

Application of Defamiliarization Theory in College English Classroom Teaching

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ABSTRACT

With the rapid development of Internet technology, English learning materials available to students are becoming increasingly abundant and fragmented nowadays. Before entering the college, students have learned English for several years and become very familiar with the teaching mode in middle school English classroom. As a result, they turn a blind eye and lose interest in English class after entering college for further study when the college classroom teaching mode is similar to that of in middle school, which is the root cause of low efficiency in college English classroom teaching. This paper studies the application of defamiliarization theory in college English classroom teaching. By creating a defamiliarization teaching environment from the four aspects of teaching materials, teaching method, teaching process and feedback mechanism, students can participate in classroom activities more passionately, so as to improve the attractiveness of English class and eventually improve the teaching effect of English class.

Keywords: defamiliarization, classroom teaching, attraction, teaching effect

I. INTRODUCTION

According to the spirit of the 2019 National Conference on Undergraduate Education in China, classroom teaching is the forefront of students' talent training. Teachers should make good use of classroom teaching as the main channel to improve the teaching quality of undergraduate students. "Defamiliarization" is the Russian formalism literary theory, which first appeared in the work "The Resurrection of Words", written by the Russian literary theorist Shklovsky. It means making unfamiliar. In other words, it constantly updates our feelings about life, things, and the world from our old feelings, and make the people liberated from the bondage of narrow daily relationship, or get rid of the restriction of usual routine, no longer with the method of automation, or mechanization, but with the unique approach to creativity. And it believes that making people face blind things can help them have the new findings, or feel the objective things unusual and extraordinary.

In today's college English classroom teaching, we find such a phenomenon that students are always lack of strong interest in class, even though teachers have made all-out effort to explain the textbooks in a very detailed way. Students still do not master them well. What's more, their traditional way of teaching gives students the impression that "college English class is

almost the same as middle school English class", which is obviously the tragedy of college English classroom teaching. In the face of such a situation, as an English teacher, we should pay attention to classroom teaching design. The integration of "defamiliarization" theory into classroom teaching can make students feel fresh about the selected course and have strong interest in what they have learned, which lays a foundation for efficient classroom teaching.

II. CURRENT SITUATION OF COLLEGE ENGLISH CLASSROOM TEACHING

A. Using single textbook and outdated teaching concept

In the students' professional training programs, college English courses are usually set as general courses, especially for non-English majors. For them, the importance of general courses is less prominent than that of specialized courses. Therefore, in terms of curriculum development goals, many schools' college English teaching aim is to help students pass certain fixed national English exams such as CET-4. That's why many college English classes have become a place for exam-oriented teaching, where students usually learn only one textbook in each semester as well as doing boring exam-oriented trainings such as reading and listening exercises, grammar exercises, and English

vocabulary-memorizing, etc. The main aim in classroom teaching is to improve the passing rate of grade examination.

B. Adopting simple and inefficient teaching aids

Although nowadays teaching buildings at colleges and universities are rich in facilities, there is not much use of information technology in English class, which is basically limited to playing PPT, and audio files. Especially in traditional college English class, there are few teaching AIDS, with very single and boring classroom environment.

C. Applying the old teaching mode

The number of college students has exploded because of the expansion of college enrollment. Due to the shortage of teachers and limited equipment resources, colleges and universities usually adopt large class system or joint teaching mode in college English teaching. However, the larger the class size, the more difficult it is to organize activities, and the more difficult it is to innovate the teaching mode. In this kind of large-class teaching, it is difficult for teachers to organize students to participate widely in traditional class. Where most of the time, teachers give lectures and students take notes. As a result, low student participation makes students gradually lose interest in learning English.

D. Implementing incomplete evaluation methods

Traditional class adopts the method of "daily performance plus final test" to evaluate students' learning result. Students can obtain course credits easily if they attend classes regularly, answer questions in class positively and pass the final text exam successfully with a short-time preparation. So, the difficulty level of obtaining average points is very low. In other words, students don't need to spend much time to accomplish them. Because there is no in-depth study on the open or creative tasks and the mobilization of students' learning initiative, so the evaluation of students' ability is not comprehensive enough.

III. EXPLORATION OF THE APPLICATION OF DEFAMILIARIZATION THEORY IN CLASSROOM TEACHING

It is the central task for every teacher to ensure and improve the quality of classroom teaching by constantly exploring new classroom teaching modes. Integrating defamiliarization theory into the reform of classroom teaching mode is such an attempt. And it is practical to create a defamiliarization teaching environment from the four aspects of teaching scene, teaching materials, teaching method and feedback mechanism.

A. Defamiliarizing learning situation to inspire students' thinking

It is effective to activate students' thinking by leading them to enter the situational context during class. In the course of college English classroom teaching, teachers should study the teaching scene, not just limited to learning steps given by textbooks. In the context of defamiliarization design, teachers can rely on the role of multimedia to introduce forms such as video, video or micro-class into the classroom. Such situational context design is more in line with the characteristics of students' image thinking, which is conducive to the development of students' thinking and the improvement of teaching efficiency. For example, before teaching the text Glorious Food (New Standard English Unit 2, Book 1), the teacher realized that if she only explained the text content in a common and boring way, it would be difficult for the students to actively participate in the study of the text. After consideration, the teacher organized the teaching as follows: at the beginning of the class, the teacher did not let the students see the text, but introduced the distinctive Chinese food culture to the students, and showed the documentaries A Bite of China and Taste to let students enjoy. Under the influence of such video materials, students have also developed a strong interest in the food characteristics across China. Then, the teacher analyzed the differences between Chinese and foreign dietary culture and etiquette, so that the students learned both knowledge of various dietary characteristics, and dining etiquette. If she directly probed into the text passage, it would be boring and difficult for students to participate in classroom activities. Therefore, the teacher adopted the method of creating strange situations for students, guiding them to enter the scene. Then, the students were led into text learning, which improves the efficiency of classroom teaching.

B. Defamiliarizing the teaching materials to enrich students' understanding of text discourse

Only fresh and interesting classroom can attract students' attention and make students have the desire to explore, so as to realize the construction of efficient classroom. Just imagine, if our class is always in a rut, students will naturally get bored, not to mention study efficiently. As an English teacher, giving students a fresh classroom is reflected not only in the process of teaching, but also in the design of teaching content. Teachers should be good at putting new ideas in the text and exposing students to new things, that is, defamiliarize the teaching content, which is more conducive to enriching students' understanding. Detailed textbook learning can be assigned by the teacher to students to study independently after class. In class, teachers can use articles similar to textbook topics, which can be the latest news of current affairs

related to relevant topics, or similar literary works of foreign celebrities, and let students have a comparative study. Only in this way can we attract students' attention, arouse students' strong interest in what they have learned, and guide them to study efficiently. For example, when leaning the text Gender Study, the teacher guided students to study efficiently and deeply through presenting the latest data on the division of labor between men and women at home in China's four first-tier cities like Beijing, Shanghai, Guangzhou and Shenzhen, which enabled the students to change their gender stereotypes in today's men's and women's work division. What's more, the teacher was not only confined to the textbook, she also guided students to think about questions like: "Ladies and Gentlemen, the ideas of "the women can hold up half the sky" is already a household name in China. However, since the two-child policy was introduced, how will you ensure that women can have a balance between family and work?" This kind of open question can be used to stimulate students' interest in inquiry, at the same time can let students give play to their creative thinking, and achieve personalized interpretation. In this teaching example, the teacher defamiliarized the teaching content according to the specific theme of the text, proposed innovative problems based on the text to the students, activated the students' thinking, and promoted the efficient development of classroom teaching.

C. Defamiliarizing teaching method to activate students' exploration passionately

In the learning process, teachers should diversify their teaching method so as to guide students to pay attention to the text value, therefore, students can obtain profound experience, and then the construction of efficient classroom is achieved. For example, when teaching the text — The mystery of Girl with a Pearl Earring, the teacher changed the former teaching mode of speaking and explaining to students during the whole class time, she adopted the method of guiding students to study independently. First of all, the teacher guided the students to perceive the content of the text as a whole, so that the students can have a certain understanding of the storyline and characters of the whole article. Secondly, the teacher assigned creative tasks to the students: "Invite the students to form a free group, and then write a play according to the text, and finally rehearse this textbook play." Such kind of teaching method is very popular among students, and they all are willing to get involved in it. They choose their favorite characters for further study and perform them in the class according to the group, so that students have a deeper and more comprehensive understanding of the images in the text. To achieve this goal, teachers can also change their teaching thinking and let students interpret text content from different perspectives. For example, when designing questions in

class, teachers can adopt the method of ingenious interrogative teaching, so that students can have different ideas when interpreting texts, which can enable students to have more profound experience and achieve a deep understanding of texts.

D. Defamiliarizing evaluation methods to develop students' critical thinking ability

In the process of college English learning, there are usually three stages. If teachers want to ensure the teaching effect, they need to make effective operation of these three stages. For example, before class they should guide students to be fully prepared and self-study the declarative knowledge of texts; During class, students should be required to participate in class activities actively; After class, students have to summarize various knowledge points or skills and realize procedural knowledge. These three processes can be controlled by teaching evaluation. Teachers should pay attention to the use of creative evaluation methods, such as integrating defamiliarization theory into teaching evaluation. For example, in each semester, teacher set different evaluation methods to test students' different skills or ability. This can not only arouse students' learning enthusiasm, but also help them to develop comprehensively and realize the construction of efficient classroom teaching.

IV. CONCLUSION

To sum up, defamiliarization in college English teaching can stimulate students' desire to learn, arouse students' interest in text interpretation, and promote the interactive communication between students, teachers and texts, so as to realize the construction of efficient classes. We should realize the defamiliarization of teaching and the charm of class. Only by being unique can we make the class have new ideas, change the boring of traditional class, make English class full of vigor and vitality, and let students really enjoy English learning.

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