

Application of Project-based Approach in College English Teaching

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Abstract: English is an important part of the language subject of colleges and universities. It aims to cultivate students' communicative competence and application ability. Help students understand the language and culture of English-speaking countries and improve their humanities and language skills. Traditional college English teaching takes text knowledge as the carrier, and students' learning behavior is in a passive position, which is not effective in improving college students' English practice ability and application ability. Project teaching method is to integrate English knowledge into a specific project. Students master English knowledge in the process of completing the project, improve language ability, and enrich students' English learning experience. Finally, improve students' comprehensive English ability. This paper mainly discusses the application of project-based teaching method in College English teaching.

1. The Connotation of Project Teaching Method

The so-called project teaching method divides the teaching objectives into several independent goals. Teachers integrate knowledge points into relatively independent projects, which are handled by students themselves, so as to master knowledge and improve their abilities in the process of completing projects. Project teaching is developed from the theory of "learning by doing", which pays attention to the synergy between teaching and learning, and links constructivism with pragmatism. In project teaching, information collection, project design, project implementation, project display and other links are independently completed by students. The teacher then makes an objective and comprehensive evaluation of the students' completion. Project teaching is a brand-new teaching method based on the theory of constructivism. The project is the main line of teaching activities, and the teacher plays a leading role in teaching. Students are the real subject of learning activities, which coincides with the concept of teaching reform in colleges and universities. This teaching method regards students as the core elements in the process of English teaching and affirms its subjectivity in the process of English learning. Therefore, the project teaching method can fully mobilize students' enthusiasm for learning and fully respect the subjective status of students.

2. Advantages of Applying Project Teaching Method in College English Teaching

Applying the project teaching method in college English teaching can expand the scope of students' learning and improve students' ability to learn English independently. Its advantages are very prominent. Specifically, the advantages of applying project teaching methods in college English teaching are mainly reflected in the following aspects: First, openness. The project teaching can comprehensively examine the students' comprehensive ability, and most of the problems involved in the project have no standard answers, reflecting a clear openness and comprehensiveness. Therefore, students can improve their practical ability in the process of completing the project and promote the transformation of theoretical knowledge to skill level. Secondly, cooperation. When implementing project teaching method, teachers need to divide students into several groups. The knowledge level and professional skills of each group member are different. Students can communicate and interact with other students through group cooperation. Through many ways to improve students' innovative thinking ability, so as to promote the overall level of students. Thirdly, authenticity. Teachers need to be guided by the actual teaching content

and teaching objectives when designing teaching projects, and the problems involved in the projects are mostly combined with the actual situation of students. Students' inquiry and analysis are in a relatively real teaching situation, which can help students deepen their understanding and memory of knowledge. Promote students to more comprehensive and in-depth analysis of problems. Finally, the unity of diversification and individualization. The project teaching method involves a wide range of content, and it requires a high level of students' comprehensive ability. It includes not only basic theoretical knowledge, but also diverse content such as design innovation and intellectual training. Therefore, the project teaching reflects the characteristics of diversification; while students can select different research methods according to their actual situation when conducting project research, and solve the problem by individualized methods. Therefore, the project teaching method also reflects the characteristics of individualization, achieving the unity of individuality and diversity.

3. Application Strategies of Project-based Approach in College English Teaching

The application of project-based teaching in College English classes can be carried out from the following aspects:

3.1. Preparation before project implementation.

First of all, project task design should be carried out. In the project teaching method, the design of project tasks will have a decisive impact on the whole teaching effect. Therefore, teachers should reasonably design project tasks, not only to ensure the operability and practicability of the project tasks, but also to ensure the interesting and challenging of the project, in order to fully stimulate students' learning enthusiasm and initiative. Teachers should determine the project theme according to the characteristics of College English curriculum and the actual situation of students. They should not only choose the life problems closely related to students, but also be able to understand the students' knowledge acceptance ability and individual characteristics, so as to ensure that students can successfully complete their tasks. Not all texts are applicable to the project teaching method. Teachers should pay attention to the coherence of knowledge when designing project tasks, and students can learn new things. For example, when studying the content of "Marriage Across Nations", because of the transnational marriage, the topic is controversial. Students are also interested in the marriage system of each country, so the teacher can design the project task for the content: how to Dealing with cultural differences in transnational marriages? The task objectives of this project can not only improve the students' English language theory level, but also make them recognize the cultural differences of different countries and enhance their cultural qualities, so as to achieve the teaching goal of improving students' comprehensive quality.

3.2. Implementation of Project Content.

After the project design is completed, students should be grouped reasonably. Many factors will have a direct impact on students' learning effect, and project teaching method requires students to cooperate to complete specific projects. Therefore, teachers should take into account the actual situation of students in the process of grouping, not just according to the relationship between students. Although emotional factors can improve students' initiative to complete projects when grouping students, this grouping method will lead to the same level of team members. The final result will make a great difference in project completion among the groups. Therefore, the teacher should be based on the student's academic performance as the main basis, and then consider the students' learning ability, personality characteristics and other groups according to the principle of complementarity, to ensure that each project team can complete the project in a positive and active learning atmosphere. For the students who use the project teaching method, it is necessary for the teacher to guide and demonstrate the difficulty of the knowledge contained in the project. Have a more comprehensive understanding of the problems, key steps, etc. that the project needs to solve, and improve the operability of the project. The implementation of the project should follow the principle of easy to difficult and step by step. In college English teaching, students can be guided to

simple listening and reading, and then difficult to write and gradually improve the students' English level.

3.3. Project achievements.

Project display is an important part of the project teaching method. Students can feedback the learning effect to the teacher through the project display. The teacher then flexibly adjusts the teaching plan and teaching focus according to the feedback results to further improve the classroom teaching effect. After the students complete the project task, they can display the project results in various forms. The common display methods in the college English class include short drama performances, English talk shows, English talk shows, writing survey reports and so on. The short drama performance is suitable for teaching content with a certain storyline. For example, when "Rich Meeting His future Mother in Law", the text can be adapted into a screen script. Each team member plays one of the roles, not only to express the text content in spoken language. It is also necessary to analyze the personality characteristics of the characters and express the characters in a rich body language. The form of short play performance is humorous and intuitive, and students are highly motivated to participate. And in the course of the performance, students can master the grammar and vocabulary knowledge of the text skillfully, which improves the overall quality of students' English. The talk show can refer to the form of "Tucao Convention" which is popular among college students. The members of the group are hosts, playwright, performance guests, etc., only expressing the content of the script in English. Still, taking Marriage Across Nations as an example, students can express their humour in the form of talk shows in response to cultural differences in cross-border marriages. This kind of display form is close to students' daily life and can fully arouse their enthusiasm. For the texts such as "My Viewson Judging by Appearances", the results of the project can be displayed in the form of survey reports. Students can design English questionnaires by themselves, and understand the views of college students on "taking people by appearance" through online and paper questionnaires. The results of the survey are presented in the form of a survey report. This form can not only improve students' English application ability, but also help students establish a correct outlook on life and values.

3.4. Project evaluation.

Project evaluation is an important part of judging the teaching effect of the project teaching method. Teachers should adopt a diversified evaluation method to understand the implementation effect of the teaching method and master the real situation of the students. The evaluation activity should pay attention to the situation that the students master the previous knowledge, and also the learning effect of the knowledge. The evaluation methods include self-evaluation of students, mutual evaluation between students, and teacher's guidance evaluation. Students will inevitably have various problems when completing project tasks. The teacher should judge and guide the problem and summarize the learning results of each project team. Guide each group of students to summarize their strengths, reflect on their own problems, sum up experience in constant reflection, and improve students' English skills. Students and groups should also guide, discuss and help each other, and put forward suggestions and suggestions for the implementation of the project. The teacher then affirms and summarizes the project design of the students, explains the knowledge content covered by the project and the points needing attention, and then the students revise it according to the teacher's instructions. Throughout the process, the teacher's focus is no longer simply on project completion results, but more on the process of project completion. The assessment and summary process becomes a learning process, a process of improvement, and a process of showing students' English learning, interaction and knowledge acquisition. It's not a simple process of judgment.

4. Conclusion

In short, the main goal of college English teaching is to develop students' communicative competence and application ability, to help students understand the language and culture knowledge

of English-speaking countries, and to improve students' humanistic literacy and language skills. Applying the project teaching method in college English teaching can stimulate students' initiative and give full play to the main role of students. The implementation of the project teaching method includes the preparation work before the project implementation, the implementation of the project content, the project results display, and the project evaluation. Project design should follow the principle of gradual and orderly guidance to guide students to deeper and choose the content related to students' daily life. Teachers should guide students in implementing specific projects, help students solve project problems in time, and ensure the smooth implementation of the project. The project exhibition should adopt a variety of display methods, so that students can find, analyze and correct problems in a relaxed and pleasant teaching atmosphere. Finally, the teacher makes an objective evaluation of the students' project completion. In the whole process, students not only complete the project task, but also master English knowledge, and constantly improve their language use ability, so as to improve their comprehensive quality and humanistic literacy.

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