

Application of "Scene-Case-Role-Interaction" Teaching Method in College Practical English

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Abstract: On the basis of in-depth study of curriculum content, project teaching theory and vocational education design cases, this paper explores the effective application of project teaching method in college practical English teaching. This paper expounds what the teaching method of "scene-case-role-interaction" is, points out its differences from traditional teaching and its advantages in practical English teaching, discusses its design principles and application strategies, and points out that it is a teaching mode based on communicative language teaching theory, student-oriented, emphasizing the interaction between teachers and students, especially suitable for practical English teaching in universities.

1. Introduction

Modern society is becoming more and more open and international exchanges are increasing. English has really become a tool. This puts higher demands on college students' English ability. Many college graduates will have the opportunity to use English in their jobs. With the passage of time and the development of modern science and technology, more and more experts and teachers devote themselves to the study of English teaching methods. "Task-based teaching method" came into being under the new situation [1]. College English teachers constantly consider how to use "task-based teaching method" to train college students into applied talents necessary and urgently needed in contemporary economy and society, and provide powerful help to ensure the rapid development of modern enterprises and especially local regional economy [2].

The teaching method of "scene-case-role-interaction" emphasizes that students should make a subjective study, retrieval, study, analysis, document processing and speech expression in a team way, through cooperation, according to a certain plan and certain steps, and finally reach a conclusion on a certain topic. With the development of computer technology and Internet, especially in recent years, "World University City" has been vigorously promoted in various universities and colleges, and the application prospect of this teaching method in vocational education is becoming wider and wider. The author applies the teaching method of "scene-case-role-interaction" to the teaching practice of practical English in universities, and finds that this teaching method has significantly improved students' professional skills such as teamwork awareness, belief, retrieval ability, information analysis ability, communication ability and speech ability.

2. Principles of instructional design

In the process of instructional design, we should adhere to the following five principles, namely, project-oriented, teacher-oriented, student-oriented, authenticity and moderate difficulty.

To realize the principle of project in the design of teaching content means to change the traditional teaching method into a practical teaching method combined with work tasks. Teachers' guidance refers to highlighting the identity of teachers as designers, organizers and guides in project teaching, and they encourage students to express their opinions to stimulate their enthusiasm for learning [3-4]. Students' subjectivity means that in project teaching, students should master the initiative of learning and establish an equal, democratic and harmonious relationship between

teachers and students, thus "stimulating students' subjective emotion" [5], thus avoiding passive acceptance in traditional teaching. The principle of authenticity emphasizes that the teaching content is close to the real scene of the enterprise, so that the teaching content is not divorced from reality, and students can apply what they have learned. Moderate difficulty of teaching content can not only stimulate students' learning initiative, but also avoid frustration caused by too difficult tasks, thus ensuring the smooth completion of the project.

3. Teaching method of "scene-case-role-interaction"

Most of the traditional teaching modes are teacher-centered, teachers teach, students are taught, teachers talk and students listen, ignoring students' personality differences. Students do not take the initiative to learn, sum up their learning methods, but passively learn, so their learning potential, interest and thirst for knowledge are not stimulated, which greatly reduces the learning efficiency and teaching effect.

The teaching method of "scene-case-role-interaction" takes "student as the center" to organize all links of teaching. Under the premise of giving full play to the leading role of teachers, students can fully participate in the whole process of teaching activities and truly become the main body of teaching activities, thus realizing the multi-interaction between teachers and students, students and students, students and language materials, etc. Students are the main body of learning and active constructors of knowledge [6]. Therefore, students actively participate in classroom learning from psychology, thinking and emotion, which stimulates students' interest in learning and thirst for knowledge.

The teaching method of "scene-case-role-interaction" emphasizes cooperative learning, strengthens interactive communication, and jointly achieves the construction of new knowledge. In cooperative learning, students discuss and communicate together under the organization and guidance of teachers, negotiate together, discuss and debate through thinking, discussing, defending, forming their own views and understanding, and then communicate with each other and absorb through such learning environment and atmosphere. Most importantly, students effectively arouse their passion for learning English.

4. The application of "scene-case-role-interaction" teaching method in college practical English teaching

4.1. English scene teaching

Scene teaching method can make students live in the scene, show them vivid and concrete images, achieve abstract rational thinking from image perception, and make learning activities become students' conscious activities. In English teaching, the scenes introduced or created are mainly carried out by teachers with teaching content as the center and according to students' development level. The purpose is not only to stimulate students' interest in learning English and arouse their enthusiasm for learning, but also to enable students to learn in a relaxed, excited and cheerful atmosphere, understand knowledge, master knowledge and form language skills. In teaching, the following methods can be used for scene teaching.

(1) Using electronic whiteboard to create teaching scenes

If teachers want to guide students to carry out fast-paced and high-density training within 45 minutes, besides using textbooks reasonably and effectively, they should also actively use other curriculum resources, such as tape recorders, projectors, electronic whiteboards and so on. In this way, we can create a scene for students to hear their voices, see others and approach their surroundings. Recording can provide a real communicative language scene and create a pleasant and harmonious learning atmosphere. When using the electronic whiteboard, students listen to the recording while watching the picture. The vivid picture, beautiful pronunciation and real context can easily infect students, stimulate students' interest in learning and deepen their understanding of the teaching content.

(2) Create a game scene

Interest plays an important role in learning attitude and motivation. Students' English conversation and performance ability can be cultivated through game activities, and students' learning enthusiasm and initiative can be fully mobilized. Junior high school students are curious. If we can design the teaching activities into games according to the teaching contents to adjust the classroom atmosphere, it will certainly stimulate students' interest in learning, inspire students' thinking and enliven the English classroom atmosphere, so that they can listen carefully and think actively.

(3) Creating communicative scenes with language description

In addition to the visual method, the creation of scenes can also be evaluated and described. In fact, a large number of scenes need to be expressed by language description [7]. Teachers should organize classroom teaching in simple English according to students' reality, and try to speak less Chinese in class. Usually, students listen, speak, read and write in Chinese. English class is the only chance to get in touch with English. Teachers should actively guide students to speak English, retell the text in English, adapt the text in dialogue, and describe the dialogue teaching in language, so that the teaching content can be simplified and diversified, and students can see, hear, speak and hand

4.2. Organization of case teaching

(1) Preparation before class

Teachers should make clear the teaching goal, that is, the ability level that students should achieve through this case study. Compile case teaching plan; Understand the background and knowledge areas involved in the case; Collect common English expressions and vocabulary in this field of knowledge; Consider how to present the text content in the form of cases; Prepare topics and evaluation criteria for students to discuss.

(2) Classroom discussion

Case teaching is an open teaching method in which students are the main body of teaching, students learn independently, cooperatively, through research and explorative learning, and the organization of classroom discussion is the key. The process of class discussion is a process of group thinking collision, and the initiative and urgency of students' language use can be brought into full play. Students unconsciously seek the best expression way while expounding their views, and the vocabulary in the memory bank is greatly mobilized.

Classroom discussions are often carried out in the form of group discussions, and students can combine freely. In this case, students with similar views are usually organized together to form a strong force to support their own views, and the unity and cooperation among group members will be further strengthened. It is beneficial to the cultivation of students' comprehensive ability and language application ability.

(3) Summarize after class, consolidate and improve

Teachers summarize and summarize a series of questions and ideas raised by students in classroom discussions, so as to raise students' awareness of target cases to a higher level. At the same time, it is also helpful to the formation of students' world outlook, so that students know how to behave, do things and learn. Make them pay more attention to the society and others, and have more responsibility to the society, instead of being a self-centered egoist.

As far as language itself is concerned, different expressions in the same register, such as words, phrases and sentence structures, can be summed up after class. In this way, students will have rich language expressions when they come across a topic in a certain field. It makes it easier for students to find their deficiencies in language expression, such as spelling mistakes, tense voice problems, sentence structure problems and so on.

4.3. English role-playing teaching

(1) Operation process of role-playing

English role-playing teaching needs careful design and preparation on the basis of proper material selection. To a certain extent, the success of role-playing teaching depends on whether the

materials are selected properly and whether the preparation is sufficient. Teachers need to make plans in advance and implement them as follows:

1) Material selection and adaptation

The theme or material selection of role-playing activities is directly related to whether the ideal teaching effect can be achieved. Therefore, the material should be realistic, informative, interesting and operable. The background and plot of the story should not be too complicated, but should be operable and interesting, but should have certain knowledge and be able to integrate the language knowledge to be learned and mastered. The more imaginative the material is, the more excited and exciting the participants will be.

2) Role assignment and requirements

After determining the theme and selecting the materials, the role-playing teaching should be divided into groups according to the "story". Although role-playing is a language practice in which all students participate, it is not decided casually who will assume the role of characters at first. Therefore, what kind of students to choose, how many students to choose and what roles to arrange for them need teachers and students to seriously consider. The assignment of roles should be based on students' willingness, and can be assigned according to students' preferences and personality.

When teachers assign tasks, the difficulty should be gradually increased, step by step, so that students with poor foundation can not feel that the tasks are too difficult and fear, and students with good foundation can not lose interest because of simple tasks. The protagonist who can play with strong language ability and good expression provides as many opportunities as possible for him to speak and play. Introverted, can play the role of explanation or less performance. Teachers should remind students to integrate themselves into their roles, forget themselves, and use the thoughts of the characters in the play to consider problems and put them into action.

3) Role exercise

It is the starting point of role-playing teaching and the important guarantee for the success of the whole role-playing process that students understand the role requirements, understand the plot and have a strong interest. When necessary, teachers can briefly introduce some skills and basic terms of role-playing, and can use blackboards and projectors to display some key words or main expression sentence patterns for students' reference.

4) Stage set

Whether the role-playing teaching needs to be arranged in advance depends on the purpose of role-playing teaching and the complexity of the story. If the requirements for role-playing are too high, it will inevitably take teachers and students a lot of time. However, there is a scene suitable for students to perform, and creating an atmosphere suitable for role-playing is an important condition for role-playing.

5) Perform

Performance is the core part of the role-playing teaching process, which must be conducted in a friendly and creative atmosphere before it can be accepted by the whole class. Performances are performed in the class in groups according to the pre-set plan and drill process. Teachers choose several groups to perform in class according to the preparation of students' groups. All students are required to carefully observe and keep records of other group performances, so as to prepare for the next stage of discussion and evaluation.

(2) Evaluation of English role-playing teaching

Evaluation after English role-playing is the key, which not only affects students' enthusiasm for role-playing activities in the future, but also affects the actual effect of role-playing teaching. Evaluation is also an important aspect to improve and enhance the effect of role-playing teaching. To make a good evaluation, we must find out "who evaluates?" , that is, what is the subject of evaluation? "Evaluate who?" , that is, what is the object of evaluation? "Evaluate what?" , that is, what is the content of the evaluation? "How to evaluate?" , that is, what are the evaluation methods and standards?

4.4. Implementation method of interactive teaching method

The key of interactive language teaching method is to pay attention to the two-way, interactive, communicative and emotional language learning process, emphasizing both process and result. It can completely break the dull situation of traditional classroom. Give full play to students' enthusiasm, so that students can learn and use language through positive thinking and behavior activities. Interactive teaching method can be implemented in the following aspects:

(1) Interaction between students and learning content

Teachers guide and help students interact with teaching content by designing, developing and sending courseware. To explain it with constructivist cognitive psychology theory is to interact with the teaching content. Learners construct their own knowledge system, thus realizing the change of their own cognitive structure. Therefore, students can choose the required learning content according to their own learning foundation, learning ability and learning interest. Xiong actively participates in the teaching process in the way that he is interested in, expanding the space of learning activities, truly embodying the role of students' cognitive subjects and realizing individualized learning.

(2) Interaction between students and teachers

Teacher-student interaction is the most fundamental attribute of the teaching process. The interaction between students and teachers can strengthen teachers' teaching behavior, deepen teachers' participation in teaching activities and the depth and breadth of the teaching process, and adjust teaching contents and methods according to students' needs at any time. Make teaching activities achieve the best results. Teachers can use the network teaching system to enhance interaction.

(3) Student-student interaction

It is the most effective way for teachers to create opportunities for students to communicate and cooperate more. You can also use the electronic bulletin board. Announce and ask questions related to the course, strengthen the interaction between students and achieve the effect of cooperative learning. Multiple learners observe, compare, analyze and synthesize the same problem from different viewpoints.

5. Conclusions

The application of "scene-case-role-interaction" teaching method in college practical English teaching can arouse students' autonomy, train students' oral expression ability, cultivate students' team spirit and improve students' professional skills to a great extent. However, the teaching method of "scene-case-role-interaction" also has its shortcomings, so we should pay attention to the advantages and avoid the disadvantages in the teaching process.

Acknowledgements

A comprehensive approach "on-scene_case analysis_role-play_interaction" being applied in practical college English teaching

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