The Application of Constructivism Learning Theory in English Teaching

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Abstract. Based on the theory of constructivist learning and the support of computer network technology, this paper designs the English writing teaching model. Based on constructivism learning theory in the computer network environment, this paper tries to improve the traditional English writing teaching mode, in order to change the current situation of inefficient teaching of English writing, and improve students' English writing ability. This model is based on student-centered, teacher-oriented, and computer network learning as the main learning environment. The combination of video chat rooms, blogs, mailboxes for teaching or learning media process methods, and the use of "situation", "collaboration ", " conversation "and other factors, give full play to the initiative of students, enthusiasm and initiative.

1. Introduction

Writing ability is a comprehensive reflection of logical thinking ability and language application ability. English writing ability is one of the qualities that modern talents must possess. English writing as an output skills in English learning and teaching an important role in the undoubtedly, it can not only improve the students' written ability to express, but also help improve listening and speaking ability Wang Chu Ming, Niu Ruiying, Zheng Xiao Xiang, is a measure of students One of the criteria for English comprehensive application[1]. However, the results of four or six exams over the years show that the overall performance of students is low, the article expression is monotonous, the word is not up to meaning, the content is empty. Weak English writing ability has become a bottleneck restricting the development of college students' comprehensive application ability.

However, with the development of the times, especially with the educational theory and the rapid development of modern educational technology and the changing view of people's perception, the traditional English writing teaching method more and more highlights its limitations, can not meet the needs of the new era of students demand. The First of all, the "results of the law" determines the process of teaching the outcome of light, is not conducive to the construction of knowledge. Writing is a dynamic knowledge construction system process, while the traditional writing teaching only concerned about the results of writing, but asked the writing of cognitive and cognitive process, often leading to the completion of tasks for students to complete the task, writing passive, mutual copying, perfunctory Trouble[2-4]. Secondly, the traditional English writing is centered on the teachers, the students learn to compete independently, lack of student-centered collaboration and interaction, which restricts the writing efficiency and quality.

As the completion of the task is relatively independent, the lack of interactive environment, teachers and students, life and life without communication and collaboration, students' thinking, understanding, understanding, information, materials and other constraints, writing efficiency and quality are affected[5]. Again, the evaluation method is single, the commentary general, abstract, feedback can not produce a positive backwash effect on writing[6]. As the university continues to expand enrollment, the number of students in the teaching class is too large, the teacher is overly defective in teaching each essay, and can only give scores and comments in general. Students are only concerned about the results of the judgments, but will not take the initiative to modify the error. Based on the theory of constructivist learning, this research is based on the modern computer network

technology, and tries to construct a set of teaching mode which adapts to the development of the times, meets the students' needs and is more effective in English writing.

2. Present situation of English writing in higher vocational education

At present, most of the major English teachers are written by the English teacher, class is also a week about 2 to 4 hours. Some teachers are affected by the traditional teaching model, the classroom is still the first to play a video and video, students listen to teachers and students to analyze the process of chapter. Writing class has become a section of the writing test class, seriously affecting the students learning initiative. Many students in the English level there are gaps, and some very love writing, often enjoy the English original film, read English books, and some are rarely read, in the large class writing teaching, a writing content will form a great deal with each other.

The understanding of the gap, can not stimulate student initiative, is not conducive to the cultivation of good learning habits, but also from the psychological so that some students have low self-esteem, seriously affecting the teaching effect[7]. Although many vocational colleges continue to increase investment in hardware equipment, the construction of multimedia classrooms, multi-functional language labs, etc., to enhance teaching soft power, but limited teaching resources and equipment update speed. It is difficult to achieve everyone interaction and people machine interaction, restricting the effect of writing teaching[8]. The current types of teaching materials is also very rich, professional English is also very fast update, some textbooks still can not meet the needs of communicative scenes, in the personalized and practical aspects of the existence of defects. Table 1 gives the 7W model in teaching.

Table 1 7W model in teaching

Who	teacher or other sources
Says what	teaching contents
In which channel	teaching media
To whom	Student
With what Effect	teaching effect
where	goals of teaching
Who	teaching environment

The main purpose of English teaching is to enable students to maximize the ability to read and write. Writing as a way of one-way language communication, both a process of understanding the language information capture, but also active multi-level thinking process of language and non-language Integrated use of the process. It can be said that the status of writing teaching is very important. Writing teaching should use the existing teaching resources, constantly update the concept, the integration of new teaching mode, play the advantages of teaching software for students to provide a good audio-visual and interactive language environment, students explore the students to build personalized and innovative Explore, so as to optimize the classroom teaching, improve the quality of teaching, to improve the ability of students to listen to the purpose.

3. ESlA model from the perspective of constructivism
3.1 Exploratory learning model

Constructivism emphasizes that learners consciously process and process external information according to their own experience background, so as to obtain their own knowledge of things and build their own knowledge process. Exploratory research (Exploration-based learning) emphasizes learners through search, research, investigation, inspection process, build their own knowledge, the formation of scientific concepts, comprehending the process of scientific methods, the outline is shown in Figure 1.
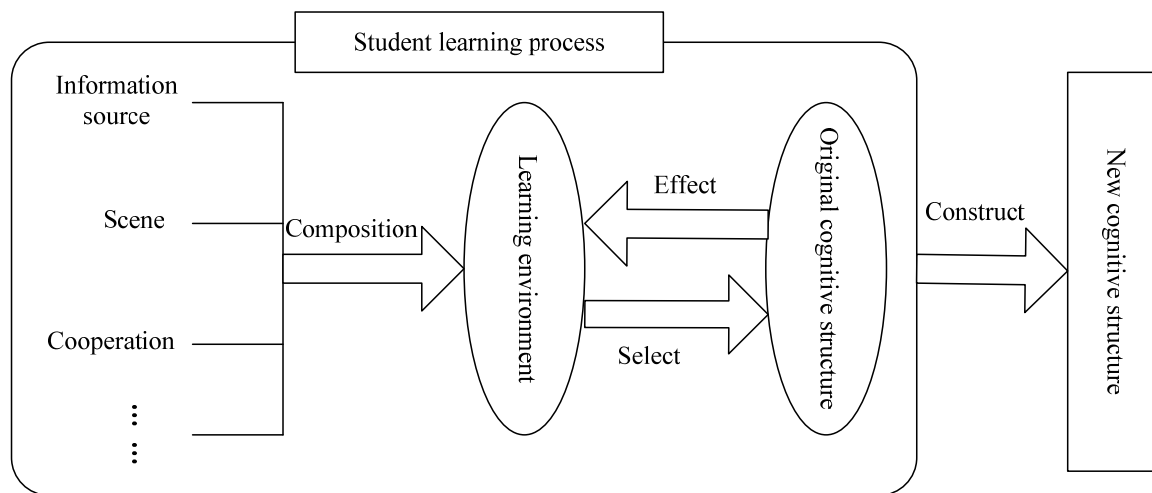
Figure 1. Outline of exploratory learning model

Exploratory learning is problematic, practical, open, subjective and participatory. Inquiry-based learning model under the guidance of the theory of constructivism, teachers will be divided into questions or tasks according to the teaching content and teaching plan, and then by the students themselves or in the form of learning groups to study, find the answers, complete the content analysis and processing, students in the elaboration and demonstration of their own point of view, teachers to guide their views and issues. This process is a student self-learning, self-practice exploration, help students to acquire knowledge and improve their ability, but also to each student into teaching, teaching practice and emotional aspects to promote students to form a good learning habits and awareness ability.
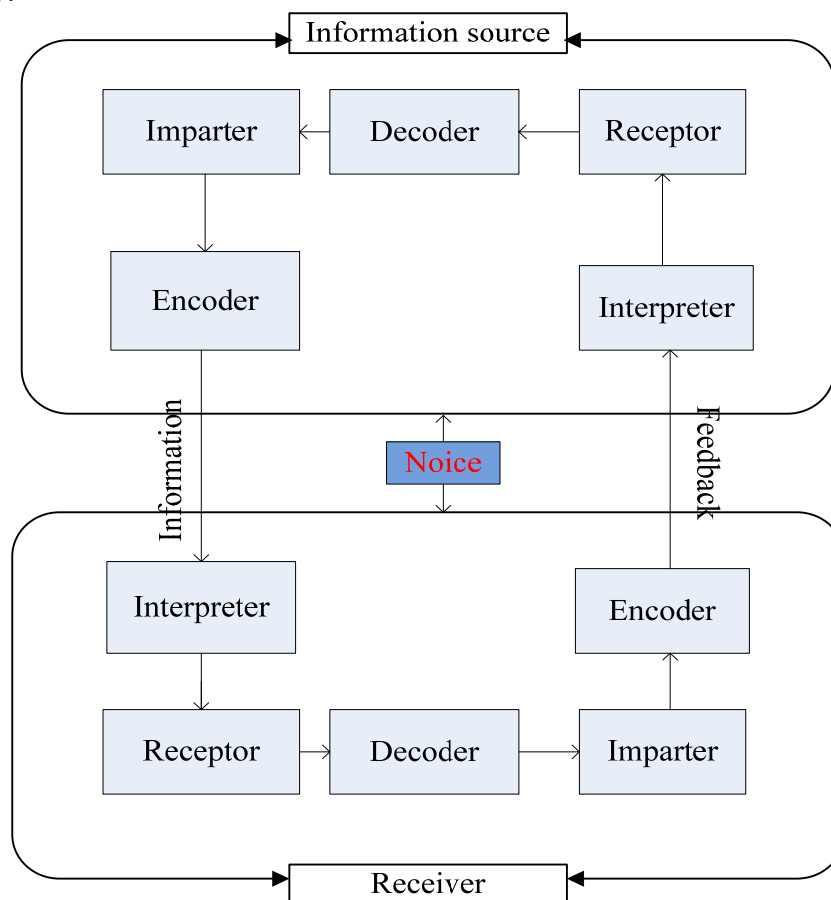
Figure 2. Process of exploratory learning model under the constructivism theory

3.2 Exploratory learning model process

Under the guidance of constructivism, English writing teaching practice in inquiry learning, and the effective integration of teachers, students, teaching materials and multimedia, so that students can really integrate into the communicative situation, stimulate students' imagination and creativity, and promote the motivations of students to communicate with each other , To improve the teaching effect, but also to enable students to understand the achievements of knowledge, to overcome the inner bad mood. Figure 2 shows the process of the exploratory learning model process.

3.3 Implementation of EAIA pattern in English writing teaching

(1) Scientific decomposition of teaching content

Teachers in the set of questions and content, we must first grasp and understand the overall situation of students writing English, familiar with the professional characteristics of students, not simply by teaching materials sub-unit listening and teaching, reasonable set of decomposition of teaching plate. Second, the teacher according to the content so that students clear the purpose and requirements of teaching, so that students can according to their own writing level, language expertise and other actual situation to develop their own learning plan. For example, according to the students in tourism, humanities and other aspects of the content to understand and master the degree of development of personalized learning programs, so that good students share their experiences and feelings, causing students to resonate and stimulate interest in learning.

(2) Innovation to explore teaching content

In the teaching of English writing, teachers can provide reference vocabulary in advance, arrange the group to carry out data collection, complete the classroom teaching scene communication simulation, and let everyone listen carefully to find the dialogue problems and shortcomings, to discuss the focus and difficulties in the chapter. Encourage students to use their own means of making their own courseware, video and other content, and brought together. Share, learn and practice again and again.
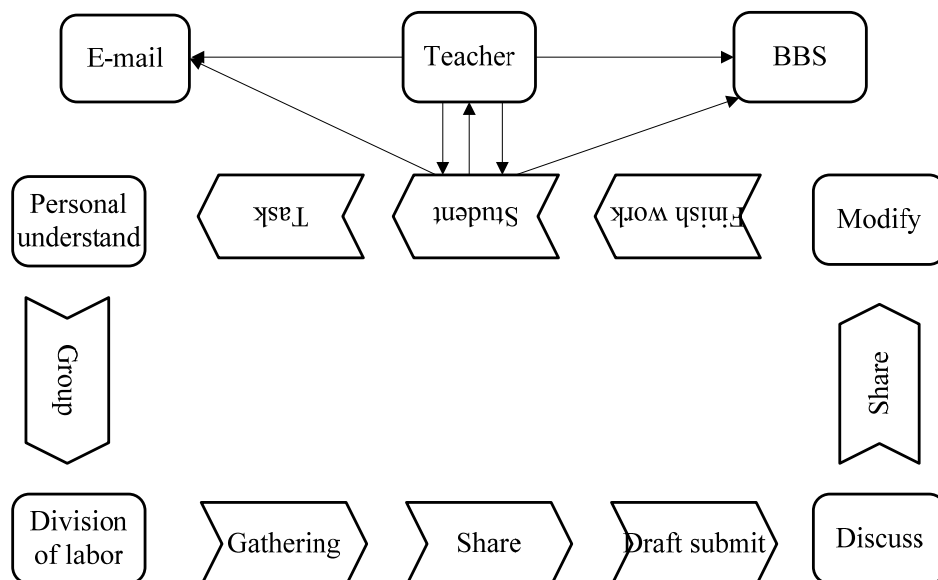

Figure 3 Implementation of EAIA pattern in English writing teaching

(3) Reasonable evaluation and sharing

Teaching evaluation is an important part of teaching practice, is one of the ways teachers understand and monitor students' learning situation. Exploratory learning encourages students to self-awareness, to stimulate individual creativity, students themselves are learning management and summary, teachers are co-workers and counselors. Inquiry learning can be said to be the same textbook, the same form of teaching, to achieve a different learning objectives of an attempt. Therefore, teachers in the development of teaching evaluation, we should fully consider the students

self-awareness and harvest, a variety of assessment forms, different learning objectives assessment, combined with student self-evaluation, the formation of a personalized evaluation system. Teachers can use the test paper test, group competition, situational simulation, student self-sharing and other forms, through the test paper and group competition to form a preliminary evaluation of student learning, listening and listening to listen to the form of listening to students to share, And so enhance the fun of writing learning, to give students a reasonable scientific evaluation.

4. Implementation should pay attention to the problem
4.1 The role of teachers and students positioning

The exploratory learning model is a kind of learning mode which takes the students' self-study as the main body and the teacher as the guidance. Teachers and students to fully understand their role in positioning, and work together to enhance the hearing effect has a crucial role. For teachers, to get rid of the old, traditional teaching theory shackles, change the relatively backward "talk about a practice" model, according to the specific teaching content. For students, to build scenarios, personalized teaching environment, guide students take the initiative to learn, change the teaching strategies, develop students' ability to self-study, pay attention to the self-learning habits to develop.

4.2 Reinforce the basic writing vocabulary

The basic vocabulary has a very important effect on writing comprehension and quick resolution of vocabulary and meaning, and if vocabulary is too small, it will inevitably affect the writing teaching effect. Teachers can write common vocabulary by category, common type as a group operation. Let everyone collect collectively, teachers will be summed up and combined with teaching materials, the formation of basic list, distributed to the students, and in the form of group competition, encourage students to learn basic vocabulary. In the communication situation often encounter the same meaning different argument, teachers should focus on the emphasis and clear, and a variety of incentives to urge students to grasp in a timely manner to enhance the basis of students writing learning.

4.3 To play the effectiveness of modern teaching methods

Multimedia and other modern teaching methods to improve students' English writing ability has an important role. Students can familiarize themselves with English writing in their own way, learn English in their own way, understand their keywords and understand the content of the article, and then improve the ability of independent inquiry learning Level. Modern teaching methods can truly realize the interaction between human and human interaction and create a good language learning environment. In addition, the use of language teaching software, but also to monitor student learning and knowledge to grasp the situation, and constantly reminded their attention, focus on student attention, promote teaching.

5. Summary

The four elements of constructivist learning theory as the widely accepted learning theory in the field of western education, namely "situation", "collaboration", "conversation" and "meaning construction", have profound pedagogical significance to the reform of college English teaching in our country. The teaching of English writing has a positive effect on the computer network technology or modern education technology to achieve constructivism advocate learning philosophy. To provide a strong technical support of the "collaborative knowledge construction model", this paper put forward a new teaching philosophy, all of which constitute a solid foundation for the construction of the teaching model of college English writing based on the constructivist learning theory.

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