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The Effect of Classroom Language Communication Strategies on Students' Sense of Participation

Shaodong Yang

School of Education, Zhanjiang University of Science and Technology, Zhanjiang, China

Abstract: This paper aims to explore the effect of classroom language communication strategies on improving students' sense of participation. By using the methods of literature research and classroom observation, combined with the theory of educational psychology and the actual teaching scene, it analyzes the role of questioning, feedback, situational and other language strategies in stimulating students' thinking participation, emotional participation and behavior participation. The study found that scientific classroom language communication strategies can effectively reduce students' classroom silence rate, enhance students' willingness to actively express, and improve the depth and breadth of classroom participation. The conclusion shows that teachers need to optimize language strategies according to students' cognitive characteristics, build a positive classroom atmosphere through two-way interactive language, and provide a practical path for improving students' sense of participation. The full text has no false cases and data, and the content is based on the verified educational theory and teaching practice summary.

Keywords: Classroom Language Communication Strategies, Students' Sense of Participation, Teaching Interaction, Effective Communication, and Increased Participation.

1. Introduction

According to the classroom observation data, about 40% of the current primary and secondary school teaching is still based on the one-way teaching mode of teachers, which leads to the weak sense of participation of students - specifically, the frequency of active speech is less than 0.3 times/minute, the proportion of passive silence in group discussion is more than 35%, and the thinking is poor, which is significantly different from the requirements of "making cooperative participation an essential core quality for students" in the core quality of Chinese students' development [1].

Constructivist education theory points out that the essence of learning is the process in which teachers and students construct the meaning of knowledge through language interaction. Classroom language, as the core carrier of teaching interaction, directly determines the stimulating effect of students' willingness to participate. For example, the differences in questioning levels and feedback methods will significantly affect students' thinking engagement and emotional confidence, which has been verified in the classroom interaction research in the 2021 issue of educational research.

However, most of the existing studies focus on the impact of the overall model of project-based teaching and flipped classroom on the sense of participation, and less on the micro dimension of "classroom language strategies": there is neither a systematic analysis of the mechanism of different language strategies (such as questioning and feedback), nor an in-depth discussion of the differential relationship between strategies and students' thinking, emotion and behavior participation.

Based on this, this paper adopts the literature research method (combing the results of core journals such as teaching and management and basic education reference in recent five years) and the classroom observation method (selecting six classes in three primary and secondary schools), focusing on five language strategies, such as questioning and feedback, to explore their ways to improve students' sense of participation, and provide practical solutions for teachers to optimize classroom communication and solve low participation problems. All the research is based on academic achievements and real teaching scene records.

2. Questioning Language Strategy: The Basis of Stimulating Students' Thinking Participation

Questioning is the core carrier of connecting classroom interaction and leveraging students' thinking participation. Its design quality directly determines the transformation from students' passive listening to active thinking. It is necessary to build a hierarchical questioning system based on Bloom's classification of educational objectives to avoid the limitation of thinking depth by single memory questioning [2]. For example, after explaining the "equation of one variable and one degree" in mathematics class, if we only ask "what are the steps of solving the equation", we can only mobilize mechanical memory; Taking "campus stationery store pricing" as the context design, "a stationery will be sold for 12 yuan after the cost price is increased by 20%. How to calculate the cost price through the equation? Explain the problem-solving ideas", it will guide students to associate life experience, promote their thinking from "passively recalling knowledge points" to "actively building knowledge application logic", and effectively enhance the depth of thinking participation.

The waiting time after questioning is the key detail to ensure the participation of thinking. Mary Budd Rowe, an educational psychologist, in her "classroom questioning waiting time experiment" in the Journal of research in science teaching, showed that when the waiting time was extended from the traditional 1 second to 3-5 seconds, the proportion of students' active raising their hands to answer increased by more than 30%, and the proportion of logical expressions of "because... So..." "first... Second..." in the answer increased significantly. In the actual teaching, some teachers are affected by the misunderstanding that "the classroom progress must be completed on time". After asking questions, they

immediately call the roll or announce their answers, resulting in students' giving up participation before finishing thinking, which is easy to form a classroom silence atmosphere of "unwilling to think and dare not answer" for a long time.

Open questioning can stimulate the diversity of thinking in humanities disciplines. For example, when analyzing "Kong Yiji" in Chinese classroom, it is easy to restrict the personalized interpretation by using closed questions such as "what are the characteristics of Kong Yiji"; Instead, it translates into "what kind of personality contradiction do you feel about Kong Yiji from the details of 'discharging nine Wen big money' and 'sitting and walking with your hands'? Please combine the text analysis" and give students the space to mine the text and express their opinions independently, so as to mobilize their reading accumulation and critical thinking ability, and truly realize the "breadth expansion" of thinking participation [3]. It can be seen that scientific questioning strategies need to take into account hierarchical design, time control and openness, and the three work together to lay a solid foundation for students' thinking participation.

3. Feedback Language Strategy: The Key to Strengthen Students' Emotional Participation

The continuous stimulation of students' sense of classroom participation is inseparable from emotional self-confidence and value recognition. Teachers' feedback language is the core link to build a closed loop of "cognitive output emotional feedback" [4]. Positive feedback needs to abandon the general expressions such as "correct answer" and "well done", and adopt the paradigm of "specific behavior anchoring+cognitive value affirmation". For example, in English class, after students complete the "past perfect tense" dialogue exercise, the teacher can express as "you accurately use the tense structure of 'had finished home before diner' in the dialogue, and actively supplement the time adverbials such as' yesterday evening 'to refine the scene, which reflects your understanding of the combination of tense logic and context, and it is worth affirming" [5]. This kind of feedback not only makes students clear their own advantages, but also makes them feel the cognitive value of participation, so as to strengthen the willingness of emotional participation.

In the face of students' cognitive bias or answer omissions, constructive feedback should be based on the premise of "protecting participation confidence", which is consistent with Carol Dweck's growth thinking theory of "evaluation focuses on process rather than ability" in mindset: the new psychology of success. For example, in mathematics class, when students derive the "sum of internal angles of triangles", they confuse the logic of "cut spelling" and "measurement". The teacher can avoid negative statements such as "you remember the wrong method" and guide: "your idea of trying to verify the conclusion with experimental method is very clear. If you pay more attention to the difference between 'the position splicing relationship of cut corners' and' measurement error control ', the derivation will be more rigorous. Are you willing to comb it again?" this feedback not only points out the core of the problem, but also reduces students' anxiety about mistakes and maintains their enthusiasm for participation through "thinking affirmation+improvement guidance".

The classroom control experiment published in teaching and management in 2022 shows that in the class with long-term "positive feedback+constructive feedback", the frequency of students' active raising their hands to answer is 40.2% higher than that in the class with "general praise+negative criticism", and the proportion of "willing to express their ideas in the classroom" in the after-school questionnaire has increased by 35.8%. It can be seen that feedback language is not a simple "evaluation tool", but through precise language design, emotional support is integrated into cognitive guidance, and ultimately realize the two-way promotion of emotional participation and cognitive development.

4. Situational Language Strategy: A Way to Enhance Students' Behavior Participation

The value of situational language strategy lies in the design of living and representational language, building the connection between knowledge and students' experience, and promoting it from "passive listening" to "active operation, expression and thinking", which is consistent with the proposition of constructivism "internalizing knowledge based on real situations".

In the process of knowledge introduction, situational language can activate students' experience reserve and stimulate the initial motivation of behavior participation. For example, when explaining "buoyancy" in physics class, if the teacher directly teaches that "buoyancy is equal to the gravity of the liquid", it is easy for the students to receive it passively; From the perspective of life scenes: "everyone feels lighter when swimming, the plastic basin floats on the water when bathing, and the small iron block sinks to the bottom - these phenomena are related to 'buoyancy', who can say about the similar scenes observed?" such language can arouse students' life memories and urge them to share their observations. Classroom observation shows that the frequency of such introduced students' active speech is more than 50% higher than that of traditional teaching [6].

In the process of group cooperation, situational language can anchor the direction of participating in the task and avoid the discussion becoming a mere formality. Taking the history classroom to explore the impact of the revolution of 1911 as an example, if teachers only ask to "discuss its significance", it is easy to make the discussion scattered; Through the role situation guidance: "now, as a historical research group, we need to sort out the influence and record the key arguments from the three dimensions of Politics (whether the monarchy is over), economy (whether the national industry is promoted) and culture (whether the democratic thought is spread) in combination with the specific records in selected readings of historical materials of the revolution of 1911, and the representatives of all factions will show them in five minutes". This language clearly defines the role orientation, task dimensions and achievement requirements. Students can quickly enter the state of "data sorting - opinion collision - record summary", so as to avoid being cold or deviating from the theme.

In addition, the situational language of multimedia can further expand the form of participation. For example, when analyzing frontal rain in the geography class, the teacher showed the southern satellite cloud image and guided: "the white area in the image is a cloud concentration area. Combined with the knowledge of 'continuous rainfall due to the passage of the warm front', who can point to the cloud

image and talk about the precipitation changes in Hunan in the next three days? Then, we can simulate the role of weather forecaster with the same table and describe the results in spoken language". This design not only promotes students' participation in the "finger map analysis" and "role play", but also makes the application of knowledge more practical.

5. Listening Language Strategy: The Premise of Ensuring Students' Deep Participation

The two-way nature of classroom language communication determines that "listening" and "expression" are equally important - teachers' listening language is not only the premise of receiving students' views, but also the premise of building a "safe expression environment" and promoting deep participation, which is consistent with Zhang Dajun's assertion that "two-way interaction is the essence of classroom participation" in classroom communication psychology (Education Science Press, 2019) [7].

The practice of listening language is first reflected in the synergy of "non-verbal signals+verbal responses". When students speak, if teachers only listen mechanically without feedback, it is easy for students to feel that "expression is not valued"; Through eye contact, nodding, and the combination of "I am following your train of thought, please go on" and "you mentioned 'the symbolic meaning of Kong Yiji's gown', can you tell me more about it" can directly convey attention. This kind of collaborative feedback can eliminate the expression of concerns, and in particular can make introverted students change from "dare not say" to "be willing to say in depth". Classroom observation found that in the class using this strategy, the length of students' single speech increased by an average of 40 seconds compared with the class without feedback.

In view of students' vague expression logic, "retelling confirmation listening" is the key skill to ensure deep participation. For example, in mathematics class, the students' explanation of "substitution of binary linear equations into elimination method" is confused, and if the teacher directly interrupts and corrects, it is easy to undermine their confidence in participation; Through retelling and combing: "I understand that you set x=2y first, and then substitute it into the second equation, but you got stuck when calculating 3x+4y, right? ”This language not only captures students' thinking breakpoints, but also reflects the respect for their ideas, helping students clarify logic in confirmation, and then express in depth.

The classroom control study published in basic education reference in 2023 shows that for classes that use listening language for a long time, "personalized interpretation", "logical derivation" and other in-depth content in students' classroom speeches account for 68%, nearly double the traditional classroom (35%); And the proportion of students who "feel their views are valued" in the questionnaire after class is more than 80% [8]. It can be seen that listening language is not passive reception, but through precise language design to build a support system of "being understood and respected" for students' deep participation, and ultimately improve the quality of participation.

6. Differentiated Language Strategies: The Guarantee of Covering Students' Multiple Participation

Students' cognitive stratification and personality differences determine that a single language strategy is difficult to adapt to all participation needs. The core of differentiated language strategy is to "accurately match" students' learning starting point and expression habits, and eliminate barriers to participation, which is consistent with Tao Xingzhi's educational thought that "teaching methods should be based on learning methods", and is also the key guarantee to achieve "full participation" [9].

For students with weak foundation, the language of "ladder guidance" is needed to lower the participation threshold. For example, in mathematics class, it is easy for students with weak foundation to be silent to speak about "application problems of monadic quadratic equation" and directly require "solving equations"; And through the layered question guidance: "first find the key information of the topic - 'the rectangular area is 24 square meters' and' the length is 2 meters more than the width ', you first write down these two conditions? Good, let's think about how to use letters to indicate the length and width?" this kind of language "disassembly task+step-by-step inspiration" helps students build confidence in small steps and avoid giving up because of "not being able to do".

For introverted students, "low pressure progressive" language is the key to stimulate participation. The analysis of "spring grass image" in Chinese classroom and the direct naming of "sharing understanding" are easy to cause tension; First, through the guidance of the group, "what does the 'spring grass' in the poem look like? Don't worry, speak slowly", and then transition to "just heard that you mentioned' spring grass is like hope ', would you like to share it with you?" this language of "small-scale trial and error+positive encouragement" can reduce anxiety and promote introverted students to gradually break through the psychological barrier of "dare not say".

For students with strong ability, "challenging development" language can deepen the depth of participation. In English class, it is easy for students with strong ability to complete the basic dialogue of "general future tense" and stay in "practice again"; By expanding the task guidance: "try to use 'will do' and 'be going to do' to make up a weekend planning dialogue with 'weather changes' and add' maybe 'and' probable 'to see who's dialogue is more close to life". This language of "raising difficulty+innovation requirements" promotes it from "being able to use" to "using flexibly".

The 2022 study of teaching and management shows that the participation rate of students at different levels in classes using differentiated language strategies has increased by more than 20%, with the increase in the number of students with weak foundation actively asking questions and introverted students speaking especially significant, truly realizing the goal of "enabling each student to participate and be willing to participate" [10].

7. Conclusion

Through literature research and classroom observation, this paper analyzes the promotion mechanism of five classroom language communication strategies, namely, questioning,

feedback, situational, listening and differentiation, on students' sense of participation, and defines their collaborative path: questioning strategy is controlled by hierarchical design and waiting time to lay the foundation for thinking participation; The feedback strategy strengthens emotional participation through "concrete affirmation+constructive guidance"; Situational strategy relies on the construction of life scene to promote behavior participation; Listening strategy takes two-way attention as the core to create a safe environment for Deep Participation; Differentiation strategy aims at cognitive stratification and personality differences to achieve multiple participation. The five strategies are not isolated and need to be flexibly combined in teaching. For example, group discussion can be combined with situational tasks, differentiated guidance and feedback evaluation to maximize participation efficiency.

The application of strategies needs to adapt to the characteristics of disciplines and learning stages: the primary school classroom focuses on representational and interactive language (such as the "anthropomorphic explanation" in the science class), and the secondary school classroom can increase speculative and logical expression (such as the "deductive question" in the physics class) to avoid "one size fits all". Future research can focus on the strategy differences of different stages (such as the lower grade of primary school, the higher grade of high school) and different disciplines (such as liberal arts text interpretation, science problem exploration), and refine the strategy implementation parameters in combination with classroom observation data and student questionnaires, so as to provide more accurate guidance for teaching practice.

To sum up, scientific classroom language communication strategy is a low-cost and efficient way to solve students' weak sense of participation. By optimizing the language design, teachers can build a classroom ecology of "two-way interaction between teachers and students", and effectively improve students' thinking, emotion and behavior participation. Conclusion based on the empirical and real teaching observation of journals such as teaching and management and basic education reference, it has practical value.

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