Study of English Classroom Reticence in Higher Vocational College Students

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ABSTRACT

In recent years, the phenomenon of silence in higher vocational English class has increased, which has seriously affected the teaching effect. Through the questionnaire, interviews and classroom observation, we analyzed the factors that silence in classroom, including the English foundation is weak, can not adapt to the teaching and learning motivation utilitarian and traditional values and personality influence etc. And from the emotional teaching, hierarchical teaching, and increase the process of assessment and reform of teaching mode put forward the corresponding solutions to reduce or eliminate classroom silence, and to build an effective classroom participation model.

KEYWORDS

Vocational students, English classroom, silence, research, analysis.

INTRODUCTION

In recent years, with the expansion of enrollment in colleges and universities, the number and complexity of students have increased, and the phenomenon of silence in English classrooms has become increasingly prominent. Most of the students do not want to open the classroom, silent, active participation in classroom activities is not high, the lack of interaction with the teachers, the classroom atmosphere is dull; teacher is also very headache, classroom teachers often become the "one-man show", both teachers and students feel exhausted, teaching effect often shibeigongban, difficult to Teaching benefits teachers as well as students. To achieve the desired goals. This does not accord with the idea of student centered interactive teaching advocated by modern English teaching. The 3 basic factors of successful foreign language classroom are devotion, learning and application. All of them can not be separated from the students' active participation and cooperation.

Foreign language teaching and research workers in China began pay attention to the phenomenon of silence in English classroom and its formation factors. These studies China from the influence of traditional culture, the leading role of teachers and students in the main role, the imbalance between students' personalities and language ability, the lack of traditional teaching methods and teaching style and other aspects of analysis and discussion of the Chinese students in English classroom keep silent reason.

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Classroom teaching is the central link of language teaching. The three key factors of successful foreign language classroom teaching are devotion, learning and application. The realization of the three elements can not be separated from the coordination and interaction between students and teachers. In the classroom teaching of higher vocational English, "silence phenomenon" is common. Students do not understand, and can not open the mouth and many other reasons, in the English classroom, lack of initiative and enthusiasm to participate in activities, silent, dull classroom atmosphere, teaching effectiveness to the past twice the work of half. How to break in the classroom teaching of "Silence", how to arouse students' enthusiasm for learning English, so as to achieve the practical, sufficient English teaching in higher vocational colleges for the degree requirements or achieve a higher request is placed in front of many foreign language teachers is an urgent problem to be solved.

The contemporary society puts forward the new requirements for English teaching in higher vocational colleges, to improve the English communicative ability and application ability of students as teaching objectives, training to adapt to the needs of social development, high-quality compound and applied talents. Therefore, we should re evaluate the current situation of English classes in higher vocational colleges, eliminate the obstacles that students encounter in English communication, and find practical and effective solutions. However, in the college English classroom most appeared on the phenomenon of students' silence, students are not willing to use English to speak and then communicate, silent, even become experts in all kinds of English written examination, but the English level is very low, lack of self-confidence, a serious breach of the practical significance of English teaching.

THE PROPOSED METHODOLOGY

Student silence.

Students' silence in class refers to the silent and non semantic nonverbal communicative behavior of students in the classroom teaching environment. There are two forms of classroom silence: active silence and passive silence. Silence phenomenon refers to the negative Silence Behavior of students in class. They do not express their views on the content of the teacher, do not answer questions in the classroom, do not participate in classroom teaching activities, and affect the normal classroom teaching.

As a psychological phenomenon, speech is an important condition for human communication. Silence, like words, is essentially a symbol of human communication. And people always ignore silence, think it is the lack of language, hinder the occurrence of communication. English classroom is an interactive platform for interaction between teachers and students. Therefore, the silence in English class includes the silence of teachers and the silence of students. In addition, it is important to point out that students' classroom silence may be intentional, relevant to classroom instruction, and may be incidental and irrelevant to classroom instruction.
Types of silence in English class.

Active silence refers to the process in which students receive, keep, understand and use the questions of knowledge and teachers. First, students are silent when they ask questions. Two is the silence of students to explain to teachers or to answer, listen and think. Passive silence: in the classroom, students are more passive, ask questions from teachers, do not think actively, and do not wish to express their views. At this time, the classroom atmosphere is depressing and depressing, and the teachers can not carry out the teaching smoothly.

Active silence shows that silence is not harmful, and is sometimes necessary. It is helpful for students to understand and digest their knowledge and to think positively. Passive silence violates the principles and requirements of English teaching and influences the realization of teaching objectives.

Factors influencing silence in English class.

Teaching style. Each English teacher has a unique teaching style, different teaching styles will directly lead students to participate in the initiative, or remain silent. Teaching style with high guidance is the direct cause of silence in most students.

Teacher-student relationship. As the most basic relationship between teaching and learning activities, teacher-student relationship is the key factor affecting the quality of teaching. Studies have shown that to reduce negative classroom silence, the formation of democratic teacher-student relationship is most ideal. Self-concept. It is an individual's comprehensive view of oneself, consisting of the individual's own ideas, emotions and attitudes, based on past experience and influenced by external reinforcement and evaluation. Self confidence and self-esteem are two of the most important factors. Some students keep silent in English class because of their high self-esteem and lack of self-confidence.

Personality factors. Personality is divided into introversion and extroversion, and extroverts are more likely to participate in oral communication than introverts. As a result of introverted personality, some students do not want to answer questions in class, so keep silent. Learning motivation. A person's learning motivation determines whether or not he is interested in English. Through a semester classroom experiment, scholar found that students' lower self-efficacy and higher anxiety were the main reasons for their habitual silence in English class.

Countermeasures and Implementation.

Negative silence in class has become a habit for students, the survey found. Vocational students are basically accustomed to the teacher centered traditional listening class model in middle school, and they still keep up the habit when they go to college. When students are silent, consideration should be given to reducing the difficulty of the task. It is also important that the students enter before they finish the task. In addition to inputting relevant vocabulary and sentence patterns in advance, teachers should also create opportunities for students to share memories and experiences, so that students can use their background knowledge and experience when they complete their tasks. Ellis suggests that giving students enough time to arrange and accomplish tasks while speaking tasks can reduce the
difficulty of tasks to a certain extent by reducing the pressure of time constraints. To allow limited time to become comfortable, teachers can use questions to guide students to think, to make the task more clear and detailed content. For example, a English recipes require students, need to go through the food culture for students, English names and other knowledge of the input, and then put forward some leading questions for students to think.

Higher vocational students learn English more for the future work, so the task should be related to the workplace, and pay attention to diversity and fun. The content of the task should come from the specific content of the work, such as thank you speech, restaurant ordering, hotel room service, tourist guide, commentary and so on. At the same time, you can refine a task into several different scenarios. For example, when planning an English wedding, students are divided into 4 groups, assuming different types of weddings, such as Chinese, western, and so on, for each group to do different types of wedding planning. This avoids the repetitive boredom of each group's presentation, reduces the difficulty of the task, and enables students to gain a better understanding of different job situations in the future.

According to Bandura's theory, self-efficacy affects the individual's cognitive and emotional states. Through the adjustment of self-efficacy to emotional status, it can effectively reduce anxiety and play an important role in the process of individual choice. There are four main sources of self-efficacy: Motor mastery experience, vicarious experience, verbal persuasion and physical emotional state. Teachers should try to provide students with hands-on experience in the classroom, including providing more opportunities for success and encouraging students to set their own long-term and short-term learning goals. Once students have discovered their own strengths through different exercises and gained successful experience in action, they will be full of confidence in the English class. The goal setting has a great influence on the improvement of self-efficacy. Once students reach their goal, their confidence in English listening will be greatly enhanced.

Teachers should be positive verbal persuasion, and guide students to their success and failure of the correct attribution. At the same time, teachers only need to point out important mistakes in the listening class, and minor mistakes can be neglected properly. If teachers constantly correct their mistakes, their self-esteem will be hurt. Because when students feel that teachers expect too much, students will curb participation, preferring to remain silent and unwilling to take risks to disappoint their teachers. In addition, teachers should pay attention to students' mood changes, and give prompt affirmation and encouragement when students are timid and hesitant.

The teacher's own role plays a direct role in the performance of students. Teachers should build a democratic and friendly relationship with their students and become guides and even collaborators. Teachers should pay attention to the emotional reactions of students in a series of classroom activities, such as grouping and arranging tasks. When students are studying in a group, the teacher should step down from the platform and communicate with the students, suggesting relevant methods and expressions, and participating in the discussion of the students. In this way, students will have more confidence when they act independently.
Stratified teaching.

Reform a past final exam paper, determine the fate of the end of the evaluation methods, summative evaluation and process evaluation combine to increase the intensity of process assessment. Process evaluation has been gradually formed since 1980s. It is characterized by paying attention to the learning process and paying attention to unexpected learning outcomes. In the classroom under the guidance of process evaluation, students have more opportunities to display their own abilities, which are helpful to train students' positive attitude towards learning and to improve their interest in learning. Whether students are motivated by instrumental motivation or integrative motivation, process assessment promotes students' English learning in an objective way, especially for students with learning habits, passive or even lazy. Just as the students who participate in class participation in the interview say that they are willing to participate when classroom activities are related to test scores, which greatly stimulate students' motivation to learn English. At the same time, it should be noted that teachers should adopt appropriate means of encouragement instead of emphasizing extra points, so as to avoid negative emotions and passive resistance.

Higher vocational English trains high-level and applied talents with higher English proficiency as well as professional expertise. The starting point and destination of English courses are the needs and development of students. Students need to be close to life and meet future employment. Therefore, to increase the interest, humanity and professionalism of the teaching content can strengthen the fusion motivation of students and promote students to study more.

CONCLUSION

There are many silent factors in Higher Vocational English classroom, including the subjective and objective aspects, the students and the teachers. Teachers should correctly treat this phenomenon and should not allow it to develop. At the same time, the correct interpretation of factors, the silence behind effective guidance, an antidote against the disease, the joint efforts of teachers and students, to reduce or eliminate the silence in the classroom, the classroom participation pattern, the real classroom to build a communication platform, improve the students' practical ability in English application. In a word, "comprehensive English" is one of the main courses of English major teachers in the most difficult, in addition to language, vocabulary, grammar teaching, to cultivate students' intercultural communicative competence, through comparing the different culture to help students overcome learning because the cultural background is not the same due to the difficulty in learning. In addition to several methods introduced above major, teachers can also use a variety of channels and methods to enable students to absorb and experience foreign culture.

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