



Causes and Countermeasures of Silence in College English Classroom

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Abstract

With the increasingly frequent foreign exchanges in China, the importance of English is becoming more and more significant. For non-English major students, college English courses are the most important platform to improve their English ability. Classroom teaching activities need to be carried out by frequent interaction between teachers and students. However, most students choose to be silent for a long time in class, which will hinder classroom communication and affect the learning effect of students. Students are the main body of the classroom, and students' silence is not only the feedback to teachers but also the expression of their own feelings. The decrease in students' participation in class will directly affect the cultivation of communicative competence and knowledge acquisition. Therefore, from the perspective of teachers and students, this paper is committed to analyzing the causes of the silence of students in college English class, to help teachers and students understand each other and improve the quality of teaching.

Keywords

Classroom silence; motivation; better performance

1. Research background

People need to communicate with each other, through communication to obtain useful information and knowledge, college English classroom is the communication between teachers and students. Most of the time, the evaluation of a class is determined not by the teacher's performance, but by the student's performance. If the students can actively participate in the class activities, even if they make some small mistakes, the class will still go down smoothly. If the student remains silent, the teacher will begin to worry about whether the student has acquired the knowledge, especially for the novice teacher based on the humanistic view, and the student is the center of the classroom. Communication is the inner needs of people. When students keep silent, there must be something affecting them, and silence is a way for them to express their emotions. There is no doubt that classroom discussions or communication between students can help students who have difficulty improving their understanding (Liang Jie, 2023).

Therefore, it is very necessary for teachers to help students to let them know how to do it next. However, it is difficult to mobilize the enthusiasm of students in college English classes. In the face of teachers' questions, most students are silent and refuse to answer the questions. Some students will wander off in class and do other things. These phenomena not only seriously affect the classroom atmosphere, but also hinder the students from obtaining the relevant knowledge. Therefore, teachers need to be aware of the meaning behind the silence in class and create a more comfortable learning environment for students. From the perspective of teachers and students, this paper focuses on analyzing why students are unwilling to express themselves in class and put forward corresponding countermeasures according to the current situation.

2. Theoretical background

In modern Chinese, silence is understood as silence, silence and not talking and laughing. Classroom silence refers to the non-verbal communicative behavior shown by students in class. Classroom silence can be divided into two kinds, one is positive silence, the other is negative silence. Positive silence refers to students' thinking and devotion in classroom teaching content, while negative silence refers to the behavior of students refusing to communicate in class.

First of all, classroom silence belongs to the non-verbal expression factor in the classroom, which is the communication between teachers and students, and cannot be separated apart. Many researchers stress that Asian students will remain silent in cross-cultural or two-language classes. Asian students were described as silent, quiet, and unengaged. This means that Asian students have similar cultural backgrounds and may be used to being silent in class. Humanism teaching emphasizes that the purpose of education is to help students grow up, and the solution of problems is both the beginning of education and the process of education. Therefore, in line with the teaching view of humanism, teachers need to think about the countermeasures to break the classroom silence. In addition, researchers believe that the classroom is a binary space around class inequality and cross-class interaction. This suggests that teacher misconduct may lead to classroom silence or classroom inequality (Wang Rui, 2023). Chen Zupeng believes that classroom silence is a phenomenon of teaching significance. The communication in college English classrooms should not be one-way, so the level of teachers and students can analyze the silence of college students' English classroom, which helps to improve the teaching efficiency of college English classroom and achieve a win-win situation between teachers and students.

3. The reason for silence in English class

3.1 Student level

3.1.1 Cultural influence

Influenced by Confucianism, students have been taught to be polite, emphasize the mean and the inferior, and learn to be humble rather than compete. In class, students are reluctant to express themselves or be the first to answer questions. This means that even if they want to express themselves in class, they will not choose to raise their hands quickly, wait for the first person to speak, or suppress their desire to express themselves. Not only Chinese students, but also Asian students have similar Confucian cultural backgrounds, so they are the same in their silent performance in class, which is the social cognitive level.

3.1.2 Differences in English ability

College students' English foundation, professional requirements, and English learning motivation will also lead to the silent phenomenon in college English classrooms. Most of the students with a good language foundation are very willing to express themselves in class. On the contrary, the worse the language foundation will try to avoid the questions raised by the teacher in class, even if they are called up, they may be silent, or say "I won't". The teaching of college English courses includes students of different majors. Even though the author's school has adopted graded teaching, there are still some differences in the requirements of different majors for English ability. Students majoring in liberal arts pay more attention to English learning, but students majoring in science are relatively lax in English learning. Therefore, in college English classes, the silence of students in science majors is higher. After entering the university, the motivation of some college students in English learning is weakened. They are not only unwilling to participate in English class activities but also affect their English learning effect to some extent.

3.1.3 Emotional factors

College students have active silence in class, students need time to absorb knowledge, and some students expect to get inspiration and inspiration from their students' answers, so when others speak, they will keep silent. Fully engaged in the classroom teaching. They are studying the text carefully, and do not even notice that the teacher is asking questions. For these students, their facial expressions were completely different from their posture, and those who were completely uninterested in the course and were distracted (Cong Yuchan, 2023).

On the contrary, students' negative silence can also be seen as a resistance to the classroom or the teacher. They may not like the teacher or they may not understand what is being said in the class, so they may seem confused and have no words with the teacher. Focusing on the students' facial expressions or posture in class can help the teacher to understand the students' thoughts without asking them. However, it is possible that students do not focus on the classroom for their own reasons. Studies have shown that higher levels of anxiety in the classroom are more likely to lead to silence in class than in the cultural background or teaching objectives. If teachers or others exert excessive pressure, students may be

afraid to speak in class. An anxious environment can also hinder the students' thinking process.

Students' self-awareness, fear of failure, and fear of being laughed at are also one of the important reasons why students refuse to speak in class. When students are laughed at in class, they will come back, avoid the next speech, and remain silent while asking questions in class. After entering the university, due to the different attention paid to English learning, some students who could have spoken seriously will refuse to express themselves after being ridiculed by other students who are jealous or despise English learning.

3.1.4 External factors

According to the author's daily teaching observation, the reasons why many college students remain silent in English class are not only internal factors but also external temptations and troubles. College education not only focuses on the cultivation of students' abilities but also tests students' time management abilities. Some students stay up late at night playing video games and are sleepy in class. There are also students who have not completed their professional course homework and want to make up their homework in public courses. In class, some students cannot stand the temptation of mobile phones to look at them frequently, which will lead to students not being willing to communicate in English class. Because they are absent-minded, they do not pay attention to what the teacher is talking about. They can only remain silent when asked. In fact, inadequate preparation is also why many college students remain silent in class. Many college students' spare time is occupied by various activities, and they do not pay much attention to English learning, enough, so they will not spend much time on the preview and review of the course. However, the teaching hours of college public English courses are limited, and teachers sometimes arrange more teaching content in one class. If students do not preview in advance, it is easy to not understand and keep up, and the silence in class will naturally arise.

3.2 Teacher level

3.2.1 Improper behavior of teachers

The external reasons for students to remain silent in class may be attributed to the unreasonable and inappropriate behavior of teachers. Wang Wenying interviewed some teachers and summarized the reasons for the teachers' outdated teaching ideas, teaching, emotions, control of the classroom, and unreasonable teaching design. For example, the choice of teacher teaching text is not specific to the actual level of students, too difficult or too easy. Classroom problems or the questions raised by teachers and the arranged classroom activities do not meet the actual needs of students, and classroom silence also arises accordingly.

3.2.2 Teacher's thinking pattern

Under the solidified thought, teachers will think that silent behavior in the classroom is a negative expression of uncooperation. However, silence is not necessarily a negative phenomenon, it may also be the students thinking and absorbing new learning knowledge. Therefore, teachers cannot confuse positive silence with negative silence. Silence is not necessarily the problem of students, blindly putting the problem on the head of students, will only make students more and more silent in class. Therefore, teachers' solidified mode of thinking and the single attitude towards the phenomenon of silence in class will make students more silent.

3.2.3 Traditional teaching mode

Under the influence of the traditional teaching mode, university teachers are accustomed to the teaching mode and pay attention to the transmission of knowledge rather than the cultivation of ability. This teaching mode ignores the actual needs of students and does not play the central position of students in the classroom. When students can not feel that they are valued, or respected, heavy, over time, they will lose interest in learning English, refuse to cooperate in class, silent. College English teaching needs to emphasize the cultivation of students' abilities. When the traditional teaching mode does not bring students a harvest, they will naturally be bored by students. In short, the reasons why students remain silent in class can be summarized as the teacher level and the students themselves. Students are not interested in the classroom, are more and more distracted, afraid in class, speak in the classroom, and social and cultural cognition are the main reasons for students to remain silent. In addition, when students are influenced by teachers' inappropriate teaching design, emotions, teaching ideas, teaching text, books, and thinking patterns, students will also remain silent.

4. Countermeasures

4.1 Establish a correct sense of competition

In addition to the final exam, college English classroom lacks effective means to stimulate students' learning motivation.

Therefore, teachers need to stimulate students' desire for knowledge in the teaching process of English classrooms. Some competition activities can be used to enhance college students' awareness of classroom participation and help them overcome their timidity and conservative psychology. Teachers can use the reward mechanism in the classroom, and give certain rewards to the students who raise their hands to speak or record them in the usual performance assessment, so as to attract other students who want to speak but dare not to raise their hands. The sense of achievement brought by the process of competition can help students to make progress, and at the same time, the correct sense of competition can also enhance the students' awareness of learning. At present, the employment form of college students is becoming more and more severe. Cultivating a sense of competition is helpful to help college students realize the importance of English learning, get rid of the loose learning attitude, and consciously exercise their ability to use the English language (Zhang Peiying, 2022).

4.2 Establish a harmonious learning atmosphere

Humanism theory requires that the classroom should be student-centered, and teachers should always consider whether their own teaching ideas or teaching methods are suitable for the current students. Teachers also need to respect and pay attention to students' thoughts and behaviors to help create a better learning environment. After all, teachers need to be clearly aware that silence in class is not necessarily for all students and is wrong. Respect, help, and guide students can reduce students' anxiety. When students feel comfortable, they naturally have an expressed willingness. Capturing students' non-verbal behavior is conducive to breaking the classroom silence. Teachers should also communicate and communicate with each other, and summarize and analyze what kind of feelings are expressed by students' different behaviors. But teachers should keep in mind that no matter what the teacher's arrangement is, they should not excessively urge students, but leave enough for students.

4.3 Establish a good teacher-student relationship

The number of college English courses is less than that of middle schools, so the number of students to see teachers in the classroom is limited. It is easy to create a strangeness between teachers and students, and even some teachers may not be able to call out the students' names. Therefore, teachers should put down the superior attitude, can use the network class group and students between more, communication, more communication, in the process of communication and pull into the distance between students. Only when the students trust the teacher, they will express their most true ideas. Communication feedback can also help teachers adjust teaching plans, improve teaching effects, and enhance students' interest in English learning (Huang Dan, 2022).

4.4 Respect the differences between students

The teaching of college English courses is oriented to all majors in the university. Students in different regions may have poor or different English foundations, and students in different majors may also have different English foundations. Therefore, teachers cannot "one move fresh, eat all over the day", they should keep learning, keep up with the new trend of education and teaching reform, and understand the current needs of college students in English learning. Teachers should also arrange the corresponding teaching plan according to the different degrees of students, respect, pay more attention to the differences between students and classes, and treat each student equally. Secondly, there are also different demands for English talents among different majors. Therefore, this requires communication between departments. Teachers can be output-oriented and create different types of English courses for students according to the talent training programs of different majors, so as to provide help for students' further development, to truly teach students in accordance with their aptitude, and to improve students' talent competitiveness.

5. Conclusion

The teaching of college English classrooms needs to cultivate students' communication skills and provide help for students' future employment and higher education. In order to get rid of the phenomenon of silence in the classroom, teachers need to face up to positive and negative silence, explore the causes of different types of student groups, and try to break the phenomenon of silence in college English classrooms, so as to really improve students' participation in the classroom and make college English teaching play its due role. In a word, the teaching of college English classrooms is a process of communication between teachers and students. The phenomenon of silence in class is not a problem of any party but has certain enlightenment for both teachers and students. Teachers need to pay attention to students' non-verbal behavior, and timely adjust the teaching plan in order to obtain better teaching results. Students themselves should also learn to challenge

themselves and overcome difficulties. Only when the teachers and students understand and cooperate with each other, can the college English classroom have an active atmosphere.

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