

# *The Transformation and Development of Teacher's Role in the Reform of College English Teaching*

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**Abstract:** This study mainly explores the transformation and development of the role of teachers in the reform of English teaching in universities. Firstly, the problems existing in the traditional English teaching mode in universities were analyzed, such as teacher led teaching mode, passive acceptance of knowledge by students, and lack of interaction and practical links. Subsequently, the transformation and development of the role of teachers were discussed, including from knowledge imparters to learning guides, from educators to learners, and from evaluators to mentors. Then, methods and strategies for changing the role of teachers were proposed, such as advocating for a student-centered teaching philosophy, providing diverse learning resources and activities, and establishing a positive learning environment. Finally, the significance and impact of teacher role transformation were elaborated, including improving students' learning motivation and enthusiasm, cultivating students' comprehensive abilities, and promoting the development of English teaching reform in universities.

## **1. Introduction**

With the development of society and the progress of technology, the field of education is also constantly undergoing reform and innovation. As an important component of China's education system, English teaching in universities is facing unprecedented challenges. The traditional English teaching mode in universities has exposed many problems, such as teacher led teaching mode, passive acceptance of knowledge by students, and lack of interaction and practical links. In order to improve the quality of English teaching in universities, the transformation and development of the role of teachers has become an urgent problem to be solved.

## **2. Problems in Traditional English Teaching Models in Higher Education Institutions**

### **2.1 Teacher led teaching mode**

The teacher led teaching model occupies a dominant position in traditional English teaching in universities. This teaching model has to some extent promoted the development of English teaching, but also exposed many problems. Firstly, the teacher led teaching model makes classroom teaching too serious and lacks interest. Secondly, the teacher led teaching model can easily lead to a lack of opportunities for students to actively participate and think. Once again, the teacher led teaching

model ignores the personalized needs and interests of students. Finally, the teacher led teaching model is not conducive to cultivating students' independent thinking ability and innovative consciousness<sup>[1]</sup>.

## **2.2 Passive acceptance of knowledge by students**

Passive acceptance of knowledge leads to a lack of initiative and enthusiasm among students in the classroom. In this situation, students often only listen to lectures and take notes in the classroom, lacking in thinking and digesting knowledge. This leads to poor learning outcomes for students in the classroom, as they are unable to fully absorb and understand the content they have learned. Secondly, passive acceptance of knowledge leads to a lack of independent thinking ability among students during the learning process. Due to students often only passively accepting the knowledge transmitted by teachers, they lack thinking and analysis of knowledge during the learning process. This makes it easy for students to rely on others when solving problems, lacking innovation ability and critical thinking. Once again, passive acceptance of knowledge makes it difficult for students to translate what they have learned into practical abilities in practical applications. Due to the lack of practical and practical opportunities for students, it is often difficult for them to translate their knowledge into practical abilities in practical work, thereby affecting their career development<sup>[2]</sup>.

## **2.3 Lack of interaction and practical links**

In traditional English teaching in universities, the lack of interaction and practical links is an important issue. This phenomenon not only affects students' learning outcomes, but may also have adverse effects on the cultivation of their comprehensive qualities and abilities. The lack of interaction and practical links makes it difficult for students to fully understand and digest the knowledge they have learned during the learning process. In traditional teaching models, students often only passively accept the knowledge transmitted by teachers, lacking interaction with teachers and other students. This makes it difficult for students to fully understand and digest the knowledge they have learned, which can easily lead to a weak grasp of the knowledge points and make it difficult to form a systematic English knowledge system. The lack of interaction and practical links makes it difficult for students to translate their learned knowledge into practical abilities in practical applications. Due to the lack of practical and practical opportunities for students in the learning process, they often find it difficult to translate the knowledge they have learned into practical abilities in practical work, thereby affecting their career development.

## **3. Transformation and Development of Teacher's Role**

### **3.1 From knowledge imparter to learning guide**

In the field of education, with the development of society and technological progress, the transformation and development of the role of teachers has become an important topic. Especially in college English teaching, the transformation of the role of teachers is even more urgent. The transformation from a knowledge imparter to a learning guide is an important direction for the development of teachers' roles.

The transition from a knowledge imparter to a learning guide means that teachers need to pay more attention to students' needs and interests. In this role, teachers are no longer simple knowledge transmitters, but need to adjust teaching methods and strategies based on students' needs and interests, guiding students to actively learn and explore. This helps to enhance students' interest and motivation in learning, thereby improving learning outcomes<sup>[3]</sup>.

The transformation from a knowledge imparter to a learning guide requires teachers to possess higher teaching literacy and abilities. In this role, teachers need to have rich teaching experience and theoretical knowledge of education and teaching in order to better guide students' learning. In addition, teachers also need to have strong communication skills in order to effectively communicate and communicate with students.

The transformation from a knowledge imparter to a learning guide helps cultivate students' independent thinking ability and innovative consciousness. In this role, teachers are no longer simply knowledge transmitters, but rather guide students to engage in in-depth thinking and exploration. This helps to cultivate students' independent thinking ability and innovative awareness, thereby improving their overall quality.

The transformation from a knowledge imparter to a learning guide requires teachers to have a certain awareness of educational and teaching reform. In this role, teachers need to pay attention to the development trend of education and teaching reform, continuously adjust and improve their teaching methods and strategies to meet the development needs of education and teaching reform<sup>[4]</sup>.

### **3.2 From Instructor to Learner**

The transformation from a teacher to a learner means that teachers need to possess the concept of lifelong learning. In this role, teachers need to constantly learn new knowledge and skills to adapt to the development needs of education and teaching reform. This helps to improve teachers' teaching literacy and abilities, thereby improving students' learning outcomes.

The transition from a teacher to a learner requires teachers to possess strong educational and research abilities. In this role, teachers need to pay attention to the research dynamics and development trends in the field of education and teaching, in order to better guide students' learning. In addition, teachers also need to have strong innovative abilities in education and teaching, in order to adjust teaching methods and strategies according to students' needs and interests.

The transition from a teacher to a learner helps establish a good teacher-student relationship between teachers and students. In this role, the relationship between teachers and students is no longer a simple hierarchical relationship, but rather to establish an equal, democratic, and harmonious relationship. This helps to enhance students' interest and motivation in learning, thereby improving learning outcomes.

The transformation from a teacher to a learner requires teachers to have strong reflective abilities in education and teaching. In this role, teachers need to pay attention to their teaching methods and strategies, and adjust their teaching methods and strategies in a timely manner based on students' learning feedback. This helps to improve the teaching effectiveness of teachers, thereby improving students' learning outcomes<sup>[5]</sup>.

### **3.3 From evaluators to mentors**

The transition from evaluators to mentors means that teachers need to focus on students' learning processes, rather than just evaluating results. In this role, teachers need to pay attention to students' performance in the learning process, help them identify and solve learning problems, and improve learning effectiveness. This helps to establish a good teacher-student relationship, thereby enhancing students' interest and motivation in learning.

The transition from a judge to a mentor requires teachers to have strong educational and instructional guidance abilities. In this role, teachers need to pay attention to students' learning needs and interests, and provide targeted guidance. In addition, teachers also need to have strong educational and teaching evaluation abilities in order to effectively evaluate and guide students' learning process.

The transition from a judge to a mentor helps teachers and students establish good teacher-student relationships. In this role, teachers are no longer simple evaluators, but rather need to establish equal, democratic, and harmonious relationships with students, in order to enhance their learning interest and enthusiasm.

The transition from a judge to a mentor requires teachers to possess a certain level of awareness of educational and teaching reform. In this role, teachers need to pay attention to the development trend of education and teaching reform, continuously adjust and improve their own education and teaching methods and strategies to meet the development needs of education and teaching reform<sup>[6]</sup>.

## **4. Strategies for Transforming the Role of Teachers in the Reform of English Teaching in Universities**

### **4.1 Advocating a student-centered teaching philosophy**

Advocating a student-centered teaching philosophy is an important method and strategy for transforming the role of teachers. In the traditional English teaching model in universities, teachers are often the knowledge imparters and leaders, while students passively receive knowledge and lack initiative and participation. However, with the updating of educational concepts and the advancement of teaching reforms, more and more teachers are advocating for a student-centered teaching model. Firstly, advocating for a student-centered teaching philosophy means paying attention to individual differences and needs of students. Teachers should understand the learning characteristics, interests, and goals of each student, and develop appropriate teaching strategies and curriculum designs based on their needs and abilities. By paying attention to individual differences among students, teachers can better meet their learning needs, stimulate their interest and initiative in learning. Secondly, advocating a student-centered teaching philosophy emphasizes student participation and cooperation. Teachers are no longer the transmitters of knowledge, but the guides and organizers of learning. Teachers should create a positive learning environment, encourage students to participate in classroom discussions, collaborative learning, and team projects, and cultivate students' cooperative spirit and team awareness. Through collaborative learning, students can communicate and learn from each other, thereby better understanding and mastering knowledge<sup>[7]</sup>.

### **4.2 Provide diverse learning resources and activities**

Providing diverse learning resources and activities is another important method and strategy for teacher role transformation. In traditional teaching models, teachers mainly rely on textbooks and teaching knowledge for teaching, while students' learning is limited within the classroom. However, with the development of information technology and changes in educational concepts, teachers can stimulate students' interest and initiative in learning by providing diverse learning resources and activities. Teachers can utilize the internet and multimedia technology to provide rich learning resources. Teachers can use teaching software, online courseware, and online teaching platforms in the classroom to display multimedia materials, videos, audio, and other resources to students, enabling them to acquire knowledge through various sensory channels and enhancing the fun and effectiveness of learning. In addition, teachers can also guide students to use the Internet for autonomous learning and research, and cultivate students' information acquisition and processing abilities. Teachers can organize diverse learning activities. In addition to traditional classroom teaching, teachers can also organize students to visit the field, conduct practical activities and experiments, and participate in academic seminars and competitions. Through these activities, students can personally experience and apply the knowledge they have learned, cultivate their

practical operation and problem-solving abilities<sup>[8]</sup>.

### **4.3 Establishing a positive learning environment**

Establishing a positive learning environment is another important method and strategy for teacher role transformation. A positive learning environment can stimulate students' learning motivation, improve learning outcomes, and also help promote their comprehensive development. Teachers can create a good learning atmosphere for students. Teachers can establish a good learning atmosphere by creating harmonious and friendly teacher-student relationships, encouraging students to express their opinions and ideas, and respecting students' personalities and needs. A learning environment full of love and respect can make students feel safe and comfortable, stimulate their enthusiasm and confidence in learning. Teachers can provide personalized learning support. Teachers can provide personalized learning support and guidance for each student by understanding their learning characteristics and needs. This can be achieved through layered teaching, individual tutoring, group collaboration, and other methods. Personalized learning support can make students feel valued and cared for, improving their learning motivation and effectiveness. In addition, teachers can also encourage students to fully participate in classroom learning. Teachers can use interactive teaching methods, questioning teaching, and group discussions to actively guide students to participate in classroom discussions and explorations, and cultivate their thinking ability and collaborative spirit. By fully participating in classroom learning, students can better understand and master knowledge, improve learning interest and effectiveness.

## **5. The Development Direction of Teacher's Role in the Reform of English Teaching in 5 Universities**

### **5.1 Improving Professional Literacy and Educational Skills**

In the reform of English teaching in universities, the development of the role of teachers is very important. In order to adapt to the teaching needs of the new era, teachers need to continuously improve their professional literacy and educational skills. Teachers should enhance their subject knowledge and teaching theories. With the rapid development of society and the updating of knowledge, teachers need to constantly learn new subject knowledge and teaching theories to maintain their professional teaching level. Teachers can enhance their subject knowledge and teaching theories by participating in relevant academic seminars, academic exchanges and discussions, and reading relevant books on education and psychology. At the same time, teachers should continuously improve their educational skills. Educational skills are an important foundation for effective teaching by teachers, including teaching design and planning, teaching methods and strategies, teaching evaluation and feedback, etc. Teachers can enhance their educational skills by participating in educational training, observing excellent teaching cases, and reflecting on teaching practices. At the same time, teachers can also improve their educational skills and teaching effectiveness by using new teaching technologies and tools, such as multimedia teaching and online education platforms<sup>[9]</sup>.

### **5.2 Cultivating innovative thinking and practical abilities**

In the reform of English teaching in universities, the development of teachers' roles also requires the cultivation of innovative thinking and practical abilities. Teachers should have the ability to think independently and innovate, as well as the ability to put innovative thinking into practice. Teachers should encourage students to develop innovative thinking. Teachers can guide students' ability to actively think and solve problems by designing heuristic problems, organizing innovative

activities and projects. Teachers can also provide innovative resources and materials to stimulate students' innovative potential. Teachers should focus on cultivating their own innovative abilities. Teachers can participate in relevant training and seminars, learn innovative methods and techniques, and improve their innovative abilities. Teachers can also communicate and collaborate with colleagues to explore innovative teaching methods and strategies.

### 5.3 Promoting interdisciplinary and interdisciplinary teaching

In the reform of English teaching in universities, one of the directions for the development of teachers' roles is to promote interdisciplinary and interdisciplinary teaching. Teachers should actively collaborate across disciplines and engage in cooperation and exchange with teachers from other disciplines. Teachers can participate in internal disciplinary exchange seminars within the school, engage in dialogue and cooperation with teachers from other disciplines, and jointly explore how to integrate different disciplines into English teaching to improve the quality and effectiveness of teaching. Teachers should constantly update their teaching knowledge and skills, and improve their interdisciplinary and interdisciplinary teaching abilities. Teachers can participate in relevant training and training courses, understand the latest interdisciplinary teaching theories and practices, master effective teaching methods and strategies, and apply multidisciplinary knowledge and skills in teaching<sup>[10]</sup>.

## 6. Conclusions

In the reform of English teaching in universities, the transformation and development of the role of teachers is of great significance. By transforming their roles from knowledge imparters to learning guides, from educators to learners, and from evaluators to mentors, teachers can better adapt to the needs of educational reform and improve students' learning outcomes. To achieve this goal, teachers need to pay attention to the student-centered teaching philosophy, provide diverse learning resources and activities, and continuously improve their professional literacy and educational skills. In the future, the transformation and development of teacher roles will continue to receive attention to meet the development needs of education and teaching reform, and achieve higher education quality.

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