

New Understanding on Connotation of College Teachers' Language Accomplishment

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Abstract—By comparing basic approximate concepts like *langue*, *parole* and *discourse* as well as *accomplishment*, *cultivation* and *quality*, this paper interprets the connotation of language accomplishment again, so as to clarify the basic connotation of college teachers' language accomplishment. Investigation is conducted from four dimensions which are college teachers' "language cultural cultivation, language expression ability, language application habit, and language communication attitude".

Keywords—*Language Accomplishment; College; Teacher*

I. LANGUAGE AND TEACHER LANGUAGE

A. *Langue, parole and discourse*

Generally speaking, language refers to the symbol system used by human being to express different meanings by making different sounds. Composed of phonetics and semantics, it is a tool used by human being to exchange ideas, transfer information and impart knowledge, a tool for human communication, and a tool for human thinking. Such connotation is explained in a narrow sense. Language frequently mentioned by people means verbal language. In a broad sense, language includes oral language, written language and body language. In a broader sense, language can also be understood as "the combination of forms and meanings formed by information communication in virtue of various tools among human beings".

According to the definition about language, language can be divided into broad sense and narrow sense, with varying extensions. The modern linguist from Switzerland, F. de Saussure divided language into two aspects: *langue* and *parole*. Simply speaking, *parole* refers to the aggregation of people's speeches, including individual combinations transferring with the speaker's will and pronunciation behaviors about the will required to realize these combinations. We can also say that *parole* is the behavior of individual will and intelligence. [1]

At the beginning of the 20th century, the Swiss linguist Saussure proposed and discussed the distinction between *langue* and *parole*. He considered that *langue* is a social phenomenon; it is a special covenant imposed on all social members by the society and a norm that must be observed. It possesses characteristics like stability and chronicity. *Parole* is individual phenomenon or activity, and the behavior of

individual will and intelligence. Individuals express their ideas and emotions through speech events, so as to realize the purpose of social contact. Therefore, it has characteristics like instability and transiency. It is thus clear that *langue* is the tool and product of *parole*. As a symbol system of expressing ideas and a thinking mode, it is static, formal and national. As the specific speech event or speech act of human being, *parole* includes result and achievement of speech – verbal speech works and written speech works. It is the systematic application of language, and it is dynamic and individual. According to this theory, *parole* refers to the activity in which people grasp and apply language, and it is the individual behavior. As the explicit sign of reflecting language use and language expression level, it is closely related to language accomplishment[2]. It is hard to find the rule, so it has individuality. The so-called "discourse" refers to the language spoken or written by people, it is reflected in interaction between man and man, and it has sociality. Discourse is the operation mode of *parole*, action and exchange, idea and emotion, object and tool, and time and place. [3]

According to the above discussion, it is known that *langue* is abstract, while *discourse* and *parole* are concrete. However, the scope of *discourse* is larger than that of *parole*, and it covers some nonverbal materials. [4] Relation of the three concepts can be explained with the following figure.

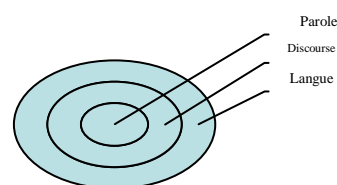


Fig.1 Relation of *Langue*, *Discourse* and *Parole*

B. *Teacher language*

Teacher language refers to the language of teaching profession and it is the totality of language teachers use in the education process, including oral language and written language teachers use, in-class language (such as language used in organization of classroom teaching, presentation and explanation of teaching contents, organization and

implementation of classroom activities, two-way communication between teachers and students, and student behavior evaluation), out-of-class language (such as language used between teachers and students as well as between teachers and teachers during breaks), and language used in other education activities (such as parent meeting, theme class meeting, work correction, lecture, and camping activities).

According to Saussure's definition about two levels of language, many researchers have divided teacher language into verbal language and nonverbal language. Nonverbal language of teachers mainly includes object language, body language and space-time language. Object language is a means of cooperating with teaching language expression adopted by teachers in virtue of model, blackboard-writing, specimen, wall map and other objects in the classroom, so as to enhance persuasion, promote students to observe and think, and help them accurately understand the teaching contents. Body language is the information system used by teachers to transfer information and exchange emotion via body actions. It is the silent information sent out by human torso movements. Body language mainly has two expression modes. The first one is expression language, such as eye contact language and facial language; the other one is posture language, such as head and gesture language. Space-time language is a nonverbal language mode adopted by teachers to realize some purposes by ingeniously applying time and space conversion in teaching; it includes time language and space language.

Therefore, we consider that teacher language is the totality of language that teachers use in the whole process of implementing education for students. It includes classroom teaching language (language used by teachers in the process of imparting knowledge and managing students) and teacher education language (language used by teachers in education activities and process), in which classroom teaching language can be divided into verbal language and nonverbal language, as shown in Fig. 1:



Fig. 2 Teacher language classification

1) Teaching language

As a professional expression formed in men's teaching process, teaching language refers to the language activity when teachers impart knowledge and skills to students and cultivate their ability during teaching. A competent college teacher should not only possess good professional knowledge and act as "knowledge transmitter", but also become a teaching organizer, leader and evaluator.

- a) *Classroom verbal language refers to the teaching language in oral language form adopted by teachers between teachers and students at the classroom during school hours by directing at students. Even in oral expression form, it is different from daily spoken style. Daily spoken language is characterized by informality of communication, but*

classroom verbal language has strict stipulations in scene, scenario, time, object, purpose and task. Daily spoken language possesses spontaneity, extemporaneousness and abiogeny. No preparation is made before the speech, and people often think out loud. Interruption phenomenon often occurs in speech. However, classroom verbal language is conducted on the basis of full preparation and acquaintance with textbook. [5]

- b) *Classroom nonverbal language is a way used by teachers to strengthen the language expression effect in virtue of expression, action or pattern. Generally speaking, nonverbal language includes blackboard-writing, teachers' instrument language, teachers' expression language, sight language, and teachers' behavior. Therefore, body language is the major part of teachers' nonverbal language. Body language plays an indispensable helping role in classroom teaching. According to experimental study made by the American psychologist Albert Mehrabian, emotion expression = 7% of words + 38% of voice + 55% of expression and action. According to this formula, it can be seen that emotion communication mainly relies on nonverbal information that is body language. An eye contact, facial expression, arm action and body movement of a teacher can reflect cultural accomplishment, mental emotion and moral rule of the teacher. Body language becomes the personal messenger of higher education researchers. A college teacher should grasp the degree and effectively carry out classroom teaching by applying body language, so as to optimize the teaching process.*

2) Education language

Generally speaking, teachers' education language refers to the language used in all education activities and education processes aiming to make students' ideological and moral quality, learning life, and psychological health level change toward the objective expected by educators, such as dialogue with students, home visiting, commendation, and criticism. Teachers' education language is extensively reflected in in-class and out-of-class teacher-student communication.

The author considers that teachers' education language is the totality of other languages except classroom teaching language in the process of implementing education for students. Teachers' education language has a huge influence on student learning and growth. As external expression of teachers' comprehensive quality, teachers' education language can reflect a teacher's moral quality, civilization level and internal cultivation. Besides good teaching language accomplishment, a teacher should also possess excellent education language accomplishment. Only in this way, can teachers become true engineer of the human souls in the preaching and teaching process.

II. ACCOMPLISHMENT AND LANGUAGE ACCOMPLISHMENT

A. *Accomplishment, cultivation and quality*

In *Modern Chinese Dictionary*, “accomplishment” is interpreted as daily cultivation. *Ci Hai* says, “Accomplishment: daily practice and cultivation.”

“Quality” mainly refers to inherent and stable organizational structure of body and mind and its quality development level formed by characteristics of nervous system and brain as well as traits of sensory organs and motion organs under the influence of acquired environment and education on the basis of human physiological and psychological states. *Ci Hai* says, “Quality refers to the inherent characteristics and original foundation of man or object in some aspects.” Sociologists consider that quality means the basic character of citizens or professional personnel. Quality in quality-oriented education is endowed with a richer connotation. Generally speaking, “It refers to inherent, stable and long-term physical and mental characteristics and the basic character structure obtained by human being through acquired environment influence and educational training on the basis of congenital physiological condition. It includes physiological, psychological and behavioral characteristics grown and developed by human being on the basis of natural endowment, such as physical quality, ideological quality, emotional quality, humanistic quality, aesthetic quality, scientific quality, and language quality.” [6]

Cultivation mainly means that theoretical, intellectual, artistic, and ideological aspects reach a certain level, and it emphasizes ideological quality, demeanor and words & deeds internalized through education and externalized through individual behaviors. If we say that quality emphasizes congenital genetic factors and characteristics of physiological and psychological mechanism, then cultivation stresses acquired physical and mental development as well as self-improvement of ethics and morals. Accomplishment is the perfect integration and organic unification of individual quality and cultivation, and it is richer and more extensive than single quality or cultivation in either connotation or extension. [7]

LI Mengjie gave a unique opinion about the relation between quality and accomplishment in the master's thesis. Firstly, accomplishment of different contents will be reflected as a certain quality level at different stages; a certain quality level means that some accomplishment components are contained. At this time, significance of the noun is adopted for accomplishment, which is “accomplishment and character”. Secondly, quality can be divided into different stages and levels, and it is a relatively stable reflection. Accomplishment not only contains accomplishment components under a certain quality level but also includes individual initiative pursuit and social humanistic care factors; it is a continuous pursuit process. At this time, significance of the verb is adopted for accomplishment, which is “quality and cultivation”. Thirdly, quality is not necessarily corresponding to accomplishment; on the contrary, no necessary precedence relationship exists between quality and accomplishment. Each individual is based on a certain quality since he/she is born. At this time, quality contains accomplishment. The accomplishment level and preference of a person have different reflections at different

stages. Not all accomplishments can form corresponding quality. As for the reason, quality must be reflected as ability. The fact that a person cannot develop ability in some aspects throughout the life does not mean that this person does not have accomplishment in these aspects. [8]

From some basic implications and other people's analysis and comparison, we consider that quality emphasizes basic characters; cultivation stresses the fact that the attitude and result of a certain character reach a certain level; accomplishment underlines the cultivation process of such characters, they are internalized into a part of the individual through outside training in this process, and it reflects a person's sustainable development ability. We hold that neither “cultivation” nor “quality” can reflect our writing goal. With connotations of both noun and verb, “accomplishment” can reflect the development essence of college teachers. Quality is the base, cultivation means the level achieved, and accomplishment should be continuously cultivated, generated and developed by us on the basis of gaining some cultivations.

B. *Language accomplishment*

Language accomplishment is the high-frequency vocabulary, but no unified definition is formed for this word in academic circles.

We consider that language accomplishment refers to the overall level or realm that individuals can express thoughts and feelings by accurately and standardly applying language and words after learning and training. It is an organic whole composed of language cultural cultivation, language expression ability, language application habit, and language communication attitude, equipped with characteristics like stability and expansibility.

III College TEACHERS' language accomplishment¹

At present, there is no exact definition about college teachers' language accomplishment in academic circles, and few scholars have analyzed its basic connotation. According to the existing materials and the above researches, we consider that college teachers' language accomplishment refers to the level or realm that college teachers can express thoughts and feelings, organize teaching, and exchange with students by accurately and standardly applying language and words in education and teaching activities after learning and training. Generally speaking, it is organically composed of college teachers' language cultural cultivation, language expression ability, language application habit, and language communication attitude, equipped with characteristics like specialty, stability, expansibility and sociality.

College teachers' language accomplishment is based on college teachers' language cultural cultivation, sets language expression ability as the means, and aims to form good language application habit and language communication

¹ Note: College teacher in this paper refers to full-time and part-time teachers of higher education schools and institutions that provide teaching and research conditions and that are authorized to award a degree, excluding faculty members occupied in administrative work but not bearing teaching jobs.

attitude, and to realize the optimal language expression effect. It is one of the essential qualities for college teachers.

IV RELATION AMONG FOUR DIMENSIONS OF COLLEGE TEACHERS' LANGUAGE ACCOMPLISHMENT (FIG. 2)

Generally speaking, college teachers' language communication attitude must be reflected through language use, and teachers' individual language application habit is hidden in the process of using language. Meanwhile, language use is closely related to language study. In another word, college teachers should possess good language cultural cultivation, supplemented by high language expression ability. As it were, without language use, there would be no language communication attitude. Once language communication attitude is formed, an influence will be generated on college teachers' individual mental state and language use. It will insensibly change college teachers' speech act and language application habit. In this way, it can further promote college teachers to learn language. How can a college teacher with prejudice or antipathy against a certain language be willing to spend more energy in caring about study of individual language culture, reservation of language knowledge, improvement of language expression ability, and continuous increase of language accomplishment?

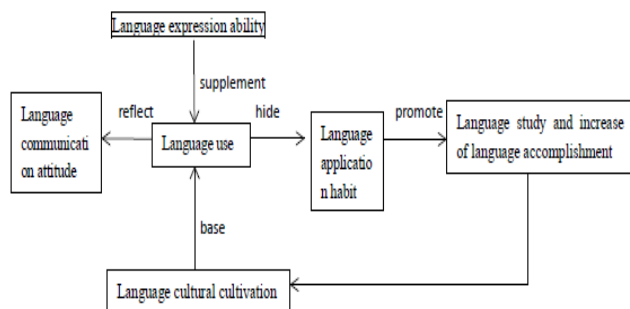


Fig. 2 Diagram for relation among four dimensions

Therefore, by further clarifying the connotation of college teachers' language accomplishment and cognizing college teachers' language accomplishment and relevant issues according to four dimensions of language use, the theoretical system of college teachers' language research can be enriched, development of college teachers' language research theory can be advanced, a foundation can be laid for relevant studies in the future, and attention to college teachers' language accomplishment can be drawn from extensive college teachers and researchers of relevant fields.

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