

The Formation of Ideal Interactions Between Teachers and Students in the College English Teaching

WANG Bing

Leshan Normal University, Leshan, China

Ideal interactions between teachers and students are indispensable for the improvement of the College English teaching. Therefore, this paper tries to find out some effective measures to establish ideal interactions between teachers and students in College English teaching based on the analysis of the status-quo of the interactions between teachers and students and the emphasis of the necessity of ideal interactions between teachers and students, hoping it can be beneficial to promoting the College English teaching.

Keywords: ideal interactions, teachers and students, College English teaching

Introduction

The improvement of the College English teaching is determined by many internal and external factors, such as the teachers' high English levels, the proper teaching skills and methods, the advanced teaching tools, and the appropriate teaching materials, etc. But another important factor has been ignored for a long time—the ideal interactions between teachers and students. It can accelerate the learning process and consolidate the learning effect as long as the teachers and students can communicate effectively and thus have a better understanding emotionally in the classroom. Unfortunately this kind of situation doesn't exist in most of the College English class. This paper tries to find out the effective ways to strengthen the interactions based on the analysis of the current situation of the interactions between teachers and students in the College English teaching.

The Status-Quo of the Interactions Between Teachers and Students in the College English Teaching

The impact of the language points has been in the dominant position in the College English teaching for such a long time on account of the impact from the "Exam-Oriented Teaching". Most of the students follow very rigid learning methods, such as "rotating sth. mechanically", which not only restrains students from developing comprehensive English abilities but also keeps them from training their self-learning ability.

The Excessive Transmission of Verbal Knowledge

Although most of English teachers realize that the students' language skills are the top priorities in the English teaching, some of them still pay much attention to the language points in the teaching practice (Cheng, 2011). It can be found particularly in the teaching of grammar and vocabulary. Teachings play such a dominant part in the teaching explaining the language points that students have little chance to take part in the teaching.

They just do some exercises in the class most of time. Some teachers are afraid that the student's practice activities will make no room for the explanation for the language points, so they cut out the language practice for students, which results in the lack of the interactions between teachers and students. Students cannot be adept at using the language points they have learned without the communicative interaction. This kind of teaching is doomed to be a failure.

The Prevalence of the Traditional Teaching Mode and the Lack of Effective Interactions Between Teachers and Students

The College English teaching reform requires that the traditional "one-sided infusion" teaching style be converted into interactive "tasked-based" teaching approach. It requires teachers to meticulously design the communicative tasks to lead the students to participating in the interaction. Although many English teachers have attempted the new "tasked-based" teaching approach in their teaching, some teachers are still not familiar with this new teaching method (Luo, 2009). They have some difficulties in designing the interactive activities in which the whole class can be involved. The interactive "tasked-based" teaching approach can be adopted in the teaching of listening, speaking, and reading. But unfortunately in the teaching of grammar and vocabulary, the traditional teaching style still is in the prevalent position, which features the teacher's role as a teaching center, resulting in the lack of the interactions between teachers and students. That puts an obstacle for the improvement of the College English teaching.

The Negative Impact from Exam-Oriented Education Mode

Exam-oriented education mode exists in the phases of the English education all across the country, and there is no exception to the higher education. Most of English teachers and students in most of colleges and universities aim at passing the various examinations organized by different levels of educational organizations through English teaching and learning, such as the CET-4, CET-6, the Postgraduate Entrance Examination for English, and TOFEL, etc. just like those in the high school. Therefore, they have to give up the opportunity to practice oral English in the interactive activities, and spend plenty of time doing the simulative exercises in the class and in their spare time. So the College English teaching reform sometimes is still in the theory and it is hard to be achieved unless the teaching reality of the exam-oriented education can really be improved.

The Necessity of the Ideal Interactions Between Teachers and Students in College English Teaching

In order to change the status-quo of the interactions between teachers and students, first we should realize the importance and necessity of the ideal interactions between teachers and students in College English teaching. There are several advantages as follows.

To Arouse the Students' Learning Interests and Initiatives

Nowadays there are many students in the College English class who major in different subjects and science disciplines in many colleges and universities. So students attach little importance to the English learning and have no enthusiasm about it because English is not their major. What makes thing worse is that the level-based English teaching has not been adopted in lots of colleges and the student's English level varies in the class. In this case, only the interactive teaching can fully arouse the student's initiative, making them actively participate in the teaching process through the emotional influences given by the teachers. Under this circumstance, the students are willing to discuss learning problems with the teacher because they like the

learning atmosphere. Otherwise, the teaching cannot be effective.

To Contribute to the Development of Student's Comprehensive English Abilities

Nowadays English talents are badly needed who are good at English listening, speaking, reading, and writing in the case of the internationalization all over the globe. The traditional cramming method of English teaching can only lead to the student's "Dumb English" while the interactive English teaching can instruct students to apply their English knowledge to the authentic situations created by the communicative interactions between teachers and students to develop their English skills in the class. Comprehensive English abilities are essential to the students later in the work if they want to take up the job in the international business and affairs.

To Be Beneficial to the Harmonious Relationship Between Teachers and Students

The harmonious relationship between teachers and students can be useful for enhancing the teaching effect in the class. The ideal interactions between teachers and students transform the traditional teaching mode in which the teachers dominate the whole class and only they have the say (Zhou, 2012). That's not what the modern English teaching is after. In the class full of ideal interactions between teachers and students, it is characterized by equality and democracy, creating a hilarious environment for English learning in which teachers and students can exchange their ideas sensibly, the emotion communication and the like. During the process, the teaching and learning can be promoted mutually, thus the teaching effect is enhanced.

The Effect Ways to Establish the Ideal Interactions Between Teachers and Students in College English Teaching

After realizing the necessity of the ideal interactions between teachers and students, the key to the problem for us is how we can establish this kind of relationship between them. Here the author put forward some ideas that may be worth discussing further.

To Redefine the Teacher's Role in the Class

The teacher has long been regarded as the controller of the whole class in the traditional teaching mode. In order to maintain the teaching order in the classroom, the teacher requires that the students obey and follow the teacher's orders. The teacher has the absolute authority in the teaching in the classroom while the students' initiatives have been oppressed, even eliminated. Therefore, the interactions between teachers and students are not bound to be established. So the teacher's role in the class must be redesigned. They should become the inventor for the good interaction surroundings, the provider for the interaction opportunities, the organizer of the interaction, and the promoter for the student's development (Liu, 2009). In the teaching process, the students should be allowed to play the leading role and play their initiatives to the full potential. In addition to being a teacher, the teacher should become student's friend in the learning process, helping him a lot.

To Take Full Advantage of the Modern Teaching Tools

The use of modern teaching tools is one of the important characteristics of modern classroom teaching. The multimedia can create good environment for English teaching and greatly improve the teaching effect. It has been proved that students are open to the visualized information. They are ready for it and can easily accept it. So multimedia-assisted teaching methods should be fully utilized to strengthen the explicitness of the teaching materials through something specific and vivid in order to arouse the students' learning interests and provide them with plenty of situation-based interactive activities about English listening, speaking, reading, and writing. Only in this way can the students really fall in love with the English learning.

To Improve the Emotional Interactions Between Teachers and Students

In terms of the English teaching in many colleges and universities, much importance has been attached to the teaching from teachers and learning for the students respectively while the authentic and emotional interactions between them have been ignored. Generally speaking, the teachers just rectify the student's learning attitudes or get familiar with the students just in order to cultivate the comfortable learning atmosphere in the current teaching reality (Shi, 2010). All is the requirement of the emotional interactions at the minimum. In fact, the teacher may as well have a self-introduction first and then make the students introduce themselves to each other instead of teaching the knowledge at the very beginning of the new semester, which can achieve the basic familiarity between teachers and students by means of character, interest, and hobbies. Furthermore, teachers and students can exchange simple conversations or have a small chat to have a deeper communication. Only in this case can it lay the foundation for the emotional communication and interactions later in the future. In addition, the teachers need to communicate with students in the class in time and help to solve their problems in the English learning and introduce some learning methods to gradually enhance the emotional interactions with students.

Conclusion

From the elaboration above, we can know although the status-quo of the interactions between teachers and students in the College English teaching is not satisfactory, if we can take the effective measures, we can establish the ideal interactions teachers and students. Given the importance of the ideal interactions teachers and students for the College English teaching, we should work really hard at it to explore more workable and meaningful ways. I'm sure that as long as we carry out these ways continuously and consistently, the ideal interactions teachers and students in the College English teaching will be established in a short time, which will undoubtedly benefit the College English teaching.

References

- Cheng, X. X. (Feb. 2011). Classroom interactions in College English class: Using action research to overcome students' reticence. *Foreign Language Education in China (Quarterly)*, 4(1), 25-30.
- Liu, X. L. (Nov. 20, 2009). The strategies on the interactions between teachers and students in College English teaching in large classes. *Journal of Hebei Radio & TV University*, 14(6), 56-57.
- Luo, H. X. (Oct. 2009). The analysis of factors affecting the interactions between teachers and students in College English teaching. *Journal of Hubei University of Economics (Humanities and Social Sciences)*, 6(10), 192-193.
- Shi, Y. Y. (2010). The strategies on enhancing the interactions between teachers and students in College English teaching. *Journal of Inner-Mongolia Agricultural University (Social Science Edition)*, 12(3) (Sum No. 51), 154-155.
- Zhou, H. L. (Mar. 2012). The interactions between teachers and students in the Multimodal College English teaching. *Research in Teaching*, 35(2), 96-99.