The Study of Language Trap and the Improper Language Phenomenon of the Teachers' Language in the Perspective of Semantics Communication

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Abstract

From the Angle of transmission of semantics, language trap and the semantic misconduct are the two main factors influencing the language communication. The article is an analysis of the language traps and improper interference and influence of teaches' teaching language to optimize the teaching language, improve the teaching communication effect, provide certain reference to improve the teaching level.

Key words: Teaching languages; Teachers' language; Language tap; Improper language

INTRODUCTION

Classroom teaching is an important information dissemination activity. Teacher plays an important role of the information source for classroom teaching. They are vital gatekeepers to aim at teaching content by using language, nonverbal sign for code. In the procedure teachers' subjective factors have decisive impacts on the channel selection and use. In the process of teaching communication, teachers' language is a significant information channel. From the Angle of transmission of semantics, language traps and improper language are the main interference factors affecting teachers' language.

Language trap is a kind of phenomenon which refers to the language with which expressed the actual things of no accurate grasp to cause deviation

It mainly includes three aspects: language is limited, the reality is infinite; Language is static, the reality is dynamic; the language is abstract, reality is concrete. Misconduct refers to the language to describe things improper, resulting in a deviation, make information wreck or bad. It includes dead line, ignore differences, either this or that and self-projection (Li, 2003, p.110, 114). In the practical teaching activities, language trap and improper language have great influence on teacher' language which can be seen everywhere. Therefore , there is great significance to notice the impact of these aspects, for optimizing the teaching language, improving the efficiency of classroom communication, and the teaching effect.

With the continuous development of education undertakings, there are a few scholars paying close attention to the teachers' language on the teaching effect and the influence of related research in the process of the spread of education. This article will analyze two great interference factors from the angle of transmission semantics in teachers' teaching language which are language traps and language improper, and accordingly put forward some optimized measures and countermeasures to aim at the attention, especially attach great importance to the teachers' attention, in order to obtain better effect in the teaching communication activities.

1. THE LANGUAGE TRAMP IN THE TEACHING LANGUAGE

1.1 Ignore the Static State of Language and the Dynamic State of Reality

From the perspective of philosophy movement is the nature of the material properties, everything in

The Study of Language Trap and the Improper
Language Phenomenon of the Teachers' Language in
the Perspective of Semantics Communication

the world is always in the eternal movement. People describe the ever-changing things when using language is relatively static. In the teaching activities, part of the teaching material content is a descriptive representation of objective reality. Teachers conduct language code in the teaching content of teaching material. The relations among time, the teaching material content and teachers' coding activities aiming at teaching material content can be illustrated by the following patterns:
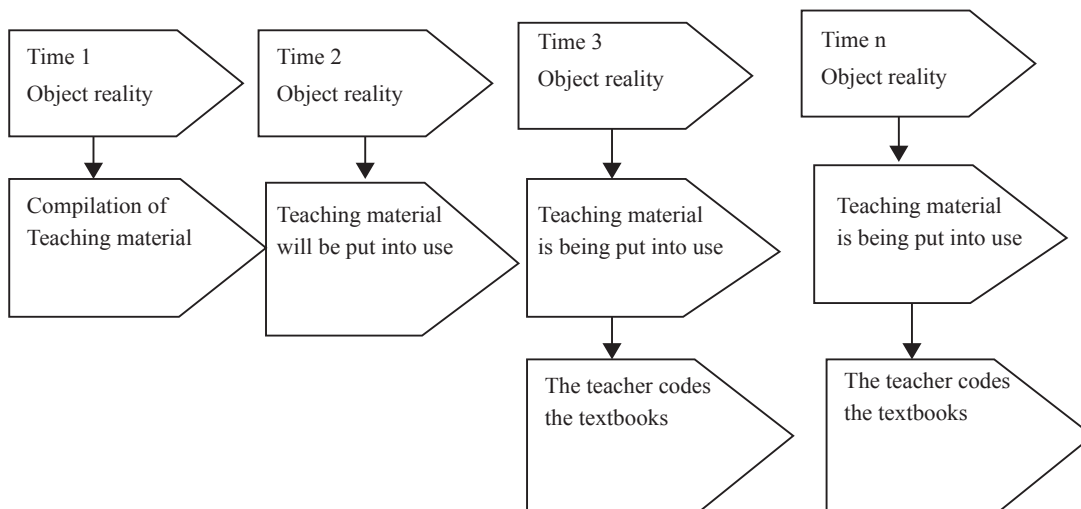

Figure 1
The Time, The Textbooks,the Coding Mode of Teacher's Language

It is easy to see from the picture, in the actual teaching activity, the textbook material is based on the environment at that time of the local real life, with the teaching material in use there is a time lag, but the reality is changing-ever. A textbook issue, part of which may be with some deviation from the actual real life. When teachers organize teaching language combining with the teaching material, if don't pay attention to the change of the realistic environment, and not pay attention to the combination of the actual dynamics, to modify the teaching content and language which may cause the knowledge the students learned cannot be applied, even informative errors. Such as a long time, good Samaritan which has been run through the whole education of teenagers. The teachers educate students while others need to awake regardless of their own, strengthen their hands out to help others. However, we have forgotten how to teach students to bravely save lives. Many of the students were educated at an early age in the face of the gunman to stand up in a crisis, however the results of this "heroic" education is often more damage. A student fighting with gangsters was stabbed to death, or drowned to save an old man.... So when in the education of students we can't just teach students according to the previous thinking concept to be a hero, but to teach them sensible, smart to be hero. Rather than lecture students "good Samaritan", more than teach students "see bravely to". So, the teacher when teaching must follow current events with the progress not repeat what the book says,and not only stay in books or on their existing knowledge experience.

1.2 Ignore the Limitations of Language and Reality of Limitless

The real world is colorful and divergent. We describe something, according to the need to use language which often reflects only one or a few surface properties of things, and cannot be described as perfect of all aspects of the objects. Even sometimes there will be a kind of situation which can be understood and inexpressible that suggests that the poor language. Whether the teacher in the classroom with language pass knowledge to students, or the communication of daily life, to always express accurate, appropriate, not pleasing, language to which is very difficult. If only pay attention to the rich properties of things and describe it detailed, it can cause excessive deposition and redundancy of language; And if only pay attention to the language of downsizing and ignore the reality of rich properties, it may cause the phenomenon of "projection". In the teaching process, for example, the teacher wants to express that time cannot go back. If teachers themselves use poor language they always say time won't come back such as today and tomorrow is not the same, the students can't deep understand this truth, if teachers accumulate abundant words at ordinary times and express the truth in rational that can be said to the students "how time flies," or "time is like water, all the way to stop", so that students can easily understand. So in the process of communication activities, the organization of language should be accurate as far as possible, which is very infectious, using accurate language to code to the express the most effective

object so that the language code can be achieved a better quality, in order to improve the teaching level.

1.3 Ignore the Abstract Language and the Concrete Language

Before discussing language abstract and realistic collective, we quote an example of the famous communication scholar S.I Hayakawa who designed a so-called "abstract Ladder" (Ladder of abstraction) s to illustrate the problem:

One named "Bessie" cow

a) *The microscopic and submicroscopic cow known to science*
b) *The cow as we perceive it*
c) *Bessie—the name we use to identify the particular object we perceive*
d) *Cow—a sign we use to stand for the characteristics of "cowness" we abstracted from Bessie and all the other cows we have perceive or learned about*
e) *Livestock—a still higher abstraction, standing for the characteristics cows have in common with pigs, chickens, sheep, etc.*
f) *Farm assets—a sign to represent what livestock has in common with other salable items on the farm*
g) *Asset—what farm assets have in common with other salable items*
h) *Weath—a degree of assets, that may include the value of Bessie, but also great deal more* (Hayakawa, 1949, p.169)

By the "ladder" abstract view, the higher the level of abstraction, the less they retain the original features of things, the thing itself actually becomes more and more blurred. In the process of teaching, the teacher organize language to state teaching content and sum up, due to the teachers' scope of knowledge and experience with the students' scope of knowledge and experience it exists very big difference, therefore, student's ability to understand things often is decreasing step by step from the concrete to the abstract, but teachers from macro or angles to grasp comprehensively understanding of things. In the practice of teaching, pay attention to the language description of abstractness and concreteness. If cross much abstraction ladder, or no grasp the abstract extension of the right direction, which can cause the failure of the activity of students' decode which leads to the teaching contents can only be reached in part or unable to communicate successfully and obtaining-information.

This will effect on interference with teaching activities. So both to express the nature of things features of abstract in place, and describe the original things right at the same time, lest cause deviations in semantic which Influences the spread of the teaching effect.

2. LINGUISTIC MISCONDUCT IN TEACHING LANGUAGE

2.1 Dead Line Abstraction

Deadline abstraction refers to the use of language only at a certain level in the language "abstract ladder," where nails are nailed to an abstract horizontal line (Li, 2003, p.114). Popularly speaking, if a person's language in a high level of abstract ladder, then he must express the meaning of very obscure, which is difficult to understand; if a person's language used in an abstract ladder is very low Level, then he wants to express the meaning which is usually obvious, and easy to understand, but at the same time it does not have a high abstract meaning. In the teaching communication activities, a simple and specific knowledge points, due to the guidance of teachers, abstract, generalization and deepening, may eventually lead to a far-reaching major principles, from example to depth, or from a highly abstract to specific, to guide and overuse students' linguistic abstraction ladder and highly abstract linguistic ladder. According to the point of view of the semantics, in order to achieve good results in classroom communication activities, the teaching language should follow the abstract ladder to avoid the interference with the language nail in the classroom communication activities. The teaching of such phenomena is very common. For example, in the teaching of philosophy, when Heraclitus "people can not step twice in the same river", many teachers give the argument that "Heraclitus compares the existence to a river, claiming that one can not enter the same river twice, because when a person enters the river for the second time, the new water is flowing instead of the original water, and all things are changed." But few teachers will jump out of this hierarchy. This saying is used in life, with emphasis on facing the dead river from the sad, not as good as cherish nowadays, and grasp nowadays.
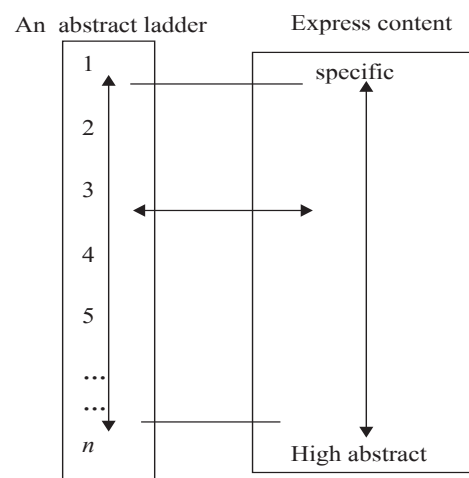

Figure 2
The Relation Mode of an Abstract Ladder and Expressed Content

The Study of Language Trap and the Improper
Language Phenomenon of the Teachers' Language in
the Perspective of Semantics Communication

2.2 Ignore the Differences

In communication, the neglect of the difference is that people use language to express things only when the overall consistency, ignoring individual differences. This phenomenon is not difficult to understand, but also causes many teachers' attention in the teaching practice. However, in practice, teachers still neglect individual differences in the teaching process. They only pay attention to the commonality of students and ignore the differences between them, which will inevitably affect the objectivity and logic of teachers in the teaching language. Confucius on the students to focus on individual differences and thus individualized. Confucius had given two very different answers—"You have a father and brother in, how can you hear these truths go to the implementation of it!" He should be heard to be implemented. "In the face of Gongxihua' questions, he explained that" Ran there is weak, so to inspire his courage. Zi Lu Wu stood extraordinary, so let him back (Yang, 1989, p.85) However, most of the education appeared homogeneous color. For example, the current discussion of the hot topic "boy crisis due to ignoring gender differences in education". American educator John Dewey once pointed out: "The school 'discipline' is the main source" that teachers must often spend most of the time inhibiting student physical activity. The school attaches great importance to silence; encourage silence, reward dull pose and movement; to stimulate the students' intellectual interest attitude.

2.3 Either or Not

This is an extreme way of thinking. It sees only two opposing extremes, no matter the transitional level between the two extremes. Whether it is instructional language or everyday expression, the extremes of either this or the other will not only ignore the rich semantics, but also affect people's way of thinking. In the process of language expression, to give these "transition zone" appropriate attention, to avoid the extreme language. In today's teaching practice, teachers focus only on the test results of the front of the "good students", while ignoring the test scores by the "poor students", or because a part of the textbook content is the focus of the test focus, if not examination focus, A word or even a word is not mentioned, are either this or that the extreme thinking or behavior of the results. This communication activity in the teaching of students' understanding of knowledge, and the way of thinking to develop, will play a bad influence.

2.4 Self-Projection

Self-projection is that people describe things in language, they will not consciously project their own subjective consciousness to the objective things. The impact of self-projection on teaching language may be positive or negative.

Self-projection on the teacher's language, originally used to state the objective reality of the language into a subjective impression. For example, a geography teacher because he used to go somewhere to choose a train, and later with the students to explain the mode of transport may say: I think from here to somewhere to the best mode of transportation is to take the train. What the teacher expresses is his subjective impression, not the statement of reality. In the teaching process, due to the identity of teachers, making him in a high degree of credibility, the language of the students will also be self-evident. If you do not pay attention to the subjective consciousness of teaching language, the teaching language will inevitably lose its scientificity and objectivity.

CONCLUSION

In the teacher-centered, student-led teaching communication activities, language traps and language misconceptions are prone to understand the ambiguity and thus weaken the effect of teaching communication. To accurate and clear teaching language can promote the better transmission of teaching information, so as to improve the effect of teaching communication, improve teaching quality.

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