

The Application of PBL Teaching Method in the Teaching of Spanish Grammar

Sun Xiaotong

Shandong Youth University of Political Science, Jinan, Shandong, China

Keywords: PBL teaching method, Spanish grammar, Course teaching, Application strategy.

Abstract: In order to effectively improve the teaching effect of Spanish majors in colleges and universities, and to cultivate more Spanish professionals who meet the needs of international exchange and development in the new era, colleges and universities urgently need to reform the teaching methods of the Spanish grammar course. Based on the previous researches on PBL teaching methods, this paper analyzes the characteristics and advantages of PBL teaching methods. Then pointed out the current status and problems of the teaching of Spanish grammar in domestic universities. Finally, starting from the pre-class study content, classroom discussion and inquiry problems, and solving practical problems in stages, the paper points out the specific application strategy of PBL teaching method in the teaching of Spanish grammar.

1. Research Background

1.1 Literature review

In recent years, domestic scholars' research on PBL teaching methods has gradually deepened, and has now formed a documentary foundation of a certain scale. Hou Zhenjiang and Hou Jianzhang discovered through research that PBL teaching method is gradually becoming the direction of China's medical education reform and development. However, in the implementation of the PBL teaching model, it will be influenced by the teaching process and the particularity of the education system, teaching resources, teacher strength and student quality (Hou and Hou, 2011). Wang Yubin explored and applied the PBL teaching method in clinical teaching, and found that the teaching mode and the role of teachers have undergone a great transformation (Wang, 2012). Xu Xiaojing analyzed the advantages of the experimental teaching platform in hardware and software, and designed the application mode of PBL under the experimental teaching platform with the comprehensive training course as the carrier. The study found that under the experimental teaching platform, students' comprehensive application ability, practice and innovation ability, and teaching effects have been greatly improved (Xu, 2014). Cao Changchun mainly analyzed the application of PBL teaching method in imaging teaching (Cao, 2011). Wu Anyi and Liang Shun et al. took the neurology department of clinical medicine in this school as an example to study the specific application effect of PBL teaching method. The study found that the PBL teaching method has better teaching effect and can improve the quality of the teaching and the comprehensive ability of students (Wu and Liang et al, 2016). Based on the analysis of the relevant theories of PBL teaching methods, Liu Zhenxiong and Dou Weijia pointed out the application advantages of PBL teaching methods in medical education (Liu and Dou et al, 2016).

1.2 Purposes of research

After years of development and in-depth application, at this stage, the PBL teaching method has been combined with the teaching of colleges and universities to form a certain characteristic teaching status, and effectively solve the ills of traditional colleges and universities and improve the teaching effect. However, at present, the application and research of PBL teaching method in academic circles can be found that PBL teaching methods are mostly used in medical fields, including operating room teaching, thoracic surgery teaching, internal medicine theory teaching, nursing belt teaching, neurosurgery teaching, etc. . For example, Liu Xiaolin and others selected 60 undergraduate students in the Department of Neurology, the First Affiliated Hospital of Bengbu

Medical College in 2015 to discuss the application value of PBL teaching methods in clinical practice teaching of neurology (Liu et al, 2017). At present, only scholars such as Zhang Yuyuan and Jing Luyang have studied the application of PBL teaching methods in the application of language education in universities. The number of researches is insufficient and the depth is shallow (Zhang, 2015). To this end, based on the previous studies, this paper further analyzes the specific application advantages and strategies of PBL teaching method in the teaching of Spanish grammar, in order to supplement the research foundation of related fields.

2. PBL teaching method and advantage analysis

In recent years, the teaching model based on problem learning has received extensive attention internationally, which is the so-called PBL teaching method. Specifically, the PBL teaching method refers to the basis of the problem, in the form of group discussion and self-study after class, allowing students to learn in complex and practical case situations, and solve problems through independent cooperation. In this process, the teacher's teaching purpose is no longer simply to let students learn knowledge, but more importantly, to let students master the method of efficient learning. In general, due to the more time-consuming classes for each problem situation, most schools have set up PBL courses to form a PBL teacher team, hoping to use more time and a good team for PBL teaching.

PBL teaching method, a student-centered self-directed learning, is conducive to freeing education from pure reason, promoting students' open inquiry, and cultivating students' independent learning and lifelong learning consciousness. This teaching method allows students to get more exercise in brainstorming, know how to learn, why to learn, and improve students' independent learning ability and problem solving ability. At the same time, the teamwork spirit between students will be improved when students solve their learning problems through independent cooperation. In order to solve problems more efficiently, the logical thinking ability, language expression ability and critical thinking ability among team members will be further improved. This teaching method of teaching students in accordance with their aptitude and paying attention to comprehensive quality improvement can be called the best way to achieve elite education.

3. The Status Quo and Problems in the Teaching of Spanish Grammar

Spanish is one of the five working languages commonly used by the United Nations and the second largest language in the world. At present, Spanish is used as a mother tongue, accounting for 6.2% of the global population, with a total of more than 470 million. In recent years, with the gradual improvement of China's international status, China and Spain and other Spanish-speaking countries have become more interactive in political, economic, cultural and social life. In this context, the demand for Spanish-speaking talents has increased year by year, prompting Chinese colleges and universities to enter a new stage of rapid development. However, while colleges and universities vigorously cultivate Spanish talents and constantly optimize the Spanish education model, there are still serious defects in the teaching of Spanish grammar in Chinese universities, which are embodied in the following aspects.

First, the curriculum of Spanish Grammar lacks overall planning. At present, most of the "Spanish Grammar" courses in colleges and universities are too focused on theory and practice, and there is no clear division, classification and optimization of scattered theoretical grammar knowledge. This has caused most students to be unable to fully grasp the grammatical system of Spanish. Moreover, the school is still using traditional Spanish grammar learning objectives and traditional teaching ideas, not focusing on matching with changing social needs. This makes the Spanish Grammar course a serious disconnection compared to the development of other small language subjects such as English.

Second, the teaching methods of the Spanish Grammar course are backward, and students' enthusiasm for learning is not high. At present, the specific teaching of the Spanish Grammar course is still based on mechanical teaching. Grammar teaching pays too much attention to language forms.

Grammar learning and processing lacks specific contexts and does not combine well with the meaning of language itself. Therefore, it is difficult for students to really invest in the boring Spanish grammar teaching process, not only the classroom atmosphere is not good, but the teaching effect is not satisfactory. Moreover, this basic teaching method of staying in the grammar knowledge and refining the language phenomenon makes the students only learn the Abstract grammar rules, but can not apply the grammar knowledge to the actual communicative activities, which is not conducive to the existing language self-learning ability. The upper-level students have improved language skills.

Third, the Spanish grammar course has limited teacher skills. Because there is only one textbook for the Spanish Grammar course, there is a lack of rich problem materials and courseware. Subject to the limitations of the textbooks, the teaching methods of the Spanish grammar course are also relatively simple, the teaching activities are less, and the teaching links are incomplete, which can not achieve the unification of the grammar teaching form and meaning. Moreover, most Spanish teachers do not fully understand the concept of grammar, and professors of grammar rely on their own learning experiences or experiences. It helps students master grammar points mainly through the modification of grammatical errors and the order of grammar deepening. However, such a method is time-consuming, inefficient, and has a high repetition rate. It is difficult to deepen students' understanding of grammatical content, and the teaching effect is poor.

4. The Application Strategy of PBL Teaching Method in the Teaching of Spanish Grammar

Spanish Grammar is a basic course that Spanish majors must learn. In general, only by learning pure theoretical knowledge will it be better to serve the practice better. Language learning should be used as the main content when studying Spanish Grammar. Only by developing good study habits in the basic stage can students learn to learn independently and provide preconditions for the subsequent specific language application exercise, thus further deepening the cultural knowledge of students in Spanish. The study of Spanish Grammar can only cultivate more students who like to actively explore problems and solve problems through passive learning, which is also in line with the purpose of PBL teaching methods. Based on this, this paper proposes the specific application strategy of PBL teaching method in the teaching of Spanish Grammar from the following aspects.

First, preview the learning content before class. In order to solidify the basic content of Spanish Grammar, teachers should leave some preparatory homework before class to familiarize students with the grammar they have learned. In the process, the teacher class organizes students to prepare in groups. For example, around a section of the Spanish Grammar textbook, students are asked to discuss in groups and to list the problems encountered during the preview process. Spanish grammar teachers can sort out the key points and difficulties of the course according to the feedback of the students, and display them in the "e-course platform" in the simplest and most intuitive way, as an auxiliary material for students' learning.

Second, class discussion and inquiry. Case writing is the focus of the PBL approach, which determines the amount of knowledge, progress, and ability of students to gain. In general, the Spanish grammar problem is based on contextual differences. Therefore, for the questions listed by the students, the Spanish teacher should write a case and give specific guidance. Specifically, the case written by the teacher should be closely related to the syllabus of Spanish Grammar and set up cases with strong situationality; the case setting should be hierarchical, continuous and linkative, which can lead students to think deeply; Students are subjective and active, brainstorming, and gradually expand the breadth of students' thinking. In order to improve the teaching effect of Spanish teachers, it is necessary to conduct pre-training for teachers, and ask teachers to develop pre-class preparation cases, classroom control and discussion rhythm, after-school summarization and feedback habits. In the PBL classroom teaching of Spanish Grammar, teachers should play the role of observers or counselors in a timely manner. When appropriate, they should be integrated into the students, actively participate in problem discussions, and provide students with correct guidance and guidance. Students are able to express their opinions or opinions according to the problem design. In this process, the teacher applies the heart to observe the performance of each student's

class and grasps the progress of the students' learning, so as to provide a basis for subsequent proper assignment.

Third, solve practical problems in stages. The PBL teaching process generally consists of three tutorials, that is, the PBL will solve specific problems in stages. Therefore, for more complicated grammar problems, Spanish teachers should be resolved in stages. For example, in the first tutorial, the teacher issued some Spanish grammar learning materials, allowing students to query, point out key issues, and conduct preliminary discussions during the reading process. In the process, students can ask questions and conduct self-study and inquiry of questions after class. In the second tutorial, the teacher invited the students to explain the problems left over from the previous class and give suggestions for personal or group resolution. On this basis, the teacher will issue more grammar information and materials, and let the students enter the second stage of group discussion and exchange. Students can use the network resources to collect and analyze information through group cooperation and explore problems on their own. In the third instruction class, the teacher invited students to share the grammar knowledge acquired by self-study and solve the unresolved problems in the second instruction class, which was further discussed and resolved by the whole class. In class, students can demonstrate group problem solving strategies and conclusions through multimedia means, and answer questions from other groups to conduct group evaluations. At the end of the course, the teacher summarizes the entire grammar knowledge points, and feedbacks the students' learning process, evaluates the team's comprehensive performance, and guides students to sort out and consolidate the Spanish grammar knowledge.

Acknowledgements

2018 Teaching Reform Project in Shandong Youth University of Political Science: Research on Integration Mechanism of the the Innovation and Entrepreneurship Education in Colleges and Traning Mode of Applied Spanish Talents

References

- [1] Hou Z.J., Hou Jia.Z.. (2011). Influencing Factors and Countermeasures of PBL Teaching Mode Implementation. *Journal of Liaoning University of Traditional Chinese Medicine*, 13(10),26-28.
- [2] Wang Y.B.. (2012). Changes in the Role of Teachers in PBL Teaching Method. *China Science and Education Innovation Guide*, 19(8),162-162.
- [3] Xu X.J.. (2014). Analysis of the Application Mode of PBL Teaching Method Based on Experimental Teaching Platform. *Experimental Technology and Management*, 21(4),177-179.
- [4] Cao C.C.. (2011). Application of PBL Teaching Method in Imaging Teaching. *Health Vocational Education*, 16(1), 41-41.
- [5] Wu W., Liang S., Zhang R.B., et al. (2016). PBL Teaching Method Applied to the Practice of Neurology Internship Teaching. *Zhejiang Medical Education*, 15(1),12-14.
- [6] Liu Z.X., Dou W.J., Zhao S.G., et al. (2016). Analysis of the Application of PBL Teaching Method in Current Medical Education. *Zhejiang Clinical Medicine*, 18(5), 972-973.
- [7] Liu X.L., Chen Y.H., Xie J., et al. (2017). Application of PBL Teaching Method in Clinical Practice Teaching of Neurology. *Chinese General Practice*, 15(10), 1776-1778.
- [8] Zhang Y.Y.. (2015). The Application of PBL in the Teaching Design of “Advanced Spanish”. *Curriculum Education Research: Study of Learning Methodology*, 2(17),111-114.