

Role of Recessive Courses in English Teaching

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Keywords: Hidden curriculum; English Language Teaching; Explicit curriculum; Space atmosphere

Abstract: In recent years, the role of education in society has become more and more obvious. At the same time, the problem of English teaching has been paid more and more attention by schools and parents. English teaching is the most important part of all kinds of language learning, but English learning is very complicated. Besides unlimited vocabulary, there are also complex grammar and formulas. It is impossible to improve English learning ability quickly by relying on the curriculum in schools alone. Therefore, this paper puts forward the hidden curriculum and further explores its role in English teaching. It also analyses the characteristics of the hidden curriculum and its relationship with the explicit curriculum. Two ways and means of implicit curriculum in English teaching are put forward. One is to construct the material-spatial atmosphere of English teaching, the other is to develop social implicit curriculum resources. Finally, it is concluded that the role of implicit curriculum in English teaching is that developing implicit curriculum can help reduce learning difficulties, and developing implicit curriculum can make language learning more interesting.

1. Introduction

The difference between recessive curriculum and explicit curriculum is that recessive curriculum can affect the various elements of students' growth. In fact, implicit curriculum is not a real curriculum, but borrows the term curriculum to explain the various environments and factors that have an important impact on the growth of students. One is the school, the other is the family and social environment closely related to school education.

With the progress of society and the development of human beings, more and more people begin to attach importance to the role of education. As a key factor in education and teaching, recessive curriculum must be indispensable. Nowadays, many scholars begin to study recessive curriculum and use it in all aspects of teaching. In [1], the author proposes a practical and value-neutral evaluation method to facilitate teachers and trainees to reflect on and discuss the hidden curriculum. The results show that review can be a useful tool to solve the hidden curriculum. In [2], the author explores the problem of recessive curriculum, and examines the hypotheses about recessive curriculum, explores the challenges these hypotheses pose to autistic patients, and puts forward suggestions on how to overcome these challenges by using specific strategies. In [3], the author aims to find out the hidden curriculum of risk education and its potential impact on women's risk education. The results show that the research finds the hidden curriculum information based on gender, including the values and characteristics that are considered to be dominated by men. In [4], according to the socialization process proposed by CRUESS et al., the author draws and understands the influence of hidden curriculum on the development of medical students' professional identity. In [5], the author explores the relationship between recessive curriculum, emotional labor performance and the "bad" characteristics of patients and agents. The results show that clinicians may unnecessarily damage students' emotions by characterizing certain patients and agents as "bad". In [6], the purpose of the author is to describe the influence of principals on

implicit inductive curriculum (HCI). The conclusion drawn from the data analysis is that the president shapes the university campus through the selection of tutors, the management and development of clear induction courses, the creation of the school's social environment and induction evaluation. In [7], the author explores students' perception of challenges and opportunities when they participate in implicit bias teaching. The results show that these implicit bias teaching considerations may provide a useful framework for educators seeking opportunities. In [8], the author attempts to highlight the unique practices adopted by some medical schools, which have strengthened the implementation of the "hidden curriculum" in human anatomy practice and successfully instilled key components of professionalism into students, such as integrity, respect and compassion. In [9], the author reveals various hidden curriculum elements of the influence of Turkish culture on Kosovo's education system. Studies show that cultural communication is carried out through "teachers", "classroom and extensive activities" and "textbooks" in the hidden curriculum. In [10], the author aims to explore how current assessment strategies promote or suppress caring behavior, which emphasizes learning objectives. The results show that the syllabus does not regard caring as learning outcomes.

This paper explores the role of hidden curriculum on the basis of English teaching. The results show that the role of hidden curriculum in English teaching is to develop hidden curriculum to help reduce students' learning difficulties and to develop hidden curriculum to make language learning more interesting.

2. Hidden Curriculum

2.1 The Characteristics of Recessive Courses

There are obvious differences between the hidden curriculum and the explicit curriculum. Generally speaking, the characteristics of the hidden curriculum are: concealment, wide-area, fast and so on.

2.1.1 Concealment

First, from the perspective of the way of existence, the hidden curriculum has the characteristics of concealment, mainly because the hidden curriculum always exists in the form of implicit, which is obviously different from the explicit curriculum. As literal meaning, explicit curriculum always exists in the most explicit form, and the most explicit form refers to curriculum standards, curriculum plans and curriculum schedules. Secondly, there are obvious differences between implicit curriculum and explicit curriculum in the way of transmission. The way of transmission of implicit curriculum is indirect, implicit, not explicit, while the way of transmission of explicit curriculum is direct. Just like word-passing and body-teaching, word-passing refers to the way of transmission of explicit curriculum, while body-teaching refers to the way of transmission of implicit curriculum.

2.1.2 Wide-area

The wide scope of hidden curriculum refers to the fact that hidden curriculum exists in all aspects and corners of schools. Invisible curriculum can exist either in the form of material or spiritual culture. Material form includes school buildings, classroom layout, etc. Spiritual cultural form includes school history, school style and school rules, and even spiritual cultural form exists in the middle of the communication between teachers and students.

2.1.3 Quickness

Unlike explicit curriculum, implicit curriculum has no fixed mode. Its form is free and real-time, so implicit curriculum can always keep pace with the times. The textbooks of explicit curriculum are fixed, stable, difficult to change, and cannot maintain a lasting sense of novelty and the times. Therefore, compared with explicit curriculum, implicit curriculum is fast.

2.2 The relationship between invisible curriculum and explicit curriculum

The relationship between recessive curriculum and dominant curriculum mainly includes parallel juxtaposition and intersection.

2.2.1 Parallel juxtaposition

The relationship between recessive curriculum and explicit curriculum is not that of subject and subordinate, but that of juxtaposition, because recessive curriculum and explicit curriculum are independent and corresponding to each other, each has its own content and way of existence, and they do not affect each other. The dominant curriculum is different from the recessive curriculum. It mainly exists in the form of organized teaching in the classroom and in the school. However, the recessive curriculum pays more attention to students' teaching environment and teaching resources which are helpful to teaching.

2.2.2 Intersection

In addition to the parallel relationship between the implicit curriculum and the explicit curriculum, there is also a cross-cutting relationship, that is, the implicit curriculum contains the explicit curriculum, and the explicit curriculum contains the implicit curriculum. The cross-relationship between invisible curriculum and explicit curriculum can be reflected in the expansion class and activity class. It is precisely because of the interaction between implicit curriculum and explicit curriculum that students can develop their practical ability while learning knowledge.

3. Explore the Ways and Means of Implicit Curriculum in English Teaching

3.1 Constructing Material-Spatial Atmosphere in English Teaching

Any language learning needs a certain physical environment. Environment plays a very important role in language learning. There is no doubt that the physical environment of school is one of the important environments of English teaching, and it is the material basis for school education and teaching activities. English is the second language for all Chinese students to learn, unlike Chinese, which has a natural learning environment, so it is very important for every student to strengthen the atmosphere of English learning environment. The material culture of the campus is embodied in various aspects, including campus architecture, teaching equipment, sculpture, clothing and so on. Reasonable layout, clean and tidy campus can bring pleasure to teachers and students, and provide students with a comfortable environment suitable for practicing oral English and reading in the morning; spacious, bright, tidy and comfortable classroom can reduce students' anxiety expressed in English, so that students can talk in English in a relaxed and pleasant atmosphere; a library with complete multimedia equipment and rich collection of books is available. In order to attract more readers, so that readers in class to contact more knowledge of English.

3.2 Developing Social Recessive Curriculum Resources

With the development of globalization, more and more foreigners come to China to travel, work and even some have settled in China. These are hidden courses for us to learn English. We can make full use of this opportunity to learn English. The purpose of developing and utilizing social invisible curriculum resources is to make students realize the importance of social invisible curriculum resources. Students should understand that language in life is the real meaning of language learning. In addition, many communities have opened up English corners and English classes, which are also English learning resources that students can use.

4. The Effect of Hidden Curriculum

Hidden curriculum plays the following roles in English teaching. First of all, developing hidden curriculum helps to reduce students' learning difficulties. We know that language learning is

different from science learning such as mathematics and physics. Science learning relies more on logic and reasoning calculation, while language learning tends to be proficient. However, due to the unlimited vocabulary, it is very difficult to remember, and there are also some grammar and sentence patterns, which constitute difficulties in English learning. Therefore, the development of hidden curriculum can make up for the lack of practice in class, and can reduce the difficulty of memory. We compare the average English scores of students in the same class. One is that they have not developed implicit courses, the other is that they have developed implicit courses, which further illustrates the role of developing implicit courses. The specific results are shown in Figure 1.

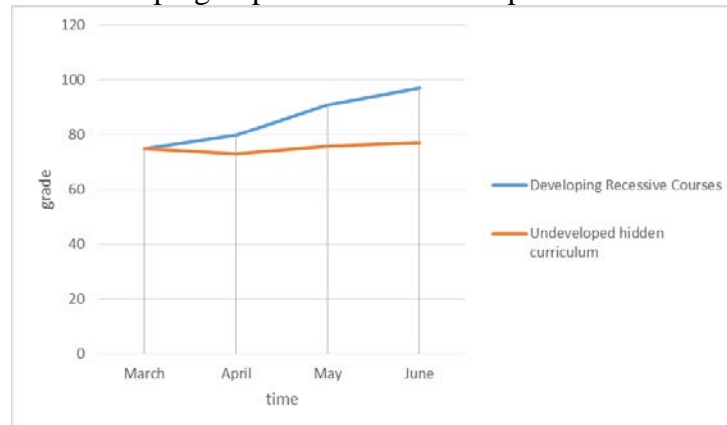


Figure 1: The Role of Developing Recessive Courses in English Teaching

Secondly, the development of hidden curriculum can make language learning more interesting. With the continuous progress of science and technology, the resources of hidden curriculum are available and more and more abundant. For example, we can find some hidden courses that we are interested in through the Internet, because the emergence of these hidden courses makes English learning less boring and boring than before.

5. Conclusion

On the basis of English teaching, this paper not only analyses the characteristics of implicit curriculum, but also the relationship between implicit curriculum and explicit curriculum, and explores the role of implicit curriculum in English teaching. The first role is to develop implicit curriculum to reduce students' learning difficulties, and the second is to develop implicit curriculum to make language learning more interesting. However, there are also many shortcomings in this paper, such as the hidden curriculum in addition to English teaching can be used in other areas, these shortcomings and shortcomings will be slowly solved in future research.

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