Joining English Teaching Theory with Teaching Practice

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Abstract. This paper first studies the impact of social psychology on the teaching process. It discusses how teachers will stimulate learners' desire and interest in reading materials and guide their thinking. Teachers can make learners aware of their true intentions by means of various roles, including role switching, problem definition and feedback giving. At the same time, teachers can use the target perception training method to help learners relax and find the link between language and rhythm, so that learners can find their own personality. In addition, it discusses how to pay attention to the emotional factors and individual differences of students, increase their self-confidence and help them reduce their anxiety in English learning. Finally, this article discusses the implications of other studies for English teaching. For example, the theory of control and communication can be used as a guide in teaching practice. The teacher's output and students' feedback form a perfect closed loop control system to implement dynamic control of the English teaching process.

1. Introduction

The study of the learning process in the teaching process usually begins with the oral class. People introduce a stage learning rule which takes into account the needs of learners, especially the phased teaching associated with the language structure. The basic concept of this approach is that, in most teaching situations, it does not provide the only explanation for English sentences, especially in the process of oral English teaching, so that learners should pay attention to content rather than language points. This is totally different from the traditional grammar translation teaching method. Because of the different goals, the methods and means must be different. In this case, the selective approach has been greatly developed, and the body reaction method and the enlightenment law have attracted public attention[1].

2. The Influence of Social Psychology on Teaching Process

Since the beginning of 1990s, with the wide application of social psychology, the application of traditional reading method or social language learning method in teaching become increasingly less. Foreign language teachers often attach more importance to the application of enlightenment in their teaching practice. Teachers use different facial expressions and gestures to stimulate learners' desire and interest in the content of the text and guide their thinking. Teachers often use the other method of psychodynamic teaching. It means including role exchange, problem definition and feedback given, let learners realize their true intentions, including target perception training, to help learners relax, find language and rhythm, but also can let learners find their own personality. Learners master the use of language by interpreting, annotating, and drawing pictures. This process of self-discovery must be carried out throughout the whole process of English learning. The last thing to say is the scene teaching method, which combines with the characters described above, and can master the use of language by interpreting, annotating and drawing pictures. Finally, the method of scene teaching is mentioned, which is related to the method described above, but has different concepts with them. In this method, the ultimate goal of the learner is not limited to the retelling of the text, but also to the development of the story according to his own needs. The introduction of these methods into English teaching is not only the result of the theoretical analysis of psychology and pedagogy, but also the
result of a large number of sampling experiments. Practice shows that it has more obvious teaching effects than traditional methods[2,3,4].

3. The Influence of Modern Control Theory on Teaching Process

Foreign language teachers should not only understand the structure of the foreign language itself, but also make great efforts to explore the teaching methods. In particular, they should pay attention to the feedback information of the learners and make the whole teaching process a closed loop control system. Teachers can dynamically adjust and control the teaching activities according to different feedback information. If problems are found, teachers can support students in active participation in teaching and evaluation. Teachers can also set up a forum on a network for a topic, enabling many students to participate in the discussion to stimulate teaching. All of the above methods have their own teaching theories, but also have relative advantages and limitations. In the specific teaching practice, the teachers should integrate various methods reasonably according to the specific feedback of the students. Because language learning not only occurs in the mind, but also to achieve the "hand", "heart" and "mouth", to truly participate in, pay attention to practical results.

4. Mental Activities in English Learning

The mental activities involved in the process of learning can be summarized as follows: learning strategies, learning autonomy and construction.

4.1 Understanding of learning strategies

At the end of the 70 generation of the last century, American linguist L. Selink proposed that the learning process of English learners should be assumed as various strategies. Pay special attention to the learner theory problems in the teaching process, the correct method of using linguistic descriptions to determine the strategy of resource language learners. Hans, Dechert, and Manfred Raupach will, on the other hand, learn language analysis based on broad strategy concepts. They think that for learners, language does not concentrate on a single language, but set up in many conditions and a variety of reasons, so as to provide guidance on the development of these language learners use behavior method. At present, the strategy training method proposed by O'Malley & Chamot and Oxford has been verified and consolidated by experiments, and has been generally accepted. This teaching strategy plays an important role in the teaching process, and the teaching staff should closely relate to the subject of study according to the expected teaching details. With the help of teachers, learners choose strategies that are more suitable for themselves through strategy, behavior, and test tasks, and are aware of their behavior strategies. The discussion about strategy must involve two aspects. First of all, the strategy is integrated into the new teaching process, and students are encouraged to analyze their own behavior strategies, so the following implementation strategy is inevitable. This process will greatly influence and optimize the emergence of new teaching materials, and will play a huge role in promoting the future teaching. Application to specific teaching strategies can be summarized as follows[5,6]:

(1) To actively participate in the task of law (refers to the learners to explore the love of learning environment, actively involved in the learning process);
(2) Understanding language (refers to improve the understanding of the language system);
(3) Language is communication and mutual understanding communication tools (to improve the understanding of the importance of using language); situation strategy (refer to about social and cultural values, the use of language is not afraid to make mistakes, the courage to overcome difficulties); two language use monitoring (to use inference and detection means constantly review etc.).

4.2 The application of learning autonomy

The discussion of the autonomy of the learning process goes back to the impact of the works of Holec and Little on this field. Through the study of cognitive model, we can realize that knowledge can be transferred more effectively only when new knowledge is established on the basis of existing knowledge. These researches on the concept of autonomous learning are of great value in language
teaching. This method of teaching shows that teachers are not only the teachers of knowledge, but also a kind of learning resources and suggestions. They require students to make a series of decisions by themselves. The discussion about learning autonomy has a more profound impact: changing the learning master - slave relationship. The learning group is composed of people who use different mother tongue teaching, and the emphasis is on autonomy, that is, learners organize their learning process in a coordinated way[7]. Teachers act as learning advisor roles to help autonomous learners formulate learning strategies appropriate to them. This way of learning is the learning process of the learners themselves, and the teachers provide learners with learning scenarios and suggestions.

4.3 Constructivism theory and teaching practice

Linguist Piaget described the learning process as a constructivist process. Cognitive structure is gradually constructed through two basic processes of assimilation and adaptation, and is constantly enriched, improved and developed in the infinite circle of "balance, imbalance and new balance". Constructivism advocates the teaching process under the guidance of teachers and learner centered learning. It emphasizes not only the cognitive role of learners, but also the guiding role of teachers. Learners are the main body of information processing, active constructors of meaning, not passive recipients of external stimuli and objects to be implanted. The teacher's role is the facilitator in the process of meaning construction and the navigator of knowledge. The teacher guides the students to construct the meaning of knowledge by means of discovery and discovery in the process of constructing meaning, and puts forward various hypotheses and tries to verify them. Students will be new knowledge and knowledge of existing knowledge, and promote the realization of knowledge transfer. "Connection" and "thinking" are two important factors in the construction of meaning. Teachers in specific teaching process from the following aspects to guide students[8]:

(1) To stimulate students' interest in learning, to help students form learning motivation. Teachers should realize that the goals of teaching not only include cognitive goals, but also emotional goals, and pay attention to students' emotional areas. The purpose of teaching is to gradually reduce external control, and gradually increase the process of students' self-control learning.

(2) Teachers must create a good learning environment for students, and help students construct the significance of the current knowledge by setting up the situation that meets the requirements of the teaching content and suggesting the clues between the old and new knowledge.

(3) Teachers guide students to learn through experiments, independent inquiry, cooperation and so on. In the process of teaching, teachers should help students to analyze and understand what they have learned, to give students the freedom to imagine, rather than simply tell students the results or answers, limiting students' thinking.

5. Anxiety Control in English Learning

Affective disorder is like a wall between language input and language acquisition mechanism, which reduces the processing and absorption function of the brain, resulting in not producing normal language output. Anxiety is one of the most important factors in emotional disorders. In English learning, anxiety is often due to the high expectations of the learner. When learners fail to achieve their desired goals over a long period of time, their emotions can cause volatility. This situation is sometimes due to students underestimating their English level, anxiety will further lead to mental depression. At present, a large number of experiments and studies at home and abroad show that the anxiety level is too high or too low, which will seriously affect the learning effect of learners. The students generally have anxiety in the study of listening, speaking and writing[9,10]. Therefore, it is necessary to carry out a series of reforms to the traditional teaching methods. The reform is not only content, but also should pay attention to the emotional factors and individual differences of students: the so-called "teaching should be tailored according to the specific conditions of the students". In order to help students alleviate anxiety in English learning, teachers can start from several aspects in the specific teaching process.

(1) Try to cultivate students' self-confidence. In order to reduce students' anxiety in the process of learning, teachers should first help students re-establish self-confidence, so that students can evaluate themselves correctly. The teacher can dredge the students after class. If students have any problems in
their studies, including learning methods, strategies, motivations, and even life and emotional problems, they can talk to their teachers. This helps students build confidence in the counseling process.

(2) Try to improve teaching methods. In the process of listening teaching, teachers should try to make learners concentrate their attention on the content of listening materials instead of language points, and make them gradually develop the habit. In speaking class, the teacher tries to make the students speak more bravely. In the process of writing teaching, teachers should minimize interference with students, minimize their revision of their compositions, and pay more attention to students' writing intention and writing desire. Writing should be the real need to express students' feelings and experiences, and all of them should be carried out in an atmosphere of encouragement. Once the atmosphere is established, the students' fear of writing is eliminated.

(3) Try to train students’ right evaluation ability. This will help students face the pressure correctly and guide them to objectively evaluate themselves and others. Make students less concerned about comparing themselves with other students, and pay more attention to comparing yourself with yourself. When you find that you have made significant progress compared with the past, it can stimulate their motivation to learn.

(4) Try to change the role in the teaching process. As a teacher, we should also improve the teaching idea and try to make students become the central role of the subject. Once students feel that they are the main characters in the class, their spirit will relax. Teachers must treat students alike without any bias. Teachers should be cautious in class, so that students will face in front of their classmates.

The teacher's evaluation of the students should not rest entirely on the results of an examination, but a comprehensive study of his usual performance, effort and individual basis. Teachers should always pay attention to students' emotional factors and individual differences, and strive to create a relaxed and pleasant teaching environment.

6. Summary

Although the natural sciences and the humanities have the discipline division, but these disciplines also are used as the human civilization product, they must have certain relations between them. For example, control theory and communication theory to the teaching practice has certain guiding role. The communication process and the teaching process are extremely similar. In the course of teaching, the relation between teacher and student is similar to the sending and receiving end of information in communication process. And the results of these two processes are also concerned with whether the transmitted information can be received by the receiver. In the process of communication, error control technology must be adopted to ensure the quality of information transmission. This technology mainly consists of two parts: first, the effective encoding of information; secondly, how to detect errors and remedy them, that is, the formation of negative feedback loop.

A similar principle also exists in the process of teaching. After teaching a particular unit, a teacher must receive feedback from students through questions, assignments and quizzes. Only in this way can the teacher decide whether to continue teaching the next unit or to review or review the questions according to the feedback. This process constitutes a closed-loop process, can be applied to any object with this control law. Only when the controller adjusts the output according to the feedback information, can the system work well. In the teaching process, teachers act as the role of control. The ultimate goal of the theoretical study of English teaching is to serve the teaching practice. The teaching will combine learning strategy and teaching plan. Teachers should train their students to use their learning strategies reasonably, and improve their initiative and participation in the course of their study. Teachers should help students plan, monitor and evaluate their learning, and make them realize the importance of autonomous learning, so as to cultivate the habit of active thinking. Teachers should guide students to use their own learning strategies and skills so that they can learn more effectively.
7. References


