



Implications of Satya's Iceberg Theory for English Teaching and Learning

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Abstract. With the development of globalization, countries are closely connected politically, economically and culturally. Therefore, as an important language commonly used in the world, how to help most students learn English better in the classroom has become an important topic. The main findings of this paper are: 1) From the teacher perspective, their efforts and dedication behind the scenes make up the majority of the iceberg and need to be given sufficient attention without being known; 2) From the student perspective, their hard work behind their achievements, as well as other parts of the iceberg below the surface such as the learning atmosphere and age developmental characteristics, need to be paid more attention to; 3) From a classroom perspectives, students' internalization and application of the English language knowledge system in every classroom is the most important part of the iceberg structure hidden below the surface of the sea, which is the most important part that is hidden under the surface of the iceberg. It is a more scientific and comprehensive view of individual teachers and students, which enables teachers to be better understood and helps teachers to understand the inner world and behavioral patterns of their students, so that they can communicate better and serve the teaching of English in the classroom.

Keywords: Satya model; iceberg theory; English language teaching.

1 Introduction

The Satya model [1-3], also known as the Satya model of communication, is a family therapy model created by Virginia Satya. The Satya Model is a growth-oriented learning process. Anyone who cares about self-growth and potential development can benefit from the learning process of this model. The core of the Satya Model is love and relationship. The core of the Satya model is love and relationships. The iceberg theory is an internal metaphor for the individual in the Satya model. Ms. Satya uses a huge iceberg floating on the surface of the sea as a metaphor for a person's inner and outer being. The part of the iceberg that floats on the surface of the water and can be seen by the outside world represents a person's outer self, which is the individual's behavioral expressions and coping styles, and it only accounts for a very small part of the whole iceberg, about one tenth of the whole iceberg; in addition, nine-tenths of the whole iceberg is hidden underneath the surface of the water, which is not easy to be seen above

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the water surface, and only when one dives into the water can he or she see a large portion of the whole iceberg underneath the surface of the water. Therefore, in order to truly understand a person or a thing, it is necessary to be like diving into the water in order to see the real iceberg. Only by entering the inner part of a person or a thing can one truly understand the person or the thing, truly connect with the person and the thing, and only then can one achieve true transformation and change in counselling, psychotherapy and training.

In *Death in the Afternoon*, Hemingway first put forward the "iceberg principle" of literary creation. "If an essayist knows what he wants to write, he may omit what he knows, and the reader, so long as the author writes truthfully, will feel strongly what he has omitted, as if the author had already written it." The movement of an iceberg in the sea is magnificent because only one eighth of it is above the water."^[4]These words show that the iceberg theory plays such an important role in writers' writing and creation, and it is also very important in our English classroom teaching practice. The following will focus on the three important parts of teaching: teachers, students and classrooms, analyze the iceberg theory contained in them, and seek ways to help teaching.

2 Analysis from the teacher's perspective

Each teacher is the guarantor of the quality of each lesson and plays a vital role in the teaching process. In relation to the Satya iceberg theory, we can regard each teacher as an iceberg: the teaching style and the effect of teaching presented by the teacher in the classroom can be interpreted as the part of the iceberg revealed on the surface of the sea, which only accounts for one tenth of the whole iceberg. Behind all these achievements and gains is the hard work of the teachers, which I personally believe includes the teachers' own connotation, cultural heritage and knowledge accumulation. For teachers, the improvement of connotation and cultivation of cultural accomplishment is not a matter of overnight, but a long-term accumulation, and there are many ways, among which reading is an important way. Reading by comparison is very important, which can help us become an intelligent teacher. Reading is also a lifelong learning.

Before class, teachers use their own knowledge to carefully prepare lessons in conjunction with the curriculum materials; during class, they fully consider the actual situation of the students and thus present a wonderful lesson; after class, they provide targeted homework counselling for the students, etc., which account for much of the whole iceberg but are not known by the public. Parents, schools and even society tend to focus more on students' performance and use it as a criterion to judge teachers' teaching level, while ignoring other important components. In the case of this kind of evaluation method is becoming more and more popular, will it lead to the immobilization of teachers' teaching content, the unification of teaching forms and the rigidity of teaching classes? Can it really help students learn? The answer is obviously no. In the long run, students' learning will become boring and boring, which will reduce their enthusiasm for learning and lead to the decline of academic performance and even the deterioration of behavior habits. So shouldn't this cause the public to reflect compared to the "part on the iceberg" that the public can see, the "part under the iceberg" is not as important

as the "part under the iceberg". Is the "part under the iceberg" also worthy of our attention?

3 Analysis from the student's perspective

Students are the main component of the classroom, and the classroom is for all students, and its purpose is also to improve students' ability to communicate in English and to master the relevant knowledge of language and grammar, so it is very important to face up to the position of students in the process of teaching, to understand them and read them in the process of teaching and learning, which is also a prerequisite for improving the quality of the classroom.

In real life, these are commonly heard social discourses that like "girls in primary school will generally be better than boys" "junior high and high school boys will have a significant increase in performance and often outperform the girls at this stage" such remarks, such remarks presented by the What kind of principle does this social phenomenon imply? In the face of these problems, I think we might as well try to use the Satya model iceberg theory to look at each individual student, each student can also be regarded as an iceberg: students in the various stages of the academic performance can be regarded as the part of the iceberg revealed, and people tend to draw conclusions based on this small part of the presentation, often ignoring the iceberg that is the most powerful ten per cent. Nine-tenths of the iceberg, which contains many factors that will have different effects on different genders as they grow older, such as the state of mental development of students and the structure of their thinking patterns. Therefore, if families, schools and society only judge a student by the one-sided factors presented, many students with great potentials will not be given enough attention, which will in turn affect their whole life.

What is described in the previous paragraph is only an analysis of the iceberg structure of students from the gender perspective, but there are many other entry points. In addition, according to Huo Mei's study [5], learning atmosphere is the main factor affecting learning engagement. Learning engagement means being energetic about learning, being able to learn with a positive mindset, and the process of active learning [6]. What's more, Wei Chang et al. [7] concluded that good teacher-student relationships and peer relationships can improve adolescents' academic performance. To sum up, these factors are also part of the iceberg under the surface of the sea, which is often neglected by the public. Therefore, as students are complex individuals, families, schools and society should comprehensively and as far as possible get to know and understand students through various channels, to explore their potentials and help them to become better and more well-rounded talents. What should be done in practice? How to prevent students from being confused by the appearance of students, how to identify the depth of the iceberg underwater? This requires that we parent, or teachers should not simply only from the academic positioning of the child good or bad, not because of the usual performance and a stick to death. To pay attention to each student's behaviors with a kind eye, to stimulate the inner potential of each child, fairness, justice, to give each child equal opportunities, to tap the hidden part of the great energy of each child,

these are the parts of the education process that deserve more attention. And in this way each child can be fully developed.

4 Analysis from a classroom perspective

The classroom is the core part of the teaching process and an important place for knowledge transfer. From the classroom point of view, to improve the effectiveness of its teaching is our purpose, so how to use the "iceberg principle" to control the classroom has become a key issue. In the process of English classroom teaching, the English teacher's guided teaching can be regarded as the part of the iceberg that can be seen on the surface of the sea, and the students' internalization and application of the English language knowledge system is the most important key part of the iceberg structure hidden under the surface of the sea. So how to perfectly combine teachers' teaching and students' learning, guide students to actively engage in deeper learning and experience, and then dig out the bigger iceberg under the surface?

4.1 Gaining a sense of language in the reading of texts aloud

From our personal experience, we know that morning reading lessons have been provided for languages and English since childhood. Have we ever wondered why similar morning reading lessons have not been arranged for such subjects as Mathematics and Science? Why is it that only language subjects are required to provide morning reading programmes for students to read and practice? As the old saying goes, "If you know the 300 Tang poems well, you will be able to recite them even if you do not know how to write them." The same should be true for English language learning. In the process of repeated reading of the text, the continuous output of the English text will enable students to have a deeper understanding of the text, from the initial understanding of the text and familiarity with the syntactic structure of the English language to the understanding of the author's thoughts and feelings, and to achieve true empathy with the work, just as Mr. Ye Shengtao said: "It is best to read the text beautifully, and where it is exciting, it is also exciting. As Mr. Ye Shengtao said, "It is best to read the article beautifully, and to return the excitement to the excitement, and to return the euphemism to the euphemism [8]." Under the existing teaching conditions in China, English language acquisition is lacking in the environment, so teachers should cherish the classroom time as much as possible to create opportunities for students to open their mouths, such as organizing students to read aloud in different roles or recite collectively, etc., so that the students can acquire a sense of English and internalize their own knowledge in the process of active output.

4.2 Mastery of methodology in the interpretation of cases

Mr. Ye Shengtao once said, language teaching materials are examples, with this example, so that students can learn by example, practice reading and composition skills. Therefore, we must promote students in the teaching of "three" the goal of the essence

of the "talk", and strive to inspire student initiative, guide students as far as possible to leave their own space, so that students in the learning to learn, to experience, to enhance [9]. Teachers are only the transmitter of language knowledge, the guide of student learning, assisting students to better understand the English knowledge, but the students themselves are the main body of learning, want to truly achieve mastery of the English language need to be students to put in the effort to proactively switch their mode of thinking, in the face of a grammatical point of knowledge after the explanation and similar situations should also be quickly reflected, to achieve a true mastery of the English language. To achieve a true mastery of learning methods, rather than just sticking to the traditional case of rigid learning.

4.3 Insights from the transmission of knowledge

The learning of English language is not only a stage of input, but also a process that requires constant output, and students should be able to express their opinions in the transfer of knowledge. Education is not only the transfer of skills, but also the expression of subjective feelings, the flow of inner emotions, and the display of personal insights and wisdom [10]. A good lesson should not just be a stage for the teacher to lecture, but the teacher to guide the students and give the initiative to students to learn, so that they take the initiative to learn the process of inquiry. This requires teachers to study the material in depth, to find and grasp the entry point of the article, guide students along the entry point to start analyzing the study, dispersing students' thinking, stimulate students' strong desire to know, which has a good effect on the whole body, so that students learn to learn. When faced with the relevant text may produce ambiguous understanding, the teacher should not feel that it will affect the progress of teaching and directly tell the official understanding of the students, but to give students an opportunity to think positively, take the initiative to participate in, express their views, according to their views are divided into different groups to debate, in the process of expressing their views on the students will naturally be in the process of subconscious mastery of relevant knowledge points, this way instead of helping students to learn to learn. Knowledge points, such a way to help students learn more effectively.

Goethe said, "An experienced man reads with two eyes, one seeing the words on the page, the other seeing the back of the page." Grasp the river bed under the iceberg, to see the problem can be strategically located, to have the confidence of "I will ascend the mountain's crest, it dwarfs all peaks under my feet." The same should be true for every English class. In the classroom, we have explored so many "icebergs" on the surface of the water. The above description is only three points that need attention in English classroom teaching, and there are many similar examples. As long as we go to study these "icebergs", to discover more river beds under these "icebergs", I believe it will not take long for our class to be more exciting!

5 Conclusions

This paper began with an introduction to the concept of iceberg theory in the Satya model, and then went on to analyze the three important parts of teaching and learning, namely the teacher, the student and the classroom, to analyze the iceberg theory embedded in them, and to seek ways in which they can help teaching and learning. Firstly, the teacher can be regarded as an iceberg, and we need to pay attention not only to his/her teaching achievements, but also to the part of the iceberg that is not known to the public. Secondly, the student can also be seen as an iceberg. Apart from the student's performance and grades, the family, the school and the community should consider the actual situation of the student and all the possible variables in order to consider the student's potential and future development. Thirdly, for the classroom, apart from what the teacher teaches in the classroom, how to perfectly combine the teacher's teaching with the students' learning, and how to guide the students to actively internalize and use the English language knowledge system are the most important parts of the iceberg structure that are hidden under the sea. All in all, the Satya iceberg theory can help teachers to understand the inner world and behavioral patterns of their students, so that they can communicate better and make it work for English classroom teaching.

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