An Analysis of the Use of Psycholinguistic Theory in Oral English Teaching

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Abstract: Oral English teaching is an indispensable teaching content when cultivating intercultural communicative talents. With the improvement of the quality of spoken English teaching, cultivating practical talents and developing students' core English literacy and comprehensive ability have become the important goals of oral English teaching. It is necessary to promote the reform and innovation of oral English teaching by guiding the teaching practice with advanced theories. Based on this, this paper focuses on the use of psycholinguistic theory in oral English teaching, discusses the value of the theory, the focus of the work, and the development strategy from a practical point of view to propose the optimization of oral English teaching strategies using the theory, hoping to provide a reference to further optimize the teaching methods.

Keywords: Oral English teaching; Psycholinguistic theory; Oral learning; English language

1. Introduction

Under the background of globalization, English has become a necessary discipline for talent cultivation. In the teaching of this discipline, oral teaching has an important role that cannot be ignored. Speaking English is not only a necessary skill for language talents, but also an externalized expression of the learners' pragmatic thinking and ability. At present, there is a general problem of "mute English" in English teaching in China, where the oral teaching methods cannot meet the needs of reality, which greatly reduces the students' oral learning effectiveness. To improve the effectiveness of oral English teaching, it is necessary to explore the optimization path of oral English teaching from the perspective of psycholinguistics and analyze the effective application path of psycholinguistic theories, which can provide powerful support for the improvement of the quality and efficiency of oral English teaching.

2. Application value of psycholinguistic theory in oral English teaching

According to psycholinguistic theory, human language behavior is inextricably linked to psychological processes, which have a direct impact on language acquisition. The research results of this theory have a

very prominent use value and a very high application value in guiding language practice, deepening language research, and improving language teaching. It is very feasible to use psycholinguistic theory in oral English teaching, which can provide strong support for the reform and innovation of oral teaching and is of great significance in cultivating cross-cultural communicative talents with strong English output ability [1]. Compared with traditional oral teaching methods, oral English teaching under the guidance of psycholinguistic theory pays more attention to the psychological state of the learners, to influence the minds of the students. It can teach students how to acquire and use the language by taking into account the characteristics of their language development, their learning needs, and their psychological changes.

The use of psycholinguistic theory in oral English teaching can meet the requirements of student-centered quality education, which is very consistent with the current demand for teaching, and can provide support for personalized, hierarchical, and fine-tuned teaching [2]. At the same time, the theory of psycholinguistics emphasizes that language ability is gradually developed, which affirms the positive effect of practice on language acquisition. Applying this theory to oral English teaching can further enhance the proportion of practical exercises and enrich the form of speaking practice activities, which can lay a solid foundation for effectively improving students' speaking practice ability and solving the problem of "mute English" [3]. In addition, the interaction theory of psycholinguistic theory and the theory of children's mother tongue acquisition respectively emphasize the influence of environment and care language on language acquisition, which recommend creating a good environment, using encouraging language, and helping English teaching to improve the strategies of oral English teaching.

3. Strategies for using psycholinguistic theory in oral English teaching

In the process of applying psycholinguistic theories, English teachers should focus on solving the problems of poor student cooperation, lack of authenticity in the learning context, poor cultivation of thinking ability, and insufficient practical training in oral English teaching. English teachers should emphasize the simultaneous development of students' thinking, vocabulary, and grammar as well as their ability to express themselves orally in the English language [4].

3.1. Motivate students' enthusiasm for oral expression

For English teachers, mobilizing students' motivation and stimulating their enthusiasm for oral expression can make oral teaching twice as effective with half the effort [5]. Under the theory of psycholinguistics, English teachers should use the theory of interaction to guide their practice and help students create a real and vivid teaching situation so that students can learn in a pleasant state of mind, and be willing to actively participate and express themselves, to achieve efficient learning. English teachers should make efforts to create a democratic, harmonious, relaxing, and interesting learning atmosphere to help students relax physically and mentally, enhance the attractiveness of oral teaching with a relaxed and active classroom atmosphere, and increase students' interest in participation. At the same time, English teachers should also create situations around students' interests and practical needs to guide students to complete oral expression [6]. For example, teachers can organize students to play the role of interviewer and job seeker to help exercise their oral expression and interview skills; or by simulating other real-life situations, such as around traditional festivals, social hotspots, and important world events. By creating discussions around traditional festivals, social hotspots, tourist attractions, film, and television, so on, students' daily discussions can be transformed into English-speaking practice scenarios, attracting them to actively participate in speaking practice activities based on their interests and sharing knowledge among each other. Overall, the use of psycholinguistic theory in oral English teaching

should emphasize the creation of an English communication atmosphere and the construction of an English language environment. English teachers must create opportunities for students to actively speak English so that they can regularly practice oral expression in English, and ultimately improve their skills based on daily application [7].

3.2. Use of caregiving language in teaching and learning

In psycholinguistic theory, the use of caretaker language facilitates learner acquisition [8]. This experience and conclusion originated from the theory of children's mother tongue acquisition, but it is also applicable to English teaching. English is a secondary foreign language for most students, so it is much more difficult to learn compared to their mother tongue and can cause frustration in learning. Once the students have the psychology of frustration, disappointment, and lack of self-confidence, their enthusiasm and confidence in learning will be greatly reduced, which ultimately leads to difficulties in concentrating on learning and delays in improving the quality of learning. Therefore, it is very necessary to apply the theory of psycholinguistics to the teaching of spoken English. Teachers should base on the relationship between language acquisition and the psychological state of students to give students the necessary support and encouragement and help them to relieve their moods and maintain a good state of mind, to prepare them for efficient learning. For example, teachers could try to use short sentences in classroom teaching, avoid speaking too fast and in too high pitch, use more guiding and encouraging statements, keep emotional stability and patience, repeat appropriately, and emphasize the key content over and over again during the teaching of important and difficult points [9]. In oral teaching, teachers should also pay attention to maintaining the levels of the teaching language, gradually increase the complexity of oral expression following the growth of students, appropriately use oral knowledge beyond the range of common words and sentence patterns, and help students to expand their oral knowledge with the teaching language so that students can continuously improve their oral expression ability in imitation and learning.

3.3. Scientific application of information teaching methods

Information technology is very suitable for teaching college students, as they are no strangers to electronic products and online teaching, and are accustomed to obtaining information from online channels, so the oral teaching position from offline to online is more in line with their preference and can be more effective [10]. English teachers should use online information technology to enrich the way of oral teaching with proper context. As mentioned above, English teachers can create interview thematic speaking practice situations, in addition to direct role-playing in the classroom, teachers can also organize students to record self-introduction videos to simulate online interview activities in the form of teaching, relying on non-face-to-face thematic speaking dialogue situations to exercise students' oral expression skills [11]. Under the theory of psycholinguistics, the teaching of oral English speaking also emphasizes cultural introduction. English teachers must teach from the perspective of cultivating cross-cultural communicative talents and emphasize the correlation between language acquisition and cultural acquisition. Understanding the culture behind the language is conducive to the formation of linguistic thinking and the cultivation of linguistic habits, which can help learners use the target language more smoothly. Therefore, English teachers should guide students to gradually recognize the differences between Chinese and foreign cultures, enhance their sensitivity to cultural similarities and differences, help them understand the cultural connotation behind English knowledge, and help them have strong self-confidence in oral expression through cultural acquisition so that they can express themselves in English with ease. English teachers should make full use of online teaching resources to achieve this goal [12]. For example, students are encouraged to listen to English songs and watch English movies and

TV dramas. English teachers can also design teaching activities such as English video dubbing, English sitcom performances, English debates, and so on, and guide students to utilize English oral learning software for self-study.

3.4. Keeping the process of teaching English as a foreign language intact

English teachers should utilize the four-stage theory of speech acquisition in psycholinguistic theory to carry out systematic oral English teaching. It is necessary to emphasize the interconnectedness of the stages of speech acquisition, and efficiently carry out oral English teaching through the cycle of four stages, which are constructing information, making plans, executing plans, and self-monitoring.

First is the stage of constructing information. In this stage, the focus of English teachers is to cultivate students' thinking ability. Teachers should build a good classroom atmosphere through effective input, help students adapt to the English language environment, and transform the Chinese thinking mindset into an English thinking mindset so that students can be influenced by their logical thinking. The students will be able to complete their oral expressions in English smoothly under the influence of logical thinking. At this stage, teachers should adopt progressive training methods by helping students recognize the differences between speaking Chinese and speaking English with the help of problem-guiding, organizing discussions, case studies, and practice reflections, so that they can change their ways of thinking and acquire normal English-speaking skills and habits [13].

The second is the stage of making and implementing plans. In classroom teaching, teachers should emphasize the formulation and implementation of plans, with a virtuous circle as the core to make the theory and practice of oral teaching interact effectively. In the process of making plans, teachers must consolidate the basic teaching of speaking, lead students to carry out targeted learning based on textbooks and provide special training, enrich their vocabulary, exercise students' oral expression skills, and enable students to express themselves coherently and fluently. Teachers also make plans in advance for exchanges between classes to ensure that students' oral expression is regularized. While implementing the plan, teachers need to guide students to carry out contextualized oral communication and encourage active communication and cooperation with international students.

The third is the self-monitoring stage. Teachers should pay attention to the development of students' oral expression ability and guide students to self-summarize and reflect [14]. English teachers should utilize evaluative language to give students clear and detailed guidance so that students can understand their shortcomings. However, The teachers must choose the timing of language expression precisely so that the students feel respected and cared for. English teachers should also help students to summarize and reflect with the help of comprehensive evaluation so that students can recognize their level of oral expression from multiple perspectives, understand their own strengths and weaknesses, and carry out targeted reflection and learning, to improve their level of oral expression based on students' self-monitoring [15].

4. Conclusion

In summary, the effective use of psycholinguistic theory in oral English teaching provides powerful support for improving teaching ideas, adjusting teaching strategies, and improving teaching quality. Psycholinguistic theory-guided Oral English teaching is more in line with the needs of student-centered teaching and makes language acquisition more efficient and scientific. When applying psycholinguistic theories, English teachers should provide students with necessary guidance and instruction based on the four stages of language acquisition, while also using caring language and effectively creating real-life scenarios to provide students

with opportunities for learning through usage, thus generating interest to participate in oral practice.

Disclosure statement

The author declares no conflict of interest.

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