

# Research on Diversified Teaching of EAP in Chinese Universities Under the Guidance of Constructivist Theory

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**Abstract:** College students are China's precious human resources and are of great significance to the development of China's national economy. Therefore, we should pay attention to improving the overall quality of college education and comprehensively optimizing the system for cultivating higher talents. As China's academic status continues to improve, EAP teaching in Chinese universities has gradually received great attention from all walks of life. This has promoted the development of academic English teaching in Chinese universities to a certain extent and also improved the overall quality and effectiveness of China's academic English talent training. This article carries out a detailed analysis and in-depth exploration of diversified teaching of EAP in Chinese universities under the guidance of constructivist theory, with a view to sharing and communicating with relevant educators and academics.

**Keywords:** Constructivist Theory; College Education; English for Academic Purposes (EAP); Diversified Teaching

## 1. Introduction

The application of constructivist theory in college academic English teaching can provide effective guidance for English teaching reform, which has great educational significance and value for improving the quality and efficiency of college academic English teaching and cultivating academic English professionals. At this stage, there are many problems and deficiencies in the EAP teaching process in Chinese universities, which are mainly reflected in the English teaching model and specific teaching methods. College students in this situation have difficulty in mastering the knowledge and application technology of EAP, and are unable to achieve ideal results in the field of EAP. In order to change the limitations

of EAP teaching in Chinese universities and strengthen the comprehensive level of academic English talent training in China, college English teachers should give full play to their initiative in teaching research and reform, rely on the scientific guidance of constructivist theory, and base themselves on the academic English learning situation and characteristics of college students. Innovative and diversified EAP teaching methods aim to comprehensively improve the quality and efficiency of EAP teaching in Chinese universities.

## 2. Overview of Constructivist Theory

Constructivist theory is an important concept and schema. the schema mentioned here refers to the way individuals think of and understand the world. Constructivist learning theory respects the subject status of learners, emphasizes highlighting learners' self-understanding, and advocates learners to construct learning systems and frameworks based on their own cognition, so that learners can master knowledge or skills more systematically and completely [1]. the application of constructivist theory in the field of teaching is mainly reflected in six aspects, namely the view of learning, the view of knowledge, the view of students, the learning environment, the teaching principles and the role positioning of teachers and students. Only by mastering the above six aspects can we truly exert the educational advantages and value of constructivist theory. the core of the application of constructivist theory in university EAP teaching is to clarify the subject learning status of college students, emphasize students' active development, active exploration and active construction of knowledge, and pay attention to cultivating students' learning abilities, thinking and awareness.

### 3. The Status Quo of College English Teaching

Higher education is an important part of China's complete education system and the main position for cultivating higher talents in China. Therefore, higher education must be scientific, comprehensive and adaptable. The status quo of EAP teaching in Chinese universities presents many teaching drawbacks and problems, which are specifically reflected in the following aspects:

#### 3.1 The Single Teaching Method

The teaching method is a means of carrying out teaching activities and a bridge for students to acquire knowledge. An efficient and scientific teaching method can give teaching work twice the result with half the effort [2]. Currently, there are problems with single teaching methods in EAP teaching in Chinese universities. For example, teachers have long adopted theoretical indoctrination teaching methods and simply explain the basic knowledge of EAP to students. They fail to adopt teaching methods that are suitable for the development of the times and the actual situation of students, resulting in the failure of EAP teaching in universities. The situation of poor teaching quality and efficiency has seriously hindered the development of college students' academic English professional abilities and literacy. For example, under the background of the development of informatization and digital society, teachers cannot effectively use modern information technology to assist university EAP teaching, resulting in the lack of modernization of university EAP teaching and the inability to achieve the reform goals of diversified teaching.

#### 3.2 The Imperfect Teaching Models

The teaching model is the basic framework for carrying out teaching activities. It is a teaching system constructed by teaching staff based on students and teaching content. It is crucial to ensuring the efficient and orderly development of teaching activities. At this stage, EAP teaching in Chinese universities is faced with the problem of lagging and imperfect teaching models, which to a certain extent has seriously affected the overall quality and effectiveness of academic English talent training [3]. For example, the existing university EAP teaching

model shows that teachers occupy the dominant position. Teachers only focus on whether they can complete the teaching progress and goals, ignoring students' mastery of academic English. The constructed EAP teaching model lacks perfection. After the teacher completes the prescribed teaching and explanation tasks, he withdraws from the "position" of students' learning and cannot provide further guidance to students through teaching evaluation. In this case, it is difficult for students to obtain better learning conditions, and it is impossible to better master the relevant knowledge of academic English.

### 4. The Hierarchical Teaching Model of EAP Under the Guidance of Constructivist Theory

The hierarchical teaching is a form and path of diversified teaching of EAP in Chinese universities. Implementing the hierarchical teaching of EAP in Chinese universities under the guidance of constructivist theory requires careful division of the entire teaching activities to construct a complete learning system for academic English students, so as to achieve the purpose of improving the quality and efficiency of EAP teaching.

#### 4.1 Basic Level

Due to the influence and restrictions of the language environment, teachers of college English mostly adopt the bilingual teaching form of "Chinese+English" in English teaching in Chinese universities. In this case, students can acquire basic English knowledge, but there will be a serious lag in the development of core English literacy. Take freshmen as an example. After studying in elementary school, junior high school, and high school, although they have a certain foundation in English, when faced with an all-English learning environment, it is inevitable that they will not be able to correctly understand learning materials due to lack of English language skills and knowledge [4]. In response to this problem, teachers can launch "General Academic English Courses" to build a foundation for college students to learn EAP. In this process, they need to pay attention to teaching grammar skills, listening and note-taking skills, academic reading skills, listening skills, English debate skills, etc., aiming to guide students to explore and construct ways to learn EAP.

## 4.2 Core Level

This level of teaching is mainly aimed at students with a good foundation in English. When designing teaching activities and constructing a teaching system, teachers need to understand and master the learning conditions and characteristics of students at this level. It is best to provide reasonable teaching based on students' interests and actual needs. Teachers should design teaching objectives, design teaching content, innovate teaching methods, and effectively build an EAP teaching system around "language+major". For example, we should try to effectively integrate psychology, linguistics, engineering English, computer English, business English, etc. into the academic English course system in universities, which can help students lay the foundation for in-depth study of EAP in the later period.

## 4.3 Qualitative Change Level

After studying and settling in the first two levels, students will have a more solid foundation in English, and they will be able to master good English learning abilities and methods. In this case, EAP teaching needs to enter a higher level of qualitative change [5]. This teaching level mainly relies on students' own abilities to help them achieve a "qualitative leap" in English learning through scientific guidance and effective teaching, thereby comprehensively improving students' academic English professional qualities and abilities. Qualitative change level English teaching should focus on highlighting context analysis, sentence analysis, discourse analysis, etc., so as to help students develop the ability to use appropriate language in corresponding contexts.

## 5. Diversified Teaching Strategies for EAP Under the Guidance of Constructivist Theory

Under the guidance of constructivist theory, we need to adhere to the "student-oriented" educational philosophy in diversified teaching of EAP, clarify the dominant position of college students in academic English learning, combine the characteristics of EAP teaching, and incorporate more excellent teaching thinking. We should innovate and diversify teaching approaches. For example, relying on

the advantages of information-based education and teaching, teachers can use modern information technology to develop information-based teaching models, build diversified English learning platforms for students, and create more efficient, independent and comprehensive EAP learning conditions for students. Take the flipped classroom teaching model as an example. Teachers can use mobile phones, computers and other information devices to move English courses to the Internet, breaking the time and space constraints of traditional teaching and enabling students to carry out specific learning activities more freely and independently. In addition, we should also pay attention to the construction of a teaching system in diversified teaching of EAP in Chinese universities, such as guiding students to gradually build a complete EAP learning platform by designing course objectives that meet the teaching requirements and the actual situation of students, so as to help students master academic English knowledge and skills more efficiently and systematically.

## 6. Conclusion

In summary, diversified teaching of EAP in Chinese universities under the guidance of constructivist theory needs to be based on the educational thought of student subjectivity and implement innovations in course teaching content, teaching objectives and teaching methods, aiming to create a good environment for academic English learning for students. This article first outlines the relevant content of constructivist theory, secondly analyzes the status quo of college English teaching in China, then introduces specific teaching methods of EAP from the perspective of hierarchical teaching, and finally proposes relatively reasonable diversified teaching strategies for EAP.

## Acknowledgments

The research is supported by the collaborative education project of the Ministry of Education of the People's Republic of China: Research and Practice of EAP Blended Learning Based on the Motivation Analysis of Engineering Students (220504132291545). This research project was examined and verified by Guangzhou University.

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