

Foreign Language Teacher Role Positioning in Multimedia Network Environment

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ABSTRACT. *This paper adopts quantitative and qualitative research methods, compares and analyzes the role of teachers in traditional teaching classrooms and multimedia network teaching classrooms, and deconstructs and reconstructs the role of teachers in the multimedia network teaching environment. Practical strategies/suggestions? are put forward for the development of the role of teachers.*

KEYWORDS: *Multimedia; Network environment; Foreign language teacher; Role positioning*

1. Introduction

The diversity of teacher roles is a feature of the teacher profession, but the traditional teaching model simplifies the teacher role. The development of multimedia network technology has broken the “authority” status of teachers in the teaching process. The diversification of the channels of learning knowledge injects vitality into traditional teaching, but also puts higher demands on teachers, the diversification of the role of teachers has become the trend of the times. In the face of the challenges of multimedia networks, teachers may make three kinds of reactions: The first attitude is to exclude role updates. Its performance is fear and uneasiness about new information technology, unwilling to learn and master network knowledge. The second attitude is to surrender to the new role and give up his original role. Its performance is very admired by new network information technology, not criticizing new things, which often leads to the collapse of the teacher's role system. The third attitude is dialectical choice, that is, never do teachers give up on their original role or stick to it, and information technology is neither blindly worshipped nor rejected. Instead, it constantly integrates old and new roles and reconstructs the teacher's role system. Obviously, the third reaction is a sensible choice, which will give the teacher a new role.

2. Research Background

Since the beginning of the class system in Europe in the 16th century, classroom teaching has become the basic organizational form of school education, and the important role of teachers has also emerged. In the 17th century, the Czech educator Comenius produced theoretical arguments and pedagogical interpretations of class teaching in his “Great Teaching Theory”. This establishes its strong position in school teaching and also establishes the teacher's dominant position in classroom teaching. Until the end of the 19th century, teachers as the concrete implementers of classroom teaching still served as the imparters of knowledge and skills. In the 20th century, the enthusiasm of people studying various foreign language teaching methods has always been rising, and new methods have emerged, such as listening and speaking, audio-visual methods, and communicative methods. The role of the teacher is also defined as: controller, evaluator, organizer, prompter, participant, and resource (Hamer, 2000).

But the effect of foreign language learning has not improved significantly, the reason is because the traditional teaching mode is still adopted--with the teacher as the center, the teacher's teaching is valued and the student's learning is neglected. In the era of computer, computer-aided language teaching (CALL) has become a new trend in the development of foreign language teaching. It is fundamentally different from the traditional teaching model, emphasizing that students use computers as a means of learning to learn languages, through the integration of teaching content, teaching process and computer aided integration to get the best learning results .Combine three important educational theories: Behaviorism, Cognition, and Constructivism, Warschauer & Healey Divided the development of CALL into three phases: Behavioralism CALL phase, communicative CALL phase, integrated CALL phase. Currently CALL is in the integration phase, and computers become an integral part of the entire curriculum system, provide students with more space to participate in activities and engage in real language communication. As a teaching subject, teachers have

undergone a huge role change. Volar Inductives positioning teacher role is a facilitator, a counselor and a resource. And many scholars believe that the role of teachers is mainly reflected in the following aspects: teachers will transform the lecturers in traditional classroom teaching into organizers and mentors; From the classroom implementer to the classroom teaching researcher; From a knowledge learning guide to a future life designer.

3. Research Design

3.1 Research Purposes

The purpose of this empirical study is to compare and analyze the roles of teachers in two different teaching environments, so as to locate and construct the role of teachers in foreign language teaching in multimedia networks.

3.2 Research Object

The study was conducted by a non-English major in the first year of a total of 74 students, 34 of whom were from the traditional classroom (University A); the remaining 40 students were from the multimedia classroom (University B). The English textbooks used by the students of both schools are *New Horizon College English*. Students are between the ages of 17 and 20, and their English study years are more than six years.

3.3 Research Tools and Methods

The research tool is divided into three parts: classroom observation, questionnaire survey and teacher sample interview. Course observations focus on teacher's behavior in the classroom, students' behavior in the classroom, and activities. Questionnaires are prepared in the form of a four-point or five-point scale that is currently used most often in opinion or attitude surveys. The questionnaire includes four topics: teacher's role reflected before, during, and after class; teacher's desired teacher role. The degree of student preference is measured by a five-point scale of 5 to 1. After completing the questionnaire, students use the social science statistical software package SPSS (version 11.0) to process the raw data. Finally, some teachers were sampled and interviewed, and meaningful data and materials were collected and sorted out, and classified and summarized, and the teachers' views on multimedia network teaching and their roles were summarized.

3.4 Survey Results and Analysis

3.4.1 Qualitative Survey Results and Analysis in Classroom Observation

Background information of classroom observation objects.

Table 1 Lists the research objects in class

Research object	gender	Age	School	the number of students	The time of teaching	Teaching proficiency
Wang Gin	Female	35	University A	34	10	good
Liu Chunhui	Female	32	University B	40	6	good

3.4.2 The Observations of Teaching Classroom

Classroom observations show that in the traditional teaching classroom, teachers spend most of the time on the class to explain words and texts, and occasionally ask questions for students to answer; but the students just passively and passively answer questions; lack of interaction between students. In short, teachers teach in a traditional way, and classroom teaching is mainly mastered by teachers. Teachers appear mainly in the classroom as the role of the lecturer. In addition, the observation found that teachers are trying to use the communicative approach to organize teaching activities, but students do not seem to actively cooperate. (Table 2)

Table 2 Classroom questionnaire

		Traditional teaching classroom	Multimedia network teaching classroom
Student exchange	Does the teacher organize teaching activities in teaching? Especially group events or couples?	Group activities, two-person activities	Group activities, two-person activities
	Did the students communicate during the teaching activities?	Yes, sometimes.	Yes, sometimes.
	Are students active or passive in class activities?	Most students are very active.	Some students are very active.
	Is this because the classroom activity itself or other factors? Is this related to the teacher's classroom time?	Yes.	Yes.
Student classroom activities	Have students always focused on classroom activities? Still getting bored sometimes?	Most of the time students can focus on classroom activities.	Most of the time students can focus on classroom activities.
	Does the classroom language focus on grammar or function, or something else? Is the teaching activity reasonable?	Grammar. Yes.	Combination of grammar and function. Yes.

Classroom observations also show that multimedia online teaching classrooms are similar to traditional teaching classrooms. The difference is that the student's English report and the teacher's classroom explanation are all carried out with the help of multimedia. Teacher explanations still take up most of the class. In the process of participating in the class group activities, the students can help in time if they encounter difficulties.

Therefore, in two different teaching environments, teachers play the same role, namely, the instructor, the organizer and the helper.

3.4.3 Quantitative Survey Results and Analysis

(1) Teacher Class Teaching Time

Through the analysis of Questionnaire Item 1, we can see that there is no significant difference in the time of teacher lectures between the two universities. Teacher explanations occupy most of the classroom. Therefore, the roles of the teachers of both universities are close to the lecturers of knowledge. Their classroom only focuses on the accumulation of language, neglects the practice of language, only emphasizes the teaching of teachers, and neglects the independent learning of students.(table 3)

Table 3 Teacher class explains the intermediate frequency of time

	Minimum	Maximum	Mean
University A	1	4	3.06
University B	1	4	3.05

(2)Classroom Teaching Activities

Questionnaire Project 2 conducted a survey of 7 classroom teaching activities adopted by teachers:1)Classroom grammar or vocabulary practices;2)Classroom listening practice;3) Class reading comprehension exercise;4)Role performance;5)Two people or group discussion;6)Group or class debate;7)Student doing presentation, and analyze the teacher's classroom role through the survey results.

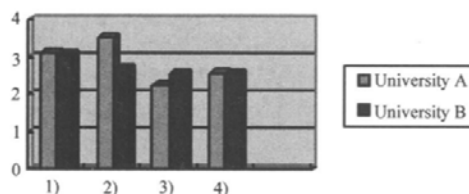
According to Table 4, teaching activities 1) The middle value in the two teaching classrooms is the project with the highest score, this shows that the teaching activities often used by teachers in the classroom are classroom grammar/vocabulary exercises. Therefore, systematic learning of language still occupies a dominant position in the English classroom. Second, 2) and 5) the average of the two teaching activities is relatively high (Table 4). Through these classroom activities, students' listening and speaking skills are exercised. The survey shows that teachers in different teaching environments play the same role: organizers; motivators; participants.

Table4 Intermediate frequency of classroom teaching activities

	1)	2)	3)	4)	5)	6)	7)
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Mean of University A	3.53	3.35	2.5	2.41	3.18	2.44	3.29
Mean of University B	3	2.93	2.3	1.8	2.98	1.78	2.55

As can be seen from Figure 1, the bars on the left are higher than the one on the right. This result indicates that the traditional classroom teaching activities are more than the multimedia network teaching classroom. This result is consistent with the observations in the classroom. Although the multimedia network teaching classroom has multimedia network assistance, it still takes the teacher as the main body. In fact, with the use of multimedia networks, teaching activities should be introduced into the classroom in large numbers, and students should occupy the main position. But contrary to the classroom teaching we observed.



Figuer.1 Classroom teaching contrast figure

(3) Teacher's after-School Duties

The limited learning time in the classroom cannot meet the learning needs of the students. Teachers should guide the students to conduct effective after-school learning. So what role should teachers play in class? Project 3 lists four types of after-school learning tasks: 1) review/preview text; 2) translation/writing assignments; 3) production of PTs to prepare for the presentation; 4) preparation of materials for the next classroom activity.

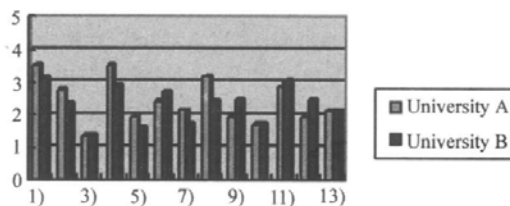


Figure.2 Frequency Average of after-School Learning Tasks

Figure 2 reflects the following information: The average of the 2) translation/writing assignment is highest in the table, and the bar on the left is higher than the one on the right. This shows that teachers in traditional classrooms arrange this assignment more frequently than multimedia network teachers, and their teaching methods are relatively traditional. In addition, compared with the traditional teaching classroom, the average value of the learning task 3) is relatively higher. This shows that in the multimedia classroom, students use computers and PPT teaching courseware very frequently. It is worth noting that the average of learning tasks 1) and 4) is not very different in two different teaching environments. This shows that the teacher roles in the two teaching environments are similar, and it can be proved that their teaching is based on the traditional teaching of textbooks, and the teacher's after-school duties are only arranged after-school homework.

(4) Students Learn Independently after Class

Item 4 lists 13 after-school self-learning activities:1) Review the contents of the class; 2) Look at other reference books; 3) Go to other classes; 4) Back words, do vocabulary games; 5) Write English diaries; 6) Read English newspapers/magazines/fictions;7) Reading English news/articles online; 8) Listening to radio or listening to English tapes; 9) Downloading listening materials online; 10) Chatting with people in English online; 11) Watching English movies online / Listening to English songs;12)Download classic English sentences and other English materials online; 13) Use online courseware to help with learning. Through the questionnaire survey, we can see what students often do after-school self-learning, and what role does the teacher play in it.

Fig.3 Figure 3 Shows That Students Have Different Learning Activities after Class in Different Teaching Environments. for Projects 1) and 4), Compared with Students in the Multimedia Network Teaching Class, the after-School Time of the Traditional Teaching Class is Usually Used to Review the Content and Words in the Class. This Shows That Most of the Traditional Classroom Students' Self-Learning Activities Have Great

Limitations, and the Teaching Methods of Teachers Are More Traditional. According to Figure 3, the Right Bar of Item 9)-13) is Higher Than the Left side. This Shows That Students in the Multimedia Network Teaching Environment Can Better Use Online Resources for Learning Compared with Students in the Traditional Teaching Classroom, and Their Self-Learning Ability is Also Strong. However, It is Worth Noting That, as Shown in Figure 3, This Difference is Not Obvious.

In addition, according to the learning skills involved in the after-school learning activities, the after-school learning activities can be divided into the following groups (Table 5).

Table5 Extracurricular activities

	Universities	8)9)11) (Listening skills)	6)7) (Reading skills)	10) (Speaking skills)	5) (Writing skills)
Mean	University A	2.67	2.30	1.74	1.94
	University B	2.64	2.19	1.74	1.6

The survey results show that although students are in two different teaching environments, the learning skills reflected in after-school learning activities are basically the same. The average values in Table 5 show that the average student's listening and reading skills are higher than the average of speaking and writing skills. This result indicates that students are more likely to be in an input state than an output state regardless of the learning environment. Based on the above analysis of students' self-directed learning, it shows that the students' self-learning ability in both teaching environments is very poor.

(5) Teacher's Classroom Role

The role of teachers in classroom teaching is diverse. As mentioned in the research background, the role of the teacher changes with the teaching methods, teaching methods and changes in the teaching environment. According to the classroom observation, the five roles played by the teacher are listed in Project 5 (Table 6): 1) teaching/explaining language, 2) background knowledge; 3) organizing, guiding, and coordinating students for classroom activities;4) Train students' English learning methods and skills; 5) Detect, evaluate and feedback student level/status; recommend useful learning materials/websites.

Table 6 Average value of teacher role frequency

	1)	2)	3)	4)	5)
Minimum	1	1	1	1	1
Maximum	4	4	4	4	4
Mean of University A	3.32	3.24	3.35	3.15	2.18
Mean of University B	3.05	3.03	3.38	3.1	3.15

First, the survey results show that there are obvious similarities in the roles played by teachers in two different teaching environments. Students generally believe that the role of teachers is diversified: teachers should: train students' English learning methods and skills; detect, evaluate and feedback student level/status; organize, guide, and coordinate students' classroom activities.

In addition, compared with multimedia network teaching classrooms, traditional teaching classroom teachers are more inclined to teach / explain language and background knowledge. This also further illustrates the results of the teacher's lecture time; moreover, traditional teaching classroom teachers organize, guide, and coordinate students to conduct classroom activities. This data shows that traditional teaching classrooms are more abundant than media teaching classrooms, and students are more able to learn independently. Because in the multimedia teaching classroom, computers and networks become assistants to teachers' teaching, students should become the main body of teaching and conduct independent learning under the guidance of teachers. Teachers should organize teaching activities and play the role of mentor, organizer and collaborator. Investigating the facts on the contrary allows us to reflect on what is the real multimedia network teaching classroom. How should the role of teachers change?

(6) Students' Expectations of the Role of the Teacher

According to the five teacher roles listed in item 5, students are required to rank the effectiveness of their learning according to the role of the teacher, so as to investigate the teacher role expected by the student.

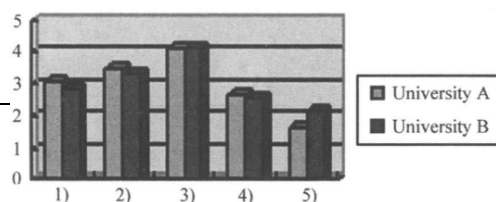


Figure.4 Comparison of the Average Value of Teacher Role Expectations in Two Teaching Environments

In Figure 4, the average value of role 2) is in the second. This shows that students expect teachers to organize classroom activities. Teachers should play the role of organizers, motivators and participants. Teachers' behaviors can promote students' learning skills.

The survey data also shows that students believe that the 1) and 4) roles of teachers are also very important in classroom teaching.

At the same time, the role of the teacher 5) has no meaning for the student. This shows that students rarely use online query materials to help their own learning. Teachers do not provide online navigation for students, and do not guide students to make rational use of online resources. According to classroom observations, we can see that the role played by the teacher does not meet the expectations of the students.

4. Analysis and Discussion of Results

According to the results of classroom observation and questionnaire analysis, the following conclusions can be drawn:

In two different teaching environments, teachers play many different roles. Their primary role in the classroom is the lecturer or knowledge disseminator; sometimes as an organizer; but rarely as a trainer's role in training students' learning skills, which is different from the student's expectations of the teacher's role. According to the students' self-study after class, the students in both teaching environments spend most of their time reviewing the content of the class explanation and the words and vocabulary games. This is still a very traditional way of learning, and teachers do not play any key role in the student's after-school learning process.

Therefore, according to the results of the survey and analysis, the teacher's role is far from the student's expectations, and the teacher cannot meet the student's needs. We can also conclude that the multimedia network teaching practiced by most universities is still in its infancy - behavioral CALL, and does not reach the true meaning of multimedia network teaching. According to the analysis of interview results, this phenomenon is closely related to teachers' behaviorist teaching theory, lack of computer resources and training.

From the interviews, we can see that many teachers continue to accumulate experience in the multimedia network teaching process and are repositioning the role of multimedia network teachers. The results of the survey indicate that the five roles of the teacher play a role in the classroom. However, the question is when, where, and to what extent different teacher roles play a role. Therefore, in order to meet the learning needs of students, the role of teachers should be deconstructed and reconstructed in the context of multimedia network teaching. Class observation and questionnaire results will become an important material for teacher role building.

Based on classroom observations and data analysis, the teacher role should be positioned as: Pre-class roles: course designers and developers; in-class roles: course instructors and organizers, evaluators and trainers; after-school roles: facilitators and learning resource providers.

1) Teacher's pre-class role: In the multimedia network teaching environment, the teacher changes from the executor and user of the course to the designer and developer of the course. In traditional teaching, although the teacher is the center of teaching, it is only manifested in the execution and use of the course. The use of multimedia information technology makes the curriculum no longer a tool of a specific knowledge system, but a process of development. It is a process in which teachers and students participate in the exploration of knowledge. Teachers become the main body of curriculum development and design.

2) Teacher's role in the class: Tudor believes that in the traditional teaching class, the two major roles of the teacher are the lecturer and the organizer. Both roles will apply to the multimedia network teaching environment. The results of the survey indicate that the teacher's current role as a lecturer or knowledge disseminator and organizer differs from the student's expectations and puts higher demands on the two roles of the teacher. First of all, teachers should profoundly realize that learning is not only taught by teachers, but by students based on the

knowledge and experience they have acquired, and under certain methods, they are obtained through active construction of learners. Therefore, the traditional teacher-centered teaching model should be transformed into a capacity-based teaching model with students as the subject of learning. Second, classroom organization is an important part of teaching. Teachers should be good at organizing roles. In the multimedia network teaching environment, teachers need to organize students to carry out a variety of activities to promote language teaching, and also need to monitor the interaction between students and learning software or programs to ensure that the entire learning process is at its best. Throughout the process of solving the problem, the teacher is present in person and organizes various activities. The survey data also shows that the role of teachers as trainers is welcomed by students. In English teaching, helping students to effectively learn and use learning methods not only helps them grasp the direction of learning, adopt scientific methods, improve learning efficiency, but also help them form the ability of independent learning and lay the foundation for lifelong learning.

3) Teacher's after-school role: Survey data analysis shows that students' self-study after class is still only a traditional way of learning, and the effect of independent learning is not good. This shows that multimedia network learning is a new way of learning for students. Therefore, teachers need to help students adapt to this new way of learning. As a facilitator, teachers should introduce learning methods, answer questions, and feedback information to improve students' self-learning ability. In addition, in the multimedia network teaching environment, students can easily access many independent learning resources through the Internet; multimedia teaching courseware can provide learning materials and exercises such as pictures, texts, and sounds. However, due to the students' experience and knowledge level, students do not know how to use them in the face of diverse learning paths and learning content. In order to ensure that students can use, teachers should help students understand the characteristics, content and effects of English learning resources, provide students with network navigation and effectively guide students, and obtain and rationally utilize rich information resources.

5. Conclusion

Teachers are an extremely important factor in the teaching process. The positioning and construction of the teacher's role determines how teachers participate in teaching, which inevitably affects the entire teaching process and results. Therefore, research on the role of multimedia network teachers permits no delay. Through empirical research, this paper locates and constructs the role of multimedia network teachers before, during and after class: course designers and developers; course instructors and organizers, evaluators and trainers, and facilitators and learning resource providers. However, the transformation of the role of teachers in the era of multimedia networks is not just a matter for teachers, but a systematic project that requires many efforts. Therefore, the research results and thinking that needs to be deepened are put forward, and it is hoped that it will play a certain reference role for teachers' teaching.

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