A Cognitive Exploration of English Studies in Secondary Education from a Psycholinguistic Perspective

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Abstract. English, as the universal language of the world, its proliferation cannot be ignored during the past decades of rapid economic globalization. However, with the popularization of English education, more and more high school students have problems in English output, such as oral language input barriers and written expression barriers. These obstacles are affected by students' emotions, psychology and other factors, which restrict students' English output ability to some extent. After Swain (1985) put forward the concept of psycholinguistics, more and more educators began to try to solve the problem of English learning from the psychological level. Therefore, this research will comprehensively analyze the current practical problems of English output of high school students in my country from the perspective of psycholinguistics, and explore some suggestions and countermeasures to solve the English output of high school students, so as to maximize the improvement of students' English output.

Keywords: Psycholinguistics · English Education · Psychology · English Learning · Cognitive Exploration

1 Introduction

From an objective point of view, English is a language, a basic tool for expressing feelings and communicating ideas, so being proficient in English and being able to communicate freely and write fluently is a sign of success in learning English. However, when Chinese English learners use English for written or oral communication, they often expose big problems: inappropriate words, inappropriate language, and non-standard pronunciation. Dare to speak English and unable to write English seems to have become a stubborn cancer that hinders the progress of the majority of English learning groups in my country, and has become an urgent and urgent solution to the English education of the general public and higher English education in our country, down to primary and secondary school students. Key issue. Students' English output barriers are mainly

reflected in the influence and restriction of psychological, emotional and other factors, while psycholinguistics just focuses more on the specific process of language generation and transformation in the process of language learning and the study of individual emotions. To this end, this research will comprehensively explore and analyze the current output of English in my country from the perspective of psycholinguistics, and find out that under the background of the new curriculum reform, it is suitable for most cities, including Hanzhong City, Shaanxi Province, to solve and improve the English output of middle school students. The current situation of countermeasures, to maximize the improvement of English learners' output barriers.

2 Literature Review

2.1 What is Psycholinguistics?

Psycholinguistics is an interdisciplinary study of the behavioral and psychological processes by which humans learn and use language. Research in the field not only assists our understanding of important theoretical issues such as the origin of language, the relationship between language and thinking, and the mechanism of information transmission but also offers scientific guidance in solving practical problems such as language teaching and diagnosis and treatment of speech disorders. Language comprehension is a swift and efficient cognitive process unique to human beings. With the introduction of the concept of the "predictive brain," researchers have paid more and more attention to the role of anticipation in understanding, emphasizing the role of top-down information before the input of target information. Wang Suiping, a professor of psychology at South China Normal University, claimed that studying the anticipatory processing mechanism provides a new perspective for the efficient processing of interpretive language [2]. Applying the tone-shift of the Chinese "one" to explore the phonetic expectations in the processing process, Wang found that the violation of the tonal-shift expectations can produce immediate effects, and the phonetic (tone) information can be used in speech processing to predict the following message. There is an overlap between the expected representations, the associated brain regions for expected violations, and language brain regions.

The theoretical research and practical exploration of psycholinguistics abroad are earlier than the research in this area by Chinese scholars, so the theoretical discussion and practical results are also more prosperous than those of Chinese educational scholars and English teachers in the front line of primary and secondary education. It is of great significance for Chinese scholars to establish a psycholinguistic-based English classroom teaching method suitable for the reality of English education in China, based on the excellent research results of foreign countries.

In the 1950s, psycholinguistics officially emerged as an independent discipline. The famous German psychologist Wilhelm Wundt (1901), who is recognized as the father of experimental psychology, first integrated psychology with linguistic theory to introduce "psycholinguistics" in his book "The History of Language and Linguistic Psychology," and became the founder of early psycholinguistics.

2.2 The Practice of Motivational English Output by Changing Classroom Teaching Design

On the basis that the training content is closely related to the learning content, the former should have practical significance and fully mobilize the desire and determination of students to answer and explore the answers to questions. The questions presented by the teacher should align with the student's overall development level, and the content of the discussion should be open and close to natural life so that the students can speak and feel based on specific individual situations.

As far as most English teaching is concerned, the role of teachers is still to teach courses rather than stimulate students' learning and English output motivation [5]. However, output motivation is not only a series of intrinsic factors of students, and teachers are more responsible for regulating and maintaining this motivation. In order to efficiently stimulate students' learning interest and motivation in teaching practice, it is necessary to employ motivational teaching models in education design, acknowledge students' abilities in managing the time and content of their learning, and even advocate a student-centered cooperative teaching model.

2.3 Students' English Output Motivation System

The teaching concept of paying attention to students' individual English learning and the formation of the English output motivation system runs through the entire classroom teaching so that students are aware of their role as protagonists of the classroom. Buoyant confidence in learning English can be established. In today's English classrooms, teachers do not exaggerate to the point that they only focus on high-intensity and high-volume input of knowledge of grammar and vocabulary. However, they tend to overemphasize teachers' teaching and neglect students' learning and application, constituting a misconception of current-day language education. Students must be aware that English is a beautiful language, and the significance of offering such a subject is not only about taking exams and further studies [1]. Different from subjects that emphasize problem-solving and arithmetic ability, English study focuses on the ability of practical application, as the meaning of language is to be spoken and used to form discourse.

The learner's intrinsic learning attribution and motivation serve as determining factors in the learning process. After successfully stimulating such factors in students, educators must continue reinforcing their inner beliefs. Creating varied and practical learning situations can help maximize students' learning autonomy. In this process, two aspects must be considered. The first is to make the learning process informative and intriguing by creating scenarios as the premise in heuristic English output motivation teaching, guiding students to form a "sense of belonging" in foreign language learning, and clarifying learning expectations. The second is to alter the class design with a subtly motivating teaching method to gradually change the learner's attitude and consolidate and maintain the student's learning and English output motivation.

2.4 Swain's Language Output Assumptions

Swain, a second language acquisition researcher, proposed the Output Hypothesis in 1985. He argued that in order to improve fluency and accuracy in language output,

English learners need not only reasonable "comprehensible input" but also systematic "comprehensible output". Prior to this, Swain conducted a systematic and comprehensive survey of French immersion in Canada. In this study, Swain conducted a systematic and comprehensive survey of French immersion in Canada, in which students were required to use a target language for a certain period of time and space, whether for clothing, food, housing, transportation, or for all stages of life and learning, in order to block the native language from interfering with the learning of the target language and to enable learners to quickly develop habits of mind in the target language and to use it flexibly in a short period of time. In his post-survey analysis, Swain found that, despite the use of French immersion, the learners did not achieve the desired results, and only improved their listening and reading comprehension skills, but not their oral communication and written skills in the target language [3]. Psychologically speaking, the reason for this result is that after the immersion in the target language, the learners' memory and language bank are only preserved with the "linguistic meaning" of the target language rather than the "linguistic form" of the target language. Therefore, learners are not able to express the target language correctly and fluently after they have only linguistic input of the target language. Therefore, Swain suggests that when learners learn the target language, they are mainly taught by the teacher in the classroom and have little opportunity to practice verbal or written expressions.

Swain summarizes the results of the survey and concludes that while "comprehensible input" largely influences students' learning of the target language, "comprehensible output" plays a decisive role in the final level of learners' learning of the target language. In his theory of language output hypothesis, Swain states that "output stimulates a shift from semantic-based to syntactic-based cognitive processing, which is open, strategic, and non-prescriptive, and which is more important in understanding the target language [4]. The former is open, strategic, non-prescriptive, and prevalent in comprehension; the latter is important in the accurate expression and eventual acquisition of language. Thus, output has a potentially important role in syntax and its acquisition."

2.4.1 Attention/Trigger Function

When learners use the target language to produce output, they unconsciously notice the difference between their actual output level in the target language and the ideas they actually want to express. This "attention" will "trigger" the learners' enthusiasm for learning and positively motivate them to learn something about the target language.

2.4.2 Hypothesis Testing Function

Learning the target language requires a process of hypothesis testing and revision, and learners need to cross-apply contextual and linguistic knowledge from both their native language and the target language to complete this hypothesis-testing process. This process is accomplished through output, where the learner tests the target language with feedback from the output, allowing the learner to learn and use the target language more accurately.

2.4.3 Meta-linguistic Functions

The language output represents the learner's assumptions about the target language, but in some cases, learners also reflect on their own output in terms of the grammar of the target language, and this reflection represents the process of output that facilitates the learner's linguistic reflection on the language and its eventual internalization.

3 Methodology

3.1 Literature Review

By referring to the literature, the current research status of the relationship between psycholinguistics and communicative strategies at home and abroad and their application in teaching Chinese as a foreign language can be better understood. Doing so helps determine the research goals and prepare for the subject writing.

3.2 Questionnaire Survey

The questionnaires were prepared according to the characteristics of foreign Chinese learners and Vietnamese students based on previous research results. Questionnaires were distributed to the students, and the result was analyzed. Such a method provides a preliminary understanding of students' choice of communication strategies and related factors and offers data for the subject analysis.

3.3 Data Analysis

Data were first categorized and arranged. Valid data were selected and inputted according to the formatting requirements of the selected SPSS statistical software. Relevant theories were then employed to systematically analyze the data through descriptive and inferential statistics.

3.4 Corpus Analysis

By arranging two-way communication tasks, students' oral communication corpus was collected. The communication process was documented with audio and screen recordings and was then converted into written transcripts after the task was over. Subsequently, students' use of strategies in the communication process was summarized based on transcripts and video recordings, and the reasons for their strategy adoption were discovered. During the process of the task, the opinions of learners on Chinese oral teaching were recorded and organized. Based on further improving teaching methods, targeted suggestions were suggested.

4 Conclusion

Using English as a communication tool, whether it is oral communication or written expression, belongs to a class of advanced language activities for students. This kind of activity requires the correct guidance and reasonable command of teachers to enable students to give full play to their ability to learn English. Potential. First of all, teachers need to shape themselves into a positive factor when designing English classroom teaching links, because the learning situation created by teachers has a certain significance for the stimulation of students' learning motivation and the current situation of Chinese students' learning of English. Secondly, teachers can't break the normal track of language learning, but what teachers can do is to design the connection of each link of classroom teaching and control the psychological connection of students in adapting to these teaching links to avoid The phenomenon of "petrification" produced by students during the change of teaching links makes each teaching unit systematized, systematic and complete; moreover, try to change the role of "teaching" and "learning" in the classroom, because the learning motivation itself It is complicated, just relying on an interesting teaching environment does not mean that it can maintain students' learning motivation for a long time, and students' learning motivation needs to be continuously activated; finally, and most importantly, from the "recognition" of psycholinguistics. Starting from the "knowledge-situation" level, we create a supportive learning atmosphere for students, cooperate with students as much as possible to achieve their individual learning desires, and help them develop their maximum potential for language learning.

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