The Application of Project-based Learning in English Teaching

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Abstract: English majors in colleges and universities need to learn the knowledge of English linguistics that plays an important role in students' learning. However, English is difficult to learn, which makes it easy for students to feel frustrated in the learning process. English teachers need to take appropriate teaching methods to carry out teaching activities to stimulate students' interest in the subject. This paper focuses on the effective use of project-based learning in English teaching.

Nowadays, globalization in the world has become a trend. More and more people are aware of the importance of English, and society has put forward higher requirements for English talents. English majors in colleges and universities need to learn the basic course of English linguistics during their school years. In order to enhance their English linguistics knowledge and improve their English proficiency, English teachers need to improve their own teaching methods. The full use of the project-based learning method in the teaching process can promote students' English learning ability.

1. The Practical Significance of Using the Project-based Learning Method in English Teaching

The project-based learning method is defined as the English teacher divides the knowledge points into individual projects, and arranges the learning projects to the students, so that the students can pay attention to each detail in the course of the project under the premise of clearly understanding the project, and students can learn English knowledge while completing the project.

The project-based learning method is a new teaching mode that has been gradually applied in English teaching in recent years. The goal of project-based learning method is to build a good teaching environment for students, and students play a dominant role in this environment. Project-based learning method can help students to reorganize their English knowledge structure and system once again, so that students can take the initiative to accept English knowledge. This method divides the students into several groups, and teachers actively create opportunities for students to express English in each group unity and cooperation, so that students can understand English knowledge more deeply. Furthermore, students can actively think and explore the English language, and their enthusiasm for English language learning can be further enhanced. At the same time, the group teaching in the project-based learning method can also improve the quality of cooperation and solidarity of students and promote the development of students' English practice ability effectively.

2. Characteristics of Project-based Learning

2.1 Student-centered Teaching

In recent years, more and more educators have realized that teacher centered English teaching is not conducive to students' learning. Educators are more and more concerned about how to make students be the center of teaching. Project-based learning method is produced in this context. The most obvious feature of project-based learning is that teaching is student-centered [1]. Teachers always pay attention to students' desire for knowledge in teaching, and try to create free learning

space for students as much as possible. Through project tasks or questions, students' enthusiasm for learning can be effectively improved, so that students can find answers driven by curiosity and master English language skills in the process of active participation in learning.

2.2 Teachers' Mastery of Students' Learning Dynamics

Project-based learning method can not only fully reflect the status of students' learning subject, but also enable teachers to fully understand the learning dynamics of students. After the students are divided into several groups in project learning, the teachers can find the weak points of the group members in the language learning when they investigate the group learning results, so the teachers can determine the key and difficult contents of the course teaching according to the students' mastery of a certain knowledge [2], which is convenient for the teachers to formulate more targeted classroom teaching. At the same time, teachers can also give encouragement to students with poor language knowledge in time, and provide independent and effective guidance to students with poor language knowledge, so that students' confidence in learning English language knowledge can be effectively enhanced.

3. Current Situation of English Teaching

3.1 Low Enthusiasm of Students for English

The center of English classroom is students, and the main body of knowledge learning is also students. Only when students constantly digest and absorb the knowledge they have learned in the classroom, can they break through the difficulties they encounter in learning one by one, and can they achieve the goal of English language learning. However, the traditional English teaching model is difficult to improve students' interest in English language learning [3]. It is difficult for students not only to quickly switch between English and Chinese language in the classroom, but also to flexibly apply their knowledge in the English language classroom. At the same time, there are also students with poor English autonomous learning ability, students will not actively play their own initiative in the classroom, which not only makes the teaching of English teachers more difficult, but also makes students' English language learning effect significantly reduced.

3.2 Poor Teaching Effect of English Teachers

The language ability of English teachers must be higher than that of the students. English teachers use advanced educational models and teaching techniques in the classroom, and actively encourage students to express themselves in the classroom [4], which can achieve higher teaching quality. However, many English teachers still use traditional teaching methods to carry out classroom teaching. Most teachers do not realize that classroom teaching programs need to be adjusted accordingly as students' learning changes. Teaching programs that do not meet the students' learning needs will cause students to lose interest in learning English linguistic knowledge, so teachers need to change their teaching concepts and methods, and adopt more appropriate teaching methods.

4. The Strategies of Using Project-based Learning Method in English Teaching

4.1 To Choose the Right Study Topic

If English teachers want to make the application value of the project teaching method work effectively, they want students to learn more English knowledge through the process of project-based learning method, so that the language application ability of students is further increased, which requires teachers to choose appropriate new topic. Appropriate learning topics can significantly improve the knowledge and abilities of students, and can also improve the quality of project learning. Under normal circumstances, English language learning topics need to be developed by teachers and students. This is mainly because that students are the main body of English language learning [5], and teachers can play an effective guiding role in project-based

learning. Learning topics can satisfy their teachers and students' requirements before they can fully reflect their own values. After making clear learning topics, English teachers require students to prepare before the formal class, clearly ask students how to use the discussion methods, and propose the ideal project learning results to students, so that students can conduct research projects in a planned manner.

4.2 To Develop a Scientific English Language Research Project

Before organizing students to conduct research on topics, English teachers need to develop a detailed research project to allow students to carry out project learning step by step according to the plan, so that all the work in the project can be successfully completed. After clearing the research project, students can find partners with similar interests and hobbies to build a study group, analyze the project in a group form, and determine the improvement strategy of the research procedures and methods through discussion. The key content that needs to be paid attention to in the research plan is the problems to be solved, research ideas, research methods and expected results [6].

4.3 To Divide Labor for Team Members Reasonably

English teachers need to guide students in project-based learning. First of all, they require each study group to select a team leader. The teacher and the team leader can effectively discuss and clarify the main responsibilities of each team member in the project, so that the team members are able to perform their duties and finally complete the project through group efforts.

4.4 To Summary Report

After the project enters the stage of summary and report, the teacher needs to confirm whether each team member has completed the task he / she is responsible for, ask the students to summarize within the specified time, to lay the foundation for the report in advance. In this process, English teachers need to guide students to combine project topics with project tasks. If teachers find that students' project research results can be further supplemented or revised, and students are required to collect relevant information and materials in time [7], and supplement and revise the research results as soon as possible, so that the research results of project-based learning can be effectively improved. After the research results made by the students are summarized, the students can write a summary report, in which they can summarize the innovation content existing in the project-based learning, so that others can understand the advantages of the project through the report.

4.5 To Learn from others' Excellent Achievements

The English teacher organizes each group member to report the project learning and research results in class. When a group member is reporting, other group members need to listen to the report carefully, and record the advantages and disadvantages of the project. After the report, the advantages and disadvantages will be fed back to the report group [8]. At the same time, teachers also need to give feedback on the advantages and disadvantages of the project. The report group accepts the opinions from other groups and teachers, and then modifies and supplements the research results reasonably in combination with its own research results. In addition, each group can learn from each other's excellent research results and help each other, so that students can have a deeper understanding of the project theme learning.

5. Conclusion

English language course learning can effectively enhance the language awareness of English majors, and effectively exercise the students' English language understanding and application ability. However, there is a big difficulty in English language course learning. Many students do not want to take the initiative to learn English language knowledge after there has difficulty in learning, so English teachers need to take effective measures to stimulate students' learning enthusiasm. Project-based learning is a newly developed teaching method, which has the characteristics of student-centered and mastering students' learning dynamics. Teachers can carry out project-based

learning according to the process of selecting topics, making plans, group work division, summarizing and reporting and learning others' excellent achievements, to promote students' efficient learning and further improve students' English language quality.

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