

A Study of the Normative Aspects of Language Teachers' Language of Instruction

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Abstract:

Language is the carrier of information, teachers transfer knowledge to students through teaching language, and Chinese as our mother tongue, language teachers as Chinese language teachers, their classroom teaching language is not to be wrong. The teaching language of language teachers plays a very important role in inspiring students' understanding and use of Chinese language and stimulating their patriotic feelings. However, some teachers still have some problems in the use and standardisation of teaching language. Therefore, this article researches the teaching language of language teachers from three aspects: the definition of teaching language and the significance of standardising teaching language, the problems of teaching language, and the strategies of optimising teaching language.

Keywords:

Teaching Language, Normative, Tactics

1. Introduction

Teaching language refers to the symbol system used by teachers to convey teaching information to students. It is characterized by transforming what you can understand into an expanded language form with a standardized grammatical structure that can be understood by students. Therefore, teachers are required to be good at choosing the most suitable words, phrases and syntactic structures, and to express their ideological content most accurately. [1] Comparing the teaching classroom to a running car, then the teaching language is the navigation that guides the driving direction of the car. Chinese teachers' teaching language refers to the professional language used by Chinese teachers to complete certain teaching tasks in the classroom. The difference between the teaching language used by Chinese teachers and other subjects lies in that, first of all, as a mother tongue subject, every word and sentence it learns can convey personal thoughts, and the teaching of Chinese is to help students learn languages and build a bridge of communication between people. Secondly, the articles in Chinese subject are rich in emotion. Chinese is different from mathematical equations, chemical formulas and other disciplines, in which each article of different genres

contains different thoughts and feelings of the author, so the teaching language of Chinese needs to be more emotional in order to convey the author's feelings to students and make them understand the emotional connotation.

The standardization of teaching language by Chinese language teachers determines the improvement of students' Chinese literacy. Students are constantly developing individuals, and any performance of teachers in the classroom has a subtle impact on students. Standardize the teaching language of Chinese language teachers, form a good classroom order, and students can unconsciously improve their language expression and logical expression abilities. Not only reflected in the classroom, teaching language plays an important guiding and guiding role for students, and will have a profound impact on their perception, understanding, and language application abilities for future development.

Chinese language teachers' standardization of their teaching language is also a means of conveying knowledge, improving abilities, and tempering themselves, which directly affects the learning efficiency of the classroom. Teachers standardize their teaching language during the teaching process, and students are better able to understand the knowledge that teachers need to convey. The classroom can achieve twice the result with half the effort, and teachers can also achieve the greatest sense of professional happiness and enthusiasm for their profession.

Language is a communication tool between people, so the standardization of teaching language is more conducive to the creation and inheritance of material and spiritual civilization. China is one of the four ancient countries with a long history, civilization, and splendid culture. Many excellent literary works are created in Chinese. Chinese is broad and profound, with rich vocabulary and appropriate metaphors. It contains not only literal meanings, but also profound charm that other languages cannot describe. Only by focusing on the learning and standardization of Chinese language from a student's age, and teachers playing a leading role, can students master the breadth, depth, and charm of Chinese language, and bring the excellent traditional Chinese culture to the world.

2. Analysis of the Current Situation of Language Teachers' Teaching Language

2.1. Disruption of Internet socialisation

A new form of language is also derived from the Internet era. Due to the full-scale living of the Internet, people's relationship with the Internet has gradually become closer. The Internet has brought great changes to teaching and has made many teachers start to combine the Internet with teaching to increase the fun of teaching and attract students' interest. The emergence of the Internet derived from the development of online education, but also the achievement of the achievements of the development of online education, such as Luo Xiang, Zhang Xuefeng, and many other "net red" teachers, they changed the traditional teaching of boredom, boring, the language to adapt to the network of young people are accustomed to use the language, so that the lectures fun and humorous, vivid image, boring knowledge in the laughs and smiles on the students to be absorbed. The popularity and teaching effect of these teachers have also given other teachers an inspiration, leading many teachers to imitate their teaching style and language. However, there are effective and ineffective imitations,

and blind imitation will not only fail to learn the essence, but also make the teaching effect counterproductive.

Teachers' improvement and imitation of teaching language, some inappropriate or unconscious online language in class, attract students' unconscious imitation, make students think that this is "fashion" and "personality", which is reasonable, and subtly cause language habits that are difficult to change and interfere with students' grammar judgment. However, the improper use of Chinese teachers will affect the students who are in the stage of language learning and imitation, and make them develop bad language habits.

The core feature of Internet slang is "fast spoken language presented in written form", in which case there is a lack of attention to grammar and a lack of consideration for the formulation of words and phrases, and the pursuit of speed is all that matters. These non-standard network terminology, mainly in these aspects: First, Homophonic words often appear in hot internet words. For example, the network hot word "how many bamboo shoots are there" is homophonic for "more losses". Secondly, the most common abbreviation in network language. In order to improve the communication speed and colloquial characteristics, in network communication, there are often omissions and abbreviations, and basically there will be no longer sentence patterns. For example, "Ye Qinghui" means that my youth is back. Thirdly, some network terms go beyond the common grammatical rules of modern Chinese, such as changing the position of the object and the predicate, changing randomly collocating words which does not conform to the grammatical rules. For example, "He is very alive" and "She is very China" make the adverb "hen" which cannot modify nouns begin to modify nouns, and some nouns and adjectives are used as verbs or adjectives, such as "I Google (I search)". Finally, some online terms are mixed in Chinese and English, such as "u (you)" and "3Q (thank you)".

These ungrammatical sentences should never be used in the classroom of language teaching. Teachers' excessive use of these harmonised and simplified language in the classroom will lead students to unconsciously imitate them even in the process of receiving knowledge, thinking that they are correct and reasonable. Students in adolescence are the best at imitation. In an unfamiliar or unlearned field of knowledge, students are best at imitating through their needs and interests, so the teacher, as the imitated, will cause students to imitate the language they use in the classroom, whether intentionally or unintentionally. If the students accept the wrong grammar rules, the teacher will have more difficulty in correcting them after they have formed their own learning ideas. For example, in the teaching of literary language, the most important thing is to make students understand the main meaning of the article by explaining the grammar rules, so it is necessary to stop it at the source, eliminate the wrong grammar rules in the teaching language, and prevent students from imitating unconsciously. Internet slang can be used as an occasional language to liven up the classroom atmosphere, but it should never be used as the usual language of classroom teaching by teachers.

2.2. The interference of dialects

Advocating quality education is not only about learning, but also strengthening quality education from the aspect of comprehensively improving people's comprehensive quality. And Putonghua is one of the most important items. If a

teacher is fully prepared and confident, but cannot fluently express teaching points in Mandarin, the teaching effect will definitely be halved.

Teachers, especially language teachers, need to convey classroom teaching through spoken language, and the teacher's level of speaking determines the quality of teaching in the whole class. Compared with Putonghua, although dialect is the representative language of a place, some fundamental errors in phonetics and vocabulary of dialect can have a great impact on teaching. Take Henan dialect as an example, first of all, look at the tonal patterns of Henan dialect. There are four types of tonal patterns in Putonghua, but only three types in Henan, namely, Ping, Shang and De, and its entries are basically classified as yinping, yangping and devoicing, for example, "Yue, Mai and Socks" are classified as yangping, and "Hurried", "Bamboo" and "Out of the Deng" are classified as yinping.

Firstly, the influence of dialect on the teaching effect is extremely great. Teachers are unconsciously influenced by the dialect when explaining the emotion of the text in class, and there are deviations in pronunciation, and due to the teacher's demonstration effect, students are difficult to understand or receive wrong knowledge, which has a great negative impact on the teaching effect in the classroom. Especially in language teaching, the correct pronunciation of characters is the first step in learning Chinese characters and texts, especially in literary texts where there are a large number of passages and polyphonic characters, which requires teachers to use standard Mandarin to correctly explain the pronunciation of the characters in order to carry out the next step in the learning process. Secondly, students receive too much dialect teaching and live in a dialect teaching environment for a long time, listening to and speaking in dialect, so they naturally develop the habit of communicating and learning in dialect. In the long run, both the expression of ideas and the training of thinking are based on the dialect, and over time, the first vocabulary and the logic of statements that come to mind when they express themselves in public are based on the vocabulary and usage of the dialect. The grammatical rules of dialects vary from place to place, which is why Putonghua is used as the normative language of communication in public. Living in a dialectal teaching environment for a long period of time can cause students to have problems such as a hard tone of voice, a single vocabulary, poorly formed words, a lack of logic and insufficiently beautiful utterances when they shift to Mandarin in public.

2.3. The interference of the mantra

Teacher's catchphrase refers to the habitual oral language used repeatedly by teachers in teaching activities. There are roughly three types of spoken language: inspiring, hurtful, and neutral. [2] Encouraging spoken language such as greatness, intelligence, and teacher trust in you can give students praise and confidence, encourage their progress, and play a positive role. However, hurtful catchphrases such as "you're so stupid, why didn't you do it well" and imperative words such as "listen to me carefully, don't move in class", although they may be unconsciously blurted out, may undermine students' confidence and further worsen teacher-student relationships.

However, most neutral spoken language lacks practical significance and functionality. But the teacher will appear every other paragraph in the classroom speech. Neutrality speaking can be roughly divided into the following two types. Firstly, teachers will use sentence structures such as "yes", "right", and "do you understand" in teaching activities. [3] The main purpose of using this sentence

structure is to attract students' attention in class and determine whether they are listening attentively. Another type of sentence structure is the modal particle "oh, ah, um", which mainly appears when the teacher is not familiar with their teaching content. Because even if pre class preparation is sufficient, some teachers may feel unfamiliar with the teaching content and forget the next teaching schedule in class, using "oh, ah, um" to cover up their nervousness.

Regardless of which type of spoken language mentioned above has a certain negative impact on teachers' teaching. Firstly, excessive use of neutral catchphrases by teachers, with too many repetitions, can lead to fragmented classroom content, distract students' attention, prevent them from grasping the key points in class, and cause great difficulties for students' listening. Secondly, in teaching classrooms, excessive lack of discourse on classroom content can be considered meaningless or even boring in the eyes of students, which in turn cannot stimulate students' interest in learning, and teaching classrooms cannot be effectively carried out.

Finally, teachers should pay special attention to this hurtful spoken language. Some teachers say that the common refrain of harming students is mainly because they hope that students can pay more attention to learning. When class management and student performance decline, teachers, especially new teachers, often feel at a loss, leading to anxiety, impatience, loss of reason, and blurting out words that hurt students. These words are most likely to hurt students' hearts and also damage the image of teachers in their hearts, ultimately leading to students hating teachers and giving up on themselves, unwilling to learn.

3. Strategies for Optimizing Educational Language Norms

3.1. The humorous use of idioms

Teachers' teaching language emphasizes skills and art, which inevitably requires a sense of humor. Humorous teaching language, like a flavoring agent, can not only enliven the classroom atmosphere and relieve students' anxiety in learning, but also make students willing to participate in classroom communication and inspire students' thirst for knowledge. As a Chinese teacher, we should not only master the relevant knowledge of Chinese subject, but also learn from the people, such as two-part allegorical sayings, proverbs and buzzwords. These languages have a strong flavor of life, are more simple and natural, are closer to life, are more easily accepted by students, and are more suitable for classroom teaching and enlightening languages.

The use of witty language can to some extent make the teaching content interesting, regulate the classroom atmosphere, and inspire students to understand the content of the article. For example, there is a sentence in the Chinese text "Lotus Lake" in the second grade of high school, A few women are a bit disappointed and sad, and everyone curses him as a ruthless thief in their hearts. The emotions here are very complex. Due to their limited experience, some students find it difficult to understand why women curse their husbands even when they want to see them. Here, teachers can use witty phrases like "hitting is kissing, cursing is love" to make students understand that these women seem to blame, but in reality they are praising their husbands. With such words, the teaching class will not be dull and boring, and students will not be unable to understand.

For the use of buzzwords, teachers can use some positive buzzwords to arouse students' patriotism. For example, the popular phrases "retrograde" and "angel" refer

to the names of medical staff who rushed to the front line of the epidemic regardless of personal safety during the epidemic period. So Chinese teachers can use these words as materials to explain their compositions. For example, topics such as “patriotism and struggle” can be supplemented with these popular phrases, and these materials are more suitable for students’ actual lives and closer to their daily lives. However, teachers should also pay attention to reminding students in the classroom that they should not use non-standard, grammatical rules, or ambiguous catchphrases in their compositions to prevent ambiguity.

Humor, as a lubricant in the classroom, is characterized by making people laugh, but teachers should keep in mind that not all languages that make people laugh can be used in classroom teaching, and funny, absurd and ignorant languages can also make people laugh. The classroom language used by teachers in class should be vivid and humorous, which can concretize abstract things, visualize conceptual things, make abstruse things simple and make boring things interesting. It is the unity of philosophical and meaningful rational content and true interest form, that is, the unity of philosophy and interest.[4]

3.2. Accuracy and logic

Teaching language, as the carrier of transferring knowledge and expressing ideas to students, must be concise, clear, logical and not vague, so as to transfer knowledge to students clearly. Especially for Chinese teachers, the emotional implication of the article needs to be conveyed by teachers through reasonable teaching design in the 45-minute class, and all links such as opening remarks, classroom questions, interactive discussions and concluding remarks need to be carefully arranged and reasonably designed to facilitate students’ acceptance and understanding. From this point of view, the logic of teaching language can not be ignored.

Teaching language should pay attention to the accuracy of technical terms. Teachers should pay attention to the accuracy of the concepts used in teaching language. [5] Concepts are the starting point of thinking activities, and people’s language activities cannot be separated from concepts, with which they can form judgments and make inferences. This requires that teachers should not confuse nonstandard vernacular Chinese, dialects or colloquial terms when explaining professional terms when using teaching language, which will confuse students’ concepts.

The teaching language should also emphasize logical levels. From a macro perspective, it is important to prioritize the sequence of each lesson step by step, and to allocate the focus and time reasonably in the classroom. The chaotic and disorderly arrangement of classroom sessions is not suitable or conducive to students’ understanding. For example, when explaining Su Shi’s “Song of the Red Cliff”, if the teacher skips the word explanation and article sorting, and directly leads the students to experience the spiritual distress and self indulgence behind the author Su Shi’s political frustration, it is very difficult for the students to understand it directly without understanding the main idea of the article, and it is also not in line with teaching standards.

Different teachers have different ways of handling classroom rhythm and processes. Either explain it sentence by sentence based on the words, or start with the conclusion and explain it in reverse. No matter what form it is, it must follow a gradual and deep rhythm. When designing the classroom rhythm, it is necessary to consider the

connection between the upper and lower stages, the gradual progression of knowledge points, and the gradual induction of student acceptance, so that students can systematically learn knowledge and master the article. From a micro perspective, the logic of language teaching cannot ignore the correlation and hierarchy between sentences. Sentences should emphasize the logical order of juxtaposition, continuity, transition, time, and space. If the sentences connected from top to bottom are illogical or lack coherence, the teaching language will appear chaotic and lack focus.[6]

3.3. A language with harmonious phonology

In daily reading, Chinese has the characteristics of cadence, repetition and neat rhyme, which are connected with the main characteristics of music, so it can be said that Chinese has a strong musicality. Then teachers can not only fully convey knowledge to students, but also make students feel the charm of language by using the language of teaching language with reasonable pause and emotion in class. The musical beauty of teaching language mainly refers to the rhythm of alternating speed, cadence, proper stress and flexible pause treatment.

Due to differences in personality and language habits, teachers' voice sizes may also vary. Therefore, teachers need to adjust the pitch according to the actual situation of classroom teaching to achieve better teaching results. The first reason is that the seats in the class are divided into two parts: front and rear, so adjust your pitch and sound intensity reasonably, so as not to make the students in the front row feel too loud or make the students in the back row listen very difficult. Secondly, teachers can adjust the rhythm according to the needs of the teaching content, so that students can feel the ideas and feelings contained in the article. For example, if you encounter places of passion, anger, and happiness, you can increase the volume appropriately. If you encounter sadness, sadness, and melancholy, your voice can be appropriately lowered. Finally, teachers can attract students' attention by adjusting the volume appropriately based on the actual teaching effect.

The second is the treatment of cadence and stress. The use of cadence and accent is like a catalyst, which adds a touch of interest to the dull teaching classroom. "Suppression" means low intonation, and "Yang" means high intonation. Some teachers often use a tone to teach in the classroom, without stress and cadence. This kind of teaching can't arouse students' interest at all, and the classroom atmosphere is dull, which only plays the role of lullaby. However, the persistent high intonation will make students feel tired in hearing and affect their thinking. Then teachers can combine the change of intonation with the ups and downs of emotion, which can enhance the appeal and artistry of language and achieve good teaching results. Generally speaking, there are the following situations: first, pause to attract students' attention; Second, pause in order to strengthen logic and hierarchy; The third is to pause for highlighting the key points and difficulties; The fourth is to strengthen the climax and make it further "sublimate".

In short, according to the content of the textbook, teachers should change their intonation appropriately, either high or low, and use pause appropriately to make the language rhythm cadence, thus greatly improving the expressive force of the language and achieving good teaching results.

3.4. Constraints from others

It is not enough for teachers to rely solely on their own constraints to discover problems with teaching language, and they need to rely on reminders and help from those around them. As the saying goes, “I don't know the true face of Mount Lu, only because I am at the highest level”. As the most intuitive audience for teachers' classroom teaching, students have the most say in the quality of their teaching language. So teachers can ask students to be the supervisors of their own classrooms and ask them to help identify language errors in their classrooms, such as asking students to point out their language errors after class by handing out notes or writing a diary, organizing all problems themselves, and then making targeted corrections. Since students are the most intuitive audience for teaching, the best way for teachers to improve their teaching language is to communicate directly with students. Teachers can leave two to three minutes in each class, allowing students to point out their feelings after the class and share their opinions on their teaching language or some common phrases used. The teaching of teachers and the learning of students are complementary, and the teaching of teachers is also aimed at enabling students to learn better. Through communication, we can understand students' preferences for classroom teaching language, which can make students more willing to accept the content taught.

If students are the audience of the classroom, other teachers are the advisors of the classroom. To constrain their teaching language, teachers can invite other teachers to listen to their classroom lectures, point out their own problems, and after other teachers provide feedback, they can also seek advice on improvement strategies to learn improvement methods. So when inviting other teachers to attend a class, teachers should be careful not to present a well-designed and pre-arranged class to other teachers, but to communicate with other teachers in advance and ask them to listen to their daily classroom teaching, in order to discover language errors that are difficult to change and difficult to detect.

4. Conclusions

Teachers are organizers and implementers of teaching activities, as well as introspectives and reformers of teaching activities. In order to promote quality education in an all-round way, a team of teachers with strong professional quality is particularly important. Teaching language, as a tool for teachers to spread teaching knowledge, is an important carrier to build a bridge of communication between teachers and students. Therefore, as a teacher, with colorful, humorous, clear-cut and distinctive themes, undoubtedly grasps the initiative in teaching activities, attracts students' attention, stimulates their enthusiasm for learning and mobilizes their enthusiasm for learning. Only in this way can he give full play to the joint efforts of teaching and learning. In order to ensure the quality of teaching and improve students' interest in learning, it is imperative and urgent for teachers to standardize their teaching language at all times and set an example for students.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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