Development of Students' Language Learning Interest in Experience-based College English Teaching

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Abstract: *Experiential learning refers to the whole process of learning through personal experience. It focuses on student engagement, initiative, and sensitivity. Experiential teaching emphasizes the resonance of students' own perception and discovery, process pursuit, and spiritual shock. With the country's education reform, many schools and teachers have begun to explore various teaching modes and methods, and experiential teaching is one of them. Compared with foreign countries, there is more research on experiential teaching in my country, but it is still in its infancy. At present, domestic experiential teaching experience summary research is more, but action research is less. There is more theoretical research than practical research. There is more research based on local resources, but less practice in connection with foreign countries. Interest is the intrinsic motivation for students to learn. Combining the learning mode of experiential teaching with the cultivation of students' interest in learning will improve the teaching effect. However, the implementation of exam-oriented education in primary and secondary schools, the lack of correct learning strategies, and the lack of English listening and speaking environment, these factors lead to the low interest of college students in English Tlearning. To solve this problem, this study aims to explore how college English can enhance students' interest in learning through experiential teaching mode. By emphasizing process-oriented teaching, exercising students' listening and speaking abilities, and helping students find appropriate learning strategies, experiential teaching has greatly enhanced college students' interest in English learning. In addition, university teachers can implement this teaching strategy through classroom activities and school activities, ultimately realizing the value of experiential teaching. Through the practice and exploration of various teaching strategies and methods, this study concludes that experiential teaching can greatly enhance students' interest in language learning.*

Keywords: *experiential teaching, teaching mode, students' interest in English*

1. Introduction

China's education system began to reform and innovate, and more and more new teaching methods were constantly introduced. Experience-based learning is one of them. The experiential English proposes to give play to the function of students themselves and carry out the English teaching with the life experience and existing knowledge of students themselves, and to encourage students to participate in various activities and actively accomplish the English learning task. [1]

In 1984, David Kolb, a famous American educator and psychologist, developed the experiential learning theory proposed by Kurt Lewin and others and constructed the experiential learning theory. [2]Since the beginning of the 20th century, experiential teaching as a new teaching method has been studied and applied in teaching practice. Naturalist educator John Dewey advocated the cultivation of human wisdom rather than the inculcation of indirect experience. Humanistic educator Rogers that learning should be learned by doing, allowing students to directly experience various practical problems and effective methods to solve these problems. He believed that the purpose of education was to promote people's "self-realization".

Compared with foreign countries, there is more research on experiential teaching in my country, but is still in its infancy. The current domestic research status is that scholars do more research on experiential teaching experience summary, but less action research. There is more theoretical research than practical research based on theory. There is more research based on local resources, but less in connection with foreign countries. Although there is little theoretical research on experiential in foreign countries, there is a lot of practical research.

The purpose of this study was to develop students' language learning interest in experience-based

teaching by analyzing the basic mode and principle of experience-based teaching and then pointing out its challenges and problems. Activities such as rap activities, guessing activities, painting activities, and acting activities can make students truly experience the fun of Learning English.

This paper summarizes the characteristics, manifestations, and influencing factors of college student's interest in English learning, puts forward the construction of an interest target system, and discusses the effective ways to cultivate their interest in English learning, which enriches the theoretical research on English learning interest to some extent. In addition, this paper combines the theories of motivation theory, educational psychology, foreign language pedagogy, and curriculum and instruction theory. Under the guidance of the new English curriculum standards, it is committed to the research of cultivating junior high school students' interest in English learning and makes modest contributions to the further implementation of the concept and requirements of the new curriculum standards.

This research has not only theoretical significance but also practical significance. First of all, positively solving problems and cultivating students' interest in English learning are the keys to maintaining motivation, which has guiding significance for improving the quality of college English teaching and students' accomplishment. This study can help college English teachers to some extent solve the problem of college school students are not interested in the English teaching process, from the teaching goal, content, process, and evaluation of four aspects to provide the reference, interest in teaching, classroom English teaching practice, promote students' active learning English, form good learning habits, lay the foundation for lifelong development.

This study consists of three parts. Part One is the introduction of the background and the purpose of the study. Part Two is the core of the thesis, which describes the reasons for students' lake of interest in language learning and methods to develop their language learning interest. Part Three gives a conclusion through implementing strategies.

2. Reasons for Students' Lack of Interest in Language Learning

2.1 Rigid Teaching Methods

In China, the advantages and disadvantages of exam-oriented education have always been a topic of debate. Exam-oriented education, also known as cramming education, refers to an educational tendency that deviates from the actual needs of the educated group and social development in the educational practice and pursues the enrollment rate purely for the sake of dealing with examinations and striving for high scores. [3]Almost all China's college students have experienced this rigid teaching method in primary and secondary schools. However, what most college students experience is not the best, but a little terrible, especially exam-oriented education. This teaching method has many disadvantages, such as an imbalanced emphasis on subjects, excessive emphasis on students' test scores, heavy homework, and a monotonous teaching style.

Rigid teaching methods can also be reflected in the following aspects. Firstly, teaching activities are superficial. Many teachers do not spend a certain amount of time analyzing their teaching objects in the process of designing teaching activities. They failed to grasp the personality of most students and didn't know their English level. As a result, teaching activities are either too complicated or too simple to attract students' attention. Secondly, there's something wrong with the way the class talks. Most of the questions raised by teachers are closed questions. Students only need to answer "Yes" or "No". When teachers ask open-ended questions, they often answer the question themselves in the end, which ignores the process of students thinking and expression.[4]Thirdly, schools and students' parents pay much more attention on students' scores and performance. It is easy to ignore students' feelings and ideas. Interest is the best teacher. So this teaching mode is based on an unreasonable starting point. In fact, interest is the intrinsic motivation for students to learn.

Moreover, monotonous teaching styles are one of the most important reasons why students lack interest in language learning. The educated are the majority of middle school students. We can adopt audience-based education. Monotonous teaching styles are not feasible. Teachers can consider a teaching method called experience-based teaching, which encourages students to pay more attention to their own achievements and personal situations.

2.2 Poor Understanding of Learning Strategies

Students are the masters of English learning. How to motivate students effectively and make them use correct learning strategies is difficult to achieve in teaching practice, but it is not impossible. Students who fail to recognize appropriate learning strategies and understand the teacher's teaching content will be subjectively distressed. Of course, this will affect their learning mood and motivation, because they will feel that they are listening to a fairy book in class, and some students will give up learning English.

So how can we let students recognize the value of learning English and actively seek their learning strategies? Only by letting students find problems in themselves and feel the value of English learning can they change their learning attitude and fall in love with English. There are many kinds of learning strategies. Michael divides learning strategies into cognitive strategies, meta-cognitive strategies, and resource management strategies. Among them, retelling strategy, fine processing strategy, and organization strategy are typical cognitive strategies.

Students have a variety of retelling methods, which can combine scattered review and concentrated review, and turn the knowledge points to be learned into logic and framework that they can easily understand in their mind, to help them memorize. Taking notes, asking questions, and drawing pictures are also good learning methods. It is not necessarily because they do not work hard enough. Most of the time, it is because they lack the guidance of correct learning strategies. They are not confident enough and incapable of English learning.

With the expansion and deepening of cognitive psychology research content, general strategies that do not involve specific subject knowledge, including memory strategies, organizational strategies, and finishing strategies, have been discovered one after another. In 1971, Fla. Veil put forward the concept of "metacognition", which enriched the research content of learning strategy theory and promoted the development of learning strategy training courses. However, the study found that the effect of strategy training not combined with specific subject knowledge on improving subject performance is not very obvious. As a result, the study of subject -learning strategies has gradually emerged. In 1975, John Rubin proposed the concept of language learning strategies, marking the real beginning of language learning strategies research. At present, language-learning strategy research has developed into the most active field of subject-learning strategy research.

In addition, it is worth noting that foreign research on learning strategies related to specific language skills has never stopped, and the research content is becoming more and more specific and in-depth. These efforts will play a great role in breaking through the bottleneck encountered by the overall research on language learning strategies. And of course this is promotion. As Chinese students, it is very necessary to make up for the shortcomings of insufficient understanding of language learning strategies.

2.3 The Lack of Opportunities to Practice

Most college students have not spoken good English learning environment since childhood. There are difficulties and disadvantages in English subjects. Students are unable to learn and understand English well. However, English learning requires students to develop together in listening, speaking, reading, and writing. Therefore, the lack of listening, speaking, reading and writing training is one of the reasons why students do not have enough interest in English learning.

Looking at the scale of development around the world, English is still an important international language, and learning English is inevitable. More efforts should be made to develop talents in many respects, especially for rural students. However, due to the high school stage, the school's teaching equipment, teachers, and almost zero foreign teacher resources result in students not being able to practice well in English and unable to practice speaking with others in terms of oral communication skills. When it comes to writing, there is no good platform for students to learn. More importantly, most of the patterns of students do not attach importance to their children's English learning, which affects the initiative of rural students to learn English.

Of course, there are some foreign teachers in college. However, the number is not too large to have the opportunity to communicate with every Chinese student. The number of students is much bigger than the number of foreign teachers. In addition, it is normal for Chinese students to talk with foreigners shyly. Even a large amount of students dare to communicate with foreigners because of their personalities. The language environment is not favorable for students' English study. Maybe students

can take steps to strengthen listening, speaking, reading, and writing via the Internet. The lack of opportunities to practice should not become a problem in learning English.

Peer Instruction (PI, in short) was put forward by Professor Eric Mazur of Harvard University. The fact that this teaching method has become popular among European and American countries is not incidental. PI is based on the learning theory of Constructivism, the learning theory of mastery, and sociocultural theory, etc. PI emphasizes on stimulating students' initiative thinking and active participation and pays attention to students' collaborative learning and the timely monitoring of the teaching process, which is different from the traditional teaching method.

Lack of English listening and speaking training is one of the main reasons why college students lack interest in learning. Due to the lack of students' learning in English listening and speaking, students' performance and results in English learning are not very satisfactory, so students' interest in learning is frustrated. Peer teaching methods can strengthen students' listening and speaking training to a certain extent.

English soundtrack movies are the best teaching materials for listening and speaking because their English dialogues are characterized by colloquialism, life, and art. The so-called colloquialism means that the dialogues of movie characters are the most commonly used colloquialisms in British and American countries. Life-oriented refers to the fact that the plot of the movie is based on real life, and the dialogue of the movie directly reflects the popular values and cultural elements of the West. Artistic means that excellent film dialogues have been carefully designed by many artists, which can best reflect the vivid description of language in real life and can give people beautiful enjoyment.

3. Methods to Develop Students' Language Learning Interest

3.1 Experience-based Teaching to Improve Process-oriented Teaching

Robert Mills Gagne was an educator psychologist who is best known for his theory on the conditions of learning and on the nine events of instruction.[5]He believes that instructional design is the process of systematically analyzing teaching problems, determining teaching objectives, solving teaching problems, and revising programs to optimize teaching effects.

Process Guide Teaching is different from the result-oriented teaching. The process-oriented teaching is more emphasis on the process, and the result is more focused on the results, ignoring the process. The design of the experience teaching and teaching activities complement each other, and the two do not conflict. But the teaching design of process-oriented is to develop students' subjectivity and creativity. Its core point is that students actively find problems through the reasonable and effective learning resources arranged by the teacher, and seek self-development. Experiential teaching is to let students through experiences, in this process, the students promote positive experiences based on their own needs, investment, and environmental interaction.

Besides, in the process-oriented English design, multimedia use should be closely combined with teaching materials, and teaching objectives, and students accept, and cannot blindly use modern science technology. For example, give primary school students English original sound movies, and see the video of learning the English alphabet. The formation evaluation of the process-oriented teaching design requires teachers to analyze the possible changes in each process and design various alternate activities depending on the possibility of changes. That is, the standby plan for each stage is very necessary.

Experiential teaching is a teaching approach that means that students take the initiative to participate in the practical activities and teaching situations created for them by their teachers, construct new knowledge, sublimate emotions, and improve their abilities through perception and experience. Teachers attach importance to and motivate students' positive learning motivations, attitudes, and interests, and urge students to actively participate in various learning activities. Babansky believes that the way to optimize the teaching process is to diversify the means of teaching. With the help of projectors, tape recorders, video recordings simulation exercises, and other means to assist teaching, so that students can produce pleasant emotions in learning and get spiritual satisfaction. Then the students will have a further need to learn, so the teaching effect is also enhanced.

3.2 Experience Learning Strategies in Experience-based Activities

Strategy refers to the measures taken by learners to learn effectively, which can be either external or internal. Strategies are divided into management strategies and language learning strategies. The former is related to the management of the language-learning process, while the latter is directly related to the language learning material. Michael divides learning strategies into cognitive strategies, meticulous cognitive strategies, and resource management strategies. The cognitive strategy corresponds to how to process organizational information, storage, and efficiently extract information from memory.

Cognitive strategies include retelling strategies, fine-processing strategies, and organizational strategies. The reprinted strategy emphasizes repetition, but it is hard to have a big paragraph with a certain meaning. At this time, students need students to use fine-processing strategies. The learning strategy or memory method for reference is understood, and keywords, associations, etc. Students must not passively carry out the porter or make a bystander, and choose to choose notes, and write out the book, draw the key points that the teacher emphasizes, and then systematically sort out the system. Next, you must mention the organizational strategy.

The knowledge of students is bigger, a book must be a system, otherwise, the knowledge will be zero, and will not think or think about when they want to use it. The legendary, painting of the thinking map can improve students' ability of to memorize systematic knowledge. Students are actively involved in this process and do their way of painting thinking, the legendary. Think guide is composed of core words and keywords by certain rules. Further, the resource management strategy involves time management, and time management requires us to make a learning plan.

Teaching is generally not suitable for long monotonous narration. Teachers need to pay attention to adjusting the learning atmosphere, integrating learning into activities, and realizing teacher-student interaction, that is, there must be contact between teachers and students in the classroom. Experienced teachers always arrange some of the students' activities in teaching, so that students can use their brains, hands, and mouths, adjust the classroom atmosphere, enliven the learning emotions, eliminate the fatigue of students, and make students always in a positive state of learning. Experiential teaching activities should be combined with classroom exercises, which can help students solve problems encountered in learning and adjust the classroom atmosphere.

3.3 Experience Listening and Speaking in Experience-based Activities

Some people have soaked in the American drama for a long time, and there will always be a rush, some words and sentences can be detached. This is to listen to the situation in English to influence the oral expression. College English should be like this in teaching practice, so he believes that training must be strengthened. I heard that the language knowledge of reading and writing is a whole. For the big foundation of learning language knowledge, the four skills are the same, and different skills use different skills. Individual words and vulnerabilities are not worth mentioning for advanced accurate oral expressions.

Students who learn college English can spell from English phones, natural spelling, to their daily dialogue, and then go to academic articles, gradually in-depth. In each learning process, student active participation is beneficial to enhance students' interest in learning. True to master a language, interest, and a lot of input is a key to success. In the early days, college students can practice the pronunciation, tone, speech speed, and tone of the recording, step by step from easy to difficult to read several times, and finally repeated.

After having a certain basis, students can participate in English corners or find partners, or they can practice themselves. I often use English to repeat the things in my mind to make ever. English thinking. Read English, you can get started with the most stupid method, the clearest, maximum, and fastest English. If you want to practice English with more interesting methods, it's not good. The college English class can increase some of the English texts to change the performance, dubbing performances, etc. so that students can spontaneously organize exercises and enhance their learning feelings.

Experience listening and speaking is good for students' English learning. Moreover, the indirect effect of listening ability on writing ability is generated by its direct impact on speaking ability, which shows that improving English listening and speaking ability has a positive role in promoting the improvement of English writing ability.

4. Implementation Strategy

4.1 Experience-based Teaching in Classroom Activities

Foreign education models and methods are very flexible, and the venue is not necessarily limited to the classroom. In the classroom or fixed learning venue, students can discuss their problems, and share their ideas, and there are no great understanding differences between them. The process of this communication is a step in the process of students' experience learning, and the process of intangible deepening impression. This is likely to make them more time longer, and the level of understanding is more in-depth, understanding so that they can take problems seriously.

From the perspective of activity purposes, presentation activities, practice activities, and communication are more basic three types of activities. In teaching practice, the first two categories often receive the attention of teachers, and communicative activities are often lacking in class, which has become a knowledge class in English class, which is not conducive to the improvement of student language. Teacher classroom introduction can start with English songs, mobilizing students 'interest in learning, and stimulating students' performance. In addition to presenting activities and drill activities, the university English class can also prepare consolidated activities. Set a few specific scenes for students, and let students come to team up, impromptu, while training students to speak English.

Educator Xingzhi Tao believes that to put an end to the classroom mode, it is necessary to improve students' enthusiasm, initiative and participation in the classroom. The classroom is no longer just a place for imparting knowledge, but also a platform for exchanging ideas. In the school teaching activities, attention should be paid to cultivating students' questioning spirit and critical spirit, and encourage students to consider problems critically. Teachers can also use smart teaching tools and technical means in the smart classroom teaching environment to attract students' interest and improve their learning initiative, enthusiasm, and participation in learning by designing group competitions, learning evaluations, student discussions, and display sharing for the key links in the group cooperative learning process.

This research methodology suggests that Jean Piaget's view of child psychology be introduced into classroom practice. Piaget liked to use the term activity to describe the research methods of teaching. According to Piaget (1932/1977) cognitive development should lead to moral and intellectual autonomy, to a determination of the paths of self formation, in a dynamic movement throughout a person's entire existence.[6]

One of the debates in the education community is about grouping students by talent, that is, grouping students in a class according to academic level. Classroom activities can regulate the classroom atmosphere by themselves, but it is not enough to just consider this. Students' ability levels and understanding levels are not the same. China's educational philosophy also requires teachers to pay attention to teaching according to their aptitudes in the teaching process, that is, to prescribe the right medicine according to the characteristics of different students, carry out targeted division of labor and grouping, and learn more knowledge in the activities.

4.2 Experience-based Teaching in School Activities

Since the beginning of the new students, the big and small campus activities will be launched. First, the new preaching of students such as the community, the student meeting, as well as sports meetings, evenings, and various competitions, such as singer contests, and host contests.

These are just the campus activities of the iceberg, indicating that campus life can also be colorful. Teaching activities can also be launched on campus combined with campus activities. Outdoor English song competitions, English products, and poetry recitations can be carried out at school playgrounds or ladder classrooms. As a result, the event venues are more than room for students; second, they inspire students' interest in learning, making monotonous learning life more interesting.

Teaching is a central part of the teaching of campus activity classes. First of all, the form and group of activities should be determined, so that students can clarify the tasks and goals of the activity class, and then let students carry out group activities according to requirements. In this process, teachers patrol and guide, answer questions and fully reflect the classroom characteristics of teacher-led and student-oriented.

Most of these activities are inseparable from the concept of cooperative learning. Teaching skills are

not for the development of a few but for the improvement of the knowledge of all students. Teaching is a process of interpersonal communication and information interaction. Student-to-student and teacher-to-student interaction is the main way to improve learning. Students help and support each other, give play to their subjective initiative, and realize interactive and consultative learning in English learning activities, to achieve satisfactory teaching results.

The design of English teaching activities should consider four qualities: language ability, cultural awareness, thinking quality and learning ability. In the design of language teaching objectives, teachers should take the initiative to understand the characteristics of students' psychological and thinking development stage, which is dominated by abstract thinking and supplemented by image thinking. Therefore, it is not appropriate to carry out excessive or direct image teaching for students. It is too easy for college students to challenge the difficulty. Also, it can not meet the teaching objectives. Teachers should give examples or carry out relevant experiential teaching activities on difficult knowledge points to make students feel vividly and enhance their understanding of certain knowledge points. In this way, students' thirst for knowledge will expand their knowledge and absorb more extended knowledge.

5. Conclusion

In psychology, interest is an individual's attitude and tendency to approach, explore something, and engage in some activities, also known as "hobby", which is a form of expression of personality inclination. Interest plays an important role in people's psychological behavior. When a person is interested in something, he or she will pay special attention to it and observe it keenly, remember it firmly, think actively, and feel deeply.

Experiential teaching refers to the teaching concept and teaching form that enables students to understand and construct knowledge, develop ability, generate emotion, and generate meaning in the process of experience by creating actual or repeated situations and opportunities according to students' cognitive characteristics and rules. Experiential teaching focuses on the development of human life, respects and cares for life, expands and improves life, and contains a high degree of life value and significance. What it cares about is not only how much knowledge and things people can acquire through teaching, but also how the meaning of people's life can be demonstrated and expanded through teaching.

Experiential teaching mode is the most effective teaching mode. With the development of science and technology in China and the improvement of people's living standards, China's education has provided a good opportunity for growth. College students are talents cultivated by national education, and English is one of the international common languages. Learning English well is of inestimable significance to college students' future employment development. Compared with traditional teaching mode, experiential teaching has many advantages.

College students are a typical group with relatively mature physical and mental development, especially with personal views. Making them aware of the meaning and benefits of experiential teaching should be the first step in practicing this teaching mode. Conflict of ideas is one of the great challenges of the day. The collision of different ideas between students and the concept of common pursuit of progress is undoubtedly commendable in university education. Experiential English teaching plays an important role in the teaching process. And establishing a scientific and reasonable evaluation system is the guarantee for the success of experiential teaching.

In a word, it should be noted that there are still some problems and challenges in current research. Firstly, experiential teaching is not widely known by Chinese people. The development of this is a little short and not mature. Secondly, a large number of teachers stick to the form of letting students explain PPT in groups freely or perform English sitcoms. Although it is a feasible way of developing students' interest in English, applying the same method will make students feel dull and afraid to express themselves in public. Thirdly, Students with a poor foundation, concentrated attention in class, part-time jobs, or participating in too many club activities will affect the efficiency of the classroom and the progress of the course.

China's education system is in line with the national conditions and has certain institutional advantages. It is beneficial to ensure that most students receive higher education, but it still needs to be improved in developing students' personalities and cultivating their innovative consciousness. The educational situation is constantly changing, and the educational system should keep pace with the

changes in the objective situation and make corresponding adjustments.

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