

Application of Experiential Interactive Teaching in College Oral English Teaching

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Abstract: At present, many problems exist in college oral English teaching, such as single teaching mode, lack of innovation, interactive communication and classroom planning. Experiential interactive teaching can develop the subjectivity of students by adjusting the teacher-student relationship as well as student-student interaction formed by the interaction. Improving the teaching effect and enhancing students' autonomous learning ability are a good way for college oral English teaching. Under this teaching mode, college English teachers can actively transform the process of students' 'passive acquisition of knowledge into the process of students' autonomous learning through various experiential interactive teaching methods.

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1 Definition of experiential interactive teaching

Experiential interactive teaching can be defined as: in teaching, students can learn according to the cognitive characteristics of the course such as regular interaction with teachers and experiential teaching and learning. As examples, allowing students to learn independently and question display in an atmosphere of interactive communication and inquiry experience, completing the teaching tasks of teachers and learning tasks of students in a comprehensive and efficient manner as well as achieving the curriculum goals and achieve teaching excellence are considered as interactive teaching^[5].

Secondly, the core of the thought of experiential

interactive teaching is that self-experience, cooperation and interaction. In the classroom teaching, teachers and students are encouraged to participate in learning activities actively, acquire knowledge and abilities independently and autonomous development.

2 The current situation of college spoken English teaching

At present, English is becoming more and more important in the era of knowledge economy. However, for a long time, college English has focused on students' test scores and grades of CET 4 and CET 6. Therefore, many students have become very prominent in writing. Moreover, once required to speak language, many college students are overwhelmed. Some students are even afraid to speak English after studying for more than ten years. Some students can only speak bad English sentences and are not able to use correct English sentences to express their thoughts. Today's college English is also undergoing vigorous reforms. It is required to train students' comprehensive English application skills, especially listening and speaking skills. Thus, they can communicate verbally and write in English effectively in future work and social interactions, while they can also enhance its ability to learn independently and improve its comprehensive cultural literacy to meet the needs of China's economic development and international exchanges. Facing this form, educators have also begun to think about how to transition the traditional understanding ability training to the current comprehensive application ability training, which has become the main research direction.

Some practical problems encountered in today's college spoken English classes are also encountered by students in the learning process. Plus, to a certain

extent, language expression is more difficult than reading and writing, and it can more intuitively reflect the actual English level of students. Judging from the current teaching, the following problems exist in college spoken English classes:

2.1 Single teaching mode

The CET-4 and CET-6 exams have always been the main goal of college English teaching. In order to meet the needs of college English teaching, the main body of the English teaching classroom has always been teacher-oriented, and the students are in a passive position. Although student-centered teaching is currently being strongly advocated, but in actual college English teaching, it is difficult to change this situation. Moreover, due to the limitation of class hours, the time of a class is very limited, and the task of college English teaching is more onerous, therefore the activities that involve students are extremely rare occasions. However, in order to meet the needs of the four or six levels, English teaching will easily become a “one-talk” model. Adopting the spoon-feeding teaching method, most of the classroom content is mainly teaching vocabulary and grammar and lack the active participation of students. Especially in the speaking class, students don't have much time to practice speaking. The main goal is just to pass CET 4 or CET 6 smoothly, therefore they can't communicate in English.

2.2 The language environment is missing

Our mother tongue is Chinese. Students also use Chinese to communicate in daily life. The environment for English communication is lacking. If you want to improve your spoken English, you can go to a special English learning environment, such as English Corner, English Show, and other activities. But non-English major students are not willing to spend a lot of time participating in these activities. In some developed regions, English may be used in daily communication, but it is only used in the environment of politeness and greetings, such as hello, hi, etc. Although this environment has increased the popularity of English in China, English education and the social life of citizens still lack an English environment, and English still cannot be fully integrated into our daily communication.

2.3 Lack of confident in speaking English

Today's college students are still nervous and dare not speak English boldly in the English classroom. Many students are afraid of being laughed at by others when

they speak English. Thus, this situation has gradually formed the habit of simply not speaking English in the spoken language classroom, just listening to others. Naturally this situation has created a deadly atmosphere in the spoken language classroom. Some students are willing to speak in English to express their views, but the idea is not clear, and the intermittent sentences make it hard for listeners to understand what they mean. Moreover, especially when they encounter new words, they can't judge the words and content they want to say correctly, and it is difficult to find a reasonable sentence to express their thoughts in a short time. Plus, their oral skills are not very proficient, which makes them worry about teachers' accusations and classmates' ridicule are affected by this environment, eventually leading them to produce bad emotions and lead to poor language skills and lack of self-confidence.

3 The introduction and practice of experiential interactive teaching mode for college English oral course

The basic operation of the experiential interactive teaching mode can be divided into the following five steps: introduction of context, setting doubts and fun; problem guidance, self-experience; difficult questioning, cooperative exploration; interactive feedback, practice consolidation; induction refining, expansion and extension^[4].

(1) Introduce situation and set doubt into interest

Teachers need to prepare lessons in advance when teaching, design some questions, and pave the way for a situation. Besides, teachers need to open in an interactive and easy way to quickly grasp the students' hearts and stimulate their interest in learning.

(2) Problem guidance and independent experience

Teachers ask questions, students act on their own, mobilize a variety of sensory organs, such as eyes, ears, mouth, brain, etc., to explore the inherent laws and formation processes of knowledge, and to realize the learning ability of autonomous inquiry.

(3) Difficult questions and cooperative exploration

Teachers start with difficult problems, present problems and arouse students' interest in investigating problems. Students participate in self-directed learning, interactive discussions between teachers and students, and then are guided by teachers. Students can gradually participate in the principles of knowledge in the process of solving

problems to solve the problem quickly.

(4) Interactive feedback and practice consolidation

Students find ways to solve problems in teacher-student interaction and student-student interaction. Then, find appropriate answers to problems in cooperative inquiry. They find and summarize gaps under information feedback, and consolidate and check for gaps, strengthen knowledge, and understanding through practice as well as knowledge.

(5) Inductive refining, expansion and extension

The rules of derivation, induction, and revealing knowledge can be appropriately extended outside the classroom to be demonstrated. Then, expand it to apply onto actual life, gain perception and comprehend principles and sublimate reasonably, thereby forming its own ability.

In view of this teaching mode, the introduction of these five steps into college oral English teaching can be carried out in the following ways: setting up a situation-problem guidance-cooperative inquiry-interactive feedback-expansion and extension. The author takes the “Restaurant Ordering” section of the New Horizon College English Audiovisual Course Book Volume 4: Speaking for Communication as an example to illustrate how the experience interactive teaching model is introduced into college oral English teaching.

3.1 Create a situation

Teachers can use the specific restaurant menu when designing this part, print it in advance and send it to the students to see the English menu. The students may guess when holding the menu. In this class, the teacher will let us practice topics such as ordering. Therefore, it is convenient for students to quickly enter the topic.

3.2 Problem guidance

The student understands the teacher’s intention, and the teacher starts to guide the student to the next activity with a series of questions, such as: “What do you like to eat? Do you want to order this food/drink/dessert?” Thus, students can quickly have topics to talk about. Moreover, teachers can also show some expressions about restaurant ordering, “Can I help you? What can I do for you? Can I take your order? Here’s your charge. I’d like.... I want some.... Could you bring...? Do you have...?” on a PPT presentation. In this way, students will not be out of topic when speaking.

3.3 Cooperative inquiry

Teachers and students can make up a dialogue together at this stage. The teacher first presents some classic expression sentences for restaurant ordering, and then composes a dialogue template. Besides, teachers and students can play the corresponding roles. As an example, teachers play as guests, students can play as waiters. In this way, teachers and students can read the corresponding expressions together. Moreover, the teacher can give extra time to the students and let the students combine in this way freely. They can find their respective partners to adapt the dialogue. The dialogue will be performed by 2-3-4 individuals for a role-play display.

3.4 Interactive feedback

When students practice dialogues repeatedly, students will explore the correct expressions of some sentences. When they are not sure, they can ask the teacher for help, and the teacher corrects some of the students’ incorrect expressions. When students can express in correct sentences, it will deepen their understanding of the scene and show the scene better.

3.5 Expansion

After the meal ordering and expression in the restaurant are familiar, the teacher can arrange the corresponding homework to let the students come down to become familiar with the corresponding expression. As an example, students can try to learn from each other and practice some oral expressions of sentences and dialogues such as booking restaurants or hotels. Thus, they can really apply the learned oral expressions to a real-life situation. Besides, in future, this will benefit students who want to go abroad. They will not find it difficult to live abroad. Through this way of training, they can use these English expressions in real life, which further increases students’ self-confidence.

4 Teaching effect

Adopting the experience interactive teaching method can improve the resource allocation of the college oral English teaching classroom effectively. As examples such as promoting multi-directional interactions among teachers, students and teaching materials as well as the environment, while mobilizing the enthusiasm, initiative and creativity of students. The experiential interactive teaching mode can meet the goal of college

spoken English teaching, and achieve the training needs of college English foreign language talents effectively. The specific performance is as follows:

(1) This can provide students with more training environment for oral expression. Compared with the traditional indoctrination and one-word teaching classroom, experiential interactive teaching has increased the communication opportunities for students in both the amount of learning and actual combat as well as has laid a solid foundation for students in future work and social interaction.

(2) Enhance students' ability to learn independently. Experiencing interactive teaching gives students more opportunities for autonomous learning through communication and cooperation, thinking and summarization as well as expansion and extension. They can cultivate their ability to learn independently and systematically, expand and extend as well as discover problems and solve problems themselves.

(3) Improve students' comprehensive ability to use English. During the interactive teaching experience, students' expressions through oral training can not only improve their listening and speaking abilities, but also strengthen their ability to think correctly and wrongly about sentences and continuously improve their reading and writing skills in thinking and communication.

5 Conclusion

At present, college spoken English teaching is very

important. The reform of college English, whether it is the syllabus, teaching ability assessment, curriculum reform or teaching mode innovation, they are centered on a core goal. That is to cultivate the comprehensiveness of college students to use this ability. In order to improve college English teaching in colleges and universities in China, experiencing interactive teaching is a good way to promote college students' oral English ability. This model can maximize the optimal allocation of classroom resources, promote communication between teachers and students, and students, and motivate students' initiative, initiative, and creativity.

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