

Improving the Effectiveness of College English Teaching by Memorizing Students' Names

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Abstract

At present, the improvement of college English teaching quality has become a hot issue hotspot in the field of education research. The importance of student-centered English teaching is gaining higher and higher concern. Teachers' teaching reform is particularly important, but the real respect and care for students are generally neglected, and the emotional factors in students' learning are neglected. Due to the large number of students in one class and fewer class hours per week in college English teaching, many teachers lack the awareness of remembering students' names, which leads to the phenomenon that many teachers fail in remembering students' names and their relationship is distant and indifferent, which harms the effective teaching. This paper analyses the current situation of the act of teachers' remembering students' names and the importance of remembering students' names in contemporary education. It also puts forward targeted strategies for remembering students' names in the process of education so as to promote the effectiveness of teachers' teaching behaviours and achieve better teaching results.

Keywords — students' name, college English, teaching effectiveness, association, communication

I. INTRODUCTION

One of the simplest but most important ways for us to leave others a good impression and also get a good feeling is to remember others' names. As a teacher, to remember and be familiar with the names of students can quickly get the recognition and approval of students, and can play an unexpected effect in teaching. Article 1 of the Code of Conduct for Excellent Teachers in the United States claims that "Teachers should remember the names of students", which indicates the importance that foreign education teachers attach to the memory of the names of students. The teacher-student relationship is the most basic and important relationship in school interpersonal relationship. Good teacher-student relationship has the characteristics of respecting teachers, loving students, democracy, equality, harmonious interaction and so on^[1-3]. It is an effective guarantee for the smooth development of education

and teaching activities^[7-8]. But in real life, we often only emphasize the respect of students to teachers, but ignore the respect of teachers to students. When many college English teachers ask students questions, they even do not call their names, they just call students' numbers. After they call them, they look around to see where they are sitting, or go directly to the students and say "You, please!" as if students were just a tool to complete the teaching tasks, invisibly distancing teachers and students. Some teachers can name few students in the class while teaching this class for a semester or even two years. Remembering a student's name is the teacher's most basic respect for students, but many teachers find it difficult to do so^[4-6]. Therefore, we should start with such trifles as remembering the names of students, and put mutual respect between teachers and students into practice, so as to establish a good teacher-student relationship.

II. THE PRESENT SITUATION OF TEACHER' TREATMENT OF STUDENTS' NAMES IN THE COLLEGE ENGLISH TEACHING

It is one of the basic skills of university teachers to memorize the names of students in teaching classes quickly. There are quite a few college English teachers who like to call their students "a particular student" when they ask them questions instead of calling them their specific name. This phenomenon is prominently manifested in the teachers with more specialized subjects in multiple classes, and most of them are young teachers. In the arrangement of college English teaching hours, in many universities, a class has four English classes a week, and a teacher usually teaches several classes. Thus it is difficult to remember the names of most students. Because of this difficulty, our teachers usually give up the care of this detail on the pretext of more classes and more students. Even if the teacher is conscientious and diligent in his work, preparing lessons and giving lectures which are all brilliant and splendid, but he has not done enough in communicating with the students. After a semester, we don't know the students we have taught, let alone call their names. How can we talk about mingling with the students' minds? Without the emotional resonance between teachers and students, it is

difficult to be active in class even if the lessons are well prepared.

III. IMPORTANCE OF TEACHERS REMEMBERING STUDENTS' NAMES

A. Reflecting Teachers' Care for Students

To remember the names of students and call their names in class is the most direct and meticulous warmth that teachers give students. Even naughty students, you may only name them sometimes in class, and they will be happy to correct the mistakes they just made in class. The teacher's roll call can let students feel the teacher's sincerity and warmth. Roman poet Silas said, "When you are interested in other people, and then they are interested in you." A teacher should first be interested in the students if he wants to make them really interested in himself, and then make them interested in the courses he teaches. Teachers can call out students' names at any time and pass them on to students, which will be a concern and attention of teachers.

B. Students Feeling Valued and Respected

A name is not only a person's code name, but also a gift from parents. For a person, it is very important that the name with parents' good expectations and wishes for their children will accompany people's life. To remember a stranger's name skillfully is to respect him or her at least. Remembering students' names embodies the core educational thought of people-oriented. If you forget a student's name, when you mention it to someone, there is only one name in your mind, not a living individual. Remembering students' names and giving them a sense of happiness is the highest respect for them and the best reward for others. Students feel that they have a place in teachers' minds, have teachers' attention and recognition, and have a higher enthusiasm for learning, which adds a booster to students' development.

C. Strengthening Teachers' Responsibility and Improving Teaching Effect

Names are the key for teachers to enter students' spiritual world. New teachers' induction training in Brownsville School District, Texas, mainly includes the following contents: Teachers should take an oath of entry; teachers should remember the names of all students. If a teacher has a sense of enterprise, responsibility and love, and often communicates with students, he cannot forget the names of students. Remembering students' names is the minimum quality a teacher should possess. It is not only a matter of concept but also a strategy of action for a teacher to call out the names of the whole class. Teachers often talk with students, and education is gradually achieving its goals in a subtle way. By remembering the names of students, teachers can be urged to have a deeper understanding of students and their learning levels, which is conducive

to teaching students in accordance with their aptitude, aiming at teaching and improving the teaching effect in an all-round way.

D. Promoting the Harmonious Development of Teacher-Student Relations

A good educational effect comes from a good teacher-student relationship. The basic guarantee of the educational effect is the contact between teachers and students. Education is a very delicate work, and it really needs to touch the young mind carefully and meticulously. In the new learning environment, the most urgent desire of students is that teachers can know themselves and remember their names. As a teacher, to effectively carry out teaching work and establish a good teacher-student relationship, he can also start by remembering the names of students. Usually the name of others can make them feel cordial; on the contrary, the others will have a sense of alienation, strangeness, and thus increase the estrangement between the two sides. With the development of the times, students need teachers who are good teachers and good friends as well. In this way, the teacher will exchange the trust of the students, and also make the students feel that the teacher is particularly amiable, which can quickly closer the psychological distance between teachers and students.

IV. STRATEGIES FOR REMEMBERING STUDENTS' NAMES

It is believed that remembering students' names is an art and worth the effort. There are no set rules for remembering students' names, as long as they are suitable for students themselves. The typical methods are as follows:

A. Strategies for Remembering Students' Name before or after Class

a) Learning the List of Students in Advance

Students' professional information is on the roll, which is helpful for remembering students' names. Normally, before teaching a new class, teachers will get a list of students in advance. Teachers should be skilled in remembering the names of students, so that when meeting students, it will not appear strange to call the names of students. When getting the list of students, the teacher should consult the dictionary first and make clear the pronunciation of the uncommon words carefully so as to read the names of the students accurately at the first meeting, so as to avoid mispronunciation and mistakes of the names of the students, which will have a negative impact. In addition, in the process of memory, it is better to read out the sound, which can play a role in straightening out the pronunciation of some bad names, but also enhance memory.

b) Consolidation Method of Checking Weak Memory Points

Because there are so many students in the teaching class, teachers will definitely miss and forget students' names, which needs to be checked and filled. For example, we can take the following methods: after class, take out the list of students and compare them one by one, see which students have been recorded clearly, and which names do not correspond to the students, the next step is to focus on memory, and correspond to the students one by one. Before each class, review the names of the students quickly, and you will soon get familiar with the students and have a good emotional exchange with them. In addition, teachers can help review and consolidate the memory of students' names by drawing a "name tree". The picture can include students' names, addresses, parents' information, family addresses and other information. When you face this "name tree", students will immediately appear in your heart and easily memorized.

c) Law-finding Method

Teachers can classify students' names according to some rules, such as: memorizing individual names according to seats, and classifying individual names. Several of the same surname are recorded together, the same name is compared and the shift is remembered. Teachers can also find the information and origin story behind the names. They can associate with the names of some historical figures to remember the names of students and trace the origin of the name. As soon as the students are taught, they will often have the same names or acquaintances in the previous and latter sessions, which will encounter less resistance in memory. Teachers can also classify and summarize students' names, which can be grouped according to their personality, such as introversion, extroversion, or disciplinary performance, etc. The other is classified by students' names, such as Zhang, Li, Wang, etc. When you do these classifications carefully, unconsciously, the names of students are slowly stored in your name memory bank.

d) Getting students to make name information tag cards

Students' name tag cards are like conference cards now, and students can write their names and other simple information on small cards or hard cards, and then put them on their desktop. The shape and size of the name tag card can be designed by the students themselves to give full play to the students' spirit of ownership. When a teacher walks up to a student in class, he can know the information of the students immediately and call out the names of the students conveniently. When the teacher is familiar with the names of the students, the name tag card is placed up on the desktop in disorder. By placing the

student's name tag card, students can also remember each other's name quickly.

e) Establishing the Student name Information Database

Really careful teachers will create a name database or files for each student. As for each student's information, it not only covers names, ages, birthdays, majors, hobbies, but also personality characteristics, so as to serve the future personalized teaching of English. If the student's birthday arrives, the whole class together send warm wishes, or a notebook and other souvenirs to the students, they will be very happy. And you can also write a few meaningful words on the souvenir, which students will never forget. Effective English teaching should first be the emotional harmony between teachers and students, accompanied by the exchange of knowledge and ideas.

f) The Method of Heart-to-heart Communication

Teachers can use 10 minutes of break time and other spare time to communicate and talk with students. Teachers and students can get close contact and open their hearts to each other. Teachers can learn more about students' learning and ideological situation. It can not only make teachers remember students' names as soon as possible, but also deepen teachers' and students' feelings and promote teaching operation. Understanding students' names can also increase class cohesion and enhance students' recognition and support for English teachers and teaching. This method of heart-to-heart communication can be used by a teacher to talk with a single student or several students at the same time.

B. In-class Students' Name Memory Strategies

a) Asking Students to Explain their Names and Introduce Themselves

In order to get to know their students as soon as possible, some English teachers will have students make a brief English self-introduction in the first English class after receiving the new class, which not only exercises the students' listening and speaking ability, but also facilitates the mutual understanding between teachers and students. When introducing themselves, students can be encouraged to state the origin of their names, which can deepen teachers' understanding and memory of students' names.

b) Combining Students' Appearance Characteristics and Their Names

At the beginning of school, teachers can ask more questions in class. At the same time, attention should be paid to observing the students' appearance characteristics and associating them with their names. When meeting a student, teachers should remember his special features and rehearse his name several times in your heart. For some students whose

personal characteristics are not particularly obvious, we can use some associative memory methods to associate them with familiar images or things as far as possible and give them vivid personality. On the rolls of individual students, teachers can mark the image characteristics, such as wearing glasses, long hair, body build, love of laughter, skin colour and etc, and the effect of assisting memory is good.

c) Understanding “Special” Students First

In order to teach, teachers can first remember the names of some naughty students, some frequently late students, or “troublemakers” in the classroom, which helps ensure the smooth progress of teaching. After remembering the names of these students, they usually dare not go too far. If they are mischievous, they will be called out by the teacher, which will help to “strangle” some of their bad behaviour in the bud. As for the other students, teachers can further familiarize themselves with them in the following classroom teaching.

d) The Method of Teacher-student Communication

When issuing books to students, teachers can name and distribute them personally, insist on sending them to students themselves, and ask students to come to the stage one by one to fetch the books. In the process of naming, teachers and students come into close contact, and the distance between teachers and students suddenly draws closer. In addition, we can organize some class English activities, such as: drama performance, debate, speech, and etc., or directly set up the school’s students QQ group or Wechat group, so that teachers can see the names of each student, familiar with the students for a period of time, the names of students will be naturally remembered. Through further contact activities between teachers and students, with more personal experience, students’ names will always remain in the hearts of teachers.

e) Self-pressure Method

Give yourself a deadline, which is pressure to motivate. In the first few days of school, teachers can take how to remember the names of students as a top priority to grasp, requiring that all the students in the class be recorded in a week. Under self-supervision, the efficiency of memorization is also improved. Take such measures as marking on the registration form, reciting in silence from the time of self-study to the end of the class, and memorizing the names of each student in the class by rote in front of the student’s roster, etc. and strive to remember the names of each student in the class within three days. Teachers can adopt special names and general name

memory methods. For example, people can remember some special names first, which is beneficial to their brain memory, and then begin to remember some more names, so that they can remember students’ names in a very short time.

V. CONCLUSION

Remembering students’ names is an art which all teachers should master. Students appreciate teachers who treat them as individuals, not as groups. The way to remember the names of students quickly is not only all that this article states, but also other ways. It is ultimately the teacher’s heart that really remembers the students. Remembering each student’s name is not only the beginning of respecting students, but also an important step in shaping teachers’ personal charm, which can build a bridge between teachers and students, facilitating teaching. Most importantly, teachers should change their attitude towards students’ names and take them seriously. We should not memorize names for the sake of remembering them, but keep every student in mind. Behind the names of students, we should remember teachers’ love for students.

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