



On Teachers' Role Transformation Strategies in the Flipped Classroom of College English

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Abstract: The teaching mode of flipped classroom has been perfectly applied to primary school teaching process and university classroom, especially providing great convenience for university curriculum education and creating conditions for improving students' English learning thinking. In the flipped classroom of college English, the role of teachers has also changed, which not only reduces the workload of college English teaching, but also improves students' active learning ability. To some extent, the impact lies not only in the change of teachers, but also in the improvement of students' learning ability.

Keywords: College English; English Classroom; Flipped Classroom Teacher Role; Transformation strategy

1 the overview of teaching mode of flipped classroom

First of all, three questions need to be clarified: What is the flipped classroom? What is the difference between flipped classroom and ordinary class? What role do students play in the flipped classroom?

Comparing the differences between flipped classroom and ordinary class can help us understand the teaching mode of flipped classroom. In the traditional teaching mode, teachers usually stand on the platform to give lectures, while students listen in the classroom. In this atmosphere, teachers are the protagonists of the whole classroom. On the contrary, in the flipped classroom, the main body and the leading role are changed from teachers to students, where teachers play a listener, while students preview and consult relevant materials independently and explain and share relevant knowledge in class.

2 the characteristics of teaching mode of flipped classroom in English teaching

2.1 Diversification of Teaching Forms

In the traditional teaching mode in the past, the way teachers teach college English courses is single and fixed. It is not easy for students to concentrate in this teaching atmosphere, but the flipped classroom changes this drawback and brings diversified teaching methods. As the main body of the classroom has changed from teachers to students, students' initiative to understand and learn knowledge has also been improved. In the process of classroom explanation, students also adopt different methods to present knowledge in the classroom in various forms and share it. This diversified teaching form can help students understand and consolidate knowledge from multiple levels and different aspects.

2.2 Clear and Definite Teaching Objectives

Compared with the traditional teaching mode, the teaching objectives of the flipped classroom are clearer and clearer, including the following aspects: (1) the teaching objectives of teachers are clearer, that is, to train students' learning thinking in the classroom; (2) the students' teaching goal is more clear, that is, to share their acquired knowledge with other students to the greatest extent. The process of learning English is essentially a process of thinking exercise, which requires us to have a clear goal. Flipped classroom provides the corresponding conditions and opportunities for the practice of this learning method

2.3 Transformation and update of learning process

Flipped classroom also transforms and updates the learning process. In the traditional teaching mode, the learning process of students is arranged and set by teachers, and the preview, teaching, consolidation and review are all controlled by teachers. Flipped classroom changes this process. In the flipped classroom, students play the main role, which leads to changes in the learning process. Students play the main role in the whole learning process. They control and arrange every link of preview, lecture, consolidation and review, and make corresponding reports and speeches according to the learning level.

2.4 More Obvious Learning Effect

The learning effect in the flipped classroom is more obvious than that in the traditional class. College English class is different from English learning at other ages. Most of the students who learn English at this stage are adults with corresponding autonomous learning ability, and they are more able to take the initiative to learn and exert their creative thinking. In particular, flipped classroom provides a way to change students' thinking mode in learning, thus creating more learning space and opportunities for college students who like learning English to express their ideas, and will have a positive impact on those college students who are not interested in

learning English and enhance their interest in learning.

3 The Role Change of English Teachers in the Implementation of Flipped Classroom

3.1 Teachers become Directors from the Instructors of Students' Learning

The change of teachers' role should be the biggest change in the flipped classroom. Teachers become Directors from the Instructors of Students' Learning. The characteristics and advantages of flipped classroom determine that teachers no longer assume the main teaching subject. Instead, in the role of a director, it puts forward corresponding amendments to students' display in various aspects such as learning methods, learning contents, learning objectives and learning results, so as to further improve students' learning ability, thus reducing teachers' workload, enhancing students' autonomous learning ability and making students' learning intention more positive.

3.2 Teachers Become Participants From Managers of Classrooms

Teachers play the role of participants in flipped classroom es and managers in traditional classes. Then, when you compare the two modes, you will find that, when teachers are administrators, students assume the role of being managed; when teachers become participants, they play the role of participants together with students. In this equal teaching process, students enjoy different treatment from before, and have more opportunities to express their ideas and improve their thinking. This is the simultaneous change of teachers' roles and students' roles.

3.3 Teachers Become Researchers From Recipients Of Teaching Models

The traditional teaching mode has been solidified after years of tempering and modification. Teachers only need to assume the role of recipients in this mode and copy the corresponding teaching mode again. In the new flipped classroom, university teachers need to assume the role of researchers, and discuss and think about the classroom to help students improve their learning ability rather than their academic performance in the process.

4 The ability requirements of English teachers in the Flipped classroom

4.1 Improve Teachers' Multimedia Technology Level

The new media era requires university teachers to master a variety of technologies, especially the use of multimedia technology in classroom teaching. Flipped classroom provides a corresponding opportunity for college English teachers to improve multimedia technology. The actual operation and application of flipped classroom requires the use of multimedia teaching equipment to share and display relevant content, which requires both teachers and students to learn to use this new technology. Keeping pace with the times is an important basis for improving teaching ability and learning ability.

4.2 Improve English Teachers' Ability of Instructional Design in Flipped Classroom

After carrying out many flipped classroom teaching exercises and training, teachers will slowly abandon the traditional teaching mode and change the traditional teaching thinking, so as to improve their teaching design ability in the flipped classroom, help students set goals, learn content and share results, which all require teachers to participate in it

4.3 Improve the team cooperation ability between teachers and students

Flipped classroom is a new teaching mode. Due to the lack of practical operation for many years, the existing resources are insufficient, and the problems in the teaching process are relatively prominent. Then this requires teachers and students to work together and cooperate with each other to complete the flipped classroom teaching, which not only improves teachers' teaching ability to enhance students' learning ability, but also enables both sides to have corresponding promotion and change under this role exchange.

5 Concluding remarks

To sum up, there are great differences between flipped classroom of college English and ordinary traditional teaching mode. In the flipped classroom, the change of teachers' role shows obvious characteristics, that is, from the former leader to the director and participant. Similarly, teachers' abilities in all aspects have also been trained. Not only that, students' comprehensive qualities have also been improved. In this process, students are no longer simple learning machines, but individuals who have initiative to learn. Their learning enthusiasm has been improved and they are full of interest in related disciplines. This is the greatest success of reversing classroom teaching.

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