Environment Creation and Its Influence on Children's English Learning

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Abstract: environment is an important educational resource, which is extremely important for language learning. Children's language acquisition cannot be separated from the corresponding language environment, so it is very important to create a good English learning environment for children. Based on the neurolinguistics theory, second language acquisition theory and constructivism learning theory, this paper clarifies the advantages of children's English learning and analyzes the influence of environment on children's English learning, including social environment, social environment, campus environment, family environment and language environment. The strategies of environment creation in children's English learning are putting forward: kindergartens should try their best to create an English learning environment, give full play to the important role of children's parents, give play to the advantages of modern educational technology to create an environment, promote the use of new methods of environmental English teaching, and improve the comprehensive English level of kindergarten teachers.

1. Introduction

With the development of the world and China, it has become a basic requirement for modern society to master English, the universal language of the world. As a social phenomenon, the value of education is reflected in the aspect of transcendence, that is, training talents needed by the future society. Therefore, there has been a boom in English learning in China. With this upsurge, the phenomenon of English learning appears at a younger age, especially in the enlightenment stage of basic education. The establishment of bilingual kindergartens all over the country, the rise of various children's English interest classes, the Internet frequently appeared on the children's English curriculum. English learning is widely carried out in children's learning and is becoming an important part of English preschool education in the new era.

Creating language environment is also called simulating a language environment. Different language conditions and requirements are created according to the requirements of the learning content and learning objectives. "Kindergarten education outline" clearly pointed out that "the environment is an important educational resource, should effectively promote the development of children. Language environment is extremely important to language learning, and children's language acquisition cannot be separated from the corresponding language environment. Fundamentally speaking, language is not acquired through classroom teaching and learning, but developed by children in the natural language environment. Therefore, it is very important to create a good English learning environment for children. Through this research, it is possible to create an English learning environment for children.

2. Theoretical Basis of Children's English Learning

The rapid development of children's English education has a profound theoretical basis, which is briefly summarized as follows:

(1) Neurolinguistics theory. Neurolinguistics is emerging interdisciplinary field of modern linguistics, combining linguistics, neuroscience, psychology and cognitive science as a whole, specializing in language acquisition, generation, and understand the physiological and psychological mechanism of how the brain to produce, receive, store and extract information, so as

to explore the relationship between brain and language, reflects the development trend of the contemporary integrated disciplines cross. According to neurolinguistics, the linguistic dominance of children's left hemisphere is gradually established with age in the process of language learning. Children's language ability, depending on the surrounding environment, can only express the specific things that can be captured by feelings. Only by providing appropriate language environment, can children's understanding of English language be facilitated.

(2) Second language acquisition theory. As an important branch of applied linguistics, second language acquisition mainly studies the process and results of people's learning of a second language. Children's language learning mainly has two ways, acquirement and acquisition. Only language acquisition can directly promote the development of language ability. Krashen etc. 's research also shows that people who begin to learn a second language in a natural environment as children tend to have higher levels of language development than those who begin to learn a second language as adults. Therefore, in early childhood timely English language training, can receive twice the result with half the effort. Therefore, the critical period of language learning must be grasped.

(3) Constructivism learning theory. Constructivism learning theory holds that learning is to guide students to construct new experience from the original experience. Knowledge is acquired by means of meaning construction with the help of others and relevant learning materials under certain circumstances. Language learning is acquired in a certain context through interpersonal cooperative activities, emphasizing four main factors: context, collaboration, conversation and meaning construction. What children are interested in is not to sit quietly at a desk to memorize and recite, but to explore various resources and ways actively, develop good language learning habits and form effective language learning strategies in front of real problems with practical significance and driven by thirst and curiosity.

3. Advantages of Children's English Learning

Compared with adults, children have unique advantages in learning English, mainly reflected in the following aspects:

(1) Physiological aspects. Studies have shown that the two sides of the brain are given different functions as they mature, a phenomenon known as lateralization. The functions of language, logic and analysis were lateralized to the left hemisphere, and the social functions of emotion were lateralized to the right hemisphere. Before puberty, the regions of the brain that are responsible for language are constantly developing and changing, and the speech centers are not yet located. Both the left and right hemispheres of the brain can participate in language learning. Children's vocal organs soft, vocal cords, lips and tongue and other motor nerve mediation has plasticity. Therefore, early exposure to English can stimulate the nervous system and promote future English learning.

(2) Psychological aspects. Children have no psychological barriers, not shy, not afraid of mistakes, like to open their mouths, bold to carry out language practice. The younger the child, the more daring to put it into words. With the growth, we develop a defensive mentality to protect our vulnerable selves. In the second language acquisition, the adolescents or post-adolescents tend to follow the rules, think before and after, fear of making mistakes, and dare not easily use language to express their own views, which limits the flexibility and creativity of language acquisition. The younger the learner, the more positive attitude he can maintain in learning, and the cognitive ability and language ability develop simultaneously.

(3) Cognition aspects. Krashen believes that cognitive development has a lagging influence on second language acquisition. Second language acquisition in children and adults involves different processes. The former uses the language acquisition mechanism to acquire the second language as the first language. In addition to the natural acquisition of language, the latter also uses cognitive ability to consciously learn language rules. The mechanism of language acquisition is an initial state in children's brain, which is restricted by the universality of language. Children's language acquisition depends on the language acquisition mechanism and is acquired naturally in a relaxed and casual atmosphere. The ability to use the language acquisition mechanism decreases with age.

4. Influences of Environment in Children's English Learning

English learning environment is the sum of all the factors that affect English learning. Among the many factors that affect children's English learning, the environment is very important. It includes both the economic and cultural environment and the small daily life environment. This paper studies the impact of small daily life environment on children's English learning, mainly including the following five aspects:

(1) Social environment. Social environment refers to the social factors that learners are exposed to in their daily life, including public places, commercial advertisements, tourism and entertainment. The structure, behavior, communication and volitional orientation of these factors have an expansive effect on children's English learning. Many factors affecting children's English learning, including people's emphasis on English learning, the increasing frequency of communication with foreign countries, the atmosphere of English learning in social life, and the wide use of English, will affect children's English learning. The change of social environment has a positive effect on children's English learning to some extent.

(2) Social environment. Through social activities, people hope to establish sincere friendship, make friends with all kinds of friends, and achieve the purpose of understanding the true meaning of life, understanding social affairs and enriching life experience. As the social environment changes rapidly, their English proficiency and English usage will have an important impact on the learning attitude and concept of English learners. Children's English learning is a language learning in an environment far away from the target language group. The interference of mother tongue must be eliminated to provide real and vivid language input and communication environment, so that children can naturally acquire English in a realistic communication environment and enhance their interest in English learning.

(3) Campus environment. The classroom is the main place for students to learn English and acquire theoretical knowledge of English, and the campus English environment is the place for students to practice English. With good campus English environment, classroom teaching will no longer be isolated, can be extended and expanded, so that the classroom simulation of English small environment to extend to the real campus English environment. For children's English learning, the campus environment refers to the kindergarten environment, do well in kindergarten English education, pay attention to the creation of English environment is very important, conducive to the cultivation of children's initial oral English communication ability.

(4) Family environment. Family education is very important to children's English learning, and family education is an extension and supplement of kindergarten education. Parents should communicate with teachers effectively, and teachers should give corresponding guidance to parents. If families can infuse children with correct English learning concepts, create a good English learning atmosphere for children, and prepare necessary hardware facilities, children's enthusiasm for English learning will be enhanced, greatly promoting the kindergarten's English learning. Realize the benign influence of family environment on children's English learning, parents are required to establish a scientific and reasonable educational concept, put their attitude, do not force children, and carry out good psychological counseling.

(5) Language environment. In terms of language learning, the mother tongue is fundamentally different from foreign languages. Native language learning in a natural language environment, there are many native speakers around. From the perspective of language input, native language learners have a natural language environment, and daily communication can provide ideal comprehensible input. On the whole, the language proficiency of foreign language teachers cannot be compared with that of native language teachers, so the language input will be limited.Children's English learning should start from the details, and strive to create a good language environment, and strive to make the oral scene of life, learning materials diversity, keep the freshness of the established language environment, to prevent the virtual.

5. Strategies of Environment Creation in Children's English Learning

The creation of children's English learning environment is a complex process, which needs the joint efforts of the society, kindergarten, teachers and parents. Aiming at the problems and current situation of children's English learning, on the basis of drawing lessons from previous research results and combining with my own actual investigation and research, this paper proposes the following strategies for environment creation in children's English learning:

(1) Kindergarten strives to create an English learning environment. The creation of children's English learning environment, that is, make use of the existing environment of the kindergarten, consciously and purposefully improve and set up, so that children can easily and naturally contact with English, come close with English and learn English. From the perspective of "listening, speaking and recognition", we will create a small world of English learning, so that when children arrive at the kindergarten, they will feel as if they are in an English country and cannot leave English at any time. In the auditory environment, some children's English songs are played on the radio, and the teacher tells some classic fairy tales in English. In terms of visual environment, the facilities and objects of the kindergarten should be labeled with bilingual labels. Both the activity area and the teaching area can be cleverly arranged in a bilingual environment. In terms of environment, children are encouraged to have daily conversations with teachers in English, greet teachers in English when they come to and leave the kindergarten, and let them use language in colorful activities.

(2) Give full play to the important role of children's parents. Parents are the best teachers for children. Parents play an important role in English learning in early childhood. Parents play the role of supervisors to cultivate children's awareness of English learning and urge them to complete their learning tasks on time. Parents are not only the imitation object of children's behavior, but also the direct spiritual sustenance. They should play the role of a good companion and play an exemplary role in children's English learning. Parents should be clear about their children's English learning objectives, not only to improve their English level, but also not to put too much emphasis on vocabulary, the focus is to cultivate their interest in English learning. Parents need to master some spoken English and communicate with their children in English in daily life. Parents should encourage children to speak English boldly, provide a good English atmosphere, develop children's habits of speaking English. When the kindergarten runs English activities, parents are invited to participate in the activities to promote English communication between parents and children.

(3) Give play to the advantages of modern educational technology in creation environment. The application of modern educational technology in English teaching for children is an important way to promote the reform of English teaching for children and an effective guarantee to improve the quality of English teaching for children. Modern educational technology creates an environment in which children can speak, dare to speak and like to speak, so that children can learn easily and happily in a relatively real atmosphere without pressure. Modern education technology not only can enrich and optimize the children's English education content, also has the function of flexible and optional interface interaction, teachers can make the picture and sound active regulation, according to the need of teaching interaction, avoid the coordination between the teachers and a variety of teaching aids and interrupt teaching, scatter children's attention and affect children's thinking, and so on and so forth, teachers take the initiative to control the teaching process, improve the teaching of integration, flexibility and enjoyment.

(4) Promote the use of new methods of environmental English teaching. Specifically can use the following two methods: one is, the situational teaching method. In the process of teaching, teachers purposefully introduce or create vivid and specific scenes with certain emotional colors, which take images as the main body, cause students' attitude experience, help students understand the teaching materials, and develop students' psychological function. Teachers should pay attention to provide children with a good language environment, so that children in a happy environment easy to learn English. The second is immersion teaching method. Immersion refers to the teaching mode of using the second language as the teaching language. English immersion can enable children to develop

the second language easily and happily at an amazing speed, and promote the healthy development of children's body and mind. By organizing children's daily life and formal English learning activities, teachers provide more opportunities for children to contact, imitate and internalize in the form of English dialogues.

(5) Improve the comprehensive English level of kindergarten teachers. The modern educational concept emphasizes to take the educator as the center, realizes the subjective education, but does not say the teacher is passive. Especially in children's English education, teachers are the creators of the environment, the imitators of spoken English, and the active guides of speaking English. The creation of good English language environment in kindergarten depends on the overall quality of teachers. Teachers' teaching ability, language environment creation ability and oral English level determine the success or failure of children's English teaching. There are many ways to improve the overall quality of kindergarten teachers. One is to choose teachers who have both professional knowledge of preschool education and English foundation; second through short-term training, improve the ability of oral English and English language environment; third, make rules, teachers form a collective lesson preparation mechanism, cooperate with teaching, mutual observation and communication, and improve English together.

Acknowledgement

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