An Analysis of Teacher Talk in College English Classroom Based on Learners' Needs

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Abstract: In recent years, people have paid more attention to the research of classroom teacher talk analysis in colleges and universities. Some domestic scholars have gradually done research on classroom teacher talk analysis in colleges and universities, instead of focusing only on teaching methods and teaching contents as before. Compared with the traditional teaching mode, the new teaching mode applied to teaching practice in recent years also has some differences in the use of teacher talk, and has achieved good teaching results, which also provides a good research direction for the use of teacher talk in college English teaching reform. A case study of an excellent college English teacher's classroom is conducted to explore how language, movement, sound, image and other social symbol modes cooperatively produce and construct meanings in classroom teaching, and achieve good teaching results. Therefore, this paper gives a brief overview of teacher talk, analyses the characteristics of college English teacher talk in different teaching modes, and on this basis, puts forward the application strategies of college English teacher talk.

1. Introduction

Under the background of China's higher education English teaching reform, although the innovation of college English teaching mode has achieved certain results, there are still some shortcomings in the use of teacher talk. Therefore, it is of great practical significance to analyse and study the teacher talk in different teaching modes. Generally speaking, teacher talk analysis is the analysis of the dialogue between teachers and students in class. Through the discourse analysis in the dialogue between the two sides, we can understand each other's meaning and make a response in order to achieve the purpose of this communication. From this point of view, teacher talk analysis does play some roles in classroom education. Teacher talk in foreign language classroom is not only the teaching means but also the teaching content: English teachers use classroom discourse to convey information and organize activities, and this discourse is the language input and speech act that students need to imitate. The high-quality classroom analysis model is shown in Figure 1.
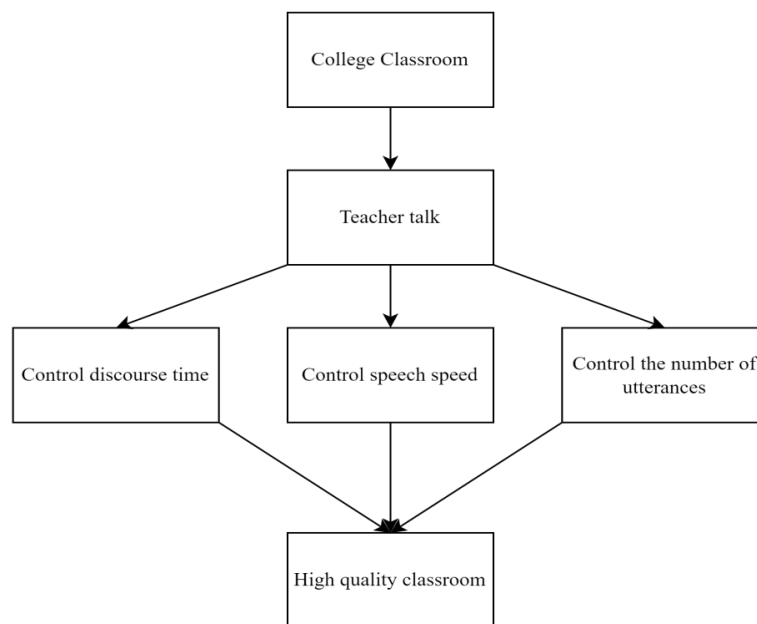
Fig.1 High-Quality Classroom Analysis Model

2. Differences of Discourse in English Teaching

2.1 Characteristics of Discourse Time

Discourse time generally refers to the time when teachers use teachers' words in classroom teaching. Discourse plays a major role in development of an individual's behaviour and entire society at large. One of the challenges teachers face is continuously creating an active and fruitful learning environment through speech. Due to the differences in class schedules in different colleges and universities, and the uncertainty of classroom teaching itself, in college English teaching, discourse time is usually used by teachers. The discourse usage time is expressed as a proportion of the effective teaching time in the classroom. At present, in college English classroom teaching, teachers often speak more in class than students. The number of students speaking in class is very few. In many cases, the opportunity for students to speak is only determined by the number of questions the teacher asks in class, and the rest is the teacher talking incessantly. The current college English classroom still adopts the traditional teaching method, which is mainly based on teachers giving lectures on the podium, and supplemented by students listening to the lectures below. This traditional teaching method not only makes the classroom boring and makes students uninterested in learning, but also greatly limits the communication between teachers and students, and the lack of interaction between teachers and students hinders the development of the relationship between teachers and students. As a language subject, once there is a lack of communication between teachers and students, the quality of English teaching will decline and the teaching effect will be affected, and the output of English language transmitted by teachers will become invalid, which will seriously affect students' learning effect of English subject.

2.2 Features of Speech Speed

From the perspective of speech speed, due to the differences in the speaking habits of different teachers, the speech speed during lectures also varies from person to person. At the same time, in order to ensure the effectiveness of the teacher's speech, the speech speed is often related to the

language level of the students, especially Spoken language is closely related to listening level. For example, in the face of students with low language proficiency, teachers need to slow down as much as possible to help students understand the meaning of the teacher's words. When faced with students with high language ability, teachers need to speed up their speech appropriately to improve teaching efficiency. In teaching, we should actively mobilize the ability of communication and cooperation between students, teachers and students, which can effectively build a harmonious classroom environment and make teaching orderly. Even though the teacher might seem to be slow in his or her speech, they usually say more words and therefore they pass across a lot of information, more so if they speak at a consistent pace with time. Hence it becomes a walk in the park for the learners to synthesize the information. In communication, a relaxed atmosphere can be built, students are encouraged to express their communication, and students can realize that feedback questions can help teaching to be carried out according to the actual situation of each student, and effectively use the information resources that can be collected in reality. At the same time, teachers express their appreciation and encouragement to students during communication, and maintain a friendly attitude, so that students can have stronger learning enthusiasm. In this way, teachers are exposed to more information in class and need more thinking time, and the speed of speech will naturally slow down.

3. Problems Existing in English Teachers' Classroom Discourse

3.1 The Teacher's Questioning Method is Simple and Single

Research shows that in our country's college English teaching, the use of Chinese is more frequent than the use of English. Excessive use of Chinese in English classrooms will lead to students' lack of understanding of the English language, which is not conducive to students' learning and mastery of English. In teaching, teachers' questions to students are a must in every class, because teachers' questions and students' answers can check students' mastery of the knowledge they have learned and their thinking ability. In addition, questions are to adjust the tense learning atmosphere. Active classroom atmosphere, stimulate students' interest in learning English language. Teachers' questions in class mainly include: (1) inferential questions, to exercise students' thinking ability; (2) factual questions, mainly to examine students' mastery of knowledge and understanding of textbooks; (3) open-ended questions to examine Students' open thinking ability, in addition to the study of textbook knowledge, masters certain extracurricular practical knowledge. At present, teachers in some universities always neglect to communicate with students in English classes. Even when asking questions in class, the way of asking questions is too simple, including the lack of depth in questions, which is not conducive to students' ability to cultivate their own logical thinking ability. Moreover, in many cases, teachers have already stated the correct answers when asking questions, which is not conducive to students' independent thinking; the knowledge points of questioning are also limited to the knowledge content of English textbooks, the teaching content is too limited, and the knowledge of learning needs to be learned extendly.

3.2 Teachers' Language Feedback for General

Teachers are not only leaders of students' growth and learning, but also judges of students' academic performance. However, it seems that many college English teachers fail to make a targeted evaluation of students' academic performance. The evaluation of students' performance is too relaxed, which is not conducive to students' sustained interest in English classroom teaching. Moreover, the teacher's discourse analysis in the evaluation is too general and simple. Such evaluation is easy to cause students to fail to understand the teacher's real intention, which limits

students' thinking about language learning. In language teaching, the communication between teachers and students is certainly very important, but many teachers often only pay attention to their own explanation and ignore the interaction with students. This is fatal to language teaching. It not only affects students' interest in learning, but also affects the whole learning effect. A successful English teaching focuses on the process of output and input. Only by letting students really master the knowledge output by teachers can they learn the language better. According to the survey, many college English teachers spend most of their time explaining in class, ignoring the main role of students. The whole class is full of teachers' endless explanation. Students can not express their views, resulting in their inattention. Learning will feel boring and gradually lose confidence in learning.

3.3 The Type of Teacher's Question Has No Skills

Questioning is the most frequently used teaching method in the classroom and occupies a large proportion of teachers' discourse. Teachers in the classroom will ask questions and grasp the students' learning dynamics through relevant questions. However, many teachers often have no skills to ask questions to students, and they can't achieve the purpose of testing them. In English teaching, questions should be considered from many aspects, and the questions that students are familiar with and easy to understand should be selected, because many questions are difficult for students to understand, which wastes teachers' painstaking efforts and fails to achieve certain results. In terms of question selection, teachers should proceed from reality, consider perfection, and put forward meaningful questions. On the one hand, they can stimulate students' interest in learning English, and on the other hand, they can achieve the corresponding test purpose. Indeed it is a good practice to ask questions at the end of a lesson so that the students retain the knowledge. In most cases, however, the students' minds are always geared towards the preparation for the next lesson or gathering their possessions to move to the next class than they are in the current class. The teacher should come up with an inventive and enjoyable way of asking questions until the lesson finally come to end. For example, he or she should start by asking simple questions first before engaging the students in more complex questions. The teacher should also ask questions in a friendly manner to avoid students developing a negative attitude.

3.4 The Teacher Displaying More Informational Questions as Opposed to Referential Questions during the Lesson

During the lesson, the teacher of English in the classroom can either pose displaying questions or referential questions. Displaying questions are considered informational questions. The questions are so simple that the students only respond with a "YES" or a "NO", which does not give room for advancement and improvement. On the other hand, referential questions are creative questions. Such questions require students to use their wits comprehensively. They also activate their capacity of learning English. Nowadays, most teachers of English in colleges and other tertiary institutions pose informational questions which lack room for improvement of effective communication. Besides, they limit the transfer of language information and confine students' minds to limited thinking.

4. Suggestions on Improving the Quality of Teachers' Discourse in College English Classroom

4.1 Control the Number of Teacher Talk

As mentioned earlier, at present, many colleges and universities still use traditional teaching

methods in English classes, mainly by teachers' preaching, which is not conducive to the development of modern classroom learning. Although teachers play a key role in the education industry, facing the current teaching situation, we should gradually change the teaching methods and try to teach students as the center of the classroom. Discourse quantity is often related to discourse events and discourse speed. Under the traditional teaching mode, teachers' discourse time in college English class is longer and teachers' discourse speed is faster, which leads to more discourse quantity. Similarly, the multimedia teaching mode's discourse speed is slower and discourse time is relatively short, so the discourse quantity is naturally less. Teachers should pay attention to the cultivation of students' comprehensive quality, give more discourse power to students, give them more opportunities to output their discourse, strengthen the communication between teachers and students in class, increase the activities between teachers and students, and create a good classroom learning atmosphere, so as to avoid English teachers giving speeches alone.

4.2 Improve the Quality of Classroom Questions and Reduce the Proportion of Native Speakers

At the university stage, although students have received English education for a long time and have a certain English foundation, but from the actual situation, their language proficiency is not high, so in actual teaching, it is difficult for students to understand the teacher's words The situation is inevitable, and in the face of this situation, teachers need to use the target language and at the same time use the native language to explain it appropriately, so as to help students quickly and accurately understand the specific meaning. The use of the mother tongue can also be seen as part of the teacher's discourse. According to the form of questioning in the classroom, teachers should create more opportunities to communicate with students in college English classrooms. For instance, the teacher may allocate some minutes at the start and at the end of the session. At the start the questions should be mind-jogging to prepare them for the session and a few minutes before the end of the session, the questions should be a test for the knowledge they have just learnt. The teacher may opt to make the questions their ticket for their dismissal. In terms of time, English teachers should allocate and make good use of class time, make good use of classroom teaching methods, and can learn from the types of English exercises. Or problem-solving ideas. Go to ask students, try to focus on in-class knowledge, expand to extra-curricular knowledge, and optimize teachers' classroom questioning resources. In addition, in the English classroom, if there is a contradiction in the communication between teachers and students, the teacher should use effective methods to resolve it, rather than simply using Chinese to explain. Teachers can use English audio and video recordings as much as possible to carry out mutual evaluation and learning activities between students and teachers, and then make mutual comments and corrections to actively and effectively improve the quality of English teaching.

4.3 Grasp Students' Level

As the main body of classroom teaching, students' language level has a critical impact on the use of teacher talk. In actual teaching, there is no fixed standard for both the teacher's discourse speed and the amount of classroom information. The question teachers should ask themselves is not only how the level of language knowledge affect delivery in class but also what impact it has on students' future progress. Researchers has validated that learning a few words in foreign language has a lot of impact on the individual success on career opportunities and English language is not an exception. Although too much classroom information and too fast discourse speed will be detrimental to students' understanding, too slow discourse speed and too little classroom information will also have an impact on teaching efficiency and teaching effect. Therefore, teachers must

comprehensively consider the classroom performance, test scores and other factors, clearly understand the students' real language level, and then determine the reasonable discourse speed and discourse volume on this basis, so as to effectively coordinate the teaching efficiency and teaching effect.

5. Conclusions

In a word, although there are some problems in the use of teacher talk in College English teaching, as long as we can clearly understand the differences between the current teaching model and the traditional teaching model in the characteristics of teacher talk, and find out the improvement strategies of teacher talk suitable for the current teaching situation, we can maximize the role of teacher talk in College English teaching. Classroom education is not only an effective place to cultivate students' abilities in all aspects, but also a main place to learn English. The effect of teacher talk analysis on College Students' English classroom learning is obvious to all. I really have a strong belief that if my recommendations are put into consideration, teaching will not only save teachers anxiety in class but also result in joyous and effective class participation. Therefore, discourse analysis is gradually applied in college classroom, which can not only achieve effective classroom teaching effect, but also improve students' language output ability, provide students with a good learning environment, and thus achieve the established teaching goals. High quality teacher talk can affect students' language learning, and also have a subtle effect on their future language communication ability.

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