

# An Analysis of the Importance of Classroom Discourse in Teaching English Majors

Sai Ma

North China University of Science and Technology, Tangshan, Hebei, China

---

**Abstract:** Discourse is an important tool for communication between teachers and students in classroom teaching, and discourse is the carrier for teachers to impart knowledge, which affects the quality of classroom teaching and students' learning interest. Therefore, in classroom teaching, teachers should pay attention to the grasp of discourse. Taking the classroom teaching of English majors in colleges and universities as an example, the article discusses the importance and application principles of teachers' discourse in the English classroom, so as to better utilize the positive role of classroom discourse in teaching and improve the quality of English classroom teaching.

**Keywords:** English majors education, colleges and universities, English classroom, classroom discourse, teacher discourse

---

## Introduction

Discourse is an important medium for transferring information and exchanging ideas between teachers and students in the classroom, and it is an essential tool in classroom teaching. For English majors in colleges and universities, students not only need to master the theoretical knowledge of English, but also need to have the ability to express themselves fluently, all of which cannot be separated from the guidance of the teacher's discourse. In the classroom, the role of teacher's words is not only reflected in the teaching of English knowledge, but also play a role in stimulating students' interest and motivation in learning. Through vivid, interesting and inspiring classroom discourse, teachers can effectively attract students' attention to the classroom content, stimulate students' interest in learning, and motivate students to actively participate in classroom learning. However, in the traditional teaching mode, some English teachers do not pay attention to classroom discourse, only mechanically teaching knowledge, questioning students, the role of classroom discourse has not been given full play to, resulting in a boring classroom. Therefore, it is necessary for teachers to recognize the importance of classroom discourse and give full play to the role of classroom discourse. The purpose of this paper is to discuss in depth the importance of classroom discourse in teaching English majors in colleges and universities, and to explore the application principles of classroom discourse, which is of great significance for improving the quality of English teaching and cultivating the comprehensive quality of students.

## 1. The importance of classroom discourse in teaching English majors in colleges and universities

### 1.1 It is an essential tool for knowledge transfer

In the English classroom, the teacher's discourse is the basic tool for imparting professional knowledge to students. The classroom is the basic place for teachers to systematically impart English professional knowledge to students, and the teacher's discourse is the most direct and effective medium in the process of knowledge transfer<sup>[1]</sup>. In classroom teaching, through clear, accurate and organized classroom discourse, teachers can systematically teach English vocabulary

pronunciation, English grammar, English cultural background and other English theoretical knowledge to students and help them master English knowledge systematically. In the classroom interaction, the rational use of teacher's discourse can make students receive English knowledge and at the same time get timely guidance from the teacher to help them solve their own confusion in English learning, and deepen their understanding and memorization of English knowledge. Classroom discourse is not only the carrier of English knowledge transfer, but also the embodiment of teachers' professionalism, so teachers should pay attention to the rational use of discourse in the classroom to improve the efficiency and quality of classroom teaching.

### **1.2 It is an important medium to inspire students**

In English classroom teaching, classroom discourse is not only a carrier of knowledge transfer, but also an important medium to inspire students' thinking. In the process of teaching, teachers need to use inspiring words to stimulate students' thinking and guide them to think and explore problems actively. Enlightening words can stimulate students' curiosity in learning English and form their internal motivation to learn English. English is a foreign language, which contains rich theoretical knowledge and cultural knowledge, and there is a certain degree of difficulty in the learning process. Teachers need to stimulate students' interest and motivation in learning, design inspiring questions, and use inspiring words to motivate students to take the initiative in exploring the knowledge of English, so that students will experience the joy of learning English in the process of learning English.

### **1.3 It is an important helper to improve the quality of classroom teaching and learning**

Classroom Discourse as a good helper for college English teachers to teach, the scientific use of classroom discourse is helpful to improve teachers' English teaching level<sup>[2]</sup>. Teachers use clear, accurate and inspiring classroom discourse to help students better understand English knowledge, guide students to gradually master English knowledge and lay a good foundation of English expression. Vivid classroom discourse is conducive to stimulating students' interest in learning and encouraging them to participate more actively in classroom learning. In the process of teaching English knowledge, teachers can tell interesting stories, set up suspense, attract students' attention, and create a relaxing and pleasant classroom learning atmosphere for students. Classroom discourse is an important tool for interaction between teachers and students. Through questioning, discussion and feedback, teachers can understand students' learning situation and optimize teaching design. At the same time, through the teacher's professional English oral expression, students can imitate the teacher's oral expression and improve their own oral expression level.

### **1.4 It is an important way to enhance students' self-confidence**

English learning is difficult to a certain extent, in the long-term English learning, if students do not get a sense of achievement in English learning, they will be afraid of difficulties, which will ultimately affect the effect of English learning. In English learning, we should pay attention to cultivating students' self-confidence, and classroom discourse is an important way to achieve this goal<sup>[3]</sup>. Teachers can give students timely encouragement by using positive classroom discourse. When students answer questions and express their opinions in class, teachers should give students timely affirmation and encouragement, no matter whether they are correct or not, so as to let students feel their own progress and gain a sense of achievement, thus enhancing their self-confidence and making them more self-confident in facing the challenges in English learning.

## **2.The application principles of teachers' classroom discourse in teaching English majors in colleges and universities**

### **2.1 Student-centered principles**

In classroom teaching, teachers should uphold the principle of student-oriented use of discourse to teach students English knowledge. Teachers should fully respect the students' subjective position in the classroom, realizing that students are the main body of learning, the explorers and constructors of knowledge, and they are the guides and supporters of students' learning. Therefore, in the application of classroom discourse, teachers should avoid one-way indoctrination, but

should stimulate students' interest in learning, stimulate students' learning initiative, and encourage students to actively participate in the classroom by asking questions, guiding and discussing. In the interaction with students, teachers need to use positive discourse to actively encourage students and help them build up self-confidence in English learning.

### **2.2 Principle of teaching according to ability**

Each student is a unique individual, with differences in knowledge reserves, thinking ability and other aspects. Therefore, in classroom teaching, teachers should pay attention to the individual differences of students when using classroom discourse, and adjust teaching strategies and discourse methods according to the actual situation of students. For example, for students who are weak in English learning ability, teachers need to use simple and more straightforward words to explain English knowledge points; for students who are active in thinking and good at expressing themselves, teachers should use inspirational language to exercise students' English thinking.

### **2.3 Principle of equality between teachers and students**

In the classroom, teachers should clearly define their roles, not to suppress students as teachers, but to create an equal and harmonious classroom atmosphere. In the teaching process, teachers treat every student with equality and respect and encourage students to express their own opinions and views. Teachers should also be good at listening to students' voices and giving them positive help, so that students can feel the care and support of their teachers and be motivated to learn English.

## **3. Conclusion**

Classroom discourse is not only a tool for knowledge transfer, but also an important medium for cultivating students' self-confidence in English, inspiring students' thinking, improving the quality of classroom teaching, and influencing students' attitudes towards English learning. Therefore, teachers should carefully design classroom discourse, use classroom discourse in accordance with the principles of student-oriented, teaching according to students' abilities, respect and equality, to stimulate students' interest in learning, to improve students' ability to use the language, and to enhance the quality of classroom teaching.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

### **References**

- [1]Sun Weidong. A study of semantic waves in the classroom discourse of college English teachers[J]. *Modern English*, 2024, (09): 62-64.
- [2]Liang Shaoru. A study of classroom discourse on the improvement of English teaching quality in colleges and universities[J]. *University*, 2023, (11): 34-37.
- [3]Su Daojia. Current Situation and Countermeasures of English Teachers' Research Discourse in Private Colleges and Universities[J]. *Journal of Hubei Open Vocational College*, 2024, 37(17): 36-38.