

A Study of Empathy Strategy in College English Teaching from the Adaptation Perspective

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Abstract—In recent years, with time's change and development, social demand for quality professionals is also increasing. Especially put forward higher request for students' English scores. In order to enhance the overall quality of English class teaching, teachers not only need deep understanding of relevant expertise theory, set clear classroom goals, and choose the best teaching methods, teachers also need to take empathy strategy based on the adaptation theory. This paper, based on adaptation theory, while introducing the concepts of adaptability and empathy with the basic status of the English classroom, it focuses on the motivation of teachers to take English classes exhibit empathy strategy in order to bring the reference for the industry, so as to continuously improve the overall level of English class teaching.

Keywords- *Adaptation Theory; English teaching; Empathy Strategy*

I. INTRODUCTION

English as important teaching discipline for cultivating students' communication skill, creative ability, reverse thinking ability and other basic skills, we must pay attention to emotional factors in teaching process. This is because most of the students are still tested by the impact of education and anxious to improve their English achievement, coupled with student pursuing self-esteem and sense of belonging, desire to get the recognition of teachers and classmates, and hope to achieve proper results in the study. And empathy strategy not only helps teachers improve their professional knowledge, but also to promote the exchange of students and teachers emotion, get emotional identity, this is conducive to classroom activities. English teaching is not just the process English teachers to teach knowledge, more important is the emotional education of students and teachers and speech communication process. Therefore, under study of empathy strategy in college English teaching from the adaptation perspective, helping English class hierarchy toward the development and diversity.

II. RELATED CONCEPTS OF ADAPTABILITY AND EMPATHY

A. *Basic Concepts of Adaptation Theory*

Adaptation Theory used by the Secretary of Belgium Interlingua Society, put forward by famous linguist Verschueren, "belongs to the scope of linguistic theory. Adaptation from a new perspective on the use of language in the province, and have strong explanatory power and

persuasive [1]." Adaptation Theory is the core process of using language that is specific language in the selection process, or the context of the relationship between the increasingly conform to a process. "People choose their own language of the premise, mainly due to the language has three essential characteristics, namely compliance, variability and negotiability. And people in the communication environment, unconscious or conscious choice to make the language, is essentially Context and adapt language education contexts directly reflects [2]. "The authors believe that the use of language is also important to select the language program, regardless of whether the selection process was intentional, subconscious, or internal factors based on language or external factors. Based solely on the adaptation theory, the exhibit of speaker compliance select locale is a prerequisite for effective communication, but in the language of communication links, only accurate use of language, and adapt communication environments will be able to achieve communicative goals.

B. *Basic Concept of Empathy*

Empathy is one of the basic concepts of Aesthetics which proposed by the German esthetician Robert • Feixiao Er, has been widely applied in the field of related language teaching. Empathy treatment is beyond the aesthetic concept, but also belongs to the scope of psychology, then based on psychology point of view, "referring to the emotional empathy produce perception will produce an emotional and others close to the emotional experience, but also the visual sympathy for the emotional level [3]."When learning a variety of foreign languages, empathy, attitude and motivation emotional factors will directly affect teaching. English teacher take empathy strategy in class, that verbal communication emotion figured sides must not only be able to imagine the other's intentions, should also understand each other's real intentions. Visibly, empathy strategy is not only a problem of language and pragmatic, but also involves the pragmatic and social issues, is how to speak parties express their subconscious intent, but obedient party and how to understand the expression of targeted parties talk intention. And empathy as emotional factor constitutes an important element of the human heart with a communication function in the world. Since the end of the last century, in a variety of language teaching activities, teacher's empathy strategy has played a key role, also gets the relevant effect, which is extremely important for enhancing the overall quality of teaching.

III. BASIC SITUATION ANALYSIS OF ENGLISH TEACHING

A. *Students' English Foundation Is Generally Weak*

Many students' English foundation is generally weak, and the learning of English is also lack of enthusiasm and interest, whose learning motivation is generally not strong to. Under the influence of various factors, some student think that teachers are talking about knowledge is not good at or interested in its content and even the knowledge that the teacher taught somewhat boring. Although there are still some students who want to learn, but the influence of their foundation is weak, poor infrastructure and other factors, in learning English will gradually form a contradiction. Many students coupled with pronunciation, poor oral, small vocabulary, they will feel inferior form, fear, stress, anxiety and other negative emotions, then gradually lost confidence and interest in learning English.

B. *English Teacher Lack of Understanding of Classroom Teaching for the Actual Situation*

In recent years, schools are doing teaching rectification, largely driven by reforming classroom, but also achieving some results. English teachers not only help get rid of the traditional teaching role, but also to promote vocational education teachers to a variety of new concepts applied to the classroom activities as a way to strengthen the good interaction between students and teachers. However, based on teaching emotion, in which the teacher is always in a strong position, their every action, every word will directly produce a deterrent force of inhibition for students, and its discourse emotional process will produce a dominant role for the church. In the discourse environment, students are in the position of dominated, relatively weak, a huge gap between the emotional aspects so that students have the status of inferiority, even when they encounter problems in learning, it will be ashamed to take the initiative to open consulting teachers, which is also conducive to the students to improve their academic performance.

IV. MOTIVATIONS THAT ENGLISH TEACHERS TAKE EMPATHY STRATEGIES IN TEACHING

A. *Comply with students' Basic English proficiency*

Nowadays, with the development of economy and society, the overall demand for technology-based, integrated talent is also increasing. Under the influence of this background, many schools have increased their size. Driven by expanding, internal students also gradually complicated and broad based. But some students' English foundation are still generally poor, the overall level of English only at the middle level, such teaching and learning environment, not only impede the normal teaching of English teachers, also bring enormous challenge, taking empathy strategy also appears imminent. In English teaching classroom, teachers should encourage students initiatively to communicate with their emotion matter, advisory teachers to guide students to take the initiative encountered problems. Take this method, not only can effectively improve the classroom atmosphere, but also maximize the overall level of English teaching. Thus,

taking empathy strategy in English class is undoubtedly one of the teachers following the students' English level of the main manifestations.

B. *Comply with School English Class Reform*

Due to the need of a variety of technology-based social, integrated talent level of English ability is one of the very important skills. Nevertheless, many schools did not pay enough attention to English teaching, simply think English teaching only needs to follow the development and curriculum, and did not think it as a development strategy, and English teaching is also not targeted at hardware facilities nor allocates sufficient funds. Meanwhile, in order to train a large number of application-oriented, technology-based professionals, school arrange more practical operation of the practice time and opportunity, requiring teachers to try to compress the number of hours of teaching theoretical knowledge. Under the influence of this teaching strategy, not only led to the overall performance of the English teaching content, less teaching hours of the situation, but the overall rate of students' English proficiency exam can not be effectively improved.

"Based on the rectification of the situation under the teaching, in the limited teaching hours of the completion of a given task of teaching students to enhance the overall rate of grade-level exams had already become the English teachers need to solve the problem [5]." Facing such a difficult test, English teachers must correct their attitude, follow the situation of development, English class take reasonable empathy strategy by creating a relaxed and harmonious atmosphere of teaching, to minimize students' mental stress, emotional disorders and psychological anxiety, to improve teaching efficiency so as to achieve the goal of teaching and improving the overall quality.

C. *Comply with the Main Psychological Motivations of Students*

As the "Dumb English" and "deaf English" phenomenon is widespread, resulting in many students fear, hate to learn English, and the emergence of this anxiety is the main reason for the difficulty in English in addition to their own, but also in the heart of students demonstrated an affective disorder. In the early stages, many students do not seriously learn basic knowledge, so based on vocabulary, grammar, pronunciation and writing, listening and other aspects are extremely weak, after entering high school, learning English becomes more difficult which brings great challenges for students.

Teachers will transfer emotion to students through empathy feelings, so that students can really feel the teacher's respect, attention, resulting in a strong sense of identity, creating a democratic, easy, free and harmonious learning environment. Under the together work of students and teachers, it creates a very supportive, encouraging atmosphere of teaching as a way to help students overcome their mood disorders and anxiety, tension, and thus enhance the quality of teaching and learning efficiency. In addition, aiming at students' anxiety, nervousness and fear, and teachers must make adjustments to adapt to help students

overcome feelings of inferiority and anxiety, maximize the overall quality of teaching the subject.

D. Give Students Enough Encouragement and Praise

After a large number of behavioral scientists conducting a number of experiments, we found that if a certain behavior will give rise to relatively pleasant results, then people tend to subconsciously repeat this behavior. Applying the results of this experiment to teaching, it can get unexpected results. Under normal circumstances, if a student often get teachers and students praise, then the student will be very fast, so it should be given the ability to relatively low enough to encourage students and praise. Encouragement and praise can bring endless joy to students, while enhancing their self-confidence, you can largest maximize the psychological burden, enabling students to fully feel the affirmation from the teachers, thus contributing to their foster serious learning, active learning faith, for enhancing their English proficiency scores and English plays an active role.

If the teacher is able to demonstrate a timely support, care and understanding of student emotion, you can have a direct impact on students 'emotion, emotion is an important condition coupled with student teaching effectiveness of the decision, and so pay attention to students' emotion has become the English teachers' need to solve the problem. This requires teachers in teaching practice, for student achievement, should be full of sincere feelings of words to be sure, to be fully affirmed while learning their emotions, combined with encouraging recognition of discourse, so that students feel teacher's respect and attention as a way to urge students to establish confidence in learning English, and constantly update their learning and enhance their interest in learning, and then to develop good study habits.

E. Accept Student's Emotion and Towards Students with Tolerant Attitude

Reasonable apply of the silent language. Many psychologists after study found that in the course of the conversation, about ninety percent of significance are passed through the silent language form, which is about fifty percent through people's facial expressions, there are 40 percent passed through the tone and the silent language clarifies direct dialogue inner feelings. In view of this, teachers should pay sufficient attention to the silent language, and the rational application of the silent language, a natural expression, relaxed tone, attitude and harmonious exchange student unfold.

In addition, fully affirm student's emotional aspects of learning. After linguist research shows that "in the learning process, the degree of exchange of students, motivation and self-confidence, and this will affect their learning efficiency, if the student's anxiety level is low, relatively clear

motivation to learn, but also very strong self-confidence even low affective filter its overall extent, as long as the total amount of language input is guaranteed, enter the results are often very obvious [7]."Therefore, teachers are required to create a teaching situation with reasonable locale, by creating a more relaxed atmosphere for learning, debilitating emotional aspects of student can be effectively controlled and effectively mobilize their internal emotions, inspire students to self-confidence, motivation and driving force plays an important role.

V. CONCLUSION

Empathy strategy in college English teaching from the adaptation perspective not only have a certain significance, but also reflects a strong operability, and will inevitably continue to popularize and apply. Empathy strategy evolved into the English classroom object focus of the reform, it is also an important means to enhance students' overall academic performance. Therefore, in order to achieve this goal, students need English teachers conform to the basic level of English, conform to English class students adapt to major reforms and psychological motivations, thus achieving the goal of teaching English class final.

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