators. That is to say, the role of a teacher is to build a complete knowledge framework, allowing students to apply the knowledge they have learned to fill it in to form a complete knowledge system. Therefore, teachers need to continuously enhance their ability to process information and transform it into knowledge points, so that students can better carry out online learning under the guidance of a complete knowledge system.

4. Conclusion

From the above, it can be seen that with the prevalence of online teaching methods, the positioning and transformation of the role of college English teachers is inevitable. The transformation from a single role to multiple roles requires teachers to switch according to different teaching activities. In the process of college English teaching, the positioning and transformation of the teacher's role directly affect the cultivation of students' English abilities. Therefore, in practical teaching activities, college English teachers should consciously transform their roles and play different roles based on reality, in order to mobilize students' learning initiative and enthusiasm, encourage them to actively participate in teaching activities, and effectively exercise their English practical abilities.

References

- [1] Wang Zhenhuan. Exploring the Role of College English Teachers in Online Blended Teaching Mode [J]. Research on

- Foreign Language Teaching in Jiangsu, 2021, (03): 4-7.
- [2] Che Wenjuan. A Study on the Role of Teachers in Autonomous Learning Mode of College English Online Teaching Platform [J]. English Teacher, 2021, 21 (12): 30-33.
- [3] Liu Xiu'e. A Study on the Role and Function of Teachers in College English Teaching under the Smart Classroom Teaching Model [J]. Campus English, 2020, (43): 80-81.
- [4] Chen Lilan, Li Xueping. Research on the Role Transformation and Development of College English Teachers in Agricultural Colleges and Universities under the Blended Teaching Model [J]. Science and Education Guide, 2020, (27): 58-59.
- [5] Hu Xintong. A Case Study on Role Beliefs and Teaching Practices of College English Teachers in a Blended Teaching Model [D]. Dalian Maritime University, 2020.
- [6] Cao Lin. A Study on the Role Transformation and Reconstruction of College English Teachers under the Blended Teaching Model [J]. Modernization of Education, 2019, 6 (96): 160-161.