

# Research on Influence of College Classroom Discourse on Students' Class Involvement

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**Abstract:** Classroom discourse can affect students' classroom involvement and enthusiasm. Classroom discourse, one of the basic contents of classroom teaching in colleges and universities, is divided into student discourse system, teacher discourse system, and student-teacher discourse system. Strengthening all three can bring something unexpected to classroom teaching. Based on this, this article focuses on three things: the role of classroom discourse in classroom teaching, the impact of classroom discourse on student classroom involvement, and how to have no impact on the improvement of classroom teaching quality.

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Classroom discourse plays a really important role in classroom teaching. The interaction in the classroom is carried by discourse. Classroom communication is one of the most basic class activities. Classroom discourse has an impact on classroom involvement activities of students and has been one of the hotspots in the current research of education. Many scholars have conducted corresponding research on it, which means a lot in further embodying the role and core connotation of classroom discourse.

## 1 Role of University Classroom Discourse in Classroom Teaching

### 1.1 Improvement of classroom teaching effect

The application of classroom language plays a very important role. The main body of classroom discourse is

students and teachers, including communication among students and communication between students and teachers. Classroom discourse has been a vital part of teaching, which can affect classroom teaching quality. Teachers, the subject of the classroom, use words to introduce students to join in classroom interactions and play an active role in the classroom with the proper use of classroom discourse while following the students' opinions<sup>[1]</sup>. It can achieve teaching tasks, maintain communication between teachers and students, and improve classroom teaching effects.

### 1.2 Stimulation of students' enthusiasm for classroom learning

Interest is the best teacher and the best motivation for students is to be passionate about the learning contents. So, relying purely on the students' own learning interests is not enough to support them to complete learning tasks. Students need to be guided by teachers in the classroom, in which process the discourse introduction plays a key role. They are guided ways that teachers need to get students indulged into classroom learning atmosphere through purposeful discourse guidance. Finally, the students will have a strong learning interest in the teaching contents. Funny and humorous discourses often attract students' attentions easily. The point of classroom discourse is to support teacher-student equality, mutual learning and progress with teachers improving teaching methods and students learning knowledge, cultivate students' excellent learning concepts, and more talents for the society[2]. College education is a period for students to develop correct values, and reasonable classroom discourse can help students establish correct concepts so that impetus classroom atmosphere and students' learning enthusiasm.

### **1.3 Promotion of communication between teachers and students**

Classroom discourse is the carrier of classroom communication that can change the teaching environment of the classroom and strengthen the communication processes between teachers and students. Today, classroom teaching is no longer the same as the past when the teacher unilaterally teaches and students accept passively, but with students as the main body and teachers as the instructor. The reasonable application of classroom discourse can not only promote teacher-student relationships, but also guide students to engage in proactive communication. The active classroom interaction can promote the confidence of teachers and students.

## **2 Influence of College Classroom Discourse on Students' Classroom Involvement**

### **2.1 Over involvement of the teacher, lack of teacher-student interaction, and low involvement of students**

The classroom time of colleges and universities is usually 45 minutes. In such classes, many students still follow the previous teaching method that the teacher serves as the main body in the classroom teaching. During the 45 minutes, the teacher speaks more than 3/4 of the whole time, but students just rarely accounted for 1/4, resulting in a low interactive atmosphere in the classroom. Faced with the passively accepted teaching mode, the students are not interested in learning and they rarely participate actively in class interactions. The number of questions and contents of the teacher usually affect the number of students' speeches in the classroom. And there are few interactions between teachers and students, resulting in low involvement of students in the classroom and poor learning effect.

### **2.2 The simple way of asking questions leads to students' low interest in the class**

A large amount of research on classroom discourse teaching shows that one of the reasons that affects students' classroom involvements is the classroom teaching environment with single questioning mode and no ups and downs that the attractions are gradually reduced. The mode of asking questions and the contents of the questions are relatively simple with limitations that the questions need to be improved that caused the lack of students' interest in learning.

### **2.3 General language feedback of teachers and low initiative of students**

The teacher is not only someone who leads students to grow and learn, but also someone who judges the academic performance. However, at present, it seems that many teachers in the university have not evaluated the studies of students individually<sup>[3]</sup>. Too relaxed performance is not conducive to students' continuous interest in classroom teaching. What's more, the discourse analysis of the teachers in the evaluation is too general and simple, such an evaluation easily makes students fail to understand the teacher's true intentions, limits the students' thinking on language learning and causes a reduction in students' initiative.

## **3 Strategies of Promoting Students' Classroom Involvement**

### **3.1 Improvement of the teacher's personal discourse system**

(1) Improvement of professional spoken ability. Teachers in each subject have their own specialized teaching spoken language and main contents. They must stimulate students' motivation to understand of specialized discipline and the truth by themselves so that the students could grasp comprehensive knowledge points. At the same time, teachers need to combine the network vocabularies that students are interested in to stimulate students' learning enthusiasm and finally improve students' participation in class.

(2) Improvement of teachers' teaching words fascination. Each language has its own unique charm. In the class, the teacher's words should be easily to appreciate, funny and humorous and be able to quote classics at proper time so that students' attention could be better attracted; meanwhile, the teaching effect in the classroom will be much better through improving the level of discourse that combine some body movements.

(3) Improvement of the teaching quality. Teachers should express the problem that the classroom contents be elaborated in a concise manner. It can release the statement about copying textbooks, focus on core problems of the teaching contents and avoid repeated language statements and superficial contents that is adverse to students' understanding and acceptance. Making full use of languages, intriguing creative thinking can help students better participate in the classroom.

### 3.2 Discourse system between teachers and students

(1) The improvement of teacher-student interaction. In classroom teaching, the relationships between teachers and students are equal. It is necessary to continuously deepen the communication between teachers and students when they want to better promote the relationships. Firstly, it must ensure that the students and teachers all have equal speaking rights, where the teacher and the students create the class atmosphere together. They have the rights of speech-freedom in which cases the students and the teacher can have speech contests on the premise of not violating the class order; secondly, respects the words from each other and teachers. Every speech is worthy of mutual respects; finally, achieve a mutually beneficial and win-win interactions in the classroom so that classroom atmosphere could be lived up, and student enthusiasm be aroused.

(2) The change of communication methods between teachers and students. Communication should be diverse to promote communication between students and teachers. Adjusting spoken-ways appropriately can help activate the classroom atmosphere and encourage students to take part in class.

(3) Improvement of interaction quality. It attracts students' interest and improves the quality of classrooms through real-time hotspots and controversial issues after changing classroom discourse teaching such as questioning methods, contents, and forms.

### 3.3 Positive and reasonable feedbacks on students' classroom performance

In classroom learning, teachers should provide positive and effective feedback according to the students' performance in the classroom, so as to help students enhance their interest in classroom learning and improve students' active involvement<sup>[4]</sup>. Teachers'

positive feedback can often make students be confident about their learning. Therefore, positive feedback will have a certain influence on students' self-learning. Teachers should implement more effective evaluation work for students in their daily learning life, and start from the following aspects when aiming at their learning situations, including the understanding and analysis of: mastery of knowledge and words output in class, the frequency of communication with the teachers, the number of questions answered, and test scores. And then further understand the problem-solving methods used by students in answering questions, giving students more specific and comprehensive feedback.

## 4 Conclusions

In a word, the rational use of classroom discourse can help improve classroom teaching quality, drive students' learning interest, improve students' involvement in classroom teaching, and facilitate communications between teachers and students. Discourse has a great influence on students' interest.

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