

A Study on the Role Remodeling of College English Teachers in the New Media Era

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Abstract: with the advent of the new media era, College English teachers can use more and more teaching methods and play more and more diverse roles in the classroom. This paper Abstracts and generalizes the typical types of teacher's role and takes them as the main line of analysis. According to four typical types of teacher's role, i.e. teacher, promoter, consultant and manager, this paper analyzes the main representation of different teacher's role in classroom discourse.

1. Introduction

In the era of new media, we find that English teachers' various roles in the classroom may not all appear in one teacher, and various roles often combine and play a role together. At the same time, in the process of realizing the teacher's role, the teacher's classroom discourse does not play a single role, but a synergy of multiple discourse functions, which may be more prominent in a certain situation. As an effective way to realize teachers' role in the classroom, English teachers' classroom discourse has both similarity and individuality. Therefore, this paper abstracts and generalizes the typical types of teacher's role and takes them as the main line of analysis. According to four typical types of teacher's role, i.e. teacher, facilitator, consultant and manager, this paper analyzes the main characteristics of different teacher's role reflected in classroom discourse.

2. An Analysis of the Role Reconstruction of Teachers as Teachers

In the era of new media, English teachers play a more targeted role in delivering knowledge and demonstrating language, and reshape their roles as teachers. English teachers endow the role of the teacher with more connotation. They are not only playing the role of the traditional meaning, but also realizing the cooperative function of knowledge transfer, language demonstration and other aspects in teaching behavior. In the process of teaching knowledge, teachers' own teaching ideas and teachers' language level are important factors. They think that teachers' basic language skills are very important. They should have a solid foundation of professional knowledge, play an exemplary role in language use, and provide examples for students to lay a solid foundation of basic language skills. In knowledge transfer, teachers mainly explain knowledge or answer questions to students through question and answer and feedback, but because students have certain individual differences in language level and understanding ability, showing different degrees of responsiveness, therefore, driven by the subjective factors of teachers, teachers do not transfer knowledge or answer doubts with the attitude of authority, but through guidance, raising The discourse function of demonstrative and confirmatory verification can not only transfer knowledge to students, but also play a leading role in demonstration. They also do not regard demonstration as the responsibility of teachers, but encourage and assist students to demonstrate and help each other, so that they can find their own shortcomings in communication with others, consciously improve them, and learn to solve problems or self-regulation independently.

The process of teachers' knowledge transfer is also a process of dialogue between teachers and students. Through equal dialogue between teachers and students, teachers and students participate in learning together. In the learning situation of mutual understanding and support, students are promoted to become active knowledge receivers and meaning builders, thus enriching the connotation of the role relationship between teachers and students. The teacher's role as a teacher

does not interfere with the independence of students in controlling their own language, but rather better balances the participation rights of each student in the community, provides a learning context that can promote students' understanding and internalization of new knowledge, and creates an equal, cooperative and cooperative relationship and a safe learning atmosphere. The interaction between teachers and students contributes to a good and harmonious relationship between the “connected” subjects. In this kind of dialogue relationship, the teacher constructs a dialogue with the students as a learning participant and becomes a knowledge builder. Therefore, she is no longer just a teacher, but also a “teacher”. In the interaction, she also gets rich experience of knowledge and emotion. Teachers and students form a good mode of emotional interaction in the practice of this community. In the process of teaching and learning, teaching and learning interact with each other, promote each other, learn from teaching and benefit from learning, and improve teaching from learning.

3. An Analysis of the Role Reconstruction of Teachers as Promoters

In the era of new media, English teachers play a more targeted role in guiding, supporting and motivating their teaching behavior, thus reshaping their role as facilitators. When students have a good language level and can actively participate in classroom interaction, they use the functions of questioning transformation, expansion, confirmation, verification and clarification requests of discourse to play a guiding role in language expression, content understanding, etc., or put forward challenging high-level questions to students, pay attention to mobilizing students' subjective initiative, encourage students to think critically and guide them. Students grow up to be active explorers of learning. When students show enthusiasm to participate in the interaction, but they can't freely participate in the interaction due to the limitations of language level, they use the discourse function of prompt, expansion, confirmation and verification to provide students with support slightly higher than their current level, give full play to students' potential, urge students to dare to face various challenges, and realize the promoting role of teaching behavior. When students have the desire to participate in the interaction, but lack of self-confidence due to various factors such as personality characteristics, they do not put students in a passive, negative response state, but attach importance to the overall experience of students' cognition and emotion, and use the discourse functions of recognition, evaluation, prompt, supplemented by question change, confirmation and verification, clarification request, etc., to give affirmation and encouragement timely, and Pay attention to play a leading role in stimulating students to help each other and encourage each other.

Because the individual differences of students will lead to the unbalanced or unequal interaction of students' opportunities, English teachers use the possible competitive role relationship, pay attention to giving different students inducements and incentives, provide cognitive and emotional support at the same time, timely adjust the turn taking to encourage students to help each other, and actively promote cooperation and mutual assistance among students And develop their ability of independent thinking and independent learning.

English teachers enable students to gain more insights and insights through expression and listening, learn through personal experience and active thinking, and realize the fun of English learning itself. In a word, English teachers make full use of the open rules of classroom interaction between teachers and students, pay close attention to and make full use of the differences of language level, understanding ability and emotional needs of middle school students in the community, coordinate and play the role of multiple discourse functions, not only put forward challenges, but also provide support or encouragement, promote the development of the role relationship of “guidance exploration” between teachers and students, guide and support In the process of holding students and inspiring students' emotions, we should realize the role goal of promoters.

4. An Analysis of the Role Reconstruction of Teachers as Consultants

In the era of new media, English teachers not only provide students with all kinds of error correction help, cross-cultural knowledge or advice, but also give various forms of evaluation, carry out active meaning consultation with students, and realize the role of the role of the consultant.

Because students have some difficulties in language understanding and expression, they not only hope to get help, but also hope to get understanding and support in emotion. The different participation of students caused by this causes teachers to effectively use different ways of feedback, through regulating the role of various discourse functions, to realize teachers' diversified teaching behaviors, and also to shape teachers' diversified consultation Person role. Teachers believe that they have the responsibility to help students correct their mistakes or solve difficulties, but their teaching ideas also guide them to judge students' mistakes objectively, rather than "correct every mistake". As for the "non correctable" errors, they change the attitude of the forcer of the corrector, and they do not advocate that the students rely too much on the teachers. Instead, they tend to use the discourse function of implicit error correction feedback and clarification request, encourage the students to correct themselves or help others to correct errors through implicit and implicit discourse, take care of the students' emotions and feelings as much as possible, and help them in cooperation and cooperation Self correction and learning in mutual assistance.

With their rich language knowledge and extensive cultural knowledge, teachers mainly use the functions of prompt, guide and evaluation to provide students with various forms of information and suggestions to ensure the fluency of meaning interaction between teachers and students. At the same time, they pay attention to maintain and enhance the students' enthusiasm for participation, learning initiative and other positive emotional factors, as well as the relationship between cooperative and mutual aid among students, guide students to learn to listen to and respect different views, and promote deeper understanding and knowledge internalization. In the spontaneous interaction between students, in order to promote the orderly development of interaction and ensure the construction of meaning, she timely evaluates students and pays full attention to students' emotional needs. The purpose of evaluation is to determine students' understanding, "what can students do" and "what else can be done". Therefore, they use the confirmation, verification, prompt, recognition and other functions of discourse to give consideration to linguistic feedback And evaluation feedback. They not only give objective evaluation to students' performance, but also pay attention to the essence and effect of interaction, so as to provide more meaningful help for students. These critical feedbacks not only increase the possibility of constructing I discourse together between teachers and students, but also improve the enthusiasm of students' participation, which is helpful to cultivate students' ability of solving problems and learning independently. In the process of interaction, English teachers have realized many functions, such as error correction, consultation and evaluation. With the change of situational factors, the various functions played by teachers are combined organically to achieve the optimization of their effect, and a certain role is more prominent in a certain situation.

English teachers do not lose their dominant position, but use the cooperative and mutual learning relationship between students and students to build equal and democratic interaction norms with students. In the process of correcting errors, providing advice, consultation and evaluation for students, they help students become "helpers" with high subjective initiative, change the passive role of students, and give them "help" The more positive inner meaning of the role relationship of "helper - helped". In the learning atmosphere of cooperation, mutual assistance and common development, teachers give students all kinds of help, recognition, tolerance and encouragement, and achieve the common growth of teachers and students.

5. An Analysis of the Role Reconstruction of Teachers as Managers

In the era of new media, English teachers not only design different forms of interactive tasks, but also coordinate the balance of students' participation in the interaction, create a good interactive atmosphere, and realize the multiple roles of interactive managers. Influenced by teachers' English teaching ideas, English teachers design scientific and logical interactive activities. In different interactive links, they change a variety of ways of asking questions, or use discourse functions such as confirmation and verification to consciously arouse or maintain students' attention. By regulating the topic conversion and turn transfer between teachers and students, they provide students with opportunities to analyze and judge from different perspectives. In the interaction between different groups, students' language level and understanding ability show certain differences. They give

students with different language level or personality characteristics appropriate opportunities, especially to promote students with higher level to play a leading role, so that they can make their own contribution in the meaning interaction between each other. In the interaction between the group members, teachers do not mediate the interaction as the controller, but use more discourse functions, such as question transformation, initiation, confirmation and verification, so as to make the natural turn transfer between teachers and students, the continuous interaction of views, and encourage students to have more discourse output and deeper meaning exchange. For individual students' unique views, they are flexible to respond to the unexpected situation on site, adopt an open and receptive attitude, contain students' understanding and independent judgment, balance the participation opportunities of students with different characteristics, and provide more possibilities to express their views.

In the process of designing and organizing interactive activities, English teachers try their best to share the power of topic setting, presentation and transformation between teachers and students. The way of dialogue between teachers and students has changed the traditional knowledge imparter's "independence" of topics, that is, to fully control the topic setting, and "independence", that is, to point to the only answer predetermined by teachers, so that the division of responsibilities between teachers and students is more balanced. Teachers and students do not interact in accordance with the role relationship in the traditional way of "knowledge acceptance", but construct more flexible classroom interaction norms, which greatly improves students' awareness of participation and cooperation. English teachers make the best use of their discourse power. Whether they start interaction or change topics, they all pay attention to maintaining and building a community culture of mutual assistance. In the teaching atmosphere of psychological compatibility and democracy between teachers and students, the role relationship of "management cooperation" is formed between teachers and students. "The classroom interaction standard based on student development promotes dynamic and meaningful classroom communication, learning develops continuously in the interaction, realizes mutual promotion and power balance between members of the same body, community knowledge acquisition and students The development of individual knowledge is closely related.

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