

A Path to Building the Relationship between Teachers and Students in College English Teaching from the Perspective of Social Exchange Theory

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Abstract: Based on social exchange theory, this paper explores the path of building teacher-student relationships in the process of college English teaching. By improving the emotional expression and communication skills of teachers, encouraging students to actively participate in classroom activities and cooperative learning, establishing a fair and just resource allocation mechanism, and emphasizing the authority and standardized guidance of teachers, effective interaction and trust between teachers and students have been promoted, and teaching effectiveness and student learning outcomes have been improved. This paper provides an in-depth analysis and exploration of the importance and construction path of teacher-student relationships, providing theoretical guidance and practical suggestions for college English teaching practice.

Keywords: social exchange theory, college English teaching, teacher-student relationship, emotional expression

1. Introduction

As an important language education course in the era of globalization, college English teaching aims to cultivate students' language communication ability, cross-cultural communication ability, and ideological quality [1]. However, the teacher-student relationship in college English teaching has a significant impact on students' learning motivation, participation, and satisfaction. How to establish a good teacher-student relationship and improve teaching effectiveness has become a hot topic in current English teaching research. This study aims to explore how to build a good teacher-student relationship in college English teaching from the perspective of social exchange theory. Social exchange theory is a classic sociological theory that emphasizes individuals obtaining resources and benefits through social exchange and establishing interdependent relationships [2]. In the field of education, social exchange theory has been widely applied in the research and practice of teacher-student relationships, and has been proven to have good feasibility and effectiveness. This paper introduces the basic principles of social exchange theory and its application in the field of education, explores the characteristics and roles of teacher-student relationships in college English teaching, and combines social exchange theory to propose a path to build teacher-student relationships in college English teaching, including the establishment of emotional communication and trust relationships, the promotion of resource exchange and reciprocity relationships, and the establishment of normative exchange and authority relationships. From the perspective of social exchange theory, this article interprets the process of building teacher-student relationships and further verifies the theoretical hypotheses and practical effects of this study.

The significance of this study lies in exploring the construction path of teacher-student relationships in college English teaching from the perspective of social exchange theory, providing theoretical support and practical guidance for improving the quality and effectiveness of college English teaching. At the same time, this study will also provide prospects and insights for future related research, and contribute to the practice and theory of further studying the construction of teacher-student relationships.

2. Overview of social exchange theory

2.1 Basic principles and core perspectives of social exchange theory

Social exchange theory is a classic sociological theory, whose core idea is that individuals obtain resources and benefits through exchange and establish interdependent relationships [3]. This exchange has patterns and patterns to follow, and different exchange methods will lead to different exchange results. Based on this exchange relationship, individuals establish a mutually beneficial relationship, allowing both parties to benefit from it.

The social exchange theory holds that the operation of human society is based on interaction, and communication and exchange between people are the core of social operation. This exchange is not limited to the exchange of material resources, but also includes the exchange of emotions, information, power, and other aspects. In this process, individuals need to consider their own interests and benefits, as well as the interests and benefits of the other party, in order to achieve positive interaction and cooperation.

2.2 Application of social exchange theory in the field of education

The application of social exchange theory in the field of education mainly focuses on the research and practice of teacher-student relationships [4]. In the process of education, communication and interaction between teachers and students are crucial, and this communication and interaction is based on the principles and models of social exchange. Through interaction and exchange between teachers and students, students can acquire knowledge, skills, and experience, while teachers can also gain opportunities for improving teaching effectiveness and personal growth.

In the field of education, social exchange theory is mainly applied in the following aspects: firstly, social exchange theory is used to study the characteristics and roles of teacher-student relationships. From the perspective of social exchange, it is possible to deeply analyze the rights, interests, and expectations in the process of teacher-student interaction, and thus understand how the relationship between teachers and students can be established and developed. Secondly, social exchange theory is used to guide the construction and management of teacher-student relationships. By establishing mutually beneficial relationships and promoting communication and cooperation between teachers and students, teaching effectiveness and student learning motivation can be enhanced. Thirdly, social exchange theory is used to evaluate the quality and effectiveness of teacher-student relationships. By evaluating the costs and benefits of the exchange process, it is possible to determine whether the relationship between teachers and students is balanced and good, so as to adjust and improve the relationship in a timely manner and ensure the achievement of educational goals.

In summary, social exchange theory has a wide range of applications and important significance in the field of education, playing an important role in optimizing teacher-student relationships, improving teaching effectiveness, and enhancing student quality.

3. The teacher-student relationship in the process of college English teaching

In the process of college English teaching, the teacher-student relationship plays a crucial role. This kind of relationship is not only a simple exchange of knowledge, but also a social exchange that relies on each other and benefits each other. Understanding the characteristics and challenges of college English teaching, as well as the importance of teacher-student relationships in teaching, can help to better construct and manage this relationship, improve teaching effectiveness and student quality.

3.1 Characteristics and challenges of college English teaching process

College English teaching has a series of unique characteristics and challenges, which directly affect the construction and development of teacher-student relationships. Firstly, college English teaching targets a wide range of students, with varying levels of English proficiency, learning motivation, and learning styles. This diversity requires teachers to skillfully address the needs and problems of different students, and provide personalized guidance and guidance to each student. Secondly, the content of college English courses covers a wide range, involving multiple aspects such as listening, speaking, reading, and writing. Teachers need to comprehensively apply various teaching methods and means to meet the diverse learning needs of students, stimulate their interest and motivation in learning. Once

again, college English teaching focuses on cultivating students' comprehensive language skills and cross-cultural communication abilities. This requires teachers to focus on task-based teaching in classroom teaching, and through practical language use and communication practice, help students improve their language proficiency and communication skills. In addition, college English teaching also needs to face the learning pressure and anxiety of students. As English is a fundamental course, students may feel a heavy learning burden and pressure. This requires teachers to pay attention to students' emotional changes in the classroom, and through active psychological counseling and encouragement, help them overcome difficulties and maintain learning enthusiasm.

3.2 The importance of teacher-student relationship in college English teaching

The teacher-student relationship is one of the crucial factors in college English teaching, which directly affects the teaching effectiveness and the improvement of student quality. A good teacher-student relationship is conducive to promoting students' learning motivation and interest. In a harmonious and intimate teacher-student relationship, students are more likely to feel the care and support of the teacher, and thus more motivated to participate in English learning, improving learning efficiency and enthusiasm. A good teacher-student relationship is beneficial for enhancing teaching effectiveness and quality. In a positive and cooperative teacher-student relationship, teachers can better understand students' learning needs and problems, design teaching content and methods with targeted approaches, and improve the pertinence and effectiveness of teaching. A good teacher-student relationship is conducive to cultivating students' comprehensive qualities and humanistic sentiments. In a teacher-student relationship of mutual trust and respect, teachers are not only transmitters of knowledge, but also role models and guides for students. They can guide students to establish correct outlooks on life and values, cultivate their good moral character and sense of social responsibility.

4. Application of social exchange theory in college English teaching

Social exchange theory is a theory that explains interpersonal relationships, emphasizing that interaction between individuals is based on mutual dependence and reciprocity in exchange. In college English teaching, social exchange theory can be applied to the establishment and development of teacher-student relationships [5]. The following will focus on exploring emotional communication and trust relationships between teachers and students, resource exchange and reciprocity relationships, as well as normative exchange and authority relationships.

4.1 Emotional communication and trust building between teachers and students

In college English teaching, emotional communication between teachers and students is one of the important factors in establishing trust relationships. Teachers should actively interact with students and express concern and support for them. Through positive affirmation and encouragement in the classroom, teachers can enhance students' confidence, promote their participation in classroom activities, and showcase their perspectives. At the same time, teachers can also listen to students' thoughts and opinions, give them positive feedback and suggestions, to demonstrate respect and attention to students. Through this emotional communication, teachers can establish a trusting relationship with students, making them more willing to receive guidance and education from teachers.

4.2 Resource exchange and reciprocal relationship between teachers and students

In college English teaching, resource exchange between teachers and students is one of the important ways to promote learning. Teachers can provide abundant learning resources, such as textbooks, reading materials, multimedia resources, etc., to support students' learning. At the same time, students can also provide teachers with some learning materials or information to enrich teaching content and methods. This resource exchange is not only beneficial for the learning outcomes of students, but also enhances mutual trust and interaction between teachers and students. By sharing and exchanging resources, teachers and students can form a mutually beneficial relationship and promote the improvement of teaching effectiveness.

4.3 Standardized exchange and establishment of authoritative relationships between teachers and students

In college English teaching, standardized exchange between teachers and students is one of the important means to establish authoritative relationships. Teachers should set clear learning goals and norms, and convey the importance and necessity of these norms to students. At the same time, teachers should also provide clear learning guidance and feedback to students, helping them correct mistakes and improve learning methods. Through standardized exchange, teachers can establish authority over students and the effectiveness of education, promoting students to respect and trust their guidance more.

5. Building a teacher-student relationship path in the process of college English teaching

When building the teacher-student relationship in the process of college English teaching, we can take the following paths to improve teaching effectiveness and promote the comprehensive development of students.

5.1 Improve teachers' emotional expression and communication skills

In order to establish a good teacher-student relationship, teachers should continuously improve their emotional expression and communication skills. Firstly, teachers should demonstrate their concern and support for students, expressing respect and concern for them through positive words and actions. Teachers should actively interact with students, listen to their thoughts and opinions, and provide positive feedback and suggestions. At the same time, teachers should also use positive and encouraging language in a timely manner to stimulate students' interest and confidence in learning. By improving the emotional expression and communication skills of teachers, students can feel their sincerity and care, and establish a stable emotional bond between teachers and students.

5.2 Encourage students to actively participate in classroom activities and collaborative learning

Encouraging students to actively participate in classroom activities and cooperative learning is an important aspect of promoting the good development of teacher-student relationships in college English teaching. Teachers can design diverse teaching activities, such as group discussions, role-playing, case analysis, etc., to stimulate students' initiative and enthusiasm. In cooperative learning, students can communicate and share knowledge with each other, solve problems together, and enhance their interaction and cooperation abilities. Through this approach, teachers can actively guide students in their learning process, cultivate their self-learning ability and teamwork spirit, and further strengthen interaction and trust between teachers and students.

5.3 Establish a fair and just resource allocation mechanism

Establishing a fair and just resource allocation mechanism is crucial for building a good teacher-student relationship in college English teaching. Teachers should arrange teaching resources reasonably to ensure that every student has equal opportunities to access and utilize these resources. For example, teachers can provide sufficient textbooks, multimedia resources, and reading materials to meet the learning needs of students. At the same time, teachers should also provide individual tutoring and Q&A sessions to give each student sufficient attention and support. By establishing a fair and just resource allocation mechanism, teachers can enhance students' trust and identification with themselves, and promote good interaction and cooperation between teachers and students.

5.4 Emphasize the authority and normative guidance of teachers

In college English teaching, the authority and standardized guidance of teachers are one of the key elements in establishing a good teacher-student relationship. Teachers should set clear learning goals and norms, and convey the importance and necessity of these norms to students. Teachers should showcase their professional knowledge and teaching experience in the classroom to enhance students' trust and respect for teachers. At the same time, teachers should also provide clear learning guidance and feedback to help students correct mistakes and improve learning methods. By emphasizing the authority and normative guidance of teachers, it is possible to establish respect and trust in them, and

encourage students to actively participate in learning activities.

In summary, building a teacher-student relationship in the process of college English teaching is a complex and important task. By improving the emotional expression and communication skills of teachers, encouraging students to actively participate in classroom activities and cooperative learning, establishing a fair and just resource allocation mechanism, and emphasizing the authority and normative guidance of teachers, it can effectively promote interaction and trust between teachers and students, improve teaching effectiveness and student learning outcomes. This kind of teacher-student relationship path is not only beneficial for imparting knowledge, but also helps to cultivate students' comprehensive qualities and humanistic sentiments.

6. Conclusion

This paper explores the path of constructing teacher-student relationships in college English teaching from the perspective of social exchange theory. By improving the emotional expression and communication skills of teachers, encouraging students to actively participate in classroom activities and cooperative learning, establishing a fair and just resource allocation mechanism, and emphasizing the authority and standardized guidance of teachers, it can effectively promote interaction and trust between teachers and students, improve teaching effectiveness and student learning outcomes.

Social exchange theory is an important theoretical foundation for explaining the relationship between teachers and students. In college English teaching, the relationship between teachers and students is not only a knowledge transfer relationship, but also a social exchange relationship. Teachers can achieve social exchange and return to students through reasonable resource allocation and standardized guidance. Improving the emotional expression and communication skills of teachers is beneficial for establishing a stable emotional bond between teachers and students. Teachers should actively interact with students, listen to their thoughts and opinions, and provide positive feedback and suggestions. At the same time, teachers should also use positive and encouraging language in a timely manner to stimulate students' interest and confidence in learning. Encouraging students to actively participate in classroom activities and collaborative learning helps to enhance the interaction and cooperation abilities between teachers and students. Teachers can design diverse teaching activities, such as group discussions, role-playing, case analysis, etc., to stimulate students' initiative and enthusiasm. In cooperative learning, students can exchange and share knowledge with each other, solve problems together, and enhance mutual trust and cooperation spirit. Establishing a fair and just resource allocation mechanism can enhance students' trust and identification with themselves. Teachers should arrange teaching resources reasonably to ensure that every student has equal opportunities to access and utilize these resources. At the same time, teachers should also provide individual tutoring and Q&A sessions to give each student sufficient attention and support. Emphasizing the authority and normative guidance of teachers helps to establish respect and trust in them. Teachers should set clear learning goals and norms, and convey the importance and necessity of these norms to students. Teachers should showcase their professional knowledge and teaching experience in the classroom to enhance students' trust and respect for teachers.

In summary, the path of constructing teacher-student relationships in college English teaching from the perspective of social exchange theory is a complex and important task. By improving the emotional expression and communication skills of teachers, encouraging students to actively participate in classroom activities and cooperative learning, establishing a fair and just resource allocation mechanism, and emphasizing the authority and normative guidance of teachers, it can effectively promote interaction and trust between teachers and students, improve teaching effectiveness and student learning outcomes. This kind of teacher-student relationship path is not only beneficial for imparting knowledge, but also helps to cultivate students' comprehensive qualities and humanistic sentiments.

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