

Application analysis of project-based learning method in English linguistics teaching in universities

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Abstract: With the continuous development of the times, China's education system is also constantly improving, and the country is paying more and more attention to the cultivation of talents. As an internationally recognized language, English plays a crucial role in modern society. Therefore, for English linguistics courses in universities, students need to possess strong language and thinking abilities, which requires teachers to adopt scientific and reasonable teaching methods. Project based learning is a new teaching model that not only stimulates students' interest in learning, but also cultivates their comprehensive qualities and language abilities. This article mainly explores the application strategies of project-based learning in the teaching of English linguistics in universities, in order to provide some reference for the teaching of English linguistics in universities.

1. Introduction

In traditional teaching models, teachers have always been the main body, and students are only passive recipients without active thinking. This teaching method cannot stimulate students' interest in learning and cannot achieve ideal teaching results. In the new era, the education system is also constantly improving, and traditional teaching models are no longer suitable for the development needs of modern society. This requires teachers to change their traditional teaching concepts and innovate teaching models. The application of project-based learning in English linguistics teaching can not only enhance students' learning interest and language ability, but also stimulate their thinking ability. Therefore, how to use this method to do a good job in teaching is a question that many English teachers in universities need to consider. It is necessary to conduct relevant research on this issue[1].

2. The basic concepts of project-based learning method

Project based learning method is a project-centered learning approach that primarily involves students engaging in self-directed practice to understand the content and completion of the project. Students can learn independently under the guidance of their teachers and freely arrange their learning time and content.

In the past teaching process, teachers mainly taught theoretical knowledge, and in the learning process, they mainly carried out teaching activities through classroom explanations. However, traditional teaching methods cannot stimulate students' interest, nor can they cultivate their innovative

and self-learning abilities. Therefore, project-based learning is a new teaching method. Table 1 shows the main differences between traditional teaching methods and project-based learning methods.

Table 1: Main differences between traditional teaching methods and project-based learning methods

Comparison project	Traditional teaching methods	Project based learning method
How students acquire knowledge	Passive acceptance	Proactive exploration and collaborative understanding
The main experiential feelings of students	Mechanized reception of information, feeling uninteresting	Active thinking and good interests
Student's level of knowledge application ability	Relative deficiency	Relatively higher

This method not only enhances students' learning interest and thinking ability, but also enhances their understanding and application ability of English linguistics knowledge. Teachers can develop corresponding teaching plans based on the course content and divide them into several small projects to carry out teaching activities. Throughout the process, teachers play a guiding role and create a good practical environment for students[2].

In project-based learning, teachers should develop scientific and reasonable plans to enable students to independently complete project tasks under the guidance of teachers. When completing project tasks, teachers should actively guide students to engage in collaborative exploration and exchange discussions. Students should participate in the entire process, provide their own opinions and suggestions, and explain their understanding of the knowledge in group discussions. Table 2 shows several basic points of implementing project-based teaching method[3].

Table 2: Several Basic Points in the Implementation of Project Teaching Method

Project based teaching method	Key point
	Students-centered
	Emphasis on cultivating students' ability to independently solve problems and teamwork awareness
	Do a good job in project design and phased and summary evaluation work

3. Application strategy of project-based teaching method

3.1. Clarify project learning objectives

Before conducting project-based learning, teachers need to establish scientifically reasonable learning objectives, which can help students better understand the content of the project and effectively improve teaching efficiency. When setting learning goals, teachers should start from the actual situation of students and group them according to the teaching content, so that students at different levels can participate in learning activities. At the same time, it is necessary to design corresponding project-based learning objectives based on the teaching content, so that they can more clearly point to the actual teaching content and avoid blind learning among students. For example, when teaching the chapter on "Vocabulary and Culture", teachers can guide students to collaborate and explore, enabling them to communicate with each other. Firstly, teachers can have students translate and understand words or sentences based on what they have learned, and then have students

discuss and communicate in groups. Finally, summarize based on the discussion results and their respective translation results. By doing so, students from different levels can participate in learning activities. During this process, teachers can design corresponding learning tasks based on the teaching content and objectives, so that every student can actively participate. When formulating learning tasks, teachers must clearly define learning objectives, so that all students are aware of the project content and task requirements they need to complete, and avoid blind learning. When formulating project tasks, teachers must design with students as the main body, allowing them to explore and communicate independently. Throughout the entire teaching process, teachers should always pay attention to student participation and provide timely guidance and encouragement[4-5].

3.2. Science Design Learning Program

The key to project-based learning lies in the design of projects. In practical applications, teachers must first have a full understanding of the teaching content and design the curriculum as a whole. Teachers can determine project content based on factors such as teaching objectives, teaching content, and the actual situation of students. Taking "phonetics" in college English linguistics courses as an example, teachers can divide it into two aspects: phonetics and language, where phonetics includes pronunciation, word spelling, and sentence reading, while language includes phonetics and language flow, grammar, and vocabulary. In actual teaching, teachers should first let students understand these two aspects, and then determine the project content based on the teaching objectives and content. For pronunciation, situational dialogue can be used for teaching. For example, teachers can first have students introduce themselves, and then engage in dialogue through role-playing. During this process, teachers should pay attention to guiding students to engage in reasonable dialogue and communication[6].

3.3. Teaching through group collaboration

Group cooperative learning is a relatively novel teaching method that can effectively cultivate students' sense of cooperation and teamwork. In the teaching of English linguistics in universities, teachers can group students to learn English and have group members complete project-based learning. This not only improves the communication and cooperation abilities between students, but also helps them form a good team spirit and gain more confidence. Teachers can assign different tasks to group members and have them collaborate with each other to complete the tasks, enhancing friendship and teamwork among students through cooperation among group members. In the process of project-based learning, teachers can arrange learning content for different groups based on the learning situation of students, and then have group members communicate and discuss together. Students can also share their knowledge with each other, which not only improves their communication and cooperation abilities, but also enables them to learn to share what they have learned. In the process of project-based learning, teachers can also assign different tasks to group members, and then allow group members to communicate and discuss with each other, and allow students to share their learned knowledge with each other. To cultivate teamwork and collaboration skills among students through this approach. After the group discussion, the teacher can ask group members to summarize and summarize the results of the discussion[7].

3.4. Reasonably and effectively assign homework

For the teaching of English linguistics in universities, in order to cultivate students' language and thinking abilities, such teaching objectives can be achieved by assigning reasonable and effective homework. Therefore, teachers should assign some interesting and interactive homework based on

the actual situation of students, in order to enhance their interest in English linguistics courses. For example, in teaching, students can collect some language related social hot topics outside of class and organize them into a report. For example, what is China's intangible cultural heritage? What hot topics have recently emerged in our country? By studying these issues, students can increase their interest in language and culture. For example, having students investigate the most common animals in the park around the school in groups and analyze them. After students complete the survey questionnaire, they can organize the survey results and submit them to the teacher. After receiving a survey questionnaire from students, teachers can develop teaching plans based on their analysis results. Teachers can develop teaching plans based on the analysis results of students, guiding them to engage in in-depth learning and thinking about the content of linguistics courses[8].

3.5. Emphasize project teaching evaluation

Project based teaching evaluation is a very important part of project-based learning method. Project based teaching evaluation can effectively promote the professional ability of teachers and improve the learning effectiveness of students. When conducting project teaching evaluation, teachers should follow the principle of diversified evaluation, not only based on classroom performance, but also evaluate the performance of students in the project implementation process. In this process, teachers should play a leading role in student learning and build a good learning platform for students. Teachers can evaluate students through methods such as self-evaluation, peer evaluation, and teacher evaluation. Among them, teachers need to comprehensively evaluate students' learning attitudes, learning methods, and learning outcomes. This process is mainly to help students understand their own problems and shortcomings, and can also provide a basis for project teaching evaluation. In this process, teachers should fully play their guiding role, jointly explore project-based learning methods with students and how to carry out project-based teaching work. At the same time, teachers should also understand students' mastery of knowledge through this process, and provide regular feedback to students to help them understand their own problems in a timely manner[9-10].

4. Conclusion

With the continuous development of the times, traditional teaching methods can no longer meet the needs of modern teaching. This requires teachers to innovate teaching modes, adopt scientific and reasonable teaching methods to improve students' learning efficiency and quality. Project based learning is a teaching mode that can improve students' comprehensive quality and language ability, and is worth promoting. Teachers should actively understand this method in order to fully play its role, Better help students improve their English language proficiency.

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