



Analysis of the Development and Influencing Factors of Teachers' Language Skills in Classroom Teaching

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Abstract. There are many factors that affect the quality of teachers' overall education, and one of the more important ones is their classroom language ability. In this regard, based on a number of modern language proficiency research theories, this paper analyzes several core factors that affect teachers' classroom language proficiency, including the organization of internal speech, linguistic coding, and expressive skills. According to the above research theories, the cultivation strategies are proposed separately by combining the influencing factors. Among them, the improvement of internal speech organization includes thinking training and teacher accumulation improvement; the improvement of language coding ability mainly requires proficiency in grammar rules rhetoric and other methods; and the improvement of expression ability mainly includes spelling training and vocal expression.

Keywords: Teachers' Classroom Teaching; Vocal Expression; Language Skills.

1 Introduction

To effectively analyze the language teaching ability of contemporary teachers, it is necessary to clarify the various influencing factors of teachers' teaching ability, classify them effectively, and propose corresponding development and training strategies in the context of the current situation of China's educational development. Classroom language is obviously one of the decisive factors affecting the overall quality of teacher education and needs to be further studied. The term "classroom language" does not refer to the everyday vernacular of teachers, but rather to the language that teachers use in their work, i.e., in the classroom. Of course, the teacher's own personality and daily discourse are inextricably linked to the language of the teacher's classroom teaching. Although lively and humorous daily language can enrich classroom language to a certain extent, the special and professional nature of teachers and education determines the professionalism of the teacher's classroom teaching language, which must be professionally cultivated[1]. The nature of the discipline, especially for language teachers, dictates a higher demand for teachers to have language skills in the integrated classroom. In terms of language structure, any language-based study consists of two major foundational parts, the first being the study of pure language as an

object of study in isolation from society and people and without reliance on individual personality[2]. This kind of research is more psychologically oriented; the other part is brought into the context and associated with speech, including the physical role of pronunciation, the object of study, etc. The German pedagogue Saussure redefined language and speech in the field of teaching and learning in terms of a different quality of language education. In his theory, the social and explicitly homogeneous system of symbols is called language, and it is further distinguished from speech activities as the object of educational and pedagogical linguistic research. His theory is also known as the "linguistics of language". He considers the language of education to be a unique language because he needs to make "words understandable" and to produce certain educational effects. Saussure's theory provides some thoughts on educational language research and teaching, and also clarifies the uniqueness and importance of teachers' teaching language, which can be considered as a personal ability that teachers must master in order to improve their teaching effectiveness. In this regard, this study completes a review of various modern educational language literature, summarizes its core ideas, and analyzes in detail the influencing factors that affect teachers' language ability in the classroom, and proposes corresponding cultivation strategies[3].

2 A Review of Research on Teachers' Classroom Language Teaching Skills

2.1 Organization of Internal Speech

From a psychological point of view, when people want to speak and have the intention to speak, the first thing that comes to mind is not a complete speech and an unfolding statement, but a number of words and sentences that they want to express urgently. These phrases and sentences are the internal language that is formed in the mind. William Humboldt, in his book "On the formation of grammar and the influence of conceptual development", points out that the organization of linguistic competence includes the cognitive ability to understand the structure of language, the abstraction of linguistic rules and the systematic analysis of verbal input and output. In his book, he shows that language is a "contractual existence" that is difficult to change and is based on the tacit agreement of the members of the society. Therefore, the organization of internal speech requires the activation of individual rules of language and the formation of more metaphorical symbols. On the educational level, the organization of internal speech is hidden in the teachers' speech habits, but also in the implicit expression of the phonetic vocabulary and grammatical rules of a group language. The modern educator Ma Jianzhong also elaborated on the important influence of internal linguistic organization in education in his Ma's Wen Tong, suggesting that Chinese possesses the specificity and complexity of the Han collective contract, which requires professional study and research[4].

According to the above modern research theories it is clear that internal speech is somewhat covert and autonomous, and can be seen as a rule of communication con-

tract without making a sound. Therefore, the brain subconsciously amplifies its autonomy and does not take into account the understanding of others too much, forming compressed generalizations in the mind[5]. For example, during a teacher's classroom discourse on an issue, the brain immediately processes the core ideas and forms an internal language of key words to match them. Within the teacher's mind, this language may be just a set of phrases or short sentences. Obviously this does not serve as a complete educational language, so teachers need to improve the organization of their internal speech, which can play an important role in the output of the teacher's external language of instruction.

2.2 Coding the Language of Instruction

From the perspective of language transmission, the teacher's own language habits are only an attribute of self-communication and are likely not to be thoroughly understood by students. Therefore, teachers' classroom teaching needs to transform their own language into specific linguistic symbols to ensure smooth communication, and this ability is teachers' language coding ability. Wan Li, a linguist in China and a professor at Beijing Normal University, proposed in his book "Chinese Oral Expression" that the logical coding of linguistics is a kind of language reshaping. Modern teachers who want to achieve rational expression need to have the ability to correctly externalize idiomatic linguistic symbols through the logic of thinking. Therefore, in terms of language grammar, modern instructors should continue to accumulate linguistic knowledge including written educational language, constantly analyze and organize their teaching style, and code their own language in such a way that the logical structure of the week and the proper placement of words are achieved. From the point of view of language logic, teachers' teaching language coding process needs to conform to the established logic and not violate the objective language laws; and from the point of reception, teachers should also improve their own creative ability, not only to achieve logical self-consistency, but also to use their own language expression ability to bring students a fresh feeling[6].

2.3 Expression of Audible Language

In "The Language Breakthrough", Dale Carnegie describes that human expression consists of the ability to hear and think, to read and appreciate, to convey and express emotion, and to express one's will. "All speech requires the will of the person, so that its expression comes from the temporary state of mind of the individual." This theory allows us to see the connection between language and expression. The same content, expressed in different ways, is likely to make a huge difference. Therefore, modern teachers should continue to improve their language skills. This requires the relevant know teachers not only need to be proficient in language teaching content, but also should improve their expression, including the sound and color of their voice when teaching, striving to be appropriate and rich in tone, stimulating students' interest in learning, inspiring their associations and enriching their emotions. Good expression

can improve the efficiency of students' reception of knowledge, thus improving the efficiency of the classroom, as well as the overall quality of education[7].

3 Improvement and Development of Teachers' Language Skills in Classroom Teaching

Combining the above theoretical analysis, it can be determined that the influence of teachers' educational language competence includes language organization, language coding and language expression. Then how to develop and improve teachers' language ability in classroom teaching from the above three aspects is the focus of current research.

3.1 Organizational Improvement of Internal Speech

The internal verbal organization of modern instructors depends on the quality of their own education, including the quality of their thinking and the reserve of pedagogical information. The quality of thinking mainly includes the ability to analyze and integrate teaching contents and to summarize the abstraction of language logic, which needs to be improved through a series of professional operations. The reserve of educational content needs to be accumulated by teachers on a daily basis, which is a process of quantitative to qualitative change.

3.1.1. Thinking Training Improvement.

Teaching thinking is the premise of teaching language expression. Teachers who want to make rapid teaching responses in the classroom and improve their comprehensive teaching language skills need to continuously improve their thinking ability, which is also the focus of improving teachers' verbal organization within classroom teaching. Ye Shengtao, a language education professional in China, suggests that the teacher's thinking determines the quality of classroom education. Only when the teacher's thinking is logically clear can he or she be creative and rational, and at the same time be able to clarify the educational direction in the educational conversation. This educational direction is not the focus of the content of the language, but it is the kernel of classroom teaching, and having such a kernel can further capture the theme of classroom teaching and choose the language.

In order to effectively improve the quality of teachers' thinking logic, teachers need to constantly improve their thinking skills, repeatedly analyze their own teaching content and deep processing, to achieve a smooth and flexible thinking. Secondly, some systematic thinking logic training can be carried out, and daily thinking problems try to think comprehensively in multiple levels and directions. The training content can be reading Chinese and foreign essays and prose, writing education and teaching journals, strengthening the ability of logical analysis, and ensuring the systematicity of teaching thinking. All these can help improve the depth of teachers' thinking.

3.1.2. Faculty Information Reserve Increased.

There is a saying in the field of education that "to give students a glass of water, teachers need to have a bucket of water. Information reserve can be further divided into knowledge reserve and concept reserve. The knowledge base is the mastery of language materials, including classroom content, knowledge, and so on. These can have a significant impact on the improvement of internal language organization skills. The educator-linguist Carnegie said, "Even the greatest orators need to keep reading for inspiration." Therefore, in order to effectively improve their language organization skills, teachers need to constantly use reading and writing, etc., to improve their information reserves and to keep learning in order to respond quickly and produce clear internal language in the daily classroom, otherwise it is easy to have a confused language organization within the classroom and other situations. The conceptual reserve, on the other hand, is a reserve of educational concepts and, by extension, the content of educational approaches. An excellent teacher must have a large reserve of educational examples in terms of language skills, as well as constructing corresponding educational and pedagogical concepts. Under the influence of educational concepts, they constantly improve the quality of their teaching.

3.2 Language Coding Skills Development and Enhancement

The continuous enrichment of internal language also requires teachers to effectively encode it, enabling the conversion of internal ideas to external language. This is why the development of language coding skills is crucial. Through language coding, the vividness and inspiration of teaching language can be improved, and students can receive educational information more easily.

3.2.1. Study of Grammar Rules.

Familiarity with grammatical rules is the most basic requirement and one of the effective ways to improve teachers' language coding skills. Grammar rules are an important component of language, and if teachers lack grammar knowledge, they will have problems such as mutilated or confused language sentence components in their daily lessons, which will not only seriously affect the correctness of teaching tables, but also affect the dissemination of educational information and lower the image of teachers in students' minds. Therefore, instructors need to constantly improve their own grammar application, do a lot of daily reading to understand different warning grammar, and summarize the grammar problems of lectures through regular reflections. In addition, the ability to think logically is also the focus of grammar construction. The instructor's use of language in the classroom should not be too colloquial and needs to improve the concentration and organization of the content.

3.2.2. Refining of Words.

Word refinement accuracy is also the focus of teacher language expression improvement. Accuracy of expression, clarity of utterance, and vivid communication are prerequisites for instruction. Instructors cannot teach courses spontaneously and say

whatever comes to mind. Quality instructional content may not have a complex structure, but it needs to reflect the teacher's induction and reflection, and the choice of words in the statement should be as accurate and appropriate as possible. Replace written rhetorical statements with processed spoken language, and try to be concise and quick in your daily lectures, not to copy written sentences or long inverted sentences, and strive to be common and vivid while taking into account the standard order. Prevent meaningless repetition, whether it is habitual final affixes or verbal phrases, from the grammatical point of view is a kind of linguistic impurity, this impurity will also play a kind of inhibitory state on the students' brains, increase the students' fatigue, and even resistance.

3.2.3. Language Rhetoric.

The cultivation of rhetorical skills can improve the teacher's realm of language use. Common rhetoric includes imitation, borrowing, comparison, metaphor, etc. The application of different rhetoric can make the teacher's language expression ability for give distinctive images, stimulate students' association, and improve the common experience of teacher-student lectures. In addition, through rhetoric teachers can teach profound knowledge in an easy-to-understand manner, making abstract knowledge constantly concrete and clear, thus deepening students' hush-hush impression and learning motivation.

3.3 Development and Improvement of Teachers' Expression Skills

In the classroom, all the language rhetoric organized by the teacher ultimately needs to be expressed and delivered by their own voice and eventually understood and received by the students, so the final link in the teacher's language skills development and improvement is their own ability to express themselves. Good expression can improve the infectious power of language, and at the same time increase students' interest in receiving information.

3.3.1. Improvement of Voice Spelling.

The clarity of the teacher's voice in daily lectures directly affects the students' discernment of daily lessons. Clear spelling not only helps to improve the impact of expression, but also attracts students' attention in an invisible way. Most teachers have been taught to speak clearly, but in natural situations, some teachers may lose clarity due to speed of speech and other issues. Other teachers are unilaterally pursuing the "right words" but neglecting the flexibility of their voices, resulting in a rigid and rigid form of voice that lacks aesthetics. In order to effectively overcome these two tendencies, instructors should make sure that the words are clear, that the syllables are complete and neat, and that the exit and the radio are clear.

3.3.2. Expression of Sound Phonetics.

Teachers' expressions of lecture content should exist with certain phonetic characteristics to make them more vivid and vital. The phonetic staccato can be the ebb and flow of the daily lecture tone, and different tone of voice can be constructed according to the expressed content and emotion. This makes the teacher's timbre and the emotion of the expressed content different in different environments, more three-dimensional and emotional logic. Among them, grammatical pauses and logical pauses make the semantics of the utterance more characteristic and can also effectively improve the appeal to students. In addition, teachers should also pay attention to the urgency of the expressions. Ease is a relative concept, and here it is all relative and needs to be constructed according to the actual situation of the classroom. Teachers in the daily lectures, the influence of lecture content constraints, too fast too slow are easy to bring a certain sense of psychological discomfort to students, this teachers in the vocal expression can change the speed of speech, as far as possible to achieve the orderly and urgent, to improve their own expression ability.

4 Conclusion

With the development of modern educational reform efforts, the overall quality of teachers' teaching is constantly being improved. The study and application of linguistics is the focus of pedagogical and educational work, and has also received attention in the field of educational research. In order to effectively develop teachers' comprehensive language skills, it is necessary to build a complete model of teacher language training based on the continuous improvement of teachers' comprehensive cognition, supplemented by certain skills training.

In this study, we summarized the recent multi-type language education literature, analyzed in detail the influencing factors of teachers' classroom teaching language skills, and proposed corresponding development strategies by combining the actual characteristics of each type of influencing factor. In the future, more classroom linguistic development priorities need to be summarized through continuous in-depth research, so that effective development strategies can be proposed.

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