Application Strategies of Project-based Teaching Method in College Oral English Teaching

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Abstract: *Oral English teaching is an important part of English teaching content. Oral English teaching has become an important measure to cultivate professional talents, and is the key link of English teaching at present. In particular, today's college oral English teaching presents test-oriented, unreasonable teaching, and low participation of students, which affect the actual teaching effect of English. The integration of project-based teaching into English teaching can reflect the directionality and controllability of project-based teaching, which plays an important role in promoting the cultivation of new oral English talents, and is also one of the important and feasible English teaching reform methods. This article discusses the application strategies of project-based teaching in college oral English teaching in combination with the project-based teaching method, hoping to solve the current difficulties in oral English teaching.*

Keywords: *Project Teaching Method; College English; Oral English Teaching; Application*

1. Introduction

In the context of the development of global economic integration, the instrumentality of English is gradually strengthened and the importance of English is gradually reflected. In the actual reform of English teaching, it is found that oral English teaching still lacks professionalism. It is still necessary to further innovate oral English teaching mode and content and improve teaching methods. Although listening and speaking ability has long been included in the focus of teaching in English teaching, the current oral English teaching is still a difficult point for college English educators, and there are also different dilemmas. It is urgent to innovate the educational model and development. As an important innovative content and form of current education, project-based teaching method can promote the professional and social development of students, meet the needs of the current professional development of oral English talents, and is an important path and way for college education to cultivate modern talents.

2. The connotation and characteristics of project teaching method

Project teaching takes "project" as a unit. In the teaching process, teachers design, collect and implement information about the project, and evaluate the project. The student-centered project teaching method takes students as the main body, and teachers only play the role of guidance, giving full play to students' subjective initiative. Project-based teaching advocates learning before teaching, practicing before speaking, and exchanging teachers' roles, so that students have the opportunity to try mistakes, thus improving students' self-confidence and practical ability.

The goal orientation of project teaching method is diverse. The implementation of project teaching method is not only to cultivate the comprehensive quality of students, but also to promote the overall development of students, teachers, schools and society as a whole.[1] For students, the implementation of the project can improve their problem-solving and self-learning abilities, and the task arrangement of the project teaching is similar to the project of college students entering the workplace, and also lays a solid foundation for their social practice ability. As far as teachers are concerned, the project-based teaching method has changed the traditional teaching methods of teachers and promoted the transformation of teachers' teaching level and educational concepts. For school administrators, as the organizer and organic carrier of the project education method, its effective application will help improve the school's school running philosophy, enable it to innovate in management, assessment, evaluation and other aspects, and thus promote the integrated development of the university curriculum system. From the perspective of social development, combine project education with practice to

cultivate high-quality, innovative and creative social talents. From this point, we can see that the goal orientation of project teaching method is multiple. In project teaching, the formulation of "project" should fully consider various factors, so that students, teachers, schools and society can be satisfied with the project.

3. Problems in College Oral English Teaching

3.1 The teaching-oriented examination and teaching evaluation are unreasonable

Oral English teaching has been paid attention to to some extent, but in the general environment, college English is still test-oriented, and its teaching evaluation method does not adapt to the requirements of the times. The main reason is that the current large-scale college English examination has not undergone a rigid reform, and the oral English teaching model cannot adapt to the requirements of the times and continue to innovate and develop. First of all, in the teaching evaluation, undergraduate colleges and universities mainly adopt the form of credit system, mainly taking the written examination of CET-4 and CET-6 as the evaluation criteria to measure students' English level. After students pass the written examination of CET-4 and CET-6, they can "selectively" take the oral examination.[2] The written test and oral test of CET-4 and CET-6 are separate, and the scores are separate. Most universities do not require the oral test of CET-4 and CET-6, which makes the oral test easy to be ignored compared with the written test. On the other hand, there are unreasonable problems in teachers' teaching evaluation methods. Teachers tend to be test-oriented in teaching content, and "teaching process" is based on "results", while the role of oral English teaching in practice is not obvious. Because of its test-oriented tendency, college English has gradually evolved into "over-grade education". In this context, English teachers' oral teaching content cannot keep pace with the times, and oral training is relatively backward.

3.2 Interactive teaching mode and low participation of students

There is unicity in the model-based interactive teaching. When students practice in the same model, their sense of participation will gradually weaken and their interest in spoken English will also drop sharply over time. In this model-based teaching, teachers cannot fully set the situation into realistic situations, and there are few chapters for setting the situation, which greatly reduces the interest of the classroom. The current interaction mode is mainly case simulation in the classroom. Teachers will choose their own students or students, let them do it by themselves, let them interact, and demonstrate oral cases through interaction. However, due to the large number of students and the short time of oral teaching, it is impossible to cover all aspects, so that everyone can participate in it. The longer the time, the weaker the students' interest in learning and the weaker the effect of oral teaching[3].

3.3 The teaching of professional oral English is universal and the effect of practical communication is poor

There is a large amount of factual knowledge in college oral English teaching, but there is a lack of mastery of methodological knowledge. Spoken professional English has social function and communication, which can occur in various situations. Most of the college teachers teach practical theoretical knowledge, while students cannot internalize their own English thinking mode and use the oral expression of professional English. The breadth and depth of oral English teaching in colleges and universities are not enough, which has affected students' learning to a certain extent.

At present, the teaching content of oral English classes in colleges and universities is mostly on the surface, and the knowledge structure and content are relatively superficial, mainly because the design of the English teaching system does not adapt to the oral requirements of college students. Spoken English is more inclined to the direction of students' professional development and education. The teaching level of English teachers cannot cover all professional fields, resulting in shallow and inaccurate teaching content. In addition, the advantages and characteristics of oral English teaching cannot be fully reflected due to the lack of curriculum innovation of college teachers. Through the questionnaire survey and interview on the implementation of project-based teaching in college English courses, scholars Dai Sishi and Guo Hong found that the current college English teachers are not strong, the training of English teachers is arbitrary and fragmented, the level of teachers' professional knowledge is uneven, and the teaching effectiveness is not strong.

4. Application strategies of project-based teaching method in college oral English teaching

4.1 Pay attention to the process and reconstruct the trinity teaching mode

At present, college oral English teaching tends to be test-oriented, and teaching evaluation is unreasonable, while the project-based teaching method focuses on the process-oriented implementation of the project. It should focus on the teaching process, and carry out the scientific design of the teaching model in a trinity. Three people, namely "practice, lecture and evaluation" three stages, namely "student-centered" teaching content design.

First of all, project-based teaching emphasizes "learning before teaching", that is, "practicing before speaking"; Therefore, in accordance with the order of "practice, speaking and evaluation", first set a special topic for students, let them do it by themselves, let them grope and make mistakes in practice, so as to enhance their confidence and initiative in oral English.

Secondly, while implementing project teaching, students should also analyze their own thinking and behavior. Therefore, in the process of teaching, professional courses and cultural courses should be organically combined, and a specific item of English should be explained clearly, and English culture should be integrated into the explanation, so as to promote the development of English thinking. For example, English books, English films and multimedia technology can be added to project teaching to enhance the vividness of project explanation.

In English teaching, students should complete different tasks according to their own abilities, and their degree of completion will also vary. In project teaching, teachers should abandon the wrong teaching mode in the past. In project teaching, the method of evaluating and solving problems is changed from "right" and "wrong" to "good" and "better". Teaching evaluation focuses on the process, not on a single result, thus improving the scientific nature of teaching evaluation. In addition, the off-campus evaluation system can be introduced to incorporate students' practical achievements in enterprises into the comprehensive English ability scoring system. In this way, the score of the final English exam will be more refined and comprehensive, and teachers can also grasp the comprehensive English ability more scientifically and prepare for the next stage of teaching. In the implementation of "practice, speaking and evaluation", teachers should adhere to the idea of "people-centered", change the previous "indoctrination" mode of thinking, open up the teaching content, and let students fully play their role.

4.2 Take cooperation as the center to cultivate college students' autonomy

First, the cooperation mode of the group follows the law. Project teaching is the whole of a "project" and needs the cooperation of students. After the completion of the plan, arrange their work according to the number of team members to ensure the smooth progress of the project. Therefore, in this mode of cooperation, each student cannot only clearly grasp the purpose of English teaching, but also cultivate students' independent innovation ability through cooperation, so that they can better grasp the purpose of oral English teaching.

Secondly, the cyclic cooperation between teams. At each stage of project implementation, it is necessary to carry out a cycle of the positions of each link, so that students can experience in different projects, so as to make their language expression more comprehensive. By experiencing different positions such as leadership positions and process implementation positions, students can think from multiple perspectives, effectively improve team cooperation awareness and enhance English thinking ability.

Finally, competitive cooperation. Although the team members have a clear division of labor, in order to give full play to the initiative of students, the team must play its role through competition and cooperation to ensure the smooth progress of the project. The project teaching method is a teaching method with short cycle and quick effect. It has changed the traditional interactive teaching mode of English into a thematic discussion based on time. Students can conduct cooperative learning in a certain period of time, and can conduct oral and offline practice drills online to achieve the effect of "theory+practice". At the same time, teachers can also participate in students' online communication activities and monitor students' oral English teaching, thus effectively solving the problems of insufficient teacher-student interaction and single teaching mode.

4.3 Profession-oriented, classified development of oral English projects

First of all, teachers can design a course with universal significance on the basis of textbooks. The project-based teaching is gradually integrated into the teaching, and the students' actual operation ability is comprehensively investigated with a unified universal plan, thus laying a solid foundation for the future graded development and grouping of oral English projects.

Secondly, after students have become familiar with the process of project teaching, the focus of English teaching has shifted from cultivating students' oral skills to cultivating their interests. According to different professional interests and needs, they are divided into groups to enhance their collaborative ability. Grouping students with similar interests can achieve the result of "1+1>2" peer group learning. The daily life of the team members is also centered on the same work. Their oral professional skills have been unconsciously strengthened and are constantly deepened and deepened. At the same time, according to the characteristics of professional English, professional oral training will be gradually carried out to improve the professional oral English ability of vocational college students, such as medical oral English, international trade oral English and tourism oral English.

Finally, in the face of the current problems in oral English teaching for college English majors in China, the author puts forward the problem of "internal training, external borrowing". According to the vocational oral training plan, English professional tutors are arranged, and regular vocational oral training is conducted to learn vocational oral English independently, and effective training is conducted for them. At the same time, it also hired experts in business oral English and medical oral English, and provided a professional training for oral English teaching in the way of "combination of full-time and part-time". Project teaching has certain requirements on the situation and environment of project implementation. The more realistic the situation is, the more creative the students will be.

Taking the job interview as an example, students can combine the practice materials, according to their own professional characteristics and working environment, design their own job scenes, such as job preparation, interview process, interview feelings, unexpected situations in the interview, so that everyone can give full play to their creativity, and carefully design and coordinate from the aspects of language, scene, role, language, body language, etc., so as to overcome the stage pressure of students, Enhance their language expression ability and build up a sense of confidence. In the teaching process, teachers should guide students properly to ensure students' oral understanding and expression.

5. Conclusion

In summary, with the implementation of project-based teaching methods, the teaching content of college oral English has become more comprehensive. Students' inquiry learning in various situations can enable students to truly and concretely master the English knowledge they have learned, improve their oral expression ability and oral thinking ability, and improve their cooperation ability with students and between teachers and students. When improving students' other English skills, teachers can adopt the project teaching method from different angles to improve their comprehensive English quality.

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