



## A Study of Classroom Silence in the TEFL Classroom

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**Abstract:** This study explores the phenomenon of classroom silence among Asian EFL learners in TEFL classrooms, a topic of growing interest due to its sociocultural implications on student participation. Despite the perceived challenge in researching an intangible aspect like silence, the research aims to understand the factors influencing silence and its impact on language learning. Semi-structured interview is employed as data collection method, and transcriptions are used for data analysis. The findings show that the factors contributed to learners' classroom silence vary from willingness to communicate, linguistic problems, psychological problems as well as problems with turn taking. This study also reveals that students' remaining silence or passive participation in the classroom has negative impact on other students' engagement and performance in the classroom. The study concludes with recommendations for addressing classroom silence, emphasizing the importance of fostering a more participatory classroom environment and enhancing language acquisition for EFL learners.

**Keywords:** Asian EFL learners, classroom silence, language learning

### 1. INTRODUCTION

Recent years, with an increasing number of Asian EFL learners to study abroad in English-speaking countries, such as UK or USA, it is commonly believed that Asian students are regarded as the silent groups in the classrooms. Under this circumstance, researchers and educators have done various studies on classroom silence in the second language classrooms. Classroom silence, particularly among Asian EFL learners, has attracted great attention by researchers and linguists in recent years, which puts emphasis on its sociocultural influence on learners' participation in class (Harumi, 2011). According to King (2013), learners' silence in the classroom is commonly perceived as a serious problem for many researchers, particularly in the context of second language classrooms. He states that there is little empirical research which has targeted the issue of silence, for which is an often-ignored phenomenon. It is difficult for researchers to investigate something like silence, something that cannot be seen or heard, which is a big challenge for researchers and educators (King, 2013). Besides this, investigating classroom silence can benefit both learners and teachers in the process of language learning and teaching. However, there are limited studies on classroom silence on the literature concerning teaching and learning among international students in the education context (Bista, 2012). Consequently, it is necessary to investigate the factors and the influence of learners' silence in the second language classroom, which can be better improved language teaching and learning in the future.

This research draws on insights from the ethnographic approach and interprets the factors and the influence of silence from a sociocultural perspective. The purpose of this study is encourage EFL learners in TEFL classroom to build up their confidence and communicative with their classmates, trying to avoid remaining silence during the class. This study is conducted through an interview survey, aiming to elicit EFL learners' views on their silence during the class. Based on the research findings, discussion on how to encourage learners to get involve in the classroom activities will be provided, which could help L2 learners to avoid being silent and participate in the classroom interactions positively. In addition, it is good for EFL teachers to know what the silence means, why it occurs and how to respond it. Moreover, teachers can help students to facilitate their willingness to communicative inside the class, which could be helpful for EFL learners' language learning. Moreover, some suggestions will be provided for solving learners' silence in the TEFL classroom in the last section.

### 2. LITERATURE REVIEW

Generally, silence is a very complex issue in any classrooms with both international students and domestic students. Sometimes, instructors fail to implement their teaching targets due to the classroom silence of learners. Although silence in teaching and learning has been largely evaluated in terms of class participation, classroom silence varies in different settings (Meyer, 2007). However, this research will focus on classroom silence in the context of second language classroom, exploring the factors and impact of learner's silence in the TEFL classroom.

In the literature review, firstly, the author will briefly identify learners' silence in the classroom, explaining different opinions towards silence. In the second section, previous studies on the classroom silence will be provided to better illustrate learners' silence in a specific education context. Also, theoretical significance of this study will be addressed in the end of the literature review.

#### 2.1. Learners' Silence in the Classroom

Among the most frustrating classroom circumstance is one where students cannot participate positively in the classroom discussions or activities. The classroom silence that emerges in circumstances like this becomes an upset phenomenon for both teachers and students (Petress, 2001). It is not difficult to see this negative phenomenon happens in the foreign classroom context, especially in the second language classrooms. Therefore, investigating learners' silence in the classroom, which helps teachers to better understand silence and improve their teaching experience as well as facilitate learners' willingness to communicate during the class. This has become an urgent issue for researchers and educators to explore.

Classroom silence, which is different from quiet when it is taken for the purpose of classroom settings, is opposite to learners' willingness to communicate to some degree in the second language classrooms. Forrest (2010) claims that silence occurs when a gap happens between a teacher's expectation of a response and the time that the respondent takes to respond. When the response does not meet the teacher's expectation, it is likely that the rest of the learners will hesitate to keep giving responses, then silence occurs among them. As far as I am concerned, classroom silence is always considered as the negative factor which has impact on the students' learning process. For example, Bista (2011) identifies that silent behaviour was perceived as a barrier in learning. In addition, Clair (1998) agrees that being silent is negative in the classroom.

Some researchers argue that silence in the classroom is negative, and others hold the view that silence can be regarded as a positive to itself. For example, Forrest (2010) claims that the value of silence "for its restorative powers" (P.10) in which students were encouraged to speak. Also, Kalamaras (1994) argues that western conceptions of silence considered as negative, are erroneous. What's more, Armstrong (2007) suggests that silence is applicable to the classroom and the wider community of speech. For these educators who hold positive attitudes towards classroom silence, they think that silence adds meaning to communicative interactions.

#### 2.2. Previous Studies on the Classroom Silence

In general, the majority of the studies on silence concentrate on EFL learners in the English language teaching and learning, investigating the linguistic patterns and language proficiency (Bista, 2012).

Previous studies on silence has been pay attention to social and cultural phenomenon of students who study abroad. For example, Zheng (2010) found that Chinese students are regarded as "cultural other" due to their low English level and negative participation and interaction in the class. In addition, studies have shown that the reasons why Chinese students always keep silent in the class are their limited English language skills and lacking language communicative ability, which are major causes of classroom silence (Jackson, 2002; Ping, 2010). It is commonly believed that Chinese students always negatively participate in the classroom communications and negotiations, which has become a serious problem for instructors and educators. However, researchers have found out that Chinese students are apparently influenced by Confucian cultural heritage. In spite of this, they have experienced teacher-oriented teaching method so that they get used to teachers' instructions and keep silent in the classroom (Spizzica, 1997; Carson and Nelson, 1996). Due to the traditional cultural heritage, their classroom behaviours differ from the western pedagogical perspective which allows learners to compete for turns or volunteer in order to freely express themselves or exchange ideas.

According to Liu and Littlewood (1997), Chinese students are intentionally silent because they preferred less participation in the class rather than being labelled as “show-off” to Chinese peers. However, Zhou, Knoke and Sakamoto (2005) argue that the reactions of professors and peer students in the classroom which has influenced their level of participation, but not their cultural and linguistic differences. These results indicate that various reasons for learners to remain silent in the classroom, not only because of their individual attitudes, but also due to others’ influence.

Harumi (2010) has done a research on Japanese EFL learners’ classroom silence in a Japanese EFL context, adopting ethnographic approach to explore learners’ classroom silence from a sociocultural perspective. This study has illustrated the features of Japanese classroom silence which include the roots lie in linguistic, psychological and sociocultural factors. Additionally, although each factor can account for classroom silence, they appear to be linked together. In addition, this study reveals that individual differences also have influences on learners’ silence. On the other hand, King (2012) also has conducted a study on the silence in the second language classrooms of Japanese universities, using a structured observation methodology to investigate the English language learners’ classroom behaviour. This research has found out that the silence has formed a semi-permanent attractor state and emerges through multiple routes within the study’s L2 university classrooms.

In short, there are a variety of studies carried out in recent years, but lacking in depth exploration about the factors of silence in the classroom settings. We can see from the above literature that a majority of studies are conducted in the English language classrooms, investigating different issues relating to the classroom silence. However, there are limited literature discussing why students remain silent or negatively participate in the classroom. Consequently, it is essential to conduct a research exploring the factors and influence of the learners’ silence in the classroom, which is beneficial and helpful to students to better-applied acquisition of English knowledge in the future.

### 3. METHODOLOGY

In brief, this investigation will be carried out in the TEFL classroom in the University of Birmingham, which is based on interviews study and transcriptions analysis. Also, this research design includes the context, the research questions, the participants, data instruments and data procedure.

#### 3.1. Context

This research is conducted in the TEFL classroom in the University of Birmingham. This study puts emphasis on the investigation of different backgrounds L2 learners’ silence in the TEFL classroom. As new MA TEFL students, studying with people from different background seems like a big challenge for most of Asian students. This study intends to investigate the factors of classroom silence as well as the impact of learners’ silence in the TEFL class.

#### 3.2. Research Questions

This research seeks to answer these two research questions as shown below.

- 1) What factors contribute to learners’ silence in the TEFL classroom?
- 2) What’s the impact of learners’ silence on the whole TEFL class?

#### 3.3. Participants

Three participants in this research are MA TEFL students from China, Japan and Syria. All of them are non-native speakers of English, and they have learned English as a second language for more than twelve years. From the table showed below, their language and cultural background are various and totally different, which have influential impacts on their classroom behaviours. For example, two students from Asia, they seldom talk and participate negatively during the class, while another student from Syria is always very active and involved in the classroom activities. Consequently, their classroom silence may be different and could be comparable. Here is a table shows the participants’ background as below.

**Table1.** *Overview of participants’ background*

<b>Name</b>	Lily	Katie	Mike
<b>Nationality</b>	China	Syria	Japan
<b>Gender</b>	Female	Female	Male
<b>First Language</b>	Chinese Mandarin	Arabic	Japanese
<b>EFL learners</b>	Yes	Yes	Yes

### 3.4. Data Instruments

This study is a qualitative case study, and semi-structured interviews will be adopted as data collection instrument. To acquire a better understanding of participations' silence in the classroom, I would like to apply semi-structured interviews to elicit participants' attitudes and their self-evaluations towards their classroom silence and their struggles to participate in the activities in the TEFL class. In addition, audio-recording will be adopted in this research with the consent of the interviewees. Before conducting these interviews, I will explain the purpose of this study and the reasons why I record to the participants. Moreover, transcriptions of the audio-recording will be adopted to analyze the data in details.

Above all, all these data will be kept by the researcher in a safe place. As long as the research finish, all the participants will receive an email about the research findings and thanks for their contribution to this study.

## 4. RESULTS AND DISCUSSIONS

This part will be divided into two section. In the first section, the author will provide the findings of factors which contribute to learners' silence in the classroom. In the second part, the influence of classroom silence will be provided for further discussion.

### 4.1. Factors for Remaining Silent in the Classroom

The following questions were asked to attempt to determine the factors for being silent in the TEFL classroom. Also, three open-ended interview questions were designed to elicit learners' intentions of classroom silence.

- 1). Are you willing to communicate with your teachers or classmates during the class? Why? Or why not?
- 2). In what situations do you remain silent in the classroom?
- 3). If you remain silent in class during an interaction with peers, what are the possible reasons?

#### 4.1.1. Willingness to Communicate

The results indicate that one of the factors which has contributed to classroom silence is learners' willingness to communicate.

*Excerpt 1:*

*Katie: Yes, I think I participate actively with my fellows and teachers in the class. When I have any questions, I will raise my hand and ask the teacher. During group discussion, I always confident to share my opinions within the group.*

*Excerpt 2:*

*Mike: To be honest, sometimes when I am interested in the topic or task, I am willing to communicate.....But I would always not speak with someone who is native speaker or have high proficiency in English..... because of my poor pronunciation.*

From the excerpts above, we can see that willingness to communicate is important in the classroom discussion, which also has impacts on learners' classroom silence. If the learner is willing to speak with others then he or she may not remain silent in the classroom; but if someone is not reluctant to communicate, then learners' silence occurs. It can be seen from the excerpts that Katie participate more positively in the classroom activities than Mike does because of her higher willingness to communicate.

#### 4.1.2. Linguistic Problems

The following excerpts indicate that linguistic problems is one of the factors which contribute to learners' silence in the TEFL classroom.

*Excerpt 3:*

*Lily: I think it should be my individual reason. I think my oral English and my pronunciation are not perfect and I am afraid that I cannot express my opinions very clearly and cause misunderstandings.*

*In addition, because of the intense atmosphere in the classroom, I am nervous when I speak in front of others.*

*Excerpt 4:*

*Mike: I would remain silent in the situation when I could not grasp and understand the knowledge, because I do not know what and how to express it.*

From the above excerpts, we can see that both of these two interviewees have mentioned that their oral English proficiency is not very good. They do not know how to express themselves in English very clearly and afraid to make mistakes during the communication with others. In that situation, they are always keep silent in the classroom because of the weak comprehension and understanding. In addition, linguistic problems also include problems with vocabulary, problems with accuracy with grammar or sentence patterns as well.

### 4.1.3. Psychological Problems

The results below show that the psychological problem is one of the major cause of the classroom silence.

*Excerpt 5:*

*Mike: I would stay silent when I am not confident and I perceive that I inferior than others whose English proficiency is higher than me.*

*Excerpt 6:*

*Lily: I think it should be my individual reason..... In addition, because of the intense atmosphere in the classroom, I am nervous when I speak in front of others.*

*Excerpt 7:*

*Lily: Well.....my poor spoken English cannot give me any support to express myself clearly. Secondly, I am afraid my answer is wrong. I prefer to speak to my classmates rather than teachers, because we are at the same level, and the process of arguing for yourself is interesting.*

From the excerpts above, both of them have mentioned that they lack confidence when they speak in front of the whole class. Lily states that she feels nervous when she was asked to make a speech to the whole class due to the intense atmosphere. Also, she is not confident with her spoken English as well. Mike has the same problem as Lily does. They all doubt that their oral English proficiency is not as high as other classmates.

### 4.1.4. Problems with Turn Taking

The following findings has shown that turn taking problems also cause learners' silence in the classroom.

*Excerpt 8:*

*Katie: I think .....So when I looked around and noticed that someone want to talk about his or her ideas, then I just keep my words inside my mind and listen to them carefully.*

*Excerpt 9:*

*Katie: For me, I think it is the turn taking, because sometimes I want to speak out, but the teacher just moves on to other students. Therefore, I am not given chance to speak out because of the limited time.*

*Excerpt 10:*

*Mike: I think .....The difficulty in expressing what I want to say make me feel uncomfortable and nervous, which would cause more turn taking problem in the interaction.*

The excerpts indicate that learner' participation in the class is influenced by turn taking as well. Katie argues that she remains silent because of the turn taking. Sometimes she just finds out that she is not given chance to speak because the teacher just moves on to other students. However, she gives up speaking, because she wants to give some chances to other students. Also, Mike also finds out that turn taking problems exist in the interaction when he does not participate positively in the class discussions. Consequently, it is clear that turn taking problems sometimes lead to learners' silence in the classroom.

From the results above, factors contribute to students' silence are various. In this research, the author just focuses on four aspects, namely willingness to communicate, linguistic problems, psychological

problems and problems with turn taking. Besides, individual differences also can be regarded as one of the reasons that causes learners' silence. However, due to the limitations of this study, further studies will be explored other factors influenced classroom silence, such as individual differences.

### 4.2. Impact of Remaining Silent in the Classroom

The following questions were designed to attempt to find out the impact of learners' silence in the TEFL classroom.

- 1). Can you identify some situations that caused by classroom silence?
- 2). What is the influence of your negative participation during the class?
- 3). Have you ever noticed that your negative participation will have a negative impact on your peers' participation in the class?

### 4.3. Negative Influence on Other Students' Performance and Engagement in the Class

The results have shown that learners' silence have negative influence on other students' performance and engagement in the class. It is true that classroom silence does not only have negative influence on individuals, but also negatively impact the whole class.

*Excerpt 11:*

*Katie: I think I always make a speech in front the whole class, but sometimes I think I should give more chances to others to share the opinions with all of us.*

*Excerpt 12:*

*Katie: For me, I think I am quite active in the class, but I find out that a majority of Chinese students in my class, they seldom speak out in front of class....but I don't like it. It is very upset when you see that they don't participate in the group tasks or discussions ..... So their silence will absolutely has impact on my classroom participation.*

*Excerpt 13:*

*Mike: Classroom silence would influence the whole students' engagement in the classroom that would hinder the process of teaching. The silent would also cause students' unwillingness to study..... The task is hard to be fulfilled if I participate negatively in the classroom, which could not only influence my learning, but also influence others acquisition of knowledge.*

*Excerpt 14:*

*Mike: Yes, definitely, my negative participation would have a negative impact on the process of team work, which would influence others participants and acquisition of knowledge.*

*Excerpt 15:*

*Lily: To be honest ..... If there is no one to share his or her viewpoints, then I will start to talk about it. However, I won't be the representative to speak out in front of the whole class.*

The excerpts above show that learners' negative participation during the class has bad influence on other students' engagement and performance. As for Katie, she is an active participant in the class, but she feels upset when there is nobody voluntary to take turns to express themselves. She loses chances to express herself sometimes because she thinks that she should give more opportunities to other students. However, although she gives up her right to speak out her ideas, there are few students to respond or express their opinions. Additionally, Mike makes sure that negative participation has passive influence on learners' acquisition of knowledge as well as other learners' engagement. Within a group, if someone negatively participated in the classroom activities, then the whole group work became more difficult because of someone's silence. Moreover, Lily states that her willingness to communicate also becomes lower due to the classroom silence. Consequently, learners' silence has strongly influenced other learners' performance and engagement in the classrooms.

## 5. CONCLUSION

This study has explored the factors contributed to learners' silence and the impact of classroom silence in the TEFL classroom in the university of Birmingham. Semi-structured interview is adopted in this research as data collection method, while transcriptions are used for data analysis. Three interviewees are MA TEFL students with different cultural and linguistic backgrounds, participating in this study. The findings have shown that the factors contributed to learners' classroom silence varies from willingness to communicate, linguistic problems, psychological problems as well as

problems with turn taking. Also, this research has revealed that students' remaining silence or passive participation in the classroom has negative influence on other students' engagement and performance.

This study has provided a relevant literature review on classroom silence as well as the previous studies on the learners' silence within the context of second language classrooms, which has well-explained the nature of silence from social and cultural perspectives by educators or researchers. They have distinguished the silence either can be regarded as positive or negative factor in the language learning in the classrooms (Bista, 2011; Clair, 1998; Forrest, 2012; Kalamaras, 1994; Armstrong, 2007;). However, studies on the factors which has influenced learners' silence are limited. Consequently, it is necessary for researchers to investigate and explore the factors contributed to learner' classroom silence.

In light of the research findings, it is necessary for EFL students to overcome their silence during the class. Also, EFL teachers are encouraged to find out the reasons why learners keep silent in the classroom as well as to help students to overcome their fear to speak in front of other classmates. In this case, teachers should motivate students to take the chance to speak out their opinions in the class. During the classroom activities, teachers should come around the tables and check whether students seek guidance or not. What's more, EFL learners should be aware of their participation as well, trying to raise up their willingness to communicate and build up their confidence when interact with other classmates. When they have confidence in expressing themselves, they will participate more positively in the classroom activities then classroom silence can be avoided.

In a broader context, studies on learners' classroom silence is very limited in the literature in the past few years. Further studies will be addressed to find out the nature of the classroom silence and the solutions to learners' silence. It is reasonable that investigating the responses from teachers and students towards classroom silence, which can be considered as an interesting topic for most of the researchers. Therefore, further studies will be recommended to explore factors of learners' classroom silence from sociocultural and linguistic perspectives, interpreting teachers and students' assumptions about classroom silence.

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## **Appendix A**

### **Semi-structured Interview Questions**

1. Are you willing to communicate with your teachers or classmates during the class? Why? Or why not?
2. In what situations do you remain silent in the classroom?
3. If you remain silent in class during an interaction with peers, what are the possible reasons?
4. Can you identify some situations that caused by classroom silence?
5. What is the influence of your negative participation during the class?
6. Have you ever noticed that your negative participation will have a negative impact on your peers' participation in the class?

## **Appendix B:**

### **Transcription 1:**

**A=Researcher B=Katie**

A: Are you willing to communicate with your teachers or classmates during the class? Why? Or why not?

B: Yes, I think I participate actively with my fellows and teachers in the class. When I have any questions, I will raise my hand and ask the teacher. During group discussion, I always confident to share my opinions within the group. Sometimes I also speak in front of the whole class. I just speak out my opinions and I don't mind whether my answers are right or not. It doesn't matter at all.

A: In what situations do you remain silent in the classroom?

B: I think I always make a speech in front the whole class, but sometimes I think I should give more chances to others to share the opinions with all of us. So when I looked around and noticed that someone want to talk about his or her ideas, then I just keep my words inside my mind and listen to them carefully.

A: If you remain silent in class during an interaction with peers, what are the possible reasons?

B: For me, I think it is the turn taking, because sometimes I want to speak out, but the teacher just moves on to other students. Therefore, I am not given chance to speak out because of the limited time.

A: Can you identify some situations that caused by classroom silence?

B: Of course. I remembered that in one class, the task was very simple, which was asked to read the text presented in the whiteboard, but there were not so many volunteers. In the end, the tutor just read the text by herself because no one was voluntary to read the text. Another scenario was that the tutor asked us to discuss some topics, but she found out that just a part of students participated positively and they answered the questions all the time. Finally, the tutor had no idea but just call out the names to avoid classroom silence.

A: What is the influence of your negative participation during the class?

B: For me, I think I am quite active in the class, but I find out that a majority of Chinese students in my class, they seldom speak out in front of class. I don't know why they always keep silent during the group discussion, but I don't like it. It is very upset when you see that they don't participate in the group tasks or discussions. Sometimes I just encourage them to say something. So their silence will absolutely has impact on my classroom participation.



A: Have you ever noticed that your negative participation will have a negative impact on your peers' participation in the class?

B: Yes, of course. Sometimes I just think I have talked too much during the class, and I should give some people more chances to speak out their opinions, especially for Chinese friends. I know some of them really have some amazing ideas when we share after class, but they just do not say anything during the class. I think they just lack confidence. But when I stay silent in the classroom, still just few of them speak out their feelings and ideas.

### **Appendix C:**

#### **Transcription 2:**

**A=Researcher B=Lily**

A: Are you willing to communicate with your teachers or classmates during the class? Why? Or why not?

B: Well, I do not like to talk with my teachers, firstly, my poor spoken English cannot give me any support to express myself clearly. Secondly, I am afraid my answer is wrong. I prefer to speak to my classmates rather than teachers, because we are at the same level, and the process of arguing for yourself is interesting.

A: In what situations do you remain silent in the classroom?

B: Well, if the topic I am not familiar with, I would like to keep quiet and listen to others' opinions. Sometimes, I just don't want to talk to my foreign classmates because I think their ideas are more superior than mine, so that I just listen to them carefully. If they do ask my ideas, I will speak it out, but if they don't, I just sit there and listen.

A: If you remain silent in class during an interaction with peers, what are the possible reasons?

B: I think it should be my individual reason. I think my oral English and my pronunciation are not perfect and I am afraid that I cannot express my opinions very clearly and cause misunderstandings. In addition, because of the intense atmosphere in the classroom, I am nervous when I speak in front of others.

A: Can you identify some situations that caused by classroom silence?

B: Well, students' negative participation, if the classroom is silent, students will feel negative to follow the teacher's talk. Their willingness to communicate is low so that they are not voluntary to speak out their viewpoints.

A: What is the influence of your negative participation during the class?

B: To be honest, I think I am a passive learner in the group discussions. If there is no one to share his or her viewpoints, then I will start to talk about it. However, I won't be the representative to speak out in front of the whole class, I will ask someone whose oral proficiency is higher than me to represent our group and give a speech.

A: Have you ever noticed that your negative participation will have a negative impact on your peers' participation in the class?

B: Well, it depends, if my partner is talkative, my silence will give her or him more time to express themselves, but if my partners also keep silent, then we may feel embarrassed in this situation. This is not good for our language learning definitely.

### **Appendix D:**

#### **Transcription 3:**

**A=Researcher B=Mike**

A: Are you willing to communicate with your teachers or classmates during the class? Why? Or why not?

B: To be honest, sometimes when I am interested in the topic or task, I am willing to communicate and I tend to communicate with my classmates. But I would always not speak with someone who is native speaker or have high proficiency in English as I am afraid of making mistakes because of my poor pronunciation.

A: In what situations do you remain silent in the classroom?

B: I would remain silent in the situation when I could not grasp and understand the knowledge, because I do not know what and how to express it. I would stay silent when I am not confident and I perceive that I inferior than others whose English proficiency is higher than me

A: If you remain silent in class during an interaction with peers, what are the possible reasons?

B: I think I would be influenced by linguistic, psychological and turn taking problems. The difficulty in expressing what I want to say make me feel uncomfortable and nervous, which would cause more turn taking problem in the interaction. Also, I am not very confident about my oral English. More and more problems take place in the interaction result in my silent in the interaction.

A: Can you identify some situations that caused by classroom silence?

B: Classroom silence would influence the whole students' engagement in the classroom that would hinder the process of teaching. The silent would also cause students' unwillingness to study.

A: What is the influence of your negative participation during the class?

B: The task is hard to be fulfil if I participate negatively in the classroom, which could not only influence my learning, but also influence others acquisition of knowledge.

A: Have you ever noticed that your negative participation will have a negative impact on your peers' participation in the class?

B: Yes, definitely, my negative participation would have a negative impact on the process of team work, which would influence others participants and acquisition of knowledge.

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Objective Statement: Now I work as an English teacher in School of Foreign Languages, Guangzhou Huashang College. I have taught various courses in the past seven years, such as Oral English, English Listening, English Writing, Advanced English, English Grammar, Comprehensive English and so on.

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