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The Application of Constructivist Learning Theory to English Reading Classes in Senior High School

建构主义学习理论在高中英语阅读课中的应用

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关键词— 建构主义学习理论；高中英语；阅读教学

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***Abstract*—*English reading teaching plays an extremely crucial role in English teaching, but there are a lot of problems in traditional English reading teaching classes. The result is unsatisfactory and teaching efficiency is low. The constructivist learning theory can promote the improvement of students' English reading ability and develop their core competence. The constructivist learning theory emphasizes that students are the controllers of learning. Teachers need to create text-related situations which are conducive to students activating new schema associated with the previous schema. This step can promote the meaningful construction of knowledge. This theory also argues the importance of cooperation, allowing students to work with group members to complete the tasks. This essay introduces the definition, principles, development and advantages of constructivist learning theory. The essay focuses on the application of the constructivist learning theory in various stages of English reading teaching in senior high school. Based on the analysis of the situation of English reading teaching in senior high school, this essay aims to explore the enlightenment of the constructivist learning theory to English reading classes in senior high school and solve some current problems existing in traditional reading teaching in senior high school which can improve teaching efficiency and students' English core competence.*

摘　要— *英语阅读教学在英语教学中扮演着非常重要的角色，而传统的英语阅读教学存在着很多问题，教学效果并不尽如人意，教学效率较低。建构主义学习理论能够促进学生英语阅读能力的提高，培养学生的英语核心素养。建构主义学习理论强调以学生作为学习的控制者，老师创造具体的和文本相关的情境，学生主动建构，激活与原来*

图示相联系的新的图示，推进学生对知识的意义建构。该理论也强调合作的重要性，让学生与组员合作完成任务。本篇论文介绍了建构主义学习理论的定义、原则、发展和优点等，重点分析了它在高中英语阅读教学各个阶段中的应用。旨在通过对高中英语阅读教学现状的分析，探讨建构主义对高中英语阅读教学的启示，从而解决传统高中英语阅读教学中存在的一些问题，提高教学效率和高中学生的英语核心素养。

I. INTRODUCTION

Reading plays a vital role in language teaching. Reading is an important way to develop English core competence and develop students' comprehensive ability. But there are lots of problems in traditional English reading classes. The teacher is always the center of the class in traditional reading teaching and learners are just following teachers' instructions. Students just receive knowledge, but they don't pay attention to the development of reading ability and comprehensive competence. The application of constructivist learning theory can increase the efficiency of language teaching. Piaget (1973) stresses the significance of context in cognition. The students in senior high school have mastered some basic words so they can construct meaningful knowledge. They need to develop English core competence and their thinking ability. They need to know how to use knowledge in different contexts rather than cramming. Mastering marvelous methods is also necessary for students in senior high school.

Nowadays reading plays a more and more crucial role. Therefore it is vital for teachers to apply the constructivist learning theory to English reading classes and teachers also need to adjust their concepts to keep pace with the times. They need to use wonderful teaching methods to make students achieve better learning results. This thesis will talk about the application of constructivist learning theory to English reading classes in senior high school.

II. LITERATURE REVIEW

In the process of foreign education reform, the constructivist learning theory has been developing rapidly. As a result, the theory of learning based on the principle of construction has also been rapidly developed, and the principle of construction uses the name of the construction industry as a figurative metaphor, indicating that in the learning situation, the teacher can provide help to the learner. Constructivist learning theory provides a conceptual framework for learners to construct their understanding of knowledge. Many English teachers at home and abroad have carried out a great deal of research and exploration on the teaching and learning framework.

2.1 Constructivist Learning Theory

Firstly, the definition and principles of constructivist learning theory, which are extremely important, will be discussed.

2.1.1 Definition and Principles

Fosnot (1996) argues that constructivism is a theory concerned with the nature of knowledge and the process of knowing. And the environment and resources also play an important role in this theory. A good environment can make students study better, and students can improve their learning efficiency by using various resources.

Here are some principles. Under the constructivist learning theory, teachers need to create situations. They are crucial for the formation of constructivist meaning (Gagnon & Collay, 2001). In these contexts, students can finish assimilation and adaptation, which are conducive to the construction of new knowledge and achieving their learning goals. Finally, they can construct their new schemas.

Teachers should let students review what they have learned and then let students build a bridge between existing knowledge and new knowledge. Finally, a new schema can make students keep pace with teachers and have a wonderful learning result.

Teaching efficiency can be improved, and students will learn a lot during the process of cooperation. They will know how to communicate with others and have harmonious relationships. By cooperating with others, their comprehensive ability, which is important for them to exist in society, can be developed.

The key point of constructivist learning theory is that

students need to control their learning. Teachers are just supporters or leaders instead of controlling everything. They need to offer help and support to students who need to actively construct meaning and learn new knowledge.

Teachers need to provide information resources which are helpful for students to study (Savery & Duffy, 1995). These resources are beneficial for teachers to support students' collaborative learning. Teachers need to provide resources to promote students' language learning. They should find more useful resources and adjust their methods to be consistent with the new curriculum to achieve marvellous results. These resources can increase their teaching efficiency.

But the most important thing is to encourage students to finish meaningful construction of knowledge. In this learning environment, teaching usually begins with creating situations. These situations are important for students to learn new knowledge. In traditional reading classes, maybe analyzing teaching objectives is the start. But the best way is to create a situation. Only when students finish their meaningful construction of knowledge can students develop their English core competence.

2.1.2 Constructivist View of Learners

Students are the center and subjects of learning (Yu Wenjuan, 2009). They need to control their own learning. Learning is not teacher-centered is an important opinion in the constructivist learning theory. One of the problems with the traditional teaching process is that teachers do all the things and become dominators, and students don't learn freely. They just follow the instructions of teachers. Their thinking ability cannot be developed, and they just learn to cope with tests instead of cultivating English ability. The situation when a student becomes a nerd is embarrassing. They just know how to get high scores and don't know how to become better people.

Teachers need to be supporters and facilitators to help students instead of giving authoritative commands. This will diminish students' motivation and their learning efficiency. For example, in English reading classes, teachers need to consider what students really want to learn rather than what they want to teach.

2.2 Studies on Constructivist Learning Theory in English Reading Classes

Studies on constructivist learning theory at home and abroad play an important role in English reading teaching. In the following part, more information will be discussed.

2.2.1 Studies on Constructivist Learning Theory in English Reading Classes Abroad

J. Piaget laid the theoretical foundation for constructivist learning theory (Piaget, 1973). Students are the dominators in the process of learning. Students need to actively construct knowledge under the guidance of teachers. In reading classes, teachers need to create real situations. They are close to students' lives and helpful for students to understand new knowledge. Teachers can use anchored instruction or random instruction. Then, students' motivation can be stimulated, and they actively construct their knowledge associated with previous knowledge. Students form new schemas which are associated with previous schemas by using the resources provided by teachers. Finally, they can achieve the ultimate goal, which refers to meaningful construction.

2.2.2 Studies on Constructivist Learning Theory in English Reading Class at Home

Since the 1990s, Chinese scholars have realized the importance of constructivist learning theory (Yang Lierui, 2018). Moreover, this theory was discussed by them. They called for the application of this theory in English teaching.

Feng Yufang discussed the application of six elements of constructivist learning theory, which is important in English teaching (Feng Yufang,2006). Tang Cuicui applied this theory to English reading classes. The application is discussed from the perspective of pre-reading, while-reading, and post-reading, which transforms students from passive receivers to active constructors (Tang Cuicui, 2015). She also verified the efficiency of the application of constructivist learning theory. Then, this theory was applied in other educational environments. With a deeper study of the theory, the advantages and shortcomings are discovered. Scholars make use of advantages and try to overcome the shortcomings of the constructivist learning theory to achieve the best effect.

However, studies of applying constructivist learning theory to English reading classes in senior high school are not enough. So this thesis tries to discover more benefits of this theory and apply it to English reading classes in senior high school. By using this method, teachers can increase

the efficiency of reading classes.

III. THE SIGNIFICANCE OF APPLYING CONSTRUCTIVIST LEARNING THEORY

There are lots of problems in current English reading classes, but applying this constructivist learning theory will solve many problems. Its benefits are extremely useful for teachers to achieve wonderful teaching results.

Students can draw on the advantages of different students and improve themselves. So, in the while-reading stage, group work is crucial. By cooperating with others, students will learn more.

The constructivist learning theory is also helpful for developing students' thinking ability and making them have a good view of some things. Thinking ability, which can be used in all subjects and real life, outweighs grades. Fantastic thinking ability can be an immense force for students to achieve good results. In English reading classes, critical thinking ability can let students have a better understanding of the theme of passages. When they encounter similar situations in real life, they will know what to do or how to think. This is extremely important in their daily lives. They can treat matters from different aspects and tackle issues more comprehensively, which is fairly outstanding.

The constructivist learning theory emphasizes that learning knowledge in context is crucial (Fang Fang, 2010). And students need to know how to use the knowledge in different contexts. Just knowing the knowledge is not enough. Only studying abstract knowledge is not enough. The really important thing is to know how to use it rather than memorizing it. This is important for them to achieve good results.

IV. THE APPLICATION OF CONSTRUCTIVIST LEARNING THEORY TO ENGLISH READING CLASSES IN SENIOR HIGH SCHOOL

The application of constructivist learning theory to the English reading class in senior high school is the most important part of this thesis. In English reading class, English reading teaching can be divided into three stages, which are the pre-reading stage, the while-reading stage, and the post-reading stage. So, in the following parts, the application of the constructivist learning theory in each stage will be analyzed.

4.1 The Application of Constructivist Learning Theory in the Pre-reading Stage

The constructivist learning theory emphasizes that background knowledge is important(Fosnot,1996). Teachers need to explain some background knowledge to activate students' previous schemas and prepare them for the next stage. So, teachers need to explain the background information of the passage. This is also called the top-down model. Teachers also need to create a comfortable environment to stimulate students' motivation. Teaching new words and expressions is not as important as stimulating students' schema.

This is an example. A teacher plans to teach a passage about the Winter Olympic Games. Firstly, this teacher will introduce some information about the Winter Olympic Games. The opening ceremony, the sports, sports stars, and other information will be interpreted. Some background knowledge about the Winter Olympic Games will also be introduced. Students will be invited to say something about their impressions of the Winter Olympic Games to activate their schemas and motivation, which are beneficial for them to prepare for the while-reading stage. In traditional reading classes, the first step is usually teaching new words. But actually, the constructivist learning theory is more effective.

4.2 The Application of Constructivist Learning Theory in the While-reading Stage

The application of constructivist learning theory in the while-reading stage can use three methods, including scaffolding instruction, random access instruction, and anchor instruction.

4.2.1 Scaffolding Instruction

The scaffolding instruction emphasizes the importance of providing a framework which is helpful for learners to construct their knowledge (He Kekang, 1997). If students want to achieve their potential, they need help at the beginning. But in the process, the help will be withdrawn. The scaffolding instruction includes these steps.

Firstly, teachers need to construct the framework and then teachers guide students to the situations (Song Weiwei & Wang Hui, 2024). In the while-reading stage,

teachers guide students step by step. Students can solve the problem by themselves when teachers withdraw their help. The next step is to make students cooperate with group members to achieve a more comprehensive understanding of knowledge and finish the meaningful construction of meaning. Finally, teachers give feedback.

This is an example. If a teacher plans to teach a passage about a sports star, this teacher can play a video about this famous sports star to lead in to today's topic. Then this teacher can ask students some questions. You are an athlete. The question is, what is your successful experience? Then you give your answer. A reporter will also ask other questions. These questions can activate their previous schemas and construct a situation. Then, the teacher can introduce some ways of word formation before teaching new words. And new words can be understood better. Then the teacher shows an example of how to find out the main idea. Then, students will do skimming to find out the main idea of the passage and match the subtitles with each paragraph independently. After that, students will do the scanning and answer some other questions. The difficulty of these problems is increasing. Then, students cooperate with other students to finish all kinds of activities without the teachers' help. Finally, the teacher gives feedback on their performance and summarizes this reading class.

4.2.2 Random Access Instruction

"The random access instruction means that the teaching content is presented in different ways for different purposes at different times and in different situations." (Chen Jie, 2004, p. 19). It includes these steps. Firstly, situations related to the passage are important. Then another situation which is associated with another aspect of the topic will be presented (He Kekang, 1997). Under the guidance of teachers, students learn independently step by step. Finally, they can learn the passage by themselves, and their thinking ability can be developed. By using this method, students will have a better understanding of the passage in the while-reading stage and know how to use the knowledge instead of just cramming.

This is an example. If a teacher plans to teach a passage about surviving the tsunami. Firstly, the teacher will present a situation and ask students some questions. For example, what will you do when the hurricane comes? These questions are beneficial for teachers to present the basic situation. Then new words and expressions will be taught, and teachers ask students what the main idea of the passage is. Then, students are required to find the topic sentence of each paragraph. Students explore these questions independently. Thirdly, students need to answer some thought-provoking questions and express their own opinions to develop their thinking ability. The teacher asks students what human beings can do when natural disasters come and what the right attitude towards nature is. Then students work in groups to act out the situation. Then students study in groups to perform the situation. Different students play different roles. Finally, teachers give feedback to summarize this reading class.

4.2.3 Anchored Learning

Anchored learning argues that teaching should be based on real events or problems. It includes several steps. Firstly, teachers need to create situations which are similar to the situations in real life. Then teachers need to choose real events as anchors (Wang Lina, 2014). In the while-reading stage, students learn by themselves and try to solve the problems by using the clues provided by the teachers. Then they cooperate with group members to listen to different ideas, which will deepen their understanding of the issue.

For example, teachers teach a passage about robots. First of all, they can play a video about robots which includes their usage in real life. Then, teachers ask questions about robots. Subsequently, students conclude the information about robots and the main content of the passage. The next step is collaborative learning. Group members talk about the problems raised earlier under the guidance of teachers. Students can predict the future of robots. Finally, teachers give feedback and comments.

This is the second example. The passage is about different school lives in China and America. The teacher needs to construct the situation first. The teacher can ask students some questions. For example, can you describe your school life in China? And the teacher shows some pictures of different school lives on the multimedia. Then, teachers ask some questions as anchors. For example, what's your impression of American school life? Can you name some differences between school life in the two countries? Then students read the passage and answer

these questions. After that, teachers let students work in groups to perform different school life. Finally, teachers give feedback and comments.

4.2.4 Collaborative Learning

The constructivist learning theory emphasizes cooperation. So, teachers need to divide students into groups and let them cooperate with each other (Gao Yang &Zhong Zaiqiang, 2020). Then they can finish the reading tasks and know how to communicate with others. Finally, they can establish harmonious relationships. Moreover, learning efficiency can be enhanced. So, in the while-reading stage, the reading tasks can be assigned to different groups and teachers let students do presentations. Subsequently, teachers give feedback. By cooperating with others, students can achieve surprising results and have a deep understanding of the passage, which is helpful for them to develop their reading ability. Collaboration is one of the best ways to finish tasks, so teachers are supposed to assign group work or organize groups' collaborative learning when it is possible.

Collaborative learning is extremely useful for English reading classes in senior high school. Especially in the while-reading stage, teachers will assign lots of group work to make students cooperate with others. This is an example. If the passage is about interviews. Teachers can let students perform the situation and play different roles. Students do different things which they are good at to achieve better group results.

4.3 The Application of Constructivist Learning Theory in the Post-reading Stage

Teachers give feedback and students do reflections. They need to analyze their advantages and shortcomings. Only by doing reflections can students make progress and develop their reading ability. They need to overcome their shortcomings in the next activity. The constructivist learning theory argues that students control their study and students need to do reflections to achieve meaningful construction. Teachers give their comments about students' performance, which is helpful for students to achieve better results in the next class. Students can keep on with their good work and change their shortcomings in the next work.

This is an example. If students have finished the group work, teachers can give them a chart about their performance to do self-checking, and group members also need to evaluate each other and summarize their performance. Their reflections are crucial, and teachers' suggestions are also helpful. These steps can let students enhance their reading and thinking abilities.

V. THE ENLIGHTENMENT OF CONSTRUCTIVIST LEARNING THEORY TO ENGLISH READING CLASSES IN SENIOR HIGH SCHOOL

Teachers need to create contexts and situations which are closely related to the text and real life (Li Xiang, 2023). This can increase students' motivation and make students know how to use language in different contexts. Knowing how to use knowledge in different contexts is extremely useful and vital. Learning reading in context is also helpful for students to activate their schemas, which are important in the pre-reading stage and prepare for the while-reading stage. Reading teaching based on discourse meaning and real situations is helpful for teachers to develop students' English core competence. Students in senior high school need to have comprehensive English ability to help them enter great colleges. And it is also in line with the new English curriculum. Teaching for tests is out of date. Teachers need to keep pace with new concepts, and they can't just focus on grades. Making students know how to use knowledge outweighs getting high grades.

Teachers need to know that students need to control their studies. The constructivist learning theory emphasizes the development of students' autonomous learning ability, which is crucial for students in senior high school. Reading is an important way to develop students' comprehensive ability. Teachers are supposed to give students more chances to finish tasks independently instead of letting them cram. Teachers are facilitators and supporters rather than dominators and controllers. This is helpful for achieving a fantastic relationship between teachers and students. In traditional English classes, students were afraid of expressing their own ideas and they just followed the instructions. Nowadays, what teachers need to do is to help students and support students. Students have more freedom and their abilities can be improved. This argues that teachers should try to teach according to students' needs. The satisfactory result is that

when teachers withdraw their help, students can finish tasks and solve problems by themselves. The core competence of English can be enhanced. And they can master a large number of reading skills and promote the continuous improvement of their English level.

Teachers are also supposed to assign more group tasks in the while-reading stage (Jiang Xiaojia, 2024). The constructivist learning theory emphasizes collaborative learning, which is conducive to developing students' communication skills and making them know how to get along well with others. And students in senior high school have mastered some basic skills about cooperating with others. So, at the while-reading stage or post-reading stage, teachers assign more group tasks, and students cooperate with group members to achieve wonderful results. Group work can make students know how to communicate with others and set up harmonious relationships. This is also conducive to improving students' emotional intelligence, which is crucial in this society. If reading tasks are finished by groups, the results, which include group members' efforts, will be better.

Teachers are supposed to establish the idea of lifelong learning (Liu Mingyue, 2023), because learning is a long process. Teachers also need to study and do reflections to keep pace with the times. They need to conclude their advantages in teaching reading in senior high school and shortcomings which need to be corrected. For example, they can analyze whether the reading tasks are appropriate and whether the allocation of time is reasonable. They need to keep pace with the development of the English curriculum and set a good model for students. In traditional English reading classes, most teachers teach for tests and they don't pay attention to students' reading ability. They try to let students get higher scores, but they neglect students' reading abilities which are more important than grades.

Teachers need to use different teaching methods and tools. PPT and videos are common tools. These tools can increase teaching efficiency and stimulate students' motivation. If students feel bored, they don't want to concentrate on their studies and they just do their own things. The teaching efficiency is low and teaching results are unsatisfactory. By using different teaching methods and providing resources for students, teaching efficiency can be improved, and teachers can achieve wonderful teaching results.

Teachers can also create their unique methods, which are innovative and conducive to stimulating students' motivation. Innovations are encouraged. Teachers should have special teaching styles. For the past few years, cramming has gone out of the stage. So, teachers need to find their unique teaching methods which are helpful for them to increase teaching efficiency. If teachers want to get good results and achieve their teaching goals, unique teaching methods which can increase learning efficiency are necessary. For example, in the while-reading stage, teachers can ask students to adapt the text to exercise their writing competence. Or in the post-reading stage, students make posters about the passage. And teachers teach by combining articles on the same topic to form special subjects instead of following the order of the textbook. Using the textbook as a tool rather than the imperial edict.

Teachers need to establish a marvellous evaluation system. Teachers give effective and comprehensive feedback, and then students can overcome their drawbacks and keep up their good work. This step can make the whole teaching process smooth and motivate students to do better in the next class (中华人民共和国教育部，2020).

VI. CONCLUSION

Nowadays, reading plays a crucial role in our daily lives. But there are lots of problems in traditional English reading classes. The teacher is always the center of the class in traditional reading teaching, and the learner is just following their instructions. Some students don't think for themselves and they just listen to the teacher. They just recite the knowledge, but they don't pay attention to the development of reading ability. For senior high school students, reading ability and core competence are extremely vital. This is also a necessary requirement of the college entrance examination, which is fairly crucial for students. The senior high school students have mastered some basic words, so words and new expressions are not the key. The constructivist learning theory plays an important role in English reading teaching. The constructivist learning theory is consistent with the teaching reform trends and it is helpful to develop

students' core competence, which is emphasized in the new curriculum.

The meaningful construction of knowledge argues that students are the controllers of learning. They establish their new schemas and construct their own knowledge frameworks (Xie Hongxia, 2011). Students need to control their learning, and they need to have more freedom to create their own schemas. Teachers are facilitators and supporters who provide help. But they need to withdraw their help step by step, and students can learn by themselves. The framework can make students have a comprehensive understanding of their learning. Teachers need to adjust their teaching methods and keep pace with the times. They need to be supporters and facilitators to help students achieve excellent results. Various teaching methods and tools can be used to help students finish their construction of new knowledge. In English reading classes, if students have achieved the ultimate goal, which refers to the meaningful construction of meaning, their reading ability can be developed and they will never be afraid of reading exercises.

In conclusion, the application of constructivist learning theory to English reading classes is extremely valuable and effective. Senior high school students have acquired basic reading abilities and certain cooperative skills, yet they still need to further develop their reading and thinking capabilities as well as improve their overall literacy. By applying this theory, students can improve their comprehensive reading ability and cultivate English core competence, which can help them to be better people.

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