

Curriculum Model of English Pedagogy Based on Constructivism Learning Theories

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Abstract: Based on the learning views of cognitive constructivism and social constructivism, this paper takes the English pedagogy course as the breakthrough point, and puts forward a new curriculum teaching model from the dimensions of learning situation analysis, teaching goal setting, teaching task design and evaluation method. The results of teaching practice show that the model can effectively improve the students' learning ability.

1. Introduction

With the rapid development of education industry and the acceleration of internationalization, English teachers in China are required to cultivate learners with proper English language competence more efficiently. However, as a weak discipline in Yunnan Province, English basic education has always been a problem of insufficient personnel or low quality. In order to change this situation and improve the teaching mode of College English teaching method, it is a breakthrough point to get twice the result with half the effort.

Therefore, the author applied for the scientific research fund project of Yunnan Provincial Department of education, selected the English teaching method course as the breakthrough point, combined two kinds of constructivism learning ideas, and carried out a two-year action research in the application-oriented colleges and universities, and designed four dimensions from the analysis of students learning situation, the setting of teaching objectives, the design of teaching tasks and the evaluation method. This paper discusses the teaching mode of the course and its effectiveness, and puts forward suggestions and Countermeasures for the normal teaching of the course in application-oriented universities.

Through the literature search on Constructivism and English teaching, it is found that English teaching methodology are based on teaching theory, and lack of research based on learning theory, especially the research based on constructivism learning theory is still insufficient; secondly, in the comparative study of English teaching method curriculum, teaching objectives are more important. As the research objects, such as standard setting, teaching task design and so on, few studies are carried out from the perspective of students' learning situation analysis and the effectiveness of evaluation methods. In addition, the discussion of English teaching method course is mainly focused on ordinary colleges and universities, and there is a lack of systematic research on Application-oriented Colleges and universities. Therefore, the innovation of this study is to make up for the deficiency of the current domestic research on the curriculum model of English teaching method in Application-oriented Universities to a certain extent; and discusses the influence of constructivism learning theory on the teaching model of English teaching method course, and puts forward a new, effective and specific course teaching model applied to specific groups of people.

2. Constructivism Learning Theories and English Pedagogy

Constructivism learning theory has made great progress in the 20th century. In terms of how learners construct their knowledge system, there are two main schools: cognitive constructivism and social constructivism [4]. The core idea of the former is: under the stimulation of external environment, learners internalize and absorb new knowledge through information processing of existing knowledge and forming the correlation between new knowledge and old knowledge[1].The core view of the latter is that learning takes place in a specific cultural background, and the way of learning is practice. It emphasizes the absorption of new knowledge in practice, attaches great importance to the social situation in which learning occurs, and emphasizes the importance of teachers providing students with real tasks. In addition, the school advocates teachers' analysis of students' learning situation and emphasizes the student-centered teaching concept[2] .

Although the above two constructivism learning views have different footholds, one emphasizes the construction of learners' psychological internal knowledge, and the other emphasizes the influence of learning external environment. However, in the complex teaching activities, the two schools do not conflict. Instead, they belong to the same essence (centered on learners and learning concept) and complement each other. They can and should be applied to us at the same time In the classroom teaching[5].

As a major course of English major teaching direction, English teaching method course aims to lay a solid theoretical and practical foundation for future English teachers. After questionnaire and interview, the researchers found that there are some problems in the course, such as the lack of guiding teaching theory, the disunity of teaching mode, the low validity of evaluation, and the lack of prominent nature of application-oriented colleges.

Based on the study of learning theory, some scholars proposed that English teaching method curriculum should advocate student-centered curriculum, pay attention to the cognitive dimension of learners from the perspective of constructivism, so as to form a unified, theoretical and efficient teaching mode [3].This is an innovative point of view to make up for the deficiencies of teaching method courses in Application-oriented Colleges and universities.

Ralph Taylor (1949), who is known as the father of modern curriculum theory, put forward four questions that must be answered in curriculum design: "why teach or learn? What to teach or learn? How to teach or learn? How to evaluate the effect of teaching or learning? "It is these four issues that form the well-known "goal", "content", "organization" and "evaluation", which are the eternal category of curriculum design mode. This also coincides with the four dimensions mentioned above in the constructivism learning theory, namely, the analysis of learning situation, the setting of teaching objectives, the design of teaching tasks and the evaluation method, which provides four aspects of basis for the reform of English teaching method curriculum model.

3. English Pedagogy Course Model in Applied Undergraduate Colleges

Based on the above four dimensions, the author makes a comparative study of the English teaching method courses in ordinary undergraduate colleges and application-oriented universities. Through classroom observation, it is found that: first of all, in terms of learning situation analysis, both types of schools lack the estimation of students' expected difficulties in learning, and teaching arrangement mainly starts from teaching materials and ignores the concept of learner centered. In particular, the application-oriented colleges and universities use the same teaching materials, which leads to the teachers' neglect of the students' knowledge level, learning needs and the characteristics of the application-oriented colleges and universities. In teaching, it is difficult for students to complete the learning task. Second, the teaching objectives designed by the general teachers have strong ability, which can take into account the knowledge, skills and quality content, while the application-oriented teachers have the setting situation of high-level goals and low-level skills, lacking of logic and systematicness. Third, the two types of teachers are lack of effective introduction of learning situation,

according to the book, directly enter the theoretical explanation in class, and have no awareness of activating students' learning motivation. In terms of presenting learning content, both teachers have low effectiveness and do not consider practical application, which is not conducive to students' knowledge construction. Finally, the two types of teachers' evaluation of students' learning is mainly summative evaluation, and there are problems such as single dimension, unclear evaluation criteria, and lack of effective reflection and timely improvement of students.

In short, the problems of the two types of schools are similar, but the more prominent problems of application-oriented colleges are reflected in the fact that the nature of application is not strong, the situation of copying common textbooks and methods in teaching, teaching evaluation and the theory of general cost ratio are more profound, thus ignoring the ability and needs of their own students. Therefore, combined with the constructivism learning theory, the author proposes the teaching method of Application-oriented Colleges and universities. The new teaching mode is put forward in the course.

The following lists the four links of the new teaching mode and their detailed descriptions (covering the theoretical basis of each link, the reference of teaching methods and the demonstration of the syllabus after the curriculum reform) in the form of table, which is more convenient for teachers to check, compare and use.

Analysis of learning situation which includes current knowledge level of learners; Learners' needs; Characteristics of colleges and universities; Expected difficulties in learning[5]. In view of the weak English foundation, poor oral English, weak initiative and poor use of learning strategies, the teaching design should follow the step-by-step steps and carry out in different levels. When presenting the teaching objectives, we should first preset the current language level, learning needs and special environment of the school, so as to design the targeted tasks that meet the students' acceptance level.

Teaching goal setting which focuses on operability; giving consideration to knowledge, skills and quality; logical and systematic[5]. In the design of teaching objectives, the sub objectives of each stage should be in line with the concept of the zone of students' development, that is, to adapt to the teaching content, but also to the existing knowledge level of students, so as to be practical. The second is the judgment of students' existing knowledge, skills and language ability determines the teaching objectives, namely, knowledge objectives, communication objectives, skill objectives and quality objectives. Finally, under the guidance of the overall teaching goal, the sub goals should reflect the relevance and serve the overall goal. Each link in the task chain is interdependent, which highlights the effectiveness of the system classroom. Therefore, the course objectives should be : through the study of basic English teaching method, clear the basic theory of English teaching, master the basic methods and skills of English language teaching, understand the principles and rules of language teaching, understand various teaching methods and modes, learn to select appropriate teaching methods and means according to the teaching objectives, improve the ability of English Teaching in primary and secondary schools, and cultivate the literacy and skills of basic English teaching.

Task design which should consider the effectiveness of situation introduction and the effectiveness of teaching content presentation[5]. Specifically speaking, the teaching content should be closely related to the target task theme, effectively stimulate learners' interest and meaning construction tendency, and activate learners' existing knowledge. Besides, multiple presentation of knowledge is a focus that is the creation of multi-context to use content knowledge. For the learning of the same knowledge point, it is necessary to create situations for learners to practice repeatedly with different purposes in different environments and different levels of cases, so as to understand the complexity of the learning content, stimulate their knowledge transfer, and cultivate their motivation to solve problems and the ability of knowledge innovation. The revised syllabus is that taking the group as the cooperative unit, the task-based and inquiry based teaching is carried out. In the introduction part, it inspires the students to reflect on their own experience, combined with the high-quality English classroom records, and guided by the application-oriented knowledge, do a good job of effective introduction. second, through online + offline classroom collection. Chinese teaching (case-based

analysis, discussion and practice) and the teaching mode combined with educational probation (practice) can present knowledge in multiple ways

Evaluation method. It emphasizes the individuality of learning subject and advocating the learning process of continuous reflection[2]. The key points of teaching methods are to use teachers' feedback on learning tasks. It should be achieved" One life review" or layered review. Students construct an ideal knowledge system through routine self reflection, and teachers give students appropriate reflective guidance in class and after class. The key point is to apply the feedback and reflection results to the next stage of teaching and learning improvement. And accordingly the revised syllabus is to use formative assessment. That is, the total course score is composed of two parts: the usual score and the final examination. The usual score consists of 10% attendance, 10% classroom performance and 80% oral and written homework 50%.The final examination is completed in the form of examination paper, accounting for 50% of the total evaluation

It can be seen from the above table that the teaching method curriculum mode designed according to the constructivism learning concept has the following characteristics and advantages: first, the starting point of the design is the student-centered teaching concept, which means that students have the right to speak, choose and pay attention to "teach students according to their aptitude". This meets the needs of modern education development and is also the guidance of improving the efficiency of classroom teaching in our country. Secondly, the mode is in line with the characteristics of applied universities, and the four teaching links have distinct individuality. It opposes "one size fits all". From the design, implementation and evaluation of a class, it completely implements the concept of attaching importance to vulnerable groups and carrying out teaching in different levels. Third, it has strong complete theoretical basis, and the development of teaching methods is not groundless. The step design of each dimension is based on the previous research on constructivism. Finally, the model innovatively combines learning theory with curriculum design, and designs the dimension of "teaching" from the perspective of "learning", which makes up for the deficiency of domestic relevant research and provides a new starting point for teaching design.

4. Teaching Practice

At present, English Pedagogy course in our college is for students who major in education and it's open for the third year students. Only 30 students each year.

Therefore, the data of experimental class and control class have to be collected in two years. The researchers collected the information of ordinary class last year (March 2019-june 2019) and experimental class information this year (March 2020-june 2020). The students are not of the same level. Due to the outbreak of the epidemic, online teaching will be carried out this year, which will have a certain impact on the experimental data. The researcher arranges the same teacher to teach in the same time period, and the teaching content is completely consistent, in order to reduce the error of other variables as far as possible, so as to highlight the difference of teaching mode, which is a variable, on students' learning effect.

The action research attempts to answer the following questions: (1) what is the English learner's attitude towards the new teaching model? Do you have a positive attitude?(2) Through this model, can learners' mastery of English teaching methods, especially their practical ability, be improved?

After questionnaire survey and interview on the students of English teaching direction of 2016 and 2017 in our University (both distributed and within one week after the end of the course), the data show that the students of grade 16 generally lack the guiding teaching theory ; they are not clear about the teacher's teaching mode and have not formed their own learning style ; they have reservations about the summative evaluation mode adopted by the course; and their practical application ability of teaching methods is weak .Among them, interview question (1) (What specific knowledge and strategies have you learned through the course of English teaching method?) of 2016 mainly reflects

that the application-oriented nature of the course is not prominent; the answer to interview question (2) (Please talk about your opinions and suggestions on the teaching methods of this course) reflects that students lack theoretical knowledge of guiding teaching and the teaching mode of the course is not unified; the answer to interview question (3) (Please talk about your opinion on the evaluation method of the course) reflects the low validity of the course evaluation.

When doing the same questionnaire, the students of grade (2017) generally expressed their interest in learning and teaching methods. In the process of learning, they have cultivated the confidence to engage in English Teaching, while they have developed their confidence. The answers of three questions reflect the improvement of learners' pedagogical knowledge, especially their practical ability. The above facts are also reflected in interview 1 for level 17 interviews. The second interview (What specific knowledge and strategies have you learned through the course of English teaching method? Please talk about your opinions and opinions on the design of teachers' teaching activities, including: is it suitable for everyone's knowledge level and interest? Is there a clear teaching objective? Does the teaching process appeal to you? Is the evaluation method reasonable?) aims to investigate students' views on the four-dimensional factors in the new teaching method curriculum model. More than 80% of the positive answers reflect that English learners generally hold a positive attitude towards the new teaching method model.

5. Analysis of Teaching Practice Results

Both the ordinary class and the experimental class had a pre-test before entering the course. The results show that there is no significant difference in the overall English ability of the two classes before the action research, which ensures the reliability of the research results. In order to intuitively show the role of the new teaching method curriculum model, the following table shows the learning situation of the two classes (including final, trial and internship scores), which can be regarded as the post test of this study.

It can be seen from the results that there are obvious differences in the learning effect between the experimental class and the ordinary class after the end of the course. The final examination results are composed of single choice, multiple choice, question and answer and discussion questions, focusing on the students' mastery of the theoretical knowledge of teaching, and the experimental class is significantly higher than the ordinary class; the trial teaching and practice focus on the learners' ability to use knowledge, that is, the practical teaching ability. The results show that the new English pedagogy curriculum model can improve the learners' English teaching theory and practice ability.

6. Problems and Prospects

Looking back on this action research, it took nearly two years from preparation to completion. It has not only accumulated achievements and experience, but also problems and deficiencies. One of the problems is that action research, as a single teachers' action research, is characterized by its small scale and narrow scope. Although it is easy to implement, it lacks depth, detail and persuasion. If the first mock exam can be extended to collaborative multi-teacher action research, and with the guidance of theoretical experts, it may be appropriate to expand the scale and fully confirm and popularize the research results.

In addition, due to the limitation of personnel and time, this study only focuses on the classroom model, and has no time to take into account the construction of curriculum team, the collection of question bank and the collation of corresponding textbooks in application-oriented colleges, which can be the direction of further research in the future.

For a long time, the core of curriculum model is why teaching, how to teach and how to evaluate teaching and learning. The exploration of English teaching method curriculum model, based on the

constructivism learning view, provides a four-dimensional teaching platform. Through the analysis of learning situation, the setting of teaching objectives, the design of teaching tasks and the evaluation methods, the researchers have carried out the reform and practice of the curriculum model. It expands the radiation of constructivism learning theory to normal teaching. The author believes that in the future teaching and further research, the key is to return to the practice itself, return to the source of curriculum, and achieve innovation through solid and detailed teaching and deep and extensive empirical research.

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