

Pbl and Its Application in the Listening and Speaking Teaching of College English in Arts Colleges and Universities

--Thoughts on Improving the Quality of College English Teaching to Cultivate Students' Autonomous Learning Ability

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Abstract: The project-based learning model (PBL) is a problem-oriented teaching model created in the middle of the 20th century. This model is a new teaching model that takes students as the main body and center, and is driven by project tasks. It is a new teaching model that teachers and students work together to complete teaching and learning. The implementation of this teaching model will help improve the learning efficiency of art students, improve their communication skills, cultivate students' independent learning ability and research and innovation ability. It can also solve the current problems of college English teaching in arts colleges and universities. Based on this, this paper analyzes the current problems in college English teaching in arts colleges and universities, and proposes countermeasures and suggestions of the implementation of the PBL teaching model in college English teaching of arts colleges and universities, which can improve the quality of college English teaching, enhance students' autonomous learning ability, and cultivate high-quality applied talents needed by society.

1. Introduction

1.1 The Connotation of Pbl

In September 1918, the famous educator Wilziam Heard Kilpatrick published the article *Project (Design) Teaching Method: Application of Purposeful Activities in the Teaching Process*, and proposed the Project-based Learning (PBL) for the first time [1]. From the 1920s to the 1930s, PBL proposed by Kilpatrick was widely used in elementary schools and the lower grades of middle schools in the United States. PBL is a problem-oriented, student-centered education method based on the real world. It is a teaching method for teachers and students to complete teaching and learning activities of a project. From a practical point of view, the process of PBL is also a process in which students complete a complete learning project under the guidance of teachers to solve problems and acquire knowledge. PBL transforms boring systematic knowledge into multiple teaching projects. It is carried out in the form of projects in the classroom teaching. It allows students to participate in the whole process as the main body, and focuses on allowing students to fully experience the process of knowledge acquisition and the process of obtaining project research results. PBL aims to integrate students into the process of completing meaningful project tasks. It is driven by the project to enable students to actively learn, discuss and communicate, independently construct knowledge, and enhance their ability to learn independently [2].

1.2 The Basic Elements and Process of Pbl

PBL is a new teaching method and a new concept that reforms traditional teaching. This teaching method emphasizes student-centered, group cooperative learning, and requires students to explore practical problems in real life. The basic elements of this pedagogy include selecting projects, formulating plans, research activities, production of works, exchange of results, and activity evaluation [3]. The basic process of PBL is shown in Figure 1. There are mainly 6 steps.

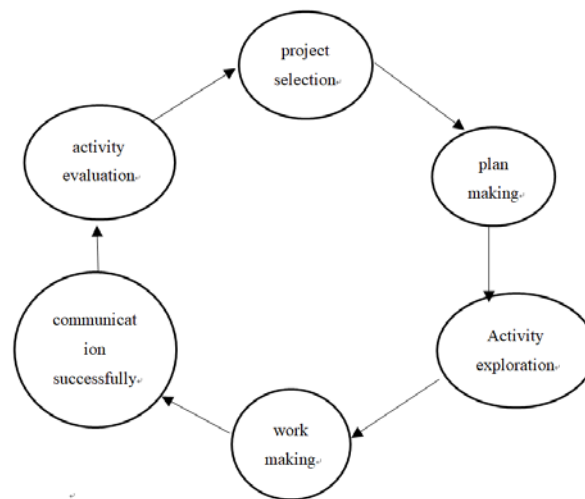


Fig.1 The Basic Process of Pbl

First, project selection. In PBL, teachers and students are given new roles. In this teaching model or teaching method, the teacher is a guide rather than a leader. Students are the center and subject of learning. They are no longer the passive receivers of knowledge, but the active participants in the entire learning process. The main role of the teacher is to guide student to explore knowledge, accumulate knowledge and apply knowledge. Therefore, the choice of study or research project should be chosen by students according to their own interests. Teachers can only play the role of instructors or guiders in this process. Teachers' instruction or guidance is mainly reflected in the following aspects: First, check whether the project selected by students is related to their daily life. Secondly, consider whether students have the ability to carry out the study of the project, and also check whether the project integrates other related disciplines. Thirdly, check whether the selected project is meaningful and whether it is worthwhile for students to spend at least a week to explore. Fourthly, check whether the school has the ability to carry out the test for the project selected by students. In short, the role of teachers can only be instructors or guides, and the selection of the project must be completed by students.

Second, plan making. It is to make an overall plan for the time required for the learning content of the selected project, that is, a detailed time flow arrangement.

Third, activity exploration. Through the exploration, enable the main body of project learning and research (that is, students) to acquire knowledge, skills and skills in the entire inquiry activity.

Fourth, work making. This is an important feature that distinguishes PBL from general teaching activities. In short, students use the knowledge and skills acquired in their studies to complete the production of their team's work. The team demonstrates the knowledge and skills they have acquired in project learning through the production of works and the summary of learning results.

Fifth, results communication. This is a study group that communicates with each other and with each student by presenting their research results to the whole class.

Sixth, activity evaluation. Activity evaluation is an important difference between PBL and traditional teaching mode. In the PBL teaching model or teaching method, evaluation is carried out jointly by experts, scholars, teachers, peers and learners themselves. It not only requires the evaluation of the results, but also emphasizes the evaluation of the learning process, which truly realizes the organic combination of quantitative evaluation and qualitative evaluation, process evaluation and summative evaluation, evaluation of individuals and evaluation of groups, self-evaluation and evaluation of others.

1.3 Basic Characteristics of Pbl

PBL is a new type of teaching models. Compared with other teaching methods, it has the following characteristics:

First, it pays attention to communication and discussion. In the PBL process, to produce one or a

series of final works, students must communicate and discuss the work making, draw conclusions or further discover new problems in the communication and discussion.

Second, it emphasizes the comprehensive application of multi-disciplinary and multi-knowledge. The selected project may involve multi-disciplinary knowledge or even the application of some interdisciplinary. In the learning process, students need to comprehensively use a variety of subject knowledge to understand, analyze and solve problems.

Third, it advocates cooperation. Compared with other teaching modes or teaching methods, PBL places great emphasis on cooperation in learning activities. This kind of cooperation includes the mutual cooperation among teachers, students and all personnel involved in the activity, and a “learning community” is formed through this kind of cooperation. In the “learning community”, members have a close cooperation and mutual cooperation.

Fourth, it emphasizes the social and economic benefits of learning achievements or works. PBL requires students' learning achievements or works to produce certain social and economic benefits. For example, the final works formed in the learning process of students should be communicated and shared with teachers, parents and business groups, so as to generate certain social benefits. At the same time, the works made by students should also be provided to businesses for sale on the market to obtain certain economic benefits.

Fifth, it emphasizes the exploration of real problems. This is an important character of PBL. It requires students to explore practical problems and deepen their understanding of knowledge, so as to more accurately grasp the acquired subject knowledge and master certain practical skills.

Sixth, it requires a variety of information resources and cognitive tools. This is another important character of PBL. PBL requires students to use various cognitive tools and various information resources to explain their views and support them to complete corresponding tasks in the process of learning and research. It is good for students to learning to use various cognitive tools and use various information resources, which can both improve students' learning and research capabilities.

2. Problems Existing in College English Listening and Speaking Teaching in Arts Colleges and Universities

1. Language input: Teachers are the absolute protagonists. From a practical point of view, in most college English listening and speaking teaching in arts colleges and universities, teachers are the absolute protagonists of the teaching process, that is, teachers are still the center of teaching. What's more, they are still using teacher-led one-way instillation teaching method [4]. Teachers teach relevant vocabulary and grammar knowledge points the whole time, that is, during the entire teaching process, it is only a show of the teacher. Students are just passively listening, taking notes, and even doing exercises (for example, after students finish the exercises, instead of self-checking their own exercises, they are expecting teachers to announce answers, etc.). Thus, students lack independent thinking and learning initiative in the learning process, which makes it difficult for students to effectively improve their English listening and speaking ability. This is a major drawback of college English listening and speaking teaching in arts colleges and universities today.

2. Language output: Students' English application ability is poor. Arts colleges and universities mainly cultivate applied talents. Therefore, in teaching, they should focus on cultivating students' ability to apply knowledge, and cultivate applied talents who can use English proficiently at work. However, from a realistic perspective, the existing college English teaching models in many of Chinese arts colleges and universities are still unable to cultivate practical talents who can effectively communicate with others in English. In today's college English teaching in arts colleges and universities, teachers still only use vocabulary, reading, and grammar as standards to measure a student's English proficiency, and ignore the training of students' listening and speaking skills [5]. As a result, students despise listening training and the improvement of speaking ability. Many students have poor literacy, listening and speaking skills, and low language communication skills. Another example is that under the current teaching model, many students not only lack systematic practical training in listening and speaking, but also hardly read English textbooks in their spare time, so that the English knowledge they learned in class is quickly forgotten. Due to the

shortcomings of the existing teaching models, coupled with the fact that many students study only to cope with exams, many students cannot really improve their listening and speaking abilities.

3. Suggestions on Introducing Pbl into College English Teaching in Arts Colleges and Universities

3.1 Promote the Role Transformation of Teachers and Students

In the PBL model, students are emphasized as the main body of learning. In the college English teaching of traditional arts colleges and universities, teachers are the absolute main body in the classroom, which is not conducive to mobilizing students' enthusiasm for learning. The PBL teaching model is implemented in the college English listening and speaking courses of arts colleges and universities. The first task is to allow teachers and students to exchange roles, let students play the leading role, let students become the center of classroom activities, become the main body of the teaching process, and let students speak boldly and read aloud.

3.2 Guide Students to Think Positively and Develop the Habit of Autonomous Learning

According to the PBL teaching model, our teachers should inspire students to think positively by asking questions, and guide them to develop a good habit of independent learning [6]. Students' autonomous learning should not only be reflected in active thinking in the classroom, and active learning interaction with teachers and classmates, but also should include solving problems that they found based on the material and information collected in the libraries and Internet. The initiative of learning and problem-solving should be put into the hands of students, so that students become the real subjects of learning. The process of collecting materials in the library or on the Internet can not only expand the knowledge, but also may encounter new problems, generate new doubts, and trigger new thinking, which is conducive to the further deepening of learning. All these will make students develop the habit of independent thinking and independent learning. Once this habit is formed, it will benefit students for life.

3.3 Implement Intensive Oral and Listening Training for Students

It is undoubtedly very important to improve students' listening and speaking ability to train students into high-quality applied talents. It is also necessary to improve students' language output ability [7]. For this reason, it is vital to strengthen students' oral and listening training. However, in the traditional college English teaching modes, students spend most of their time listening to what teachers are saying and taking notes. There is not much teaching for students' oral and listening training. The result of insufficient oral teaching is poor oral expression ability or limited oral expression ability of students. It makes students be ashamed to speak in class. Teachers are not sure about their oral levels, so that they cannot correct the students' incorrect pronunciation. In addition, there are also problems in listening teaching. Under the existing teaching models, students mainly only listen to their teachers' speech in class, which makes students have adapted to the teachers' voice, intonation, and speaking speed. Once they have to listen to other people's English, many students say they cannot adapt. This greatly hinders the improvement of students' listening ability. Therefore, in order to improve the listening ability of students, we must strengthen the diversified listening training for students, and combine the listening training in class with the listening training after class. It is necessary to listen to teachers' speaking as well as the other listening materials. To this end, it is necessary to follow the PBL teaching model to strengthen the actual training of students' speaking and listening, so as to truly improve students' listening and speaking skills. The PBL teaching model has flexible characteristics and has a great degree of compatibility with English subjects. Combining the two will inevitably achieve the effect of "1+1>2", which will help improve students' actual listening and speaking skills.

3.4 Give Students the Autonomy of Learning, Improve Their Independent Learning Ability and Thinking Ability

A basic feature of PBL teaching mode is to give students the greatest learning autonomy.

Students can expand their learning range based on the content of classroom teaching, and choose their own learning method based on their own interests and hobbies. According to the PBL teaching model, what teachers have to do is to guide and guide students to become the main body of learning and thinking. For example, after teachers give questions and requests in class, students freely form study groups to learn, discuss, communicate and think about the questions and requirements put forward by the teacher, search for materials, discuss, and think collisions. These can help students learn independently, better grasp the knowledge they want to learn, and solve the problems they are facing. This teaching mode helps improve students' ability to learn independently, helps students learn to think, and also helps students develop a spirit of unity and cooperation. Practice has shown that the PBL teaching model has a significant effect on improving the English listening and speaking ability, autonomous learning ability and thinking ability of arts college students, and it helps to eliminate the drawbacks of the current college English listening and speaking teaching in arts colleges and universities. However, due to the limitations of current teaching resources and teacher levels, PBL has not been fully implemented in college English teaching in arts colleges and universities [8]. Therefore, college English teachers in arts colleges and universities should break the stereotypes. They should combine the actual situation of students, and vigorously implement the PBL teaching model in college English teaching. They should give students the autonomy of learning, let students truly become the center and subject of learning, and improve students' listening and speaking level effectively.

4. Conclusion

The reform of English listening and speaking teaching model is imperative. The introduction of PBL teaching model in English listening and speaking teaching can not only effectively make up for the shortcomings of traditional listening and speaking teaching, but also help students develop good independent learning habits. While improving students' English listening and speaking ability, it also improves teaching efficiency and teaching quality.

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