Exploring the Relationship between Teachers and Students in College English Classroom from the Perspective of Intersubjectivity

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Keywords: Intersubjectivity; College English; Mutual subject relationship.

Abstract. In college English teaching, whether the classroom is a teacher-center or a student-center, the practice of college English teaching shows that the classroom can never get rid of the problems of teachers’ lecturing and students’ listening. The teacher-student interaction in the college English classroom is more of a sentence-type training and a teacher's analysis and explanation of the text. "Intersubjectivity" points out a new way of thinking and method for the teacher-student relationship in the college English class. It regards teaching activities as a special interaction between teachers and students. Teachers and students are a kind of "mutual subject" relationship. The relationship between teachers and students is the relationship between the subject and the subject of equal communication, interactive dialogue and mutual understanding. This article discusses the three aspects of teachers’ listening and understanding, tolerating and appreciating, and creating more harmonious and relaxed classroom atmosphere. The enthusiasm of learning enables students to master the basic knowledge of English while improving the application of English.

Introduction

College English is a compulsory course for college students. Students have been studying English in junior school, senior school and university for almost 10 years. However, most students still can't finish the English abstract of graduation thesis after four years of undergraduate degree, such as unclear content expression, improper use of words, and frequent grammatical errors. These problems are reflected in the classroom of college English that students do not reject college English classes, but they do not like it. Class participation is low. Over the years, in college English teaching, each of our teachers has been working hard to adjust the teaching methods and mobilize the students' enthusiasm for classroom participation. However, the classroom still can't get rid of the teachers’ lecturing and students’ listening, and the teachers' courseware is very careful. The students listened very seriously, but when they asked the students to complete the homework, most of the students still managed to complete. The teacher-student interaction in the classroom is more of a sentence-type training and a teacher's analysis and explanation of the text.

The “traditional education school” represented by Herbart advocates “teacher-centered theory” believes that teachers play a dominant role in the teaching process. Gradually developed into a progressive "modern education school" represented by Dewey. In view of the shortcomings of Herbart's traditional teacher-centered theory, a "child-centered” teacher-student interaction model was proposed. Dewey pointed out: “School life organization should be child-centered. All necessary educational measures should be to promote the growth of children. In the process of teaching, children are the starting point, the center, and the purpose. Teachers give necessary guidance, and everything must be obeyed this center—the “student center theory.” Whether it is a teacher-center or a student-center, the practice of classroom teaching over the years has shown that the classroom interaction is difficult to carry out; or the classroom is handed over to students, and classroom learning are ineffective. In the teaching mode, teachers' teaching is still dominant, and students' practice and classroom participation are more passive. The participation between teachers and students in teaching is not high.
A New Way of Thinking for the Teacher-Student Relationship in the College English Class

The study of intersubjectivity began in China in the 1990s and was initially limited to the study of literary theory. Later, through the introduction and reference of Western research results, the research on intersubjectivity was gradually enriched. Many scholars have introduced the theory of intersubjectivity in detail, covering aspects such as philosophy, culture, literature, and aesthetics. Since the 21st century, the theory of intersubjectivity has expanded from the field of literature to the field of education. Intersubjective theory in education refers to the teaching activities as a special interaction between teachers and students in the process of education. The relationship between the subject and the subject (teacher, student, educational resource) is based on mutual respect, mutual understanding, mutual communication, and mutual exchange on the basis of democracy, equality, and harmony. Two-way communication and dialogue relationships with student groups are between individual students and individual students, between individual students and student groups, between student groups and student groups. In the process of interaction between teachers and students, teachers and students are a kind of "mutual subject" relationship. The relationship between teachers and students is the relationship between the subject and the subject of equal communication, interactive dialogue and mutual understanding. From the perspective of the new educational thought of "intersubjectivity", we will adjust the behavior of college English classroom teaching by promoting the relationship between teachers and students and actively mobilizing students to participate in classroom interaction.

To a large extent, college English classroom teaching depends on the degree of interaction between the interacting subjects, that is, the teacher-student relationship and the degree of classroom interaction. The two-way communication and interactive dialogue between teachers and students, the emotional attitudes, values, understanding, and thoughts of the two sides of the communication are transmitted to each other in the interaction, so that both sides of the interaction mutually recognize and understand each other in interaction and mutual influence. The equal and harmonious teacher-student relationship is the goal of the teachers and students in the college English classroom under the intersubjective perspective.

The Approaches of Reconstructing Teacher-Student Relationship in the College English Class

First of all, the teacher should play a very good guiding role. In the classroom, the teacher should consciously listen to and understand the students, and gradually guide the students to slowly start listening to each other. To some extent, good friends in life are good listeners. Only by listening can we feel and walk into the inner world of students. Teacher listens consciously in the classroom, which helps students to relieve their nervous feelings. By listening carefully, students are willing to participate in classroom activities subjectively and willingly. While the students are answering the questions, or doing a report, the teacher is listening carefully with nodding and smiling sometimes. If the students make mistakes in their language, the teacher should record them down instead of interrupting immediately.

In experimental teaching, the author kept listening, while the students were answering the questions or demonstrating teaching. The author was paying more attention to their contents of expressions and making down the records of the grammatical errors or improper expressions. The whole process of the students’ showing, the author never interrupted, just kept listening carefully and making records instead, and sometimes participated in the activates if necessary. Without interrupting, the students were willing to communicate and made dialogues with classmates and teacher. Through listening, they truly understand and accept each student, and they are subjectively willing to participate in classroom activities. Communicate and talk with classmates and teachers. Through communication and dialogue, the mastery of the content of the teaching, the teacher is also easy to master, the teaching content and teaching requirements can be adjusted at any time in the teaching, so that students can better understand the basic knowledge and basic skills of the word, sentence and chapter structure.
Understanding is more conducive to building a harmonious teacher-student relationship. Teachers understand students and are easy to stand in an equal position and live in harmony with students in a friend's way. Teachers understand students and are easy to interact with teachers and students. The full understanding is that the teacher starts from the student's standpoint, considers the feelings of the students, and does not impose ideas on the students. It is allowed that teacher and students collide with each other in knowledge and thought. If the confused knowledge was received by students, students simply remember and do not have deep understanding, then knowledge is hardly to be really absorbed and internalized by students. The process of understanding is the process of discussing and exchanging the ideas between teacher and students, and the process of communication between teacher and students.

Secondly, teachers should be more tolerant and appreciate students in the classroom. Every individual has his flashy point, and of course there are deficiencies. Teachers should have a tolerance and appreciation attitude in the classroom. Participate in class discussion or speech, because students have individual differences, such as students' deviation from sentence pattern understanding, error analysis of text structure, tolerance of students' different understandings and opinions, and give affirmation and appreciation in time about their good performance. English must not be a native language, and the degree of individual learning is different. In the teaching schedule, the teacher appropriately arranges the stage knowledge point assessment link, in which the review, reinforcement and inspection of the students' frequently-faulted knowledge points are carried out. Affirmation and praise are given to the outstanding performance of students in class interaction, such as proper use of words, active participation, or a little bit of subtle progress of students. In the interactive part of the classroom, a tolerant attitude; in the stage evaluation, the focus is on praise, allowing students to slowly explore the problem from the passive participation in the classroom to the active classmates and teachers. Let the college English classroom become a dialogue classroom and become a communication classroom. The tolerance of teachers makes students not afraid of the classroom and does not exclude classroom interaction. The appreciation of teachers allows students to develop their self-esteem and self-confidence, allowing students to gradually participate in classroom interactions from being passively involved in classroom interaction. Encourage outstanding students to actively participate in classroom interaction.

Finally, teachers should strive to create a harmonious and relaxed classroom atmosphere. It is a better guarantee for teacher and students to have equal and harmonious contacts under a harmonious and relaxed classroom atmosphere. Teacher, as the main body of the classroom, must actively create a harmonious and relaxed atmosphere in the classroom, so that students feel that they are also the subjects in classroom and explore knowledge together.

During the classroom leading-in, in each unit the author explains some simple words, or narrates the topic closed to students’ lives. It is easy to start a dialogue with students. Narrating short life topics and bringing in stories into the classroom help to build a harmonious and relaxed class atmosphere. A harmonious and relaxed class atmosphere helps students to take part in classroom teaching actively, and helps teacher and students to explore knowledge together.

According to the students’ level, simple words are much easier to encourage them to communicate. They are able to have words to say and their answers are affirmed by the teacher. The classroom atmosphere is relaxed and harmonious. The author found simple words or some relative simple words to the contents, and developed the teaching in each unit.

The concrete presentation of the teacher-student relationship under the inter-subjective perspective in college English classroom teaching. The selection of a part of the text with small difficulty and content close to the student life is arranged by the students group teaching in class. Teachers can choose the cooperative teaching method, the task-based teaching method. The student group receives the task, collects the materials, and displays the class. During the student presentation, the teacher listens and records. After the students show, the teachers organize the discussion between the student groups and the inductive sentence, and the teachers participate in the discussion in a discussion manner. Form a conversational classroom. The teacher participates in the induction activities between the groups by listening, understanding the students' viewpoints and
affirming the correct and typical sentence patterns. Through listening and understanding, teachers guide students to participate in the classroom. Through encouragement and praise, students are willing to participate in classroom interaction, so that the classroom can become a dialogue-based interaction classroom. The classroom is built as a platform for teachers and students to communicate with each other.

**Conclusion**

The concept of inter-subjective teaching is transcended on the basis of rethinking the traditional view of education. Under the guidance of this theory, teacher and students regard the specific teaching content as the media. In the process of explanation, teacher uses the body language such as nodding, smile and cadence voice, humor, and rich facial expressions, so that the serious atmosphere of the classroom can be become relaxed and harmonious. Virtually, it infected students and inspired students’ interests in learning, so as to consciously participate in classroom teaching activities. From passive acceptance to active learning, the students' subjectivity is demonstrated and the motivation of learning is also activated, which also plays an active role in the improvement of teacher-student relationship.

Under inter-subjective interaction, teacher should give full consideration to the individual differences of learners, design more and more scientific teaching strategies, and attempt to use various teaching strategies together. In the whole process of classroom teaching, there are some subjects that are easy to neglect, such as teaching materials, designers of papers and so on. They are invisible main bodies, but also play an important role in teaching. It must also be given full attention. Try to build a college English classroom teaching model of teacher-student interaction. It enables students to master the basic knowledge of English in the whole process of participating in the teaching, and gradually improve the English application ability.

**References**


