

# Research on Strategies of Role Conversion of Foreign Language Teachers in the Practice of College Foreign Language Teaching

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**ABSTRACT.** At this stage, with the continuous improvement of my country's socioeconomic level and the opening of my country's international market, more and more international friends have come to China, which has also increased the importance of our foreign language education. The major universities in our country are in an all-round development stage. In order to enable students to master more foreign language knowledge, teachers have gradually adopted a layered teaching method in practical teaching, and the roles of foreign language teachers in teaching have also been exchanged, But it is necessary for teachers to grasp the role change, so that students can really shift their attention to classroom teaching and improve their foreign language ability. Therefore, this article analyzes the research of foreign language teachers' role conversion strategies in the practice of foreign language teaching in universities, which can effectively improve the quality of teachers' teaching, but also help students improve their comprehensive foreign language ability.

**KEYWORDS:** College foreign languages, Hierarchical teaching, Foreign language teachers, Role switching

## 1. Introduction

At this stage, with the continuous application of the layered teaching method in university teaching, teachers need to reposition the traditional teacher role in the process of adopting the layered teaching method, and modern universities have gradually required teachers to teach. In the process, it is necessary to do a good job of role conversion as soon as possible to help teachers improve the quality of teaching. In traditional teaching, teachers generally adopt a "one size fits all" teaching method. They don't pay much attention to the students' foreign language foundation and teach them uniformly. Students with poor foreign language foundation will not only be more strenuous in learning, but also difficult to be effective. Helps students with poor basic foreign language skills to improve their comprehensive foreign language skills. Therefore, the topics studied in this article are of great significance to the study of foreign language teachers' role transformation strategies in the practice of university foreign language teaching.

## 2. Hierarchical Teaching Theory

### 2.1 Policy Basis

"College English Course Teaching Requirements" pointed out: "Because of the differences in the teaching staff and basic abilities of students in colleges and universities across the country, universities are required to adhere to classified teaching in practice teaching and implement teaching in accordance with their aptitude." "College English Course Teaching Requirements" also stipulates the teaching method of "teaching students in accordance with their aptitude". Hierarchical teaching has also become one of the important methods in teaching, and teaching students in accordance with their aptitude has become the main guiding ideology in teaching.

### 2.2 Theoretical Basis

The American educational psychologist BSBloom proposed a corresponding teaching method for the current foreign language teaching in colleges, which is the "classification of educational objectives". The psychologist believes that every student has the ability to understand and master knowledge in the process of learning. There are certain

differences. If a student fails to achieve excellent results in learning, it does not mean that there is a problem with the student's intelligence, but because the student can find a suitable way of learning in the study, and the teacher is teaching China has not been able to help. If in practical teaching, teachers can combine the real needs of students with practical teaching, then students' learning ability and academic performance will be improved. From the perspective of teaching, the psychologist sees that in order to truly improve the quality of teaching, it is necessary to create a good teaching environment for students, and to develop a hierarchical teaching model based on students' individual learning needs to encourage students to master. While having more knowledge of foreign languages, they can also effectively exert their learning potential.

### **3. Strategies of Role Conversion of Foreign Language Teachers in the Practice of College Foreign Language Teaching**

Because every college student has different basic foreign language abilities, if teachers want to implement hierarchical teaching reasonably, teachers need to master more teaching roles and exchange roles reasonably. Teachers must master the basic foreign language abilities of the teaching objects in practical teaching and applied hierarchical teaching, and have clear teaching goals and play various teaching roles flexibly. In order to effectively help teachers make rational use of the hierarchical teaching model in practical teaching, and carry out role conversions in teaching, this article conducted relevant interviews and surveys with teachers in the foreign language department of a university, and combined the teachers' teaching experience. The following results were obtained.

For college students, most students' foreign language mastery is not strong enough. In order to better help teachers implement hierarchical teaching and carry out role conversion, college students are divided into two different levels, A and B, and are based on the role of teachers, The corresponding elaboration was carried out.

#### **3.1 The Source of Knowledge**

The source of knowledge is also called (source of expertise). After dividing the students into two different classes, A and B, the survey of teachers in charge provided corresponding information for this research. In the teaching of Class A, teachers pay more attention to the use of foreign language knowledge to help students improve foreign language skills and tell students the background content of relevant foreign language knowledge. In Class B, the role of the teacher is more authoritative. The teacher explains the key grammatical content of the foreign language and a large number of foreign language vocabulary to the students. Under the guidance of the teacher, the students recognize the teacher more and have more knowledge of the foreign language.

#### **3.2 Management Role**

In the process of English teaching in Class A, the teacher is the organizer of the class. After the teacher assigns teaching tasks to the students, he can create various teaching content scenarios to activate the students' thinking and guide the students. Enabling students to explore more knowledge content in their learning, enabling students to take the initiative to ask teachers some learning questions, so that teaching forms a foreign language communication between teachers and students, and conduct joint research on knowledge content. In Class B, the teacher will clarify the teaching goals, reasonably consider the students' basic foreign language ability, choose appropriate teaching content for the students, and design corresponding basic English teaching activities for the students according to the students' hobbies and psychological characteristics. Students master foreign language knowledge in activities, so that students have an interest in learning foreign languages. In teaching, teachers can arrange for students to study in groups, or perform role-playing, so that a certain teacher-student friendship can be formed between students and teachers, so that students can better cooperate with teachers.

#### **3.3 Learning Promoters**

In the practical teaching, the teachers of Class A mainly play the role of student's learning helper and learning guide, organize students to participate in the discussion of foreign language knowledge, and help students learn more effectively. In the teaching process of Class B teachers, they mainly play the role of the proposer and coordinator of students discussing foreign language knowledge issues. In the process of speaking, students will have different learning problems. In the process of consulting teachers, teachers can use other teaching methods. The content helps students solve teaching problems. In addition, when organizing cooperative learning, teachers need to adjust the difficulty of the knowledge content of cooperative learning accordingly.

### **3.4 Sharing Roles**

Class A teachers act as observers in teaching. In the process of students' exploration of foreign language knowledge content, teachers need to move around more to understand the knowledge content explored by students, and provide students with some help with difficult problems. In the performance, the teacher needs to act as an audience and guide the students. In the teaching process of Class B, teachers need to better participate in the teaching, and develop corresponding foreign language knowledge topics, and act as collaborators in students' learning.

### **3.5 Care about the Role**

For the teachers of Class A, they mainly act as friends and supporters of students in teaching. Students in Class A have developed a good habit of independent learning, and they can complete their learning under the guidance of the teacher. And the teacher of B needs to act as the student's relationship person in the practical teaching, and need to sympathize and take care of the student's recent learning and living conditions, so that the students can respect the teacher in their hearts.

### **3.6 Classroom Atmosphere Creator**

In the process of foreign language teaching for classes A and B, in order to reduce students' learning rigor, teachers need to create a good learning atmosphere for students, and through a variety of training methods, improve students' comprehensive ability and form a respectful relationship with students, To help students better master the content of foreign language knowledge, and for some students with poor learning initiative, students need to be integrated into the class learning, and full encouragement, so that students can better integrate into the class learning, thereby Improve students' ability to learn foreign language knowledge.

## **4. Concluding**

In the hierarchical teaching of foreign languages in colleges, students are divided into different learning classes A and B, which can better enable students to learn, and teachers can play an appropriate role in practical teaching, which can reduce the teaching pressure of teachers. Students can also reduce the pressure of learning, so that students can master foreign language knowledge more quickly and improve their ability to apply foreign languages in the learning process.

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