

A Study on the Characteristics of Chinese English Language and Its Influence on English Teaching Based on Constructivism Theory

Pengju Du

School of Foreign Languages, Yulin University, Yulin, Shaanxi, 719000, China

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Abstract: Language is the Main Manifestation of Culture, and Language Teaching Cannot Be Separated from Cultural Interpretation. the Process of English Learning is a Complicated Process of Organizing and Reorganizing Cognitive Structures. Constructivism Holds That under Certain Learning Environment, People Will Selectively Absorb and Understand the Knowledge Taught by Teachers. At the Same Time, It Integrates Its Existing Knowledge System and Cognitive Logic, Internalizes External Knowledge as Part of Its Knowledge Structure, and Finally Establishes Its Own Cognitive System. When Applying Constructivism to English Teaching, We Should Pay Attention to the Cognitive Process of Learners and How They Process, Maintain and Use Foreign Language Information. Based on the Theory of Constructivism, This Paper Analyzes the Characteristics of Chinese English Language and Its Influence on English Teaching, and Constructs a Diversified Teaching Mode of English Linguistics in Combination with the Characteristics of English Language, in Order to Provide New Ideas and Perspectives for the Practice of English Linguistics Teaching.

1. Introduction

Constructivism is a Cognitive Learning Theory Put Forward by Modern Western Psychologist Piaget, Which Holds That Human Cognition is Formed through the Interaction of Internal and External Factors [1]. in a Certain Learning Environment, People Selectively Absorb and Understand the Knowledge Taught by Teachers, Combine Their Existing Knowledge System and Cognitive Logic, Internalize External Knowledge as Part of Their Knowledge Structure, and Finally Establish Their Own Cognitive System [2]. with the Development of Economic Globalization, People Have More and More Opportunities to Communicate in English in Their Daily Work and Life. the Process of English Learning is a Complicated Process of Organizing and Reorganizing Cognitive Structure, Which Requires Learners to Master Language Knowledge and Skills, Internalize Language Knowledge and Skills, and Achieve the Effect of Automatically Outputting Language [3]. When Applying Constructivism Theory to English Teaching, Attention Should Be Paid to the Cognitive Process of the Learners and How the Learners Process, Maintain and Use Foreign Language Information [4]. So as to Guide English Teachers to Use Necessary Cognitive Strategies to Improve Their Ability to Analyze, Solve and Creatively Use Language in English Teaching [5].

Constructivism Expounds That Knowledge is Not Granted to Us by Teachers, But Rather We Acquire Knowledge through the Use of Necessary Learning Materials under Certain Social and Cultural Background, Which Does Not Exclude the Help of Teachers and Other Learning Partners [6]. English Majors Not Only Focus on Listening, Speaking, Reading and Writing At the Basic Stage, But Also Have Their Own Specialized Courses, Including English Linguistics [7]. English Linguistics Has Become a Key Discipline in the Scientific System in the Information Age. Its Purpose is to Make Students Understand the Rich Achievements of Human Language Research and to Improve Their Understanding of the Importance of Language in Society, Humanities, Science and Technology, and Personal Accomplishment [8]. with the Strong Support of the Latest Information Technology Achievements, Constructivism Theory Has Gradually Been Closely Combined with the Teaching Practice of Teachers [9]. as an International Language, English is Very Important Not Only for Students' Examination But Also for Their Future Communication with Foreigners [10]. as a Teacher, One Should Make Use of the Limited Time in Class to Make Due

Contributions to Students' Learning. Based on the Constructivism Theory and the Characteristics of English Linguistics Courses, This Paper Attempts to Construct a Diversified Teaching Mode of English Linguistics in Order to Provide New Ideas and Perspectives for the Teaching Practice of English Linguistics.

2. The Construction of English Linguistics

2.1 Emphasize the Main Role of Students

Constructivist Learning Theory Emphasizes the Role of Learners as Cognitive Subjects and Proposes That Students Are the Active Constructors of Subjects Rather Than Passive Recipients of External Stimuli. When Applying Constructivism Theory to English Teaching, Attention Should Be Paid to the Cognitive Process of Learning Subjects and How They Process and Use Language Information. How Effective the Teacher's Teaching is Depends on the Students' Learning Effect, and the Success or Failure of the Learning Effect Depends on Whether the Students Actively Participate in the Teaching Process. in English Teaching, It Should Be Considered That the Same Teaching Method Has Different Teaching Effects for Different Students [11]. Teachers Must Understand the Differences in Students' Cognitive Styles in Order to Choose Different Teaching Methods According to Different Types of Cognitive Styles. Students Can Independently Explore New Words Encountered in Reading, Guess the Word Meaning and Part of Speech of New Words through Shallow Vocabulary Processing, or Find out the Meaning and Fixed Collocation of New Words through Looking Up Dictionaries, Etc. Students Can Also Explore the Different Meanings of Old Words in the Same Sentence. If Students Want to Master Some Knowledge, They Must Adapt the New Knowledge to Their Existing Knowledge, That is, to Their Original Cognitive Model. Only When Learners Clearly Define Their Learning Objectives and Actively Learn Can They Acquire Knowledge Construction.

2.2 Pay Attention to Students' Personality Characteristics

Learning process is a process in which learners use the original cognitive structure to actively select, process and process external information, and knowledge is a unity constructed by each learner through the learning process. Cognitive structure directly participates in the interaction with new knowledge. It not only determines whether new learning can be generated, but also determines the maintenance of new knowledge and its transfer in new situations. Teachers should put people first when teaching in class, so that every student can be improved and perfected on the basis of the original. The acquisition of new knowledge mainly depends on the original proper concepts in the cognitive structure, the interaction between the old and new knowledge, and the assimilation of new knowledge into the original cognitive structure. Every learner will consciously or unconsciously mobilize his original knowledge and cognitive strategies when trying to complete a certain learning and cognitive task. Practice correct pronunciation and read out correct words, stress and intonation, which is especially important for beginners to lay a good foundation for language learning. Reading aloud with correct pronunciation and intonation is helpful for improving listening, reading comprehension and cultivating language sense. Teaching should be learner-centered, and students should give full play to their enthusiasm and initiative in the teaching process, so as to achieve better teaching results. English teachers should have hope for every student and encourage everyone to participate in collaborative learning.

3. Enlightenment of Constructivism Theory on English Teaching

For quite a long period of time, foreign language courses in our country have excessively strengthened the instrumentality of language, lacking the cultural subjective spirit and self-discipline consciousness and critical and reflective thinking. On the word list, students can only learn the pronunciation, spelling, meaning and part of speech of words. However, they can't learn their pragmatics. Only in the context created by teachers, textbooks or text articles can the proper use of a word be reflected. When teaching vocabulary, teachers should pay attention to not only

teaching students the definition of vocabulary, i.e. shallow knowledge, but also teaching context, i.e. deep knowledge. The transmission of information in English teaching is a complicated two-way cycle. On the one hand, students master concepts by obtaining information from the outside world. On the other hand, they also send out feedback information to the teachers in their study. Teachers can adjust the teaching process in time according to the feedback information sent by students, thus playing the role of strengthening and correcting information in time.

Constructivism holds that language learning is by no means a process of mere imitation and memory, but a process in which learners store and organize various materials, acquire knowledge and form knowledge structures through cognitive processes. If from the first English class of the freshmen, English will be used completely for teaching. Use words from few to many, sentences from short to long, speed from slow to fast, meaning from simple to complex, and use images, images and body language appropriately, step by step. Practice shows that, after more than half to one semester of training, most students' listening level has basically been able to meet the requirements of normal English teaching [12]. People with field-dependent cognitive style tend to regard extrinsic references as the basis of information processing in cognitive activities, that is, the perceptual object or symbolic representation is regarded as what it is.

The obtained data on oral English test scores and composition test scores of the students in the experimental class and the control class were statistically analyzed by statistical software. The comparative results of oral English test results are shown in Table 1 and composition test results are shown in Table 2.

Table 1 Spoken Language Performance

	Experimental class	Control class
Number	45	44
Average score of oral proficiency test	74.2	75.5
Average score of post test of oral English level	77.8	75.8

Table 2 Composition Test Results

	Experimental class	Control class
Number	45	44
Average score of pre composition test	81.6	82.1
Average score of composition post test	93.5	86.7

Cognitive process is the process in which learners acquire, store, process, use and create information. Constructivism emphasizes that this process is purposeful and carried out in a certain psychological structure according to certain strategies. People with field-independent cognitive style tend to make more use of internal reference as the basis for information processing in cognitive activities. This kind of person is relatively independent and can reorganize the information provided when the situation needs or internal needs arise, that is, reorganize the perception or symbolic representation to conform to the current task. In a complex background, it is easier to find a certain target purposefully. This is because people already have knowledge related to the target, and people already know the image and characteristics of the target. In English teaching, it should be considered that the same teaching method has different teaching effects for different students. Teachers must understand the differences in students' cognitive styles so as to choose different teaching methods according to different types of cognitive styles.

4. Conclusion

In teaching, teachers themselves should have some advanced theories and constantly learn to improve their quality. This paper introduces the constructivism learning theory and analyzes how to use it in English teaching. The learning of English course is not only a process in which students gradually master English skills and knowledge through learning and practice, but also a process in which they broaden their horizons, understand the cultural differences between themselves and

others, and improve their comprehensive humanistic quality. Constructivism teaching concept provides a new model for classroom teaching and explains a new concept of learning for students accustomed to passive acceptance, thus bringing new enlightenment and experience for English linguistics teaching and learning. As a teacher, one should enrich one's knowledge of constructivism teaching, so as to make English classroom teaching more effective, give full play to students' learning ability and promote students' learning. Students are the main body of language learning and processing, so they should actively absorb and use language instead of simply receiving it passively. Constructivism teaching concept provides a new model for classroom teaching and explains a new concept of learning for students accustomed to passive acceptance, thus bringing new enlightenment and experience for English linguistics teaching and learning.

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