

Building an Effective College English Class Based on Analysis of the Silence Phenomenon

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Abstract: Silence in class is usually regarded as a negative behaviour. In English class, students often dare not speak English because of their lack of confidence and poor foundation. The silence of students violates the law of language learning and makes the teaching effect greatly reduced. This paper explores the reasons from three aspects of traditional culture and two subjects in teaching: students and teachers. It also points out that effective suggestions, such as strengthening communication, changing teaching methods and actively improving teaching strategies, can build a harmonious classroom atmosphere, achieve effective teaching and promote cross-cultural communication, so as to achieve the goal of cultivating high-quality talents.

1. Introduction

For a long time, the embarrassing situation of students' silence and passivity has existed in college English class in China. College students are reluctant to speak up in English class, refuse to express their opinions, and lack of enthusiasm and initiative in classroom activities, which has become a common problem faced by English teachers. Silence not only hinders the emotional communication between teachers and students, makes the classroom atmosphere dull and the teaching effect is not good, but also affects the effect of college students' learning English. This teaching situation is contrary to the essence and goal of college English teaching reform.

2. The Phenomenon of Silence in Class

The biggest difference between English learning and other courses is that English learning itself is a kind of language learning, which requires a lot of repeated practice. At present, there is a general lack of real English scenes in Chinese universities. It should be said that English classroom teaching through simulating real scenes is still the main way for Chinese college students to learn English. However, English classroom teaching often suffers from "silence" due to the silence of students.

Classroom silence generally refers to the students in the classroom over a certain period of time without speech or almost no language pause state. For example, when the teacher asks questions in class, the students keep silent, especially after a few questions, the students show a look of reluctance, finally stammering, hardly to say a few words. Also, students keep silent when they have difficulties or doubts about what they are learning. During the class discussion, the students were silent. To our embarrassment, students compete to sit in the back of the classroom, while the first few rows of seats are often empty.

3. The Dangers of Silence in Class

Obviously, classroom silence has become a language communication barrier between teachers and students. Its harm is self-evident. The students' reluctance to speak and participate in learning in class not only makes students lose the opportunity to practice English and get familiar with English,

but also deviates from the basic principles of language learning and makes learning English well an empty word. At the same time, it will also affect the interaction and emotion between teachers and students to a large extent, which will make the English classroom inactive and the learning atmosphere become dull, and it is difficult to achieve satisfactory teaching effect after all. Finally, the students' silence also destroys the basic principle of teaching -- the unity between teachers' "teaching" and students' "learning". The original "hundred schools of thought", which should be student-oriented, has been transformed into "one school of thought", which teachers hold from the beginning to the end and do not pay attention to the individual differences of students. Therefore, it will be difficult to carry out the teaching concept centering on students and to teach students in accordance with their aptitude. In this sense, students' silence in class is not "golden". Therefore, it is very important to find out the reasons leading to students' silence in class for changing English teaching methods and improving the quality of English learning.

4. The Reasons of Silence in Class

In order to solve the problem, first we should explore the cause of the problem. A large number of researches at home and abroad are accustomed to attribute the silence behaviour of Chinese students to the influence of deep-rooted traditional culture, respect the dominant authority of teachers in the classroom, and avoid mistakes.

4.1. From the Perspective of Chinese Traditional Culture

Chinese culture has always had the character of the mean, and the core of the mean is to pay attention to harmony, harmony is an important realm of Chinese culture. Taoism, Confucianism and Chinese Buddhism all emphasize and pursue harmony. The ancient Chinese educational thought also paid great attention to shaping harmonious quality, which created the Chinese people's character of advocating euphemism and reservation, being quiet and introverted, modest and comity. This pursuit has created a unique psychological world of the Chinese people, which makes the Chinese people lack enough competitive power, lack of initiative and enterprising spirit of challenge. Although there are many theories advocating harmony in western educational thoughts, they regard competition as the premise of human survival and development. From Hobbes to Darwin, they all attach importance to the principle of survival competition. Competition and difference have always been the qualities that western educators focus on. This is why the western classroom is more active.

4.2. From the Perspective of Students

4.2.1. Long-term Bad Study Habits

College students have experienced more than 10 years of study in kindergarten, primary school and middle school before entering the university stage. Students are always under the exam-oriented education, especially in high school, students are faced with time and heavy learning tasks, so the teaching of how many are in around by all kinds of test, the teacher many times to the transfer of knowledge and light for the cultivation of the students' language power of expression, over time, students are accustomed to not open his mouth to learn English, also is the people often say "dumb English". Therefore, even if students finally arrive at the university, because the learning habits of students have been finalized, the teacher in the classroom how to conduct more interaction, it is difficult to stimulate the desire and interest of students to speak, at this time of students have been "hard to open".

4.2.2. Incorrect Learning Belief

Some students' wrong understanding of teaching and the isolation of "teaching" and "learning" are also an important reason why they form bad classroom habits. Under this extremely wrong view, they think that the teacher's task in the classroom is to teach, the student's task is to learn hard. They value class time very much, but mistakenly think that answering questions is a waste of time, and students may not answer correctly, so they do not want to answer the questions themselves, or listen

to other students. They only listen to the teacher standing above, but they sit quietly below, quietly taking notes.

4.2.3. Lacking the Confidence to Speak English

Students always worry about their weak English foundation, that they can not express their views in English is another important factor restricting students not to open their mouth in class, not to participate. In the past, English learning was mainly to cope with exams, and they seldom had the opportunity to express their ideas, so once they entered the university and wanted to speak English, they would worry a lot and appear to be not confident enough. Therefore, when called by the teacher to speak, this kind of students often turn to the teacher and ask: "Can I speak Chinese? In fact, some students still very want to participate in the teacher's question discussion, and sometimes have some problems of teachers' independent opinion, but the surrounding students, even in the whole class, put up your hands to answer a few students, just like other students also choose silence is not the answer, this is what they too weak, lack of confidence, fear of the other students said they pushy, performance, afraid of a reflection of the teacher's criticism.

4.3. From the Perspective of Teachers

4.3.1. Insufficient Opportunity to Speak in Class Due to the large Class

Language courses have their own requirements that are different from other courses. For example, the number of students should not be too large. This is because the number of students is too large to ensure that students have equal and sufficient opportunities for language practice in the limited class time. With too many students, it is difficult for the teacher to ask questions for all the students to achieve the expected effect of the majority practice when there is no guarantee that everyone has the opportunity to practice English, and most students are silent. Therefore, the teacher's questions can only end up with questions asked by himself or answered by very few students.

4.3.2. Unscientific Way of Asking Questions and Low Tolerance for Language

It is the most common way for students to use English in class. If the teacher's questions are too difficult or boring, or if the teacher does not leave enough time for students to organize their answers in English, or even thinking, it will not only directly affect students' interest in answering, but also cause students' reluctance to speak. Some teachers cannot really start from the complex psychology of students to answer the question, students answer the question expression requirements are very strict, a little mistake, the teacher immediately correct. On the one hand, it aggravates students' nervousness and anxiety when they answer questions. On the other hand, it also makes students dare not answer any more, fearing that they will make more language mistakes. So this kind of heavy expression form of questioning process, confuse students answer the positive polarity, to a large extent caused the students answer the silence.

5. Building an Effective College English Class

In English class, language learning is effective only when students and teachers can communicate in the target language. At present, the traditional teacher-centered teaching is shifting to student-centered modern teaching, which is more able to mobilize students' initiative and initiative, which means that students should pay attention to main body participation in teaching activities. In this process, teachers should take effective measures to give play to students' main initiative and guide students to actively participate in classroom activities. Students participate in classroom activities in the form of expressing ideas, talking with classmates and interacting with teachers. By actively participating in English class, students can stimulate their learning enthusiasm and curiosity, thus effectively improving the teaching effect in class. Therefore, participating in classroom interaction is an effective way for students to improve their English language ability.

5.1. Strengthen Communication and Create a Good Class Atmosphere

In the face of students with different levels of language proficiency and different expectations for language learning, teachers should try to understand their learning objectives and requirements for teaching methods. Teachers can communicate with students before class, understand their expectations of the course and difficulties in learning, and formulate targeted teaching objectives. Meanwhile, they can guide students to formulate more realistic learning objectives, so as to make English learning more purposeful and maximize the effect of classroom teaching. In addition, students are encouraged to put forward their opinions and Suggestions on teachers' teaching methods before and after class, so that teachers can improve their teaching methods according to the actual situation and create a good classroom teaching and learning atmosphere.

The classroom atmosphere reflects the harmonious relationship between teachers and students to some extent, and the relationship between teachers and students can affect the classroom atmosphere. As the American educator bloom said, "a student learning a course with positive emotions should learn more easily and more quickly than a student who lacks enthusiasm, optimism or interest, or who is anxious and afraid of the material." Therefore, teachers should first fully understand the potential negative effects of students' silence and anxiety in English class on their learning and use of English, understand students, and try to create a relaxed teaching environment to relieve students' tension, so that they can speak English actively and confidently in class.

Also, teachers should think about ways to make students willing to participate in classroom activities. In classroom teaching, the teacher needs to find students' excitement and stimulate their interest in learning. Task-based teaching method requires the creation of realistic situation. In the specific operation, the design task can be set by setting "simulated situation" and "problem situation". After the teacher puts forward the task, he should make a detailed explanation of the task, and the task requirements should be as specific as possible and easy to operate. In the process of students completing tasks, teachers can provide students with certain help and support, so that they can successfully complete the task. When students interact with each other in class, group discussion can be adopted to enable students to express their views freely and express their opinions, so as to achieve the purpose of communicating with English language.

5.2. Change Teaching Method and Help Students Establish the Participation Consciousness

First of all, teachers should change their teaching concepts and explore learning guidance methods suitable for themselves and students. According to the theory of communicative teaching method, the classroom should be dominated by students and supplemented by teachers. Classroom teaching needs to change from the traditional teacher-centered teaching model to the student-centered model, so that students can become the subject of classroom teaching activities from the audience, participate in classroom practice activities independently, learn and apply language knowledge comprehensively, and acquire language skills better. Therefore, teachers should fully understand the characteristics of students' knowledge construction, and promote students' knowledge construction by combining the transformation process of internalization and externalization of knowledge into practice and application. At the same time, teachers should help students change the concept of learning, so that students can deeply understand that English language acquisition depends on a large number of language use practice, so as to actively participate in teaching activities.

5.3. Enrich Teaching Strategies and Actively Respond to Students' Feedback

Firstly, teachers should constantly explore teaching methods and enrich classroom teaching strategies. English classroom teaching should be based on the principles of English teaching and combined with students' language learning level. Therefore, in the preparation process of teaching, teachers should grasp the classroom questioning skills according to the textbook content, students' language learning level and interest in learning and their own experience in learning English, After each question, the teacher must pay close attention to students' performance, and according to the actual situation of the students answer the questions in-game adjustments, from the most basic

pronunciation, language expression to the historical and cultural background, knowledge update to guide students questioning, make it vivid and active classroom atmosphere, at the same time, try to reduce the occurrence of ask yourself from a situation.

Secondly, teachers should actively encourage students to participate in the classroom, turn the classroom into an equal communication platform, and enhance students' enthusiasm to participate in the classroom. Depending on the students' language ability and level, teachers can ask questions in different ways. For example, for students with a lower level of language proficiency, it is more appropriate to adopt the method of selection or direct presentation of results. For students with good language skills, they can be asked to express or describe events or ideas independently. When they are unable to continue with difficulties, the teacher can give appropriate hints and help. At the same time, teachers should pay attention to the problem setting should not be too easy or too difficult.

Conclusion

The "silent" attitude of students in class is not conducive to the effective development of teaching activities, which produces a lot of contradictions in classroom teaching and affects the harmonious atmosphere of the classroom. Under the influence of traditional Confucianism, Chinese students pay attention to harmony, modesty and comity without showing their sharp points. Due to the lack of communication between individual students and teachers, the teaching content and quality cannot be improved in a timely manner. Some students are bored with the classroom, as well as the educational system and personal character. All these reasons make Chinese students unable to speak freely in class and the classroom atmosphere is dull. Therefore, we should make change from the three aspects: students, teachers and schools, cultivating students' independent and cooperative learning ability, paying more attention to practice, and enriching the diversity of classroom teaching. We should also try to guide students to set practical learning goals for themselves, develop a practical learning plan, reduce their fear of making mistakes and speaking English, and gradually build up confidence in English learning.

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