

# *The Significance and Development Approaches of Hidden Curriculum in College English Teaching*

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**Abstract**—There is no doubt that hidden curriculum is an important curriculum factor and resource following the whole process of teaching. It has the irreplaceable function and value of explicit curriculum. Therefore, the development and utilization of hidden curriculum in college English teaching are worthy of attention. On the basis of fully understanding the connotation, category, characteristics and functions of the hidden curriculum, this paper explores the important potential significance of the hidden curriculum in curriculum construction, and puts forward the hidden resources worthy of exploitation and utilization. This paper probes into the methods of developing and using college English hidden courses in order to provide valuable reference for the concretization of hidden courses in college English teaching and to provide some help for improving the quality education of college students in an all-round way. And it also can be able to train applied talents suitable for the development of science and technology and international communication.

**Keywords**—*hidden curriculum, college English teaching, development strategy, quality education*

## I. THE ORIGIN OF HIDDEN CURRICULUM

As early as the beginning of the 20th century, American scholar Dewey put forward the view of "Collateral Learning", holding that what students learn from formal learning experience or knowledge is only part of learning, in addition, there are also experiences generated at the same time, such as ideals, emotions, attitudes, interests, values and wills acquired in learning. The result of this "Collateral Learning" is knowledge acquired unconsciously, and its function sometimes even exceeds that of "formal learning". He called this kind of learning different from "formal learning" "accompanying learning". John Dewey's student Kebowu further clarified Dewey's point of view, calling it "concomitant learning". He believes that "incidental learning" refers to a more common ideal, attitude and moral habit, which students gradually learn and, once acquired, will last forever. Even bring life-long influence to students; their thoughts can be regarded as the seeds of recessive education theory. Jackson, a famous American educator and curriculum expert, first proposed the concept of "hidden curriculum" in his 1968 book "Living in Class".

The study of "hidden curriculum" by Chinese scholars began in the mid - 1980s. Li Fuxin, a famous scholar in China, pointed out that the concept of "hidden" and "hidden curriculum" was considered "one of the most interesting events in the field of curriculum research in the late 1960s", and Fu

Jianming believed that "hidden curriculum has become a hot issue in curriculum theory research and has made a qualitative leap in curriculum research" (2000). Since then, students' learning courses have been divided into explicit courses and implicit courses, and research in this field has clearly shown two clues. Chinese scholars' research on hidden curriculum is mainly through introducing western research framework on "hidden curriculum" and then further research and discussion based on China's basic national conditions and students' situation.

## II. DEFINITION OF HIDDEN CURRICULUM

The "education dictionary" published in our country defines "hidden curriculum" as: "informal and unconscious school learning experiences are not clearly defined in school policies and curriculum plans. In practical application and research, "hidden curriculum" is also called "hidden curriculum", "potential curriculum", "informal curriculum" and so on. English recessive education is a process of suggestive teaching, which unconsciously acquires complex knowledge about stimulating environment through unconscious psychological tendency, values, experiences and ideal ideological content and cultural influence acquired in the unconscious learning process. Encourage learners to be active, develop their potential, and improve their memory, imagination and creative problem-solving ability to fully develop themselves. Implicit process is mainly the process of implicit learning, which initiates the human implicit learning mechanism. "Hidden curriculum" can also be referred to as curriculum presented indirectly and implicitly in the school environment. Its characteristics are latent, unpredictable, imperceptible and diverse. These characteristics also determine the universal, diffuse and lasting influence of "hidden curriculum" on students. There are more and more "hidden courses" in the physical, spiritual and interpersonal environment of the school, and with the gradual deepening of research, "hidden courses" are more and more recognized for their impact on students in college English teaching.

## III. THE SIGNIFICANCE OF DEVELOPING HIDDEN CURRICULUM IN COLLEGE ENGLISH TEACHING

In the history of education, mainstream education has always been a clear education. However, the hidden education actually exists and plays a huge potential role in learning.

#### A. *The necessity of developing hidden curriculum*

Robert, an American psychologist, confirmed through experiments that people can also obtain rules that can only be obtained in explicit education under unconscious conditions and respond appropriately in task operation. People can use two learning modes to learn some complicated tasks. The other is implicit learning mode, that is, teachers are only "indoctrinates" of knowledge or "language experts" and "directors" of teaching activities, which are intermediaries, helpers, promoters, supervisors and collaborators of students' learning, organizing classroom activities as a link and bridge between textbook knowledge and individual student construction. Therefore, the study of hidden curriculum interprets "college English is time-consuming and inefficient" and reveals the characteristics that a large amount of knowledge storage will produce accumulation effect. If only inspiration is emphasized in teaching while the role of memory in the learning processes, especially the tendency of mechanical memory, then teaching is not a complete teaching. A large number of implicit curriculum teaching studies have proved that mastering multiple rules is closely related to the cumulative effect of knowledge storage, and mechanical memory plays an important role. This is especially true in the implementation and teaching of foreign language courses. Therefore, in English teaching, it is necessary to combine mechanical memory with meaning memory so that students can accumulate knowledge, reserve ability, accumulate wealth and thin hair in an infiltrating environment, effectively improve teaching efficiency, fulfill education and training objectives, and promote the development of students' own abilities.

Since the opening up, the expansion of the number of college students has changed university teaching in China from "elite education" to "mass education", as well as foreign language education. According to the characteristics of college English, Professor Wu Dingmin clearly put forward the educational concept of integrating English language education, Chinese and foreign cultural education and multidisciplinary knowledge into college English teaching. It can no longer be the way before the reform of "emphasizing language and neglecting education" in the field of English teaching. At present, college English teaching has entered a transition period. Professor Cai Jigang calls it "post - college English teaching period". He believes that the deepening of college English teaching reform, the improvement of college students' English level, the diversified features of college English curriculum and the emergence of new situations such as students' autonomous learning in English indicate that teaching reform with teaching mode training ability as its core will face a change of direction. Not only should explicit courses be reformed, but implicit courses such as implicit courses are studied more deeply so as to make the study of courses comprehensive and integrated and bring into full play.

#### B. *The influence of hidden curriculum on the improvement of college students' quality*

The 21st century is an era of highly developed informatization, diversification and globalization. With the continuous in-depth communication between countries in the fields of politics, economy, science and technology, culture

and so on, international competition is increasingly fierce. China's changes and rapid development in these areas have also attracted the world's attention, and it is changing from a "native country" to an "international country". Language is indispensable for China to go to the world and for the world to further understand China. Therefore, under the background of this era, the requirements for students' foreign language ability are constantly changing: first of all, language ability, especially reading ability, should be highlighted; then it emphasizes language ability and application ability. Finally, students are required to have international ideas, language ability, comprehensive quality and innovation ability. However, for a long time, explicit college English education has been the education and training of students' language knowledge and practical ability in listening, speaking, reading, writing and translating, without paying too much attention to the cultivation of students' innovative ability and quality. Recessive education exerts a subtle influence on students through the innovation of teachers' teaching ideas, teaching roles, teachers' behaviors, teaching methods and strategies, teaching media, teaching environment and atmosphere, affecting students' ideological consciousness, moral sentiment, personality formation, academic achievements, academic growth, etc. These influences are distributed in all aspects and levels of foreign language teaching. In teaching practice, they also help stimulate students' interest in learning, cultivate students' autonomous learning ability and innovation ability, boost students' personal growth and future development, and improve the overall quality level of college students.

#### IV. THE DEVELOPMENT OF HIDDEN CURRICULUM IN COLLEGE ENGLISH TEACHING

There are many forms of "hidden curriculum", which generally include two aspects: first, material aspects, including textbooks themselves and school buildings, classroom layout and campus environment. The second is the spiritual level, including ideology, school spirit, style of study and teachers' educational philosophy, knowledge outlook, values, teaching guidance and teaching style hidden in the "explicit curriculum". It also includes the current situation of interpersonal relationships in schools, the mentality and behavior of teachers and students.

##### A. *Materials*

###### 1) *Teaching materials*

Teaching materials not only provides students with the basic teaching knowledge they need for the course, but also reflects certain ideological characteristics. College English textbooks are the basic values of English knowledge and English - speaking countries, the basic norms of behavior and the concentrated expression of folklore. Textbooks are dead and unchanging, but teaching methods are flexible and changeable. The content of the textbook is limited, but the hidden resources in the textbook are unlimited. Studying university teaching materials, constantly digging up the connotation of teaching materials, developing hidden educational resources, so that students can learn the true, good and beautiful values and emotions, the spiritual values of hard work and the philosophy of good conduct, which can help

guide students to establish a positive world outlook, outlook on life and values.

### 2) *School buildings, classroom layout and campus environment*

Material English hidden curriculum mainly includes library, various kinds of English materials stored in reference room, quantity, English electronic resources and campus layout, dormitory and classroom facilities, class setting, etc. The survey shows that the variety and quantity of English materials in libraries and reference rooms and the strength of English electronic resources construction not only affect students' motivation, but also reflect the importance that school leaders attach to English learning. Establish a multi-language and multi-functional reading room so that long-term learners can feel a good English language atmosphere and stimulate interest in learning and pure English pronunciation. In addition, campus layout, dormitory and classroom facilities and class settings are also important factors. In a relaxed and free school environment, students can give full play to their language learning advantages and learn English from time to time. Reasonable arrangements are made for students to read English in the morning every day, expand the time and space of English teaching, introduce advertisements, product manuals, traffic signs, movies and so on in English, let English study go out of the classroom and enter other areas of campus cultural life, create a good environment and atmosphere for English study, increase students' time to feel English in various forms, and broaden the space for practicing and using English. Combining English knowledge with the actual use of English, reforming the proposition of English test questions and paying attention to students' flexible use of basic English knowledge and basic English skills. Reasonable arrangement of the number of English examinations, reform of the examination methods, and replacement with various forms of examinations, i.e. the combination of written and oral examinations. Reform the scoring standard and attach importance to the assessment of students' normal performance.

### B. *Spiritual aspect*

Teachers' own quality is a model for students' development and a life textbook for them to study. As an important part of the hidden curriculum, a good teacher-student relationship plays a positive role in promoting students' English learning. The process of teachers' professional development, especially in their own development, basically constitutes a hidden process and has a subtle influence on students. It is of great practical significance to the healthy growth of students. In the course activities at the teacher level, teachers will consciously or unconsciously integrate their own life experience and social experience into the classroom activities according to their own knowledge system and their own ability to understand and comprehend. In addition to the obvious performance in English teaching, teachers will also transform their personal educational background, personality quality, positive attitude, teaching theory, teaching skills, teaching attitude and methods, as well as their own academic exploration, into hidden courses, and construct and reflect courses with their own unique thinking mode, and create and create new courses in the course activities. Teachers actively implement the curriculum

with all their knowledge and wisdom, constantly reflect on the curriculum, and strive to innovate the curriculum, and in the process form a hidden curriculum for teachers with rich contents. It is a recreation based on full understanding and understanding of the current curriculum, showing teachers' enthusiasm in teaching, and effectively transferring this positive energy to students to improve their quality as a whole.

The encouragement and evaluation of English teachers can give students confidence, make them feel successful and valued, and urge them to devote more enthusiasm to English learning, thus arousing students' positive emotions. "I hope I can be more successful and I will work harder. In addition, we will teach students how to learn English and develop various games to promote English learning. Let the students participate in English games, look at the expression and performance of the students from the perspective of the encourager, evaluate the development of the students, support and encourage the students to imitate the acquired English, and the teachers interpret and understand the English in the games in various ways, such as expressions and movements. In this way, each student can expand his experience, enhance his self-confidence and promote teachers and students' recommendation of a website conducive to students' English learning in a relaxed and pleasant game, because such a website supports a learning environment composed of "situation, cooperation and conversation", and also allows students to form their own learning groups to discuss the learning contents and problems. Finally, the teacher interview activity. In this way, it promotes the coordinated development of students' intelligence and non-intelligence factors, not only cultivating students' awareness of cooperation and learning, but also improving their thinking ability, thinking ability and problem solving ability.

### V. CONCLUSION

In the process of English teaching, we should fully realize the significance of hidden curriculum in college English teaching and create conditions for students to cultivate their thinking ability. Attaches great importance to the development of hidden curriculum. According to the needs of English teaching, we should devote ourselves to the development of hidden curriculum at the same time of explicit curriculum design so as to make hidden curriculum more specific and operational. In the construction of college English curriculum, we should combine traditional and modern new scientific and technological means to carry out personalized extracurricular learning activities and strive to create a space for contacting and using English, so as to improve students' English level and cultivate high-quality talents.

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