

Application of PBL Teaching Mode in College English Teaching under the New Environment

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Abstract: Different from traditional teaching methods, PBL takes real problems as the basis, and students, as the main body of learning, allow to choose projects according to their interests and hobbies. In this teaching mode, students solve practical problems in the form of group cooperation, master the knowledge and skills through project production and display, and then reflect on their own performance in the evaluation of peers and teachers, thus students can form the formation of new knowledge and benefit throughout the learning process. This paper analyzes the application of PBL teaching mode in college English teaching.

1. Introduction

Under the background of the information age, English classroom teaching should aim at stimulating students' interest in learning. The current college English teaching mode is relatively simple, and students are in passive learning, resulting in high scores but low abilities. This single teaching mode will hinder students' ability to judge and innovate. Today's college English teaching can't be limited to basic knowledge such as words and grammar, and it is necessary to cultivate students' comprehensive application ability of the English language. The PBL teaching mode is based primarily on students, focusing on students' self-exploration ability. Teachers guide students to carry out independent learning, and discuss the topics in a group collaboration, so that students can actively collect information, explore and solve problems. This new teaching idea has changed the traditional teaching method and is the focus of the current educational reform.

2. Implementation process of PBL teaching mode

The focus of PBL teaching mode is to take students as the center to solve practical problems. This teaching mode is mainly in the form of group cooperation, and pay more attention to the students' gains in the whole learning process. The PBL teaching mode emphasizes that students learn by doing, acquire knowledge and skills through activities, and discover knowledge through the guidance of teachers. It requires students to solve the questions raised after selecting the project. The specific implementation process is introduced as follows:

2.1. Project introduction

Before implementing the project, teachers should introduce the course requirements of college English teaching to students, so that students can clearly understand the English learning goals which they need to achieve, and deeply realize the gap between their knowledge and the course requirements. Then the teacher introduces the project schedule to the students, so that the students can have a clear concept of time for the project.

2.2. Design project

“The College English Course Requirements” provides a detailed explanation of the students' basic English proficiency. When designing a project, students can start with “speaking, reading, writing, and translating” and design projects based on their own interests. Throughout the design process, teachers should evaluate the projects designed by students as instructors, and take those factors into account whether there are great differences in students' skills and whether the projects

have research value.

2.3. Select project

Students can choose projects according to their own preferences. Students with the same project form a group and make learning plans in groups. Teachers can give proper guidance and give some advice during this process. After the student's plan is completed, teachers give an evaluation and make appropriate adjustments to the plan so that the set goals can be better achieved.

2.4. Project Exploration

Project exploration is a major part of the entire learning process. Students cooperate with team members in the process of exploration and acquire knowledge during discussions. Teachers can provide students with required tools and methods in the whole process of project exploration, supervise students' project progress, and give appropriate guidance. The study groups should make assumptions about the questions, then collect data according to the learning objectives, and use appropriate methods to verify the data collected, so as to solve the problems.

2.5. Production of works

Making works is the most important method in PBL teaching. In the process of making works, teachers can provide corresponding tools and methods according to students' needs, and cooperate in groups to complete the works. There are many ways to show the production of works, such as video recording, performance or speech. In the whole process, students acquire knowledge, master skills, improve their operational ability and promote the spirit of teamwork.

2.6. Achievement exhibition

After works are completed, teachers should arrange each group to communicate and display their project results, so as to gain experience in the process of mutual communication. The form of communication can be an exchange meeting, a report meeting, and so on.

2.7. Project evaluation

When the communication meeting ends, the learning results should be evaluated, and the entire learning process can be evaluated between teachers and students. At the same time, students and teachers can also evaluate the team cooperation and members' performance. Students can reflect on the evaluation results and make continuous progress from the reflection to improve their professional skills.

3. The application value of PBL teaching mode in college English teaching

Applying PBL in college English teaching can improve students' ability to autonomous learning. Students work together to solve problems encountered in learning, and explore the root causes of problems through continuous communication. Students as the main body of the teaching mode integrate with the entire projects which greatly exert the autonomy and innovation, and effectively improve the learning efficiency. PBL teaching mode is conducive to improving students' language skills. The ability of students to comprehensively apply English is the main goal of college English teaching at present. In traditional teaching classrooms, students are passively receiving knowledge. In the process of project exploration, the continuous use of language, so that students can penetrate into the language situation, so as to improve the ability of language application. The role of teachers has changed dramatically. In the traditional teaching mode, teachers are the main body, the teaching of knowledge, the main task is to impart knowledge, so students are more passive. In the PBL teaching mode, teachers' position have changed a lot, students become the main body of the teaching process, teachers become the instructors and evaluators of knowledge and provide necessary assistance to students. It is also a huge challenge for teachers.

4. Practice strategy of PBL teaching mode in college English teaching

4.1. Research object

Taking Jinzhong College as the research object, the students of two college English classes were selected, and two classes were divided into an experimental class and a control class, and there was no significant difference in language level. The English courses in two classes are the same, and same as the learning environment, the teaching hours, and the teaching teachers. The students in the experimental class applied PBL teaching mode, and the students in the control class were taught according to the traditional teaching mode.

4.2. Research steps

The experimental steps of PBL teaching mode are introduced above. The teaching process design according to the actual situation of freshman students in Jinzhong College. The entire learning phase is divided into three parts, as shown in table 1.

Table 1 Experimental class PBL learning stage

stage	Learning content
Before class	Introduce the PBL teaching model, determine the problem and evaluation criteria; Discussion of feasibility options among students; Teachers advise students on plans made by students; Students modify their plans according to teachers' opinions.
In class	Students collect information about projects; Teachers guide students about projects; Students complete the design.
After class	Students exhibit their achievements; Evaluation of works between teachers and students; Students reflect on the results.

Before starting the teaching of English course, teachers will introduce PBL teaching mode and curriculum evaluation standard to students, so that students have a general understanding of the basic steps of the model. Teachers can set up a course-related topic for students before the course begins. Under the guidance of the teacher, the students are grouped according to the topic, and the information is collected and organized according to the topic to determine the basic outline of the topic. Once the groups are complete, determine the topic of the discussion:

- (1) Do you think the poor are more unfortunate than the rich?
- (2) Can money buy love?
- (3) Do you think rich people are happy?

After the theme is determined, students will discuss in groups and divide the work among them, such as collecting materials, sorting out information and making courseware. In the whole process, teachers play a guiding role in providing students with language and learning methods to ensure the project completed smoothly. All groups report their results within a limited time. In order to exercise students' language application ability and writing ability, all the groups shall report in English in the process of achievement presentation. After the report, the group shall introduce the questions between the teacher and other groups, then evaluate each other's work. After the completion of the whole research process, teachers should analyze the learning situation of the experimental class and the control class.

4.3. Analysis and discussion of results

After a semester PBL teaching, the experimental class conducted a questionnaire survey on the students' learning situation. More than 90% of the students expressed satisfaction with the PBL teaching mode and were able to adapt to this new teaching mode in a short time. In the PBL mode, the students' abilities are evaluated, as shown in table 2.

Table 2: Ability development evaluation of students in PBL mode (%)

Degree of ability improvement	Courseware making	Learning interest	Data search	data collection	Active Learning	Critical Thinking	Communication skills	Writing skills	Reporting ability
Great	40	40	51	41	30	35	40	20	30
Ordinary	35	38	29	44	40	25	25	40	41
Poor	25	32	20	15	30	40	35	40	29

Questionnaire results show that students are more interested in data collection and cooperation. Students can improve their thinking skills, and they can find more knowledge when making and searching data. Some students said that the form of English report is more novel, which can improve their language expression ability and better show themselves. It shows that PBL teaching mode has obvious advantages in English teaching, and it is more obvious to improve students' ability.

4.4. PBL Teaching Suggestions

In order to make PBL teaching mode get better application in college English teaching, teachers should change their roles, guide and help students in a timely manner, let students become the main body of the classroom, grasp the rhythm of the classroom, give students full thinking space, let students study and explore the problem autonomously, and give appropriate guidance and help. Let the students have an in-depth analysis of a certain problem, and analyze the advantages and disadvantages of the problem. Under the guidance of the teacher, let the students have a clear direction of inquiry, so as to improve their interest in English learning. It is important to change roles, but more important to set questions properly. The most important part of the PBL teaching mode is the setting of the problem. The teacher must grasp the difficulty level of the problem. It should not be too simple or too difficult. It is mainly based on the curiosity of the students. Do not excessively attack the students' confidence in learning English.

5. Conclusion

Under the background of rapid social development, the requirements for talents in various fields are getting higher and higher. As China is becoming more international, the enterprises have higher requirements for English ability. College English teaching in the new era should focus on students' language application ability and constantly explore new teaching methods. Abandoning the drawbacks in the existing teaching methods, respecting the students' subjective status, and inspiring students' thinking ability in the way of PBL teaching mode. Pay attention to the students' learning situation, cultivate more excellent application-oriented talents for the society.

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