

摘要

课堂沉默日渐成为教学场所中普遍存在的现象（时广军，2017）。有学者研究表明课堂沉默会导致师生情绪受挫，课堂气氛压抑，教学效果事倍功半，不利于大学生英语综合能力发展，有悖于英语教学改革的本质与目标（王金龙，杨伶，何叔飞，2019）；也有学者研究发现课堂沉默是学生涌现精彩观念的前奏（周杰，2012）、是学生心灵觉醒的过程（Schultz, 2012）、是学生对抗权威的自我保护的手段（杨雪，2019）。本研究试图探讨英语专业生课堂沉默的情况及其背后的深层原因，以呈现课堂沉默的文化性和复杂性。

本研究以河南省某所普通理工科背景高校的二年级英语专业生为对象，使用课堂观察法、半结构访谈法等质性研究方法，聚焦教师和学生课堂沉默情况及影响因素，从而获悉课堂沉默如何影响学习者课堂学习态度。

本研究发现英语专业生在课堂上经常出现或长或短的沉默现象。这与教师的教学指导风格、教学提问策略和教学语言方式密切相关，也与学生语言知识能力相关，同时也与传统文化中的“留面子”、“尊师”、应试文化和“沉默”行为习惯的价值判断和取向密不可分。课堂观察与记录则表明英语专业生课堂沉默更多时候是由于上述三个方面作用于学生而产生的负面教学效果，即课堂消极沉默，但也不能否认翻书、记笔记、看课件、准备发言等无声行为也是学生参与课堂，产出有价值想法的积极沉默。若消极课堂沉默现象得不到合理的疏通和引导，课堂教学便既有可能陷入长时间的集体沉默，成为正常开展教学活动的绊脚石。

本研究在从学生、教师、课堂、文化四个方面探究英语专业生课堂沉默原因时得到以下发现：（1）学生自身因素是学习者选择沉默或参与的首要因素。（2）教师是影响学生参与课堂或保持的关键因素。（3）课堂环境是影响学生课堂参与或沉默的潜在活跃因子。（4）文化价值取向对学生课堂参与或沉默具有深远的影响。

综上所述，我们可以发现课堂沉默的复杂性和文化性，教师、学生、课堂环境和文化价值取向各影响主体间相互影响、相互作用，从而影响课堂教学效果。本研究旨在希望能够引各起教学主体对课堂沉默的深入思考，辩证看待课堂沉默现象，突破“课堂沉默只有负面效应”的刻板印象，以帮助提高英语课堂教学效果。

关键词：课堂沉默；英语专业生；质性研究

Abstract

Classroom silence has become a widespread phenomenon in teaching places (Shi Guangjun, 2017). Some scholars have shown that classroom silence will cause teachers and students to be emotionally depressed, leading to a depressing the classroom atmosphere and a less effective teaching results. However, some scholars have found that classroom silence is a prelude to students 'brilliant ideas (Zhou Jie, 2012), a process of students' awakening (Schultz, 2012), even a means for students to defend themselves against authority mainly from teachers (Yang Xue, 2019). This study attempts to present the phenomena of silence in the classroom interaction and explore the possible causes of silence among sophomore students majored in English in a local university in Henan Province. Cultural complexities of silence are also considered in the analysis.

Classroom observation and semi-structured interviews are employed to collect the opinions and perspectives of the teachers and students that experienced in the classroom. It is found that English majors have experienced silence of various kinds. This is closely related to teachers' instructional style, questioning strategies, methods of teaching language. Students' language capacity, the need for face-saving, the habit of respecting teachers, and examination culture lead the students to keep silent. While taking notes, flipping books, reading PowerPoint and preparing for the speech should be also taken as a form of positive silence in classroom. My classroom observation indicated that the poor teaching effectiveness from teachers and language capacity from students can lead to negative classroom silence. If this type of silence is not reasonably cleared and guided, classroom teaching may fall into long-term collective silence and become a stumbling block for effective teaching.

This research tries to explore the causes of classroom silence in English majors from four aspects: students, teachers, classrooms, and culture. Findings can be displayed as follows : (1) Students' factors are the primary factors for learners to choose passive silence or active participation. (2) Teachers are the key factors for students to participate in class or maintain silence. (3) The classroom atmosphere is a potential active factor that affects students' classroom participation or silence. (4) Cultural value orientations mentioned above have a profound impact on students' classroom participation or silence.

In summary, silence is a complex cultural phenomena. Teachers, students,

classroom environment, and cultural value orientation influence each other and interact with each other, thereby affecting classroom teaching. This research aims at providing a broader perspective of dealing with the phenomena of silence in the classroom to help improve the effectiveness of English classroom teaching.

Key words: Classroom Silence; English Majors; Qualitative Research