

Effective Communication Between College Teacher and Students in English Extensive Reading Classes

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Abstract: Effective communication is an important guarantee for the effectiveness of classroom teaching, and this is also true for the teaching of college English extensive reading courses. Effective communication depends on changing the roles of teachers and students in the teaching process at the right time-listener or speaker. Quite a lot of teachers are used to “speaking” knowledge or even skills to students in reading class, which not only kills the opportunity of communication between teachers and students, but also leads to the unsatisfactory result in classroom atmosphere and teaching effect. In fact, as long as the students are given confidence and patience, and the roles of teachers and students can be changed at any time according to the teaching content, effective communication can be achieved.

Keywords: English Extensive Reading; Teaching; Communication

Outcome-Based Education (OBE) is firstly proposed by Spady (1994), he regarded OBE as “clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences”. In the foreign language teaching in Chinese colleges and universities, OBE theory is also widely promoted. Teachers are required to design and practice teaching with students’ ability output as the core. As a core course for English majors (Department of Higher Education, Ministry of Education, 2018: 92), ENGLISH EXTENSIVE READING aims to improve students’ reading skills, cultivate their reading comprehension ability and cross-cultural communication awareness, which fully conforms to the content of OBE theory. For knowledge acquisition and ability acquisition, students are internal factors, while teachers are external ones. The value of teachers is to give students enough motivation and correct guidance, but the realization of teaching objectives still needs to be tested by students’ presentation. In this process, teachers and students must have sufficient and effective two-way communication.

1. Interpretation on the roles of teacher and student

The traditional teaching concept has long been overemphasized that students exist as the receivers of knowledge and experience in the social environment, and teachers must take knowledge and experience as the starting point of teaching so that students can gain in learning (Zhang Ju & Dani, 2004). Therefore, quite a number of teachers often regard themselves as the “center” of classroom teaching, positioning themselves as actors and the students as audience. In the whole teaching process, it is the teachers rather than the students who are active, so there is no “communication”.

The analogy of actors and audience has its own limitations. The performance of actors has a lot of artistry. What they convey to the audience is something that has been artistically treated, exaggerated and decorated; teaching is the original and real thing, and what is taught to the students is the real thing. The performance of an actor is the whole content of an actor.

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He or she acts for the sake of acting. Whether the performance is wonderful and brilliant is the standard to measure an actor's level. Although teaching has the element of acting, it is also a kind of induction and guidance, and its purpose is not to act.

In fact, extending from the analogy of actor or audience, the role of teachers and students in the classroom is more like the speaker and listener, and anyone can be the speaker and also should be the listener. When teachers teach knowledge points or ask questions, teachers are speakers and students are listeners; when students ask questions and carry out reading analysis, students are speakers and teachers are listeners. In this role representation and transformation, teachers and students have carried on the full exchange, and this kind of exchange is based on the students' ability to obtain or improve, with strong effectiveness.

2. Communication between teachers and students in English extensive reading teaching

The English extensive reading course is a practical skill course. As the name implies, it is to guide students to develop their reading ability, and this is really not easy. In the traditional English reading class, students usually read the articles and complete the exercises, then the teacher explains the answers and expands the vocabulary and syntax. To a certain extent, students are pure expressers, without the opportunity to express and feedback their own ideas, and there is no communication between teachers and students.

As a teacher of English extensive reading course, he or she must firmly believe that the teaching process should be a process of communication between teachers and students. In order to improve students' reading ability, it is necessary to fundamentally change their reading habits, even reading habits. In order to realize this change, we must let the students act as the expressers. The following is the three most commonly aspects of teacher-student communication involved in the teaching of English reading: vocabulary, syntax, and culture.

2.1 Vocabulary teaching

The first way for students to deal with the problem of reading is to find out the meaning of the word in the dictionary. In fact, it is contrary to the first reading skill of English extensive reading course-inference of word meaning. Therefore, in the part of vocabulary teaching, the teacher firstly acts as the speaker, introduces the importance and basic principles of inference of word meaning to students, and then let the students act as the expressers under the guidance of the teacher, and summarize the strategies of word meaning inference through the context. In the practice of text reading, the process of communication between teachers and students is that teachers mainly play the role of listeners, while students mainly act as speakers. In this process, teachers can accurately evaluate their reading skills by listening to the students' understanding of vocabulary as well as the sentences and paragraphs involved in the process of reading comprehension, and guide or inspire students to use more accurate inference of word meaning skills through appropriate role transformation, so as to realize "the ability that students must be able to achieve at the end of learning".

2.2 Syntax teaching

Sentence understanding is also one of the important reading skills in English extensive reading course, which mainly analyzes and understands complex sentences and ellipsis sentences in a text. In order to cultivate students' ability to understand sentences, teachers must give students more opportunities to act as the expressers. In teaching, students can be divided into groups and discuss difficult sentences according to the teacher's guidance. For example: What is the main body of a sentence? What does it have to do with the central sentence? Is it related to the preceding sentences? If there are omitted elements, can they be completed? At the end of the discussion, each group sent a representative to release their results. There is no unique answer in syntactic discussion, as long as the meaning is generally correct, the teacher should give affirmation. This process of communication not only realizes the communication between teachers and students, but also highlights the communication between students and students, which can greatly improve students' skills in understanding sentence and their group learning ability.

2.3 Culture teaching

Cultural information is inevitably implied in the reading text, and the accumulation of cultural background knowledge

is exactly the goal of language teaching, which is to enhance the awareness of cross-cultural communication and lay the foundation for the cultivation of students' intercultural communication ability. Take "The Gift of Fire" as an example, there are a large number of Greek mythological names in this article, such as Zeus, Prometheus, etc. Greek mythology is an important cultural treasure of Western civilization, and also an important knowledge reserve for reading many western literary works. In teaching, the teacher can assign the task to the students in advance: collect the stories about gods in the articles, and be ready to tell stories in class. This kind of teaching design not only enriches the classroom teaching form, expands the reading range of students, but also highlights the role of students as the speaker, and strengthens their autonomous learning ability and public speaking ability.

3. Conclusion

In addition to the above-mentioned several points that emphasize on teachers and students as listener and speaker, attention also should be paid to cultivate students' autonomous reading habits. For example, students are required to write two reading notes each week, and teachers give appropriate comments after reading. Such teaching design in the form of text communication between teachers and students can extend the classroom communication, more conducive to promoting the effect of classroom teaching.

Of course, the communication between teachers and students in English reading teaching is not easy. For example, students may not adapt to the above English reading teaching mode or not be confident at the beginning. This is mainly because students have formed a learning mode of being listeners of the teacher for a long time. However, if they persist for a period of time, they will find that students are more and more integrated into this self-expression reading class, and reading has become interesting learning.

Everything is difficult just at the beginning. To change the traditional situation of "teachers acting plays while students just watching" in English reading teaching, it requires perseverance, as well as teachers who are teaching designers need to give students confidence and patience. Contemporary college students are full of creativity as long as they are given insistently full affirmation and encouragement. If teachers can listen to students' expressions more than before, the significance of English reading teaching will be realized in time when students are willing to express themselves in communication.

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