On Teachers' Subjective Position in Middle School English Teaching from the Perspective of Pragmatics

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Abstract: Pragmatics theory holds that middle school English teaching is a dynamic process. It is a process in which students exchange information through written, reading and other means, and ultimately achieve understanding, increase knowledge and improve their ability in understanding. Undoubtedly, students' understanding is the ultimate goal of English teaching. At the same time, the theory of pragmatics also holds that compared with general pragmatic communication, English teaching in middle schools has both the same side and its special side. The special point is that English teaching in middle schools is a standardized activity. It has not only quantitative indicators, certain procedures and inherent rules, but also definite textbooks and full-time teachers. Students' acceptance and understanding are often not carried out directly by themselves, but under the guidance of teachers and through learning, training and other means. Between the students and authors of the textbooks, teachers should work, connect and communicate for bridges. Therefore, from the perspective of pragmatics, it is necessary to clarify the teacher's subjectivity in middle school English teaching.

Keywords: Pragmatic theory, Teaching subject, Middle school English, Teaching objectives

1. Introduction

In the process of teaching, the main position of English teachers lies in the preparation of lessons. Teachers usually have to read the textbooks carefully and repeatedly before class, understand the Compiling Characteristics of every textbook, fully understand the ideas of the author of the textbook, understand the intention of compiling the textbook, and from the specific content of the textbook, define the teaching objectives and requirements of the textbook, as well as the "double-base" content, key points, difficulties and keys of the textbook. Only by accepting the textbooks accurately can teachers grasp the direction of English teaching correctly and lay a good foundation for the next classroom teaching. Goodwyn A examines the views of the English Teaching Profession about the current National Curriculum for English, the Cox Models of English and the rationale for their subjects. It compares the results of a survey in 1997 with an earlier study in 1991, revealing that English teachers are increasingly opposed to the dogmatic and prescriptive nationalistic Cultural Heritage model enshrined in the current Orders for English. The curriculum is perceived as irrelevant and impersonal[7].Secondary English teachers in California typically develop their curriculum by following the California State Standards for the grade level they are currently teaching. Sometimes an English Language Arts curriculum is predetermined by the school district and the English teachers are responsible for covering the content of that mandated curriculum[10]. Chappell D focuses specifically on historical photos of school rituals and ceremonies through which young people perform particular narratives of schooling through repetitive embodied practice and in turn construct values and beliefs about themselves and society[2]. Numerous studies have been conducted to explore issues surrounding non-native speakers (NNS) English teachers and native speaker (NS) teachers, which concern, among others, the comparison between the two, the self-perceptions of NNS English teachers and the effectiveness of the teaching, and the students' opinions and attitudes towards them[3,15]. Powell M G studies the effects of a writing community on three novices, middle school, Title I language arts teachers' perceptions of themselves as educators and as writers. The participants wrote on topics of their selection, on a bi-monthly basis, for one semester, to explore their teaching and learning[12].

2. English Teachers Are the Subjects of Expression

It is a necessary prerequisite for English teachers to be good receivers in classroom teaching, but this is not the ultimate mission of education for teachers, nor is it the main criterion for evaluating

English teachers. Only through the transformation from accepting subject identity to expressing subject identity can English teachers truly embody their abilities and accomplishments, and also fulfill their responsibilities of teaching and educating people. The ancients said that teachers should teach and solve their doubts. To achieve this, it is very important to clarify the identity of English teachers as the main body of expression.

The pattern, which is a key concept in understanding the mathematical information and concepts, is the basis in comprehending mathematical relations and understanding mathematical order and logic[1]. The fact that students discover the relationships contained within the patterns and generalize them can help students develop their skills to better perceive the world around them. The major factors in the development of these skills are the math teachers. The objective of this study is to examine and analyze the pattern generalization performances and strategies of pre-service math teachers[19]. Mcclure E examines to what extent the linguistic expression of temporal relationships by children receiving long-term explicit second-language instruction parallels that previously described for instructed and noninstructed adult learners, and to what extent it resembles that of children who are native speakers[11].Teachers are the basic pillars of educational system and their personal characteristic is one of the factors that affect their scientific ability. Teacher's characteristic, not only could facilitate education process, but also could improve textbook defects and lack of educational facilities[17,16].Teaching mathematics and science in English has been a hot topic in the academic atmospheres such as at schools, universities, and research centers. Teaching mathematics and science in English, in this context, is the use of English as a medium of instruction in delivering the content subjects: mathematics, biology, chemistry and physics. In particular, teachers use English in order to open classes/greet students, review previous topics, inform topic(s) to be learned, ask questions, answer questions, explain concepts, give directions, and do parting, all of which are embodied in words, phrases and sentences[20].As Liberal Studies being one of the core academic subjects in New Senior Secondary curriculum in Hong Kong, its effectiveness always arouses debates in the society. Some people believe that it improves the problem of transmission of knowledge in traditional local schooling while some doubt if it can promote students' independent and critical thinking[18].

3. Improving the Skills of Guiding Classes in Classroom Teaching

Classroom instruction is the beginning of English teachers' role of "expressive subject". Its educational function is to arouse students' cognitive interest and emotion, inspire and guide students' thinking, and let students enter the best state of classroom teaching in the shortest time. As the saying goes: A good beginning is half the battle. A good tutorial is like a prologue, which indicates the climax and the end behind it. It is also like a road sign, which guides the students' thinking direction[5]. It can be said that the guidance is the "preparatory action" of the whole classroom teaching, preparing for the further display of teachers' role of "expressing the subject" and students' forthcoming thinking activities.

4. Improving the Skills of Closing Classes

Ancient writers emphasized the design of a strong and thought-provoking ending, which was vividly called "leopard tail". English teachers should also pay attention to the design of the end of classroom teaching, which is another manifestation of the "expressive subject" of English teachers. It emphasizes the key points by means of thought-provoking conclusion language or summary, or leaves suspense and leads to reverie; or is implicit and far-reaching, with endless aftertaste; or links between the old and the new, paving the way and bridging the way, so that students feel "the words have been exhausted and the meaning is infinite", breaking through the limitations of time and space in classroom teaching. To make teaching art enter the artistic conception of inspiration and passion.

(1)In order to achieve the goal, guidance and pertinence of teacher's closing expression, teachers should serve for the realization of the teaching goal. Therefore, teachers must aim at the teaching content and students' characteristics, adapt to the conditions of the students, base themselves on guidance, let students participate, and fully reflect the organic combination of teacher's leading role and student's main role. As the main body of expression, teachers should plan the teaching content carefully according to the acceptance of the textbooks, set up suspension classes, stimulate students' learning desire, stimulate students' learning motivation, and keep students' strong interest in learning. (2) The expression of closing class should be natural. The closing expression of classroom teaching is the natural reflection of the end of a class. As the subject of expression, teachers should adjust the rhythm

of classroom expression purposefully, so that the expression of the end of classroom teaching can be natural and appropriate. To avoid two kinds of phenomena, one is that the rhythm of classroom expression is too fast, the time left for class expression is too much, and the students have nothing to do, so the teachers have to arrange some miscellaneous things randomly to prevent the past from completing; the other is that too many lectures in the classroom cause the bell rings here and the lecture is still going on there[8]. At last, only three or two sentences end in a hurry. The students can neither review what they learned in the classroom nor digest it. (3) Class closing expression should be summarized and highlighted.

In the process of English teaching in middle schools, the relationship between teachers' acceptance and expression of subject identity is the unity of cards. The premise of identity is that it makes theoretical preparations for the expression of the identity of the subject, and the expression of the identity of the subject is the guarantee of the identity of the acceptor, which provides the opportunity to show the identity of the acceptor. As the subject of acceptance, he understands and accepts the content of the textbook in advance, clarifies the teaching purpose, key points and difficulties of the textbook, and constructs scientific, orderly and new teaching ideas. As the main body of expression, with the help of various teaching tools and carefully designed teaching links, we can clearly and correctly impart the contents of our textbooks to students and play a guiding role in their learning. Therefore, in the process of English teaching, only when teachers play the roles of acceptance subject and expression subject, can they truly fulfill their duties and do a good job in English teaching, achieve the ultimate goal of English teaching, and cultivate students with strong ability to use English[6]. On the contrary, they only emphasize the students' principal position while ignoring the teachers' principal position, so classroom teaching will become disordered. When students lose their leaders, learning becomes "aimless", and even educational tragedies such as "losing watermelon and seizing sesame" may occur. Therefore, in the process of middle school English teaching, it is very necessary to clarify the teacher's teaching subject status.

Professor Lu Jiamei[9], a modern educational psychologist, believes that classroom teaching is different from general communicative activities. It involves the dynamic interaction between teachers and students in both rational and emotional aspects. Therefore, it is a special communicative activity. People are called human beings because of our language ability. Learning language is a lasting cognitive activity in the process of human civilization. Because of the dynamic interaction between the learning subject and the object, this cognitive activity is bound to be greatly influenced by the subject's emotion. Pragmatics also emphasizes language learners' verbal communicative competence, which is closely related to emotion. Of course, for cognition and emotion, we can not adopt the practice of sublating A to B[14]. This is because emotions and cognition are inseparable. Where there is cognition, there must be emotional figures. Cognition provides an opportunity for emotions to emerge. Without cognition, emotions can not be talked about. Although emotion relies on cognition, it can in turn promote or hinder cognition[4]. At present, in classroom teaching, teachers always intentionally or unintentionally pay too much attention to the cognitive aspects of learners, and little attention has been paid to the emotional aspects. This makes learners "emotional blank", and classroom teaching is also difficult to achieve the desired results.

Former Soviet educator Zhimlinski once commented on teachers that "a competent teacher must have rich emotions, but also strong emotional expression of joy, anger, decline and happiness". Emotions are everywhere in classroom teaching[13]. It is as important as cognition. When emotions are concerned, learners' learning potential can be better brought into play. We regret that learners receive more criticism than encouragement in important places, such as schools and families. Negative emotions prevail in life, so a variety of problems arise. If learners have strong cognitive ability and rich emotions, they are the ultimate product of quality education.

In a word, in order to realize the individual life value of teachers and students, we must pay attention to the teachers and students as "concrete people", treat their ideal of truth, goodness and beauty kindly, point their individual life value orientation to the future, and hope that they can take active and effective ways to achieve their ideal life goals. This means that we must construct the individual life of teachers and students as the basic value purpose of teaching communication. Only in this way can there be many corresponding changes in the standpoint and perspective of teaching communication: "We will not only pay attention to the social value of education, ignore the significance of education to everyone's survival, development and realization of life value and happiness in society; we will not study individual growth only as a starting point, but as an important internal demand and motivation of individuals in education. It is regarded as the process of knowledge and skill transmission, but as the process of self-transcendence consciousness and ability that must be

promoted to improve the quality of life and creativity of human beings; it does not regard individual differences as problems, but as resources and wealth of education to develop; it does not judge and decide his future only according to today, but will discover the possibility of human development and make this possible transformation. For reality, as an important subject of pedagogical research, only by adhering to the people-oriented value of teaching communication can we truly understand the essence of the ethical implication of the subject of teaching discourse. In this way, teachers and students will experience the meaning of their lives more and more abundant, more and more intense, more and more inter-subjectivity. Specifically speaking, through the understanding, empathy, encouragement and expectation of students, teachers can transfer their individual vitality to students' body and mind. From then on, the students' happiness, anger and joy moved his heart, and the quality of students' life became the most part of one's quality of life. In this way, teachers' limited quality of life has been expanded and prolonged infinitely. Students respond to and reflect on the "diffraction" or "extension" of teachers' individual meaning of life by respecting, loving and even remembering teachers. In the process of this response and reflection, their own meaning of life has been further developed, enriched and perfected.

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