

Theoretical Basis of Psycholinguistics and its Application of Training Students' Comprehensive Ability in English Teaching

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Abstract: The research object of psycholinguistics is human and language. The research object of English teaching is the teaching process, and the object is also human and language. Judging from the research object, there is an inevitable connection between the two. Psycholinguistics affects English teaching and provides a theoretical basis and practical guidance for English teaching. College English is guided by foreign language teaching theories, with English language knowledge and applied skills, cross-cultural communication and learning strategies as the main content, to cultivate students' comprehensive English application ability. Aiming at the problems in college English teaching, this article is guided by the theoretical basis of psycholinguistics. From the aspects of vocabulary, grammar, listening, speaking, reading, writing and translation, this paper proposes a method to train students' comprehensive English ability to guide English Teaching Reform Practice.

1. Introduction

Psycholinguistics is a discipline that studies the psychological processes in language activities. It involves how individual humans master and use language systems, how to make language systems work in actual communication, and what knowledge and ability they should have in order to master and use this system. From the perspective of information processing, psycholinguistics is the study of the encoding and decoding processes in individual speech communication. In terms of methods, experimental psychological methods are mainly used. First, psycholinguistics uses the structure and function of language as a clue to explore the psychological processes and mechanisms of human speech activities, and the structure and function of language are the research objects of linguistics. Secondly, in the process of studying the psychological process and mechanism of speech activity, the structure and special functions of the human brain must be involved. Finally, human speech activities occur and develop in the social environment. Complex social factors directly determine the changes in the language system and have an important impact on speech activities. Therefore, the study of the psychological mechanism of human speech activities not only depends on the theories and methods of psychology, but also absorbs theories and methods in many fields.

Language acquisition refers to the process of learning and mastering a specific language symbol system by individual humans. Because language learning ability is human-specific ability, language acquisition has become a very important content in psycholinguistics. The union between linguists and psychologists has opened a new situation in psycholinguistics. The cross-study of the two subject areas has led to the development of psycholinguistics to generate many schools, helping people discover language understanding and memory, guided by the individual's innate schema and cognitive structure. Therefore, when applying psycholinguistic theories to improve the efficiency of language output in foreign language classrooms, it is necessary to pay attention to fully combining the language development characteristics and psychological change processes of foreign language learners with the needs of actual language learning. Only by understanding the basic way of language acquisition and the basic mechanism of language generation and the complete process of

language code information processing, can students teach how to use the language they have learned to communicate smoothly.

College English is guided by the theory of foreign language teaching, with English language knowledge and applied skills, cross-cultural communication and learning strategies as the main content, and integrates a variety of teaching models and teaching methods into one teaching system. The goal of college English teaching is to cultivate students' comprehensive English application ability, at the same time enhance their autonomous learning ability and improve comprehensive cultural literacy to meet the needs of China's social development and international exchanges. College English teaching requirements are divided into three levels, namely general requirements, higher requirements and the highest requirements. The general requirements are the basic requirements that non-English major graduates of colleges and universities should meet. Higher requirements or the highest requirements are recommended for qualified schools based on criteria selected by their school positioning, type, and talent training goals. No matter what level, there are six specific requirements for listening, speaking, reading, writing, translation and vocabulary. The ultimate goal of English learning is to develop students' comprehensive language skills. Language knowledge and language skills are the foundation of comprehensive language skills. Grammar is an essential factor for the formation and development of language. It is a necessary tool for mastering language. The correct use of grammar can help students effectively acquire language ability. Therefore, while improving the six requirements, we should also improve our grammar skills. This article is based on the theoretical foundation of psycholinguistics, and serves to cultivate students' comprehensive ability in English teaching.

2. Training Students' Lexical Ability in English Teaching

Psychological vocabulary is an important concept of psycholinguistics. It studies how people keep words in memory, how to recognize and extract words, and how to understand the meaning of words. Principles of psycholinguistics can help students memorize words, phrases, and some fixed collocations that need to be memorized. The principle of information processing in psycholinguistics regards the memory of knowledge as the process of inputting, encoding, storing and extracting information in the human brain. Therefore, in vocabulary learning, special attention should be paid to strengthening the connection between vocabulary hearing forms and vocabulary concepts, and strengthening the extraction of vocabulary concepts through word hearing forms. Psycholinguistics research shows that coding in the meaning level is more effective than coding in the form level when learning vocabulary. The vocabulary learning and memory try to reach the meaning level as much as possible to learn vocabulary in a meaningful context. Psycholinguistics research on "factors affecting vocabulary extraction" shows that word frequency is an important factor affecting psychological vocabulary extraction. From this perspective, timely review and increase of the frequency of word use can enhance the interrelationship of psychological vocabulary and effectively combat forgetting.

3. Training Students' Grammatical Ability in English Teaching

Sequential psycholinguistics studies the process of understanding and constructing grammatical sequences, and understands grammatical structures as a whole and an organic model. According to this overall model, the formation of grammar skills should follow four main stages: first, the understanding and understanding of completing learning tasks, and a clear intention to complete learning tasks. Second, repeating a regular response sequence, the degree of repetition depends on the student's learning motivation and understanding, which can eliminate physical and psychological resistance. Third, with the above two situations, students' perception of language activities and self-stimulation can help students adapt to subsequent actions. Initially, it was limited to word components, and then expanded to the word chain. Fourth, grammatical ability is formed. In other words, grammar teaching should guide students to achieve two main goals: to cultivate students' sense of language in the primary stage. After the language has been mastered in the

advanced stage, intuitive language knowledge should rise to a systematic and rational knowledge of language structure. Grammar is gradually absorbed through imitation and induction, and then with the help of personal control systems, various modes are established and applied.

4. Training Students' Listening Ability in English Teaching

Psycholinguistics regards the process of listening comprehension as a complex process of psychological operation that combines perception and language. In this process, the listener receives voice information through the auditory organ, extracts valid information from it, and then quickly processes the voice information into corresponding semantic information and makes a correct response. From a psycholinguistic perspective, there are two basic modes of listening comprehension: "bottom-up" and "top-down". "Bottom-up" means that the listener must use his own perceptual knowledge to distinguish and understand the listening material layer by layer, and to clarify the grammatical structure and discourse logic of the sentence. "Top-down" means that the listener must use relevant background knowledge to distinguish and understand the listening material layer by layer from the chapter level. These two modes are of guiding significance to English listening teaching. Teachers should comprehensively consider the two modes when teaching listening teaching to improve teaching efficiency. Specific strategies include: choosing appropriate teaching content and methods based on students' cognitive abilities and English learning status; cultivating students to reasonably use two listening comprehension modes; enriching students' background knowledge related to listening; and optimizing the entire process of listening teaching.

5. Training Students' Speaking Ability in English Teaching

According to the psycholinguist Steinberg, the content and purpose of the speech is the thought that the speaker wants to express. This thought is only a form of thought and needs to be transformed into a language form. To do this, the speaker must use language knowledge in his head, including conversational knowledge, sentence patterns, phrases, and vocabulary. At the same time, the speaker also needs to apply speech knowledge to the sentence in order to speak clearly. The effective process of language production should have three elements: thought, language knowledge and oral skills. The student knows what to say and can express it fluently, so the discourse transmission is ideal. Conversely, students make mistakes when planning or implementing a plan, and what they say is not ideal. In the process of oral English teaching, teachers must work hard to guide and create the appropriate language environment for students, must also pay attention to help students eliminate fear and fully understand the mistakes that students make. The richer the information stored in the students' long-term memory, the smoother the oral communication in daily life. Therefore, it is useful to focus on training students' other aspects of English.

6. Training Students' Reading Ability in English Teaching

Psycholinguistics believes that reading teaching is a complex process that includes many variables. There are many factors that affect reading teaching. Learners themselves are the main factors. Learners have different levels of language and cognitive abilities. It is necessary to study the mental states and processes in the teaching process centered on the learner. Cultivate students to complete the reading process independently, so that students really experience the psychological and linguistic activities of reading. It should not replace the psychological process of reading with too many explanations or other language activities, and it should give students enough time. To help students construct diagrams to achieve comprehensive comprehension of texts. With the development of psycholinguistics, schema theory was introduced to reading teaching, providing a new perspective for reading. Reading comprehension first receives information, and then integrates schemas in the mind with the information provided in the discourse is connected to obtain the meaning that the author wants to convey and achieve the purpose of communication between the

reader and the author. In order to choose the most suitable reading mode, under the framework of psycholinguistic theory, linguists have proposed a lot of reading modes. Different reading modes have different emphasis, and they also provide different guidance to students of different language levels.

7. Training Students' Writing Ability in English Teaching

Psycholinguistics holds that the psychological process of writing consists of three stages in sequence: conception, transformation, and execution. At the conception stage, the author extracts schema information about the subject matter content and genre from the memory according to the requirements of the title, and generates the thoughts to be expressed in the mind. Psycholinguistics believe that the meaning of sentences is based on propositions as the smallest unit, so the conversion stage is the author's speech encoding of each component of the conceptual proposition, and then the propositions are transformed into a series of vocabulary with grammatical rules. At the implementation stage, the linguistic information in the mind is converted into articles expressed with text symbols, and it also includes modification, processing and polishing. The study of psycholinguistics on the psychological processes of language use and language acquisition has important guiding effects on the teaching of English writing. First, in order to reduce the burden of working memory, first, an outline should be prepared. The outline should include the main content and general framework of the article. The second is to attach importance to the role of modification. Modification can promote language acquisition and is an indispensable step in the writing process. The third is to make full use of essay, which can explain the characteristics of the genre and open up students' thinking.

8. Training Students' Translation Ability in English Teaching

Translation activity is a unity of psychological activity and language application. Psycholinguistics is the study of the relationship between language and psychological activity. Therefore, psycholinguistics can explain and analyze the translation process from the perspective of the most basic language, psychology and thinking, and provide a deeper theoretical basis and guidance methods for translation studies. To deconstruct the translation process from the perspective of psycholinguistics, it is believed that in the process of translation, the translator will experience the four links of generating translation motivation, understanding of the original language, thinking conversion, and translation language production. The first step is to generate translation motivations. Such motivations are not necessarily single, and may be the result of multiple motives working together. The second step is to understand the primitives. It is not enough to understand the words. It is necessary to understand the thinking and motivation of the original author. Therefore, the full and correct understanding of the original text directly affects the quality of the translation. The third step is the transformation of thinking. On the surface, it is the transformation of linguistic forms, but the basis is the transformation of potential forms of thinking. Through the cultivation of abstract thinking and image thinking, as well as the ability to convert each other, the translation ability is improved. The fourth step is to produce the translated language, and write the result of thinking conversion according to the rules of grammar.

9. Conclusion

The theory of interaction in psycholinguistics improves the enthusiasm and subjective initiative of students by creating a real environment, making the classroom atmosphere more active. The theory of metacognitive competence in psycholinguistics requires that students in English classes be trained in spelling ability and syntax analytical ability, word-building analysis ability, argumentation and inferential ability. The input hypothesis theory in psycholinguistics requires that English teaching starts with emotions, encourages students as much as possible, reduces criticism strategies, and continuously enhances students' self-confidence. The theory of error analysis

requires that in the teaching of drill language, students' expression errors can be corrected on the spot, and students should be guided to use the correct form of expression. If the expression is incorrect in the actual communication process, it does not affect the meaning of the expression, and it is not necessary to point out on the spot. Psycholinguistics provides a good theoretical guide for English teaching, but there are still some problems in its application. In the process of English teaching, educators are required to actively screen for various theories, and through comparative research, try to find out which theory is really suitable for English teaching at a certain stage, so as to cultivate composite talents that meet the needs of today's society.

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