A Study on the Value and Use of Hidden Curriculum in College English Teaching

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Abstract
Curriculum is a developing concept, and the modern view of curriculum is that it consists of explicit curriculum and implicit curriculum. This study explains the problems of the implicit curriculum in college English teaching, and proposes countermeasures and measures on how to give full play to the active role of the implicit curriculum in college English teaching, and cultivate students' language use ability and independent learning habits.

Keywords
College English teaching; Hidden curriculum; Physical environment; Campus culture; Interpersonal relationship

Plurality of the Essential Connotation of Curriculum

Among all educational terms, “curriculum” is the most widely used but most debated one. This reflects different views of curriculum. If we want to give a prescriptive definition of curriculum, we can think of it as the sum of teaching subjects and their purpose, content, scope, proportion and process in order to achieve the educational goals of all levels and types of schools, including all the contents of the school environment created for the overall development of students’ personalities, thus it can be seen that curriculum covers both explicit and implicit curriculum in terms of external expression. What is commonly referred to as the curriculum is the subject-centered school curriculum, i.e., the explicit, well-developed, well-planned curriculum with specific objectives and content, also known as explicit curriculum or formal curriculum. The hidden curriculum, also known as the patent curriculum, refers to the unintended or unplanned knowledge, values, norms, and attitudes that students learn in the learning environment (including the physical, cultural, and interpersonal environments) that are not evident in curriculum plans or school policies, but are essential and effective in the practice and outcomes of schooling. that are not visible in curriculum plans or school policies but are essential and effective components of schooling practices and outcomes.

The implicit curriculum is the non-academic knowledge of values, attitudes, and beliefs that is intentionally or unintentionally transmitted to students by the structure of social relationships in the school (including the classroom). It includes the educational elements implicit in the formal school curriculum, the physical environment of the school, the spiritual and cultural connotations, the personality of the teachers, the school leadership style, and the interpersonal relationships on campus, which may seem intangible but have an important impact on students.

R. Banow, an American curriculum expert, points out that the hidden curriculum has been recorded since the time of Plato, and the educational thought of Confucius, a famous educator in ancient China, also contains a wealth of hidden curriculum ideas. In 1966, the American educator P. Jackson formally proposed in his book "Life in Classroom" that In his book Life in the Classroom, the American educator P. Jackson formally introduced the concept of "hidden curriculum", analyzing the characteristics of group life, reward systems, and authority structures in the classroom, arguing that these non-obvious school characteristics form a unique school climate and thus constitute a potential curriculum. The introduction of the implicit curriculum has changed the traditional conception of curriculum in that, from a spatial structure, the scope of curriculum no longer expresses only a single problem of knowledge selection and organization, but requires consideration of relevant contextual factors (such as social, scientific, and student factors) as well as dynamic factors (such as teacher-student interaction, changes in teaching methods, and environmental factors), thus leading to a curriculum design that is structured, three-dimensional, and In terms of time structure, students' learning is no longer limited to a few subjects in the classroom, but extends to the whole life of the school, showing a "24/7" state.

Emphasis on the Value and Significance of Hidden Curriculum in College English Teaching

The unification of subject curriculum is the fundamental feature of traditional education in curriculum concept and practice. In the history of human education, subject curriculum has played an important role in constructing and improving various subject systems and knowledge transmission. However, it is in a narrow teaching environment, with the subject as the fundamental, teacher-centered curriculum system, but contrary to the concept and goals of modern quality education and higher education reform. Curriculum is a concept of development, and the value of the hidden curriculum, as an important element of the non-disciplinary and modern curriculum, lies in breaking the shackles of the traditional disciplinary curriculum in which teachers dominate the classroom, stimulating students' imagination, judgment and creativity, playing an important role in students' learning and socialization, and providing the necessary conditions for the realization of their subjective values.

At present, the teaching of English in college has become a problem that has plagued colleges and universities for many years. Many college students have become averse and rebellious to English, and they have to do it in order to cope with exams and get graduation, and English has even become a burden, a bottleneck that affects the learning development of many students. With the diversification of the social functions of education and the deepening of curriculum theory research, advocating new teaching models, motivating students to learn and improving the effectiveness of college English teaching has been put on the agenda. As with other courses, there are also hidden curriculum factors that affect the level and quality of teaching in college English courses, and the Basic Requirements for College English Courses point out that college English teaching should "adopt a new teaching mode to improve the original single classroom teaching mode which is mainly taught by teachers", and " The new teaching mode should reflect the new teaching mode of English teaching. The new teaching model should reflect the principles of practical, cultural and interesting integration of English teaching, fully mobilize the enthusiasm of both teachers and students, and especially establish the main position of students in the teaching process." Both teaching and education, ability and quality. The concept of human-oriented education requires that quality education should be carried out throughout the teaching of English in colleges and universities, and the implementation of explicit courses is often accompanied by implicit courses. The implicit curriculum is rich in form and easy to enjoy, which is closer to students than the boring English classroom and can be more entertaining. The implicit curriculum can choose the content and environment of learning according to students' interests and abilities, determine the pace and goals of learning, provide a better carrier for listening, speaking and reading, and open up the second classroom of English teaching in colleges and universities: for example, English teaching conditions are unbalanced across China, and there is often a large gap between the English level of new students, especially speaking, and some students have serious dialect interference and lack of standard speech intonation. Many teachers find that classroom teaching alone is both strenuous and difficult to achieve the desired effect when it comes to correcting pronunciation. By organizing some English recitation or tongue twister competitions after classroom teaching, students can be trained to use their pronunciation organs flexibly and freely while showing the charm of beautiful voice intonation, so as to achieve the purpose of correcting pronunciation in a subtle way. The atmosphere of competition can also stimulate students' learning enthusiasm and sense of competition, from "I want to learn" to "I want to learn", thus realizing the flexibility and multi-level curriculum. How to give full play to the unique and active role of the hidden curriculum in teaching, and how to cultivate students' language skills and independent learning habits, will be the key to the further development of university English education in the future.

Make Overall Arrangements to Give Full Play to the Important Role of Hidden Curriculum

Create a Physical Environment Conducive to English Teaching

The hidden curriculum refers to the unintended or unplanned knowledge, values, norms or attitudes that students learn in their learning environment (including physical, social and cultural systems). "As nature is similar, so are habits". Confucius long recognized the influence of environmental factors on education, and the unique cultural spirit and connotations of ideas on college campuses have a particularly profound impact and influence on students. In English teaching, the physical environment is also an important factor that cannot be ignored. The campus layout, building greenery, library materials, teaching equipment and other hardware facilities largely influence the improvement of teaching quality. University English teaching needs to strengthen the sense of environment nurturing and better integrate various educational conditions in a broad sense according to local conditions, such as making full use of publicity windows, campus attractions, English squares, English periodical rooms, etc., so that English learning can penetrate into all corners of the campus and make students feel comfortable to give full play to their potential. The times are developing and new technologies are emerging, especially the use of multimedia network technology, which also provides a more advanced educational environment and operating platform for college English teaching. Multimedia technology is highly integrated, interactive and informative, providing students with rich images, videos, videos and text information, creating a realistic language environment that is more intuitive and memory-enhancing than the traditional language-based communication methods, and playing a role in English teaching that is unmatched by other devices. It is foreseeable that in the future, multimedia technology will break through the limitations of traditional learning methods and be more widely used in English teaching. Therefore, under the guidance of advanced educational ideas, university English teachers must use the noble humanistic spirit and advanced information technology to strengthen the process of English teaching and practice effects. At the same time, the university should pay more attention to the investment in teaching environment and hardware facilities while strengthening the construction of the teaching staff.

Create a Campus Culture Conducive to English Teaching

The educational process occurs not only in the classroom, but also in many different contexts, where the school intentionally or unintentionally transmits non-public educational experiences (both academic and non-academic) to students through the educational environment (including cultural and social relationship structures), so in a way, the implicit curriculum is the campus culture, and the preparation of the implicit curriculum is the problem of creating a campus culture

outside the explicit curriculum. Campus culture is the sum of the physical and spiritual connotations of the campus, and has a powerful educational function in guiding, uniting, adapting, and integrating young students. “The ultimate goal of English learning is practical application. The teaching and learning of English in college should effectively change the concept from exam-oriented education to the cultivation of language application ability. Language is a carrier of culture and a tool for communication, and the most important way to master language skills and form competence is human communication, which is always carried out in a certain context, as Dewey pointed out: “In order to stimulate students’ thinking, students must be given an actual experience of the situation.” Campus cultural activities are an extension of the classroom and an important way to develop students’ communicative skills in the use of language. They can bring into play teaching effects that are difficult to achieve in the classroom, such as the appreciation of English films and videos, which enables students to enjoy classic films and videos in a relaxed and enjoyable way, while training their listening and speaking skills, as well as accepting the culture and history of English-speaking countries and enhancing cross-cultural awareness. Campus culture is diverse and rich in form and content, specifically for English teaching in colleges and universities, there are cultural and academic activities, such as English corner, academic lectures, English speeches, English competitions, English debates, etc.; there are also recreational and leisure activities, such as English singing contest, English skit performance, English costume party, English film and television appreciation, etc., which can not only improve students’ learning initiative and English communication ability, but also enrich campus culture. They can not only improve students’ learning initiative and English communication ability, but also enrich the campus cultural life. Therefore, in order to improve English teaching in colleges and universities, we must create various effective English cultural communication contexts and vigorously build campus culture with contemporary characteristics.

Establish Interpersonal Relationships Conducive to English Language Teaching

The interpersonal relationship in English teaching is based on the mutual relationship formed between teachers and students in education and teaching activities. From the teaching perspective, teacher-student relationship is a kind of interactive relationship between teaching and learning, and from the social perspective, teacher-student relationship is a human relationship in a more profound sense, a kind of interpersonal relationship in which teachers and students exchange ideas, communicate emotions and collide in personality. The real authority of an educator lies in the strength of his personality, as the famous Russian educator Ushinsky said, “the power of the individual teacher on the hearts of students, no matter what kind of textbooks, no matter what kind of thinking, no matter what kind of reward and punishment system is no substitute.” Love for work and students is the basic quality of teachers, and teachers’ profound knowledge and noble character are the basis for forming a good teacher-student relationship. English teachers in colleges and uni-

versities should have a strong sense of career and responsibility, noble moral cultivation and first-class business standards, strict self-imposed requirements everywhere, as a teacher, in order to be admired by students, so that they have the heart to the teacher, respect for teachers and enthusiasm for learning. The modern teacher-student relationship is based on the premise that teachers respect students' personality and treat them equally. In view of the openness of the English major itself and the diversified and active thinking of contemporary college students, English teachers in colleges and universities should stand in the forefront of the times, change their concepts, take the right position, grasp the psychological and intellectual needs of young students, dilute the sense of teacher authority and carry forward the spirit of teaching democracy. They should play various roles such as classroom designer, student learning motivator and student knowledge builder to improve the interaction between teachers and students. At the same time, improve the sense of service, establish a correct view of students, build a good external psychological environment for students, and become their most trusted and closest person. Better tap the teaching potential, stimulate students' creativity and imagination, and transform them from passive recipients of language knowledge to active participants in the communicative use of language.

Conclusion

As an English educator, we should take this opportunity to adjust the curriculum system closely around the characteristics of the discipline, be bold and innovative, and realize the overall optimization of the English curriculum structure and the quality of teaching level. As an English educator, we should take this opportunity to adjust the curriculum system closely around the characteristics of the discipline, and make bold innovations to achieve the overall optimization of the structure of the university English curriculum and the qualitative leap of teaching level.

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