

A Study on Teacher-student Communication and College English Teaching Effect

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Abstract: Language is the basic tool for the expression of human consciousness and the exchange of ideas and thinking, and it is also one of the main elements that people use to establish their inner world view. Language endows people with the power of behavior, and the right language at the right time can inspire people and produce positive effects. Meanwhile, the wrong language at the wrong time will harm people and have a negative impact. The quality of college English teaching is affected by many factors, and the language communication between teachers and students has a great impact on the teaching effect. Starting from the current situation of language communication between college English teachers and students, this paper analyzes the reasons for the formation of language communication barriers between teachers and students, such as the influence of family education, school education, traditional thinking and social environment. Finally, based on many years of practical experience in college English teaching, combined with psychological principles, nonviolent communication, NLP language frame-changing and other theories, the author explores relevant strategies to solve language communication barriers between teachers and students in order to effectively improve college English teaching effect.

1. Introduction

As we all know, effective interaction between teachers and students is the key to the teaching effect, and proper communication is the basis of effective interaction. "Language has a great influence on how we perceive and respond to reality." [1] College English course, as a language course, teachers and students will have a lot of language exchanges in the process of teaching and learning. However, there have been some common problems in teacher-student communication in college English teaching. In recent years, experts and scholars have continuously proposed various reform measures for college English teaching in order to achieve effective teaching results. In the process of reform, teachers focused on the transformation of learning content and teaching methods, and achieved good teaching results. This paper will discuss the problems and causes of teacher-student communication, then explore strategies for improving teacher-student communication that affects teaching effects in College English Teaching.

The purpose of this study is to improve the effective language communication between college English teachers and students, so as to further improve the effect of college English teaching. The current situation of teacher-student language communication is described in the first part. The

impact of family education, school education, traditional ideas and social environment on teacher-student language communication is analyzed in the second part specifically. In the third part, finally puts forward relevant strategies to solve the problems based on many years of college English teaching practice experience, combining the psychological principles of education, nonviolent communication, the magic of NLP language and other theories.

2. Current Situation of Teacher-student Communication in College English Teaching

Some college English teachers report that students often do not listen to teachers in class and are also unwilling to interact with teachers. Some students are prone to be in a low mood in life and show apathy and indifference to people and things around them. These conditions of students are closely related to the poor communication between teachers and students.

2.1 Communication without "Connection"

Language is a bridge between people. In college English teaching, there is very little extra communication between teachers and students. Many people have the impression of college English teachers that "they give lectures when class starts, and leave when class is over". This situation is normal in universities, so many people have a very vague impression of university teachers after graduation. The author has been engaged in college English teaching for more than ten years, and has found that language communication beyond the teaching of professional knowledge has a great impact on students' learning state and English teaching effect. Although many aspects have changed greatly compared with the past, the relationship and status between teachers and students have not changed much. Teachers still maintain their authoritative status, and there are still a large number of teachers engaged in "one-talk" in the teaching process, hoping that students will fully follow their assignments and arrangements to learn. Some teachers just talk to themselves, no matter whether the students listen or not, whether they respond. The body and mind of teachers and students seem to be in two completely different worlds. Communication without "connection" is only one-way output, and it is also invalid communication. In the teacher's authoritative classroom, students have different ways to respond to teacher's language feedback. Some students choose to accept adversity and learn in a step-by-step manner, but seriously lack the passion for learning, showing a state of absence. Some students resist with silence. They are indifferent to what the teacher said and do not make any response. Even criticism will not reflect on themselves. Only a small number of students can objectively view the teacher's blame, have their own correct cognition and ideas, and actively learn according to their own needs. The teacher's language is not accepted, the students do not respond positively, the "connection" cannot be established ideologically, the effective interaction between teachers and students cannot be formed during the teaching process, and the teaching effect will not be very good.

2.2 Communication without "Temperature"

As the old saying goes, "Kind words warm up even in winter while harsh words chill down even in summer." [2] Some teachers are always looking at the students' every move with sharp eyes. If they see that students do not listen to the class and do not study, most of them use criticism and blame to deal with the problem, trying to arouse the students' learning enthusiasm through sarcastic and cynical ways. When students are misunderstood and wronged and want to explain, some teachers do not give students the opportunity to speak at all. The communication that serious lack of empathy and "temperature" pushed students to the edge of indifference. Clearly, he hurt students with violent words, but also argued that he just wants "turn iron to steel", hoping that this can

inspire students to work hard.

3. Analysis of Reasons for Poor Teacher-student Communication

According to the students' reaction and the author's long-term observation, it is found that the main reasons for the poor communication between teachers and students are the influence of family education, school education, traditional ideas and social environment.

3.1 Influence of Family Education

Home is a harbor. Family education should warm people's body and mind like spring breeze. But in reality, many people get beat, scold, roar, urge and and press from their families. The author has repeatedly investigated the problems of "never beaten" and "never scolded" students in teaching, and found that the proportion of "never beaten" students is less than 10%, and the proportion of "never scolded" students is almost zero. It is really incredible. Influenced by the level of education and the way of education passed from generation to generation, some parents' education methods for their children are generally simple and rough. They like to use "whip education". Even today, a large number of parents, even some parents of highly educated, still believe in the educational concept of "Love well, whip well" and "filial piety comes out under the whip". When children fail to learn according to their parents' requirements, they will be criticized, scolded and humiliated. This is called "Spare the rod, spoil the child". Ignorant parents mistook violent personal attacks, insults and stick blessings as "good education" for their children. In daily life, some children just play and don't do their homework, so parents label their children as lazy dogs.

Other parents like "comparative education" and always say that other children are good. They unrealistically compare their own children with others' children. Once their own children are not as good as others' children in learning, they will say all kinds of harsh words, hoping to catch up with others by stimulating their own children. Children often feel that "After hearing what you say, I feel as if I have been judged, extremely aggrieved, and unable to distinguish"[3]. If the children show resistance and argument, the parents will stop them with the old adage of "Children should listen to and obey their parents." [4]. The idea of "holding high hopes for children" is very prominent in Chinese families. Regardless of their family environment, educational background, educational level and educational ability, every parent hopes that their children will be the best of all. Faced with various social pressures, parents' anxiety has escalated, rather than their original intention of "having great ambitions for their children", it's better to say that "The parents' own growth has stopped, and they have great anxiety about whether they can adapt to the society, but instead of solving problems through their own growth, they place more hope on their children, and the result is that the children bear double pressure." [5] These parents beat and scold their children not for education, but for their own emotions to find vent, and for their own incompetence to escape responsibility. Children are forced to accept negative language, such as negation, sarcasm, attack, judgment, abuse, labeling, etc. Parents' language patterns shape children's character. Some children who grow up in a bad verbal environment for a long time are timid and inferiority complex, unwilling to communicate with others, sensitive and fragile, irritable, and some are insensitive, enterprising, and broken. The parents originally wanted to push their children to the positive road, but unconsciously pushed them to the other extreme.

3.2 Influence of School Education

China's school education is very good for the overall development of students, but some teachers' own cognitive level is not enough and language violence is much, which brings a lot of harm to

students' minds. In the whole process of teaching and education from primary school to university, children will meet countless teachers. Some teachers intentionally or unintentionally use extreme language to attack students, insult students' personal dignity, such as students who often make mistakes in homework are called "stupid", "fool", "idiot", "blockhead" and "sluggard". These teachers arbitrarily and one-sidedly predict the future development of students according to their subjective judgment or based on some characteristics of current situation, such as "Your scores are so poor now, you will not have bright future", "You are like this now, you can only work as a cleaner and pick up garbage".... Some teachers belittle some students or groups through comparison. Amplify the disadvantages of the current students with the advantages of others, such as "You are the worst students I have ever taught", "You are the rat faeces that broke a pot of soup" The violent languages are different in many aspects, but all have the common characteristics of high incidence and strong injury. It has a great impact on students' personality formation and learning enthusiasm. Everyone has shortcomings, but they all want their strong points can be seen. If the teachers always focus on the disadvantages and ignores the advantages, the students are naturally unwilling to communicate with them.

3.3 Influence of Traditional Ideas

Some traditional Chinese educational ideas conflict with English learning and psychological research results. Chinese traditional thought advocates "golden silence" and "speak and act cautiously". In the process of English teaching, teachers encourage students to speak as much as possible. "Rosenthal Effect" shows that positive language is conducive to one's success. It seems that the traditional Chinese thought does not allow people to be too positive. If they are positive, they will become "the head bird" because "the gun hits the head bird", which means the outstanding people usually bear the brunt of attack. Confidence is the psychological basis for doing things well, but when people are too confident, they will be considered as proud. The traditional thought is that "Modesty helps one to go forward, whereas conceit makes one lag behind". The traditional thought holds that "unpalatable advice benefit conduct", but in fact, normal people do not like to listen to unpalatable advice. How is it "benefit conduct"? Some people clearly know that they can't speak well, but also use "Bitter medicine cures sickness; unpalatable advice benefit conduct" as a cover. The human physiological structure can close the eyes, but not the ears. Aggressive language seems no harm, but it can kill people. In a large number of news reports, we have seen that some people take extreme actions after being injured by verbal violence. They either hurt themselves or harm the society.

3.4 Influence of Social Environment

The social environment of human life has been changing over time. The rapid development of networks and smart phones have brought great convenience to people. Students used to acquire new knowledge mainly through teachers' teaching, but now they can find their doubts through online search anytime and anywhere, so many questions do not need to be directly communicated with teachers. At the same time, today is an era of information explosion. People are overwhelmed with the information updated every day. They prefer to immerse themselves in the virtual world to avoid the complexity of reality, and are not willing to communicate too much. In addition, some negative thoughts that students receive from the network make teachers and students become opposites. Teachers generally believe that students work hard to win a better life in the future, while many students choose to "lie flat". People only recognize and appreciate children's positive words and deeds, and cannot accept the negative part. Since they are not accepted, children rarely communicate.

4. Strategies for Improving Teacher-student Communication in College English Teaching

In college English teaching, effective communication beyond the knowledge transfer can improve the effective interaction between teachers and students, improve the teaching effect, and promote the healthy development of students' body and mind. The following are measures to improve teacher-student communication based on practical issues.

4.1 Nonviolent language Establish Harmonious Communication

"Communication is a two-way process, including listening and speaking. The more you show that you are listening, the more likely the child will want to communicate with you." [6] The verbal violence from teachers is the damage that teachers inflict on students in the process of teaching and student management. Many teachers do not realize that their language has violence problems. In order to reduce the harm to students, teachers should learn "nonviolent communication". There are two ways to take "nonviolent communication" as the practical guidance to build an equal and harmonious communication model between teachers and students and the elimination strategy of language violence. One is the prevention, control and avoidance measures of external factors, including the improvement of laws and regulations and the implementation of supervision and management. Optimize the teaching staff and pay attention to the assessment of teachers' ethics; lighten teachers' burden and release psychological pressure; strengthen hazard publicity and optimize the teaching environment; enhance the awareness of rights protection and timely feedback. The other is the "nonviolent communication" mode from the internal perspective of teachers, from apathy to concern, with a focus on the growth of students; from instruction to autonomy, construct equal relations; from accusation to guidance, promote students' progress; from derogation to encouraging, pay attention to students' feelings; create a positive atmosphere from comparison to example; from impulse to restraint, control emotions reasonably. In teacher-student communication, use positive language as much as possible, for example, the negative statement "fear of failure" is replaced by a positive statement "desire for success", and the negative statement "unrealistic" is replaced by a positive statement "concrete and achievable" [7]. It is expected to eradicate the occurrence of teacher verbal violence from the root, establish a harmonious communication mode.

4.2 Empathy Establish a "Warm Connection"

For college English learning, students of different levels have different reactions to teachers. Teachers and students grow up in different ages and social backgrounds, with totally different learning experiences and pre-cognitive abilities. To establish a "connection" with students and communicate effectively, teachers should have empathy, learn to think from the perspective of students, really care about what students do and the specific reasons for what they think and feel, and understand their feelings. At the same time, in addition to the transfer of knowledge between teachers and students, there is also a sense of friendship between teachers and students. There should also be warm care and timely help in the process of education. When students do the right thing, they should not praise in general, but use descriptive praise to clearly point out the specific things they do right, and encourage their behavior, so that students feel that their advantages are seen. When students do something wrong, don't just blame them, tell them the specific aspects of what is wrong, and put forward constructive suggestions, so that students feel that their behavior is valued and understood. "Sometimes thinking is like walking at a fork road. You have to choose to go left or right. If you want to think this way or that way, in fact, the decision is always made between your own thoughts." [8] This is the so-called "One thought is heaven and the other thought of hell". Warm language allows teachers and students to establish a good "connection". If students

are willing to listen to the teacher, they can enhance their interaction. Effective interaction is conducive to improving the teaching effect.

4.3 Changing Language Frame to Promote Positive Communication

"The framework, like its literal meaning, establishes the boundaries and constraints surrounding the interactive relationship. Because the framework can 'mark' the experience and guide attention, it greatly affects the way of interpretation and response to specific experiences and events." [9] In the process of teacher-student interaction, teachers change the students' thinking mode and promote the positive communication between teachers and students by changing the language frame. For example, "The criticism 'This idea will never be realized' can be translated into asking 'How do you plan to implement this idea'; 'This plan is unrealistic' can be restated as 'How do you make the steps of this plan more practical and concrete'; The complaint 'This is too laborious' can be paraphrased as 'How do you make it easier to act?'" [10] The following query is actually the same as the previous criticism. However, the following inquiry is more constructive, and is easier to be accepted and cause more thinking. This kind of language change makes the language exchange between teachers and students more smooth and free.

5. Conclusion

Teachers are known as engineers of the human soul. Communication is the foundation of teachers' career. In addition to teaching and solving doubts, effective communication is also an effective way of preaching. Effective communication between teachers and students should be nonviolent, warm, and acceptable, and can trigger students' response and thinking. Changing the language expression is actually changing one's cognition. The proper and beautiful language exchange between college English teachers and students can, on the one hand, make students interested in English learning and improve the effect of college English teaching; on the other hand, help the students to improve their cognitive ability, learn to accept and love themselves, refuse other people's language violence, PUA and moral kidnapping, do not accept labeling, do not be defined by other people's words, and live healthily and happily.

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