Exploration of Wisdom Tutoring in English Interpretation Based on Psycholinguistics

Fei Yuan

Department of Foreign Language, Nanchang Institute of Technology, Nanchang, Jiangxi 330099, China

Abstract:

Oral English study is an important part of improving comprehensive English ability of undergraduates. How to fully mobilize enthusiasm in class, how to apply theory to practice, how to establish a comprehensive oral English tutoring model, and how to constantly adjust coaching strategies in classroom practice are worthy of in-depth research and discussion by front-line teachers. In contemporary English study, the big problems of interpretation mainly lies in the lack of oral English content and its standard, as well as cultural barriers. This paper, guided by the information processing system theory of psycholinguistics and combined with daily practice, deeply discusses and analyzes the new mode of oral English study, so as to comprehensively improve undergraduates' English communication ability, and promotes wisdom tutoring in the current English interpretation study. Psycholinguistics is a discipline that studies the psychological process in language activities. It provides theoretical and practical basis for the classroom design of oral English. Due to the regional differentiation of basic inculcation, the practical English language ability is significantly different. If the basic tuition stage——English listening and oral practice input is relatively large, undergraduates will not instinctively reject language communication; In the stage of basic tuition, it is a very difficult process for undergraduates who have no oral practice to "open their mouth". Only by understanding their psychological factors and taking appropriate medicine can we guide them to dare to open their mouths, break through their original habits and improve their intercultural communication skills. Through the new mode, the writer tries to improve English interpretation tutoring problems, and to promote teachers' performance and the undergraduates' oral English ability. Under the background of wisdom tutoring, making a reformation of other areas of English study is to form a linkage effect with English interpretation lessons and maximize the practice effect. Therefore, the author will start from psycholinguistics and introduce wisdom tutoring methods to explore the path of English interpretation tutoring. Oral English is an important part of improving undergraduates' comprehensive English ability. How to fully mobilize undergraduates' enthusiasm in class, how to apply theory to practice, how to establish a comprehensive oral English study model, and how to constantly adjust instruction strategies in classroom practice are worthy of in-depth research and discussion by front-line teachers. This paper, guided by the information processing system theory of psycholinguistics and combined with daily practice, explores and analyzes the new mode of oral English study, so as to comprehensively improve undergraduates' English ability.

Keywords: Psycholinguistic, Wisdom tutoring, Oral English, Interpretation tuition.

I. INTRODUCTION

It is one of the main policies of China's education and teaching construction to open the country to accept western culture and education content. Therefore, China has always insisted on taking English, the international language, as one of the main school subjects, with the intention of improving the English level of our people and realizing the exchange between China and foreign countries. However, at present, English learning in China is still unable to get rid of the characteristics of dumb English. Most colleges and universities fail grasp the focus of college English interpretation teaching, and it is difficult to effectively improve students' oral English ability. This is an unavoidable problem for College English teaching in China. With the gradual popularization of wisdom tutoring, the contents of English teaching in China have been constantly upgraded, and the construction of integrating college English interpretation teaching into wisdom tutoring has initially been realized. In addition, psycholinguistics is introduced to study the storage and application of students' oral English output vocabulary, observe the obstacles and problems of students' language output, and hope to improve college students' oral English ability by combining psycholinguistics and wisdom tutoring.

II. PSYCHOLINGUISTIC

The psycholinguistic information processing system, namely computer, provides the basis for information processing psychology. Information processing theory refers to the process of storing, converting, extracting and using brain information in the process of receiving information. [1]

Psycholinguists Atkinson and Shiffrey (1968) proposed a three-level information processing model of memory, namely, sensory memory, short-term memory and long-term memory.

The initial stage of the memory system is sensory memory, the most primitive form of information received by the brain, which is a temporary registration before the information processing system further processes information from the outside world. Short-term memory is the process of processing and manipulating language information, which is the second stage of information processing model. The most important part of this link is the high-speed operation and thinking of the brain. The brain processes the information just received quickly. At this stage, the information is stored for a very short time, which lasts no more than 3 minutes. In particular, the brain automatically rejects information that lacks a logical connection, such as combinations of letters and numbers. Some meaningless syllables and so on. However, for highly relevant information, the brain will actively seek out the logical chain between them, and make full use of this logical chain to help remember and store valid information. Long-term memory is divided into situational memory and semantic memory according to the types of information stored. Short-term memory will receive meaningful, familiar information, after full processing, into the long-term memory stage, and then into the permanent organized information storage system.

III. CHARACTERISTICS OF WISDOM TUTORING

3.1 High Efficiency

Wisdom tutoring is a brand-new mode advocated in China. It mainly aims to improve education in real time by monitoring classroom content and grasp the situation of teacher and students in the mean time. Therefore, wisdom tutoring has a high efficiency.

Its efficiency is mainly reflected in three aspects: the first aspect is the efficiency of finding problems in wisdom tutoring. On traditional lessons, the problems of the classroom, teachers and students generally need time to accumulate and summarize, and finally get the content of the problem. However, in wisdom tutoring, it can realize real-time observation of all parts of the content, any part of the problem can be found in the first time, and at the same time put forward requirements.

The second aspect is the efficiency of correcting problems in wisdom tutoring. On traditional lessons, once a problem is found, it is necessary to conduct in-depth research according to the problem, and then announce the content through collective meetings and finally correct the problem. However, in wisdom tutoring, the problem is usually found at any time and the solution strategy is put forward at any time. Moreover, the content of computer calculation is more accurate and more effective than the teacher's personal summary.

The third aspect mainly lies in the efficiency of the correction plan proposed by wisdom tutoring. On traditional lessons, in order to correct a problem, it is necessary to constantly remedy the research scheme, and the artificial research efficiency is very low. But in wisdom tutoring, one can do it on a computer with a faster rate.

3.2 Openness

Openness is also an important part of wisdom tutoring. The main reason is that in wisdom tutoring, the subject is no longer the teacher, but the students. A qualified course is defined by the outcome from students. Therefore, the change of subject has become the core content of wisdom tutoring. The readjustment of drilling content based on students also has openness.

In wisdom tutoring, its main performance has two aspects: the first aspect is the openness of the content of wisdom tutoring. Student-centered mode is the typical model of wisdom tutoring, so there is not too much restraint. The compilation of teaching content is also based on the different situations of students in each class, who may learn the content of traditional textbooks or other contents. Therefore, for wisdom tutoring, as long as the content in the network can be regarded as the learning content of students, instead of simply sticking to textbooks, to achieve the liberation of textbooks.

The second aspect is the openness of teaching mode in wisdom tutoring. In wisdom tutoring, teaching is no longer the traditional oral and psychological mode. The main role of teachers has been defined as the role of solving students' doubts. Therefore, teachers' work is actually service, and the transfer of knowledge mainly depends on computers. Therefore, in wisdom tutoring, there is no teaching model shackles. Any mode will be eliminated as long as it does not conform to the teaching philosophy formulated by wisdom tutoring. Therefore, in wisdom tutoring, the teaching mode is open and changeable.

3.3 Advancement

Wisdom tutoring is a brand-new education and teaching mode, therefore, advanced nature has become one of the inevitable contents of wisdom tutoring. Its main advances are mainly reflected in two aspects: the first aspect is the advanced teaching equipment in wisdom tutoring.

In traditional education and teaching, the equipment is mainly blackboard, chalk and pointer. These three things are regarded as the three treasures of traditional teachers. For students, books, paper and pens are their main learning tools. However, in wisdom tutoring, this limitation has been completely broken through, and students' learning has been gradually transferred to the computer to complete the acquisition of knowledge through the computer. Therefore, in terms of teaching equipment, intelligent education has completely taken the lead, realizing a complete change in teaching mode.

The second aspect is the change of educational content arrangement in wisdom tutoring. In the process of traditional education and teaching, changes in content need to be made by teachers after continuous research. Such changes take a long time and are likely to lead to hysteresis. However, in wisdom tutoring, any change in teaching content is based on computer calculation, so that new content can be designed quickly according to the needs of students.

Therefore, in the arrangement of teaching content, wisdom tutoring takes the lead and the mode is more advanced.

IV. THE IMPORTANCE OF WISDOM TUTORING IN COLLEGE ENGLISH INTERPRETATION TEACHING

4.1 Wisdom Tutoring in College English Interpretation Teaching is Conducive to Eliminating Cultural Barriers

The biggest obstacle of English interpretation teaching lies in cultural barriers. English is not the native language of China, but a foreign language. People's learning is mainly based on the study from the course, so the understanding of English cultural background of the vast majority of college students is not enough. In college oral English teaching, the oral expression is usually not in conformity with the English culture background, namely the inappropriate words, which gives the oral practice a great trouble. While wisdom tutoring can effectively solve such problems.

There are two main performances: first, the wisdom of education effectively considers the student's language situation to make corresponding adjustment. In traditional college English interpretation class, it is hard for most teachers to effectively combine English cultural and historical content into spoken words, which caused students misusing words with lacked understanding of the basis in an uneffective learning. In wisdom tutoring, computers are timely to show a corresponding historical material to students in every case of inaccurate words, which can ensure that students fully understand the English culture.

Second, wisdom tutoring will build the scene exercise. In traditional English interpretation lessons, most of the training is independent, that is the dumb English training method, while in wisdom tutoring, the scene introduction method is used to fully expand the content of the scene, so that students can communicate in the simulating cultural scene. [2]

4.2 Wisdom Tutoring in College English Interpretation Teaching is Beneficial to Rational Utilization of Resources

The biggest problem in college English interpretation teaching lies in the insufficient utilization of resources, even in some universities, there are no resources available for interpretation teaching. Part of the university itself cannot effectively using the computer and other advanced technology content to promote oral English teaching effect, or even there is no corresponding computer resources for oral English training in some universities which caused the English interpretation teaching is still use the traditional mode and it is difficult to improve the status. Since computers and other scientific and technological resources are the basis of wisdom tutoring which ensured the blending of effective teaching resource in college English interpretation course.

It mainly covers two categories: the first category is computers and other hardware facilities. In traditional oral English class, there is no hardware facilities, such as computer, which leads to most of the coaching content are all deduced by teachers and the lack of the metamorphosis. While in wisdom tutoring, the effective combination of computer hardware devices ensures an obvious audio-visual feeling of English interpretation teaching content.

The second category is the integration of software facilities. Computers and other facilities are networked in wisdom tutoring, so some information can be well displayed. Moreover, some software are usually equipped, which strengthens the sense of science and technology in college English interpretation teaching, makes the curriculum more reasonable, and adapts to the global development trend of language discipline.

4.3 Wisdom Tutoring in College English Interpretation Teaching is Conducive to Classroom Model Innovation

In traditional classroom, the teaching mode is adopted the traditional form: the teacher instructing knowledge-student's learning mode. To a great extent, this mode causes the less effective of university

English interpretation learning. But for now, after the integration of wisdom tutoring with college English interpretation teaching, classroom mode innovation is very comprehensive.

There are two most common ones: the first one is the laboratory classroom mode, which allows students to independently complete learning tasks under the guidance of teachers by doing experiments.

Compared with traditional college English interpretation teaching, its main advantage is that subjective initiative of students is more obvious. Each learner can choose the content according to their own interests which ensures students participating in the consideration. Mainly because in the current era of highly developed information, pure knowledge value drops greatly, and people pay attention to the way of thinking, so teaching mode of driving the consideration is the key point.

To the second, flip model class which is the time for class and after class is reversed. In the traditional interpretation lesson, students always review after teacher's instruction on the class. Many contents that students do not understand are also difficult to be solved. However, in the flipped classroom mode, students learn the contents independently first, while in class, students collect questions and teachers answer them online.

4.4 Wisdom Tutoring is Beneficial to Enhance Students' Interest

The biggest problem of traditional oral English lesson is that students have no interest in it. The main reason is that most students do not know enough about English culture, and the language conflicts with their mother tongue, so they do not like English education. However, a different situation appears when comes into wisdom tutoring.

The main reason is that the teaching of English interpretation gradually integrates more interesting content, which mainly includes two categories: the first category is adding audio-visual content. In traditional teaching, the audio-visual content is mainly some classic movies with a sense of time. These films are not attractive to students and cannot meet their needs. In wisdom tutoring, students' preferences can be fully analyzed and broadcasting the videos according to students' preferences. The content will generally meet the needs of students and promote their desire to watch.

The second category is adding entertainment. The boring teaching content filled up traditional English interpretation class. Wisdom tutoring adds some games to stimulate some students' enthusiasm for English learning and make them understand the importance of English through some original English games.

V. EXPLORATION ON THE REFORM OF COLLEGE ENGLISH INTERPRETATION TEACHING BASED ON PSYCHOLINGUISTICS

5.1 Sensory Memory in Interactive Interpretation Class

In sensory memory, although the retention time of information received by students is very short, this link lays a solid foundation for smoothly and effectively sending information into short-term memory. Oral English class itself has the basic characteristics of interaction. If the information delivered to students by the teacher is boring and uninteresting, students' sensory memory will instinctively reject it, which will cause serious obstacles for the input information to enter short-term memory and long-term memory. The cultivation of communicative ability in oral English class requires students to actively participate in and cooperate with teachers' interaction, which requires students' strong drive to achieve. Therefore, teachers should set up a question bank that can arouse students' interest in communication, encourage students to participate in interactive discussions and arouse students' interest in learning.

The purpose is to guide students to develop good learning habits, so that when they receive effective information, they can quickly enter the storage mode under the guidance of interest, which is fully prepared for repeated processing of information and making the information enter long-term memory.

5.2 Short-term Memory in Interactive Interpreting Class

As for students, they will instinctively accept information that is interesting and reject information that is not interesting. If the information is received successfully, the brain will quickly process the information that has been repeatedly input. The emphasis here is "repeatedly input information", because only with repeated input, the information processor of the brain will become more and more "familiar" with these information, like seeing old friends, willing to take the initiative to "communicate" with them. In fact, this kind of "communication" is to integrate the repeatedly input fragmented information into chunks, and accelerate the modularization growth, so as to prepare for receiving information into long-term memory.

Therefore, in this stage, the teacher should guide students to carry out effective oral communication, especially through well-designed classroom activities, so that students can repeatedly practice common oral words, phrases and sentence patterns.

5.3 Long-term Memory in Interactive Interpreting Class

The language information received by students in oral class is stimulated and motivated in sensory memory, and then continuously strengthened and repeated in short-term memory, and finally enters into an orderly, organized and permanent language information storage system, which is the long-term memory stage of information language processing.

Long-term memory is divided into contextual memory and semantic memory according to the types of information stored. Situational memory includes personal statements on interactive topics, group discussions, impromptu debates, and impromptu q&A between teachers and students. Of course, these situations should not occur occasionally, but should be integrated into the design of each class to cultivate students' ability to express language in different situations. Semantic memory is achieved in the short-term memory stage, which is achieved in the continuous practice of using the topic core vocabulary and advanced sentence patterns.

VI. PATH CONSTRUCTION OF COLLEGE ENGLISH INTERPRETATION UNDER THE BACKGROUND OF WISDOM TUTORING

6.1 Build a Challenging Multi-ability Training Model to Enhance Sensory Memory

In the context of intelligent education, the first construction of college English interpretation teaching is to stimulate students' autonomous learning by taking advantage of their subjective initiative. Therefore, the concept of challenging multi-ability training emerged, hoping to strengthen students' abilities by solving problems by themselves. Students study independently before class, collect and supplement materials, use metacognitive strategies, evaluate and reflect on their own learning, which cultivates students' ability of self-management and self-learning. [3] Moreover, the advance of knowledge transfer and the development of in-class interactive internalization activities cultivate students' higher-order thinking ability. This has a very positive significance in dealing with students' subjective initiative. Meanwhile, in the cooperative learning environment, teachers assigned challenging tasks such as group interpretation project cooperation or discussion and comment on interpretation materials from different perspectives. Students can improve their ability according to the challenge, and after completing the task, they will have their own psychological satisfaction.

6.2 Build a Self-learning Mechanism based on the Student-based Concept to Enhance Short-term Memory

The biggest problem of college English interpretation teaching lies in dumb-english teaching. Most students are victims of dumb-English teaching. Therefore, in order to better integrate the teaching of college English interpretation into wisdom tutoring, it is necessary to reshape the learning mechanism. In wisdom tutoring horizon, due to the asynchronous transmission of knowledge, students "set the pace, set the rhythm", especially for the poor student, as long as willing to spend more time, before class to autonomous learning task assigned by the teacher, classroom can be prepared, learning gains, and gain a sense of accomplishment and stimulate learning motivation. This is a kind of guidance to students, rather than forcing students' behavior, can eliminate students' rebellious psychology. For those who are able to learn, they pay more attention to the expansion of learning resources, consolidate knowledge and deepen understanding in the process of helping others, emphasize the idea that excellent people are more excellent, and promote the all-round development of students.

6.3 Build a Multi-modal Interactive Evaluation System to Enhance Long-term Memory

The evaluation mechanism is not reasonable enough to achieve good results in traditional English interpretation lesson. Therefore, after the integration of wisdom tutoring, college English interpretation teaching needs to strengthen the evaluation mechanism and adopt a mutual evaluation mechanism. In order to ensure the reliability and validity of students' mutual evaluation, teachers provide scoring standards during the mutual evaluation, and adopt a re-evaluation mechanism, in which two students give scores to one student respectively and ask them to give suggestions to the evaluated students which can prevent malicious bad ratings among students.

VII. CONCLUSIONS

To sum up, there are always some problems in the teaching of college English interpretation in China's universities, mainly due to the short teaching time, poor acceptance of students, and teachers' unprofessional teaching methods. These problems result in the poor oral English ability of Chinese college students, which makes it impossible to achieve the established teaching objectives. As a result, the evaluation of college English interpretation teaching is always insufficient. In order to solve the problem of Chinese college students' poor oral English ability, this paper, under the guidance of psycholinguistics, fully incorporates wisdom teaching content into college English interpretation teaching and realizes a new teaching model of college English interpretation teaching. At the same time, the wisdom tutoring mode will also be effectively integrated into the teaching of other contents of college English, to achieve the comprehensive improvement of students' English ability.

References

[1] Oxford R (1990) Language Learning Strategies. What Every Teacher Should Know. Rowley, Mass. Newbury House 10-30.
[2] Brass J (2009) Changing English. Studies in Culture & Education (3):275-286
[3] Jack C, Richards, David N (2004) Second Language Teacher Education. Foreign Language Education and Research Press 101-132