

Study of Project-based Language Learning and Instruction (PBLI) in College English Listening and Speaking Course from the Perspective of Ideological and Political Education

Ying Gao^{1, a}

¹Zhejiang Yuexiu University of Foreign Languages, Shaoxing, 312000, China

^a19685768@qq.com

Abstract

This paper analyzes the theoretical basis of English listening and speaking teaching based on the project from the perspective of ideological and political education. Focusing on the realization of students' learning needs and abilities, it analyzes the actual teaching practice and how to combine ideological and political education and construct the localized teaching of college English listening and speaking course with relevant student-oriented projects. And the cultivation of students' core literacy and ability of English listening and speaking are explored, reflected and summarized.

Keywords

PBLI; Ideological and political education; College English listening and speaking course.

1. Introduction

With the urgent demand of the market and society for high quality applied talents with strong comprehensive English ability, how to strengthen students' English listening and speaking ability should be paid more attention in teaching when cultivating English talents.

At present, English teaching should not only impart knowledge and skills to students, but also carry out the goal of moral education and cultivating students' inner morality, ideals and beliefs and humanistic cultivation. Therefore, in college English teaching, how to make full use of ideological and political education quality to improve students' ideological and political qualities has become an important issue in current English listening and speaking teaching.

The core of college English listening and speaking course aims at improving students' English listening and speaking application ability. It should be an effective way for teachers to actively explore how to study students' characteristics, integrate ideological and political education in English teaching, and construct teaching strategies and methods based on specific teaching projects and textbook contents.

2. Research Review of Project-based Language Learning and Instruction

Project-based language learning and instruction(PBLI), a student-centered teaching strategy in the form of project research activities with the ultimate goal of acquiring language skills, subject knowledge, and improving abilities. Students can choose to participate in projects according to their own interests, and use a variety of learning tools and resources to carry out research and practice activities. Finally, they present what they have learned in a variety of forms. PBLI is one of the mainstream modes of foreign language teaching practice in the world and has been widely concerned by scholars at home and abroad.

Forty years of practice abroad has demonstrated the potential and advantages of PBLI in second/foreign language teaching. The origin of PBLI concept can be traced back to Dewey's pragmatic education theory and constructivist learning theory, which advocates "learning by

doing". Since the mid to late 1970s, the second language/foreign language teaching community has recognized the learner-centered teaching principle and attached importance to learner autonomy, collaborative learning and task-based learning. Educators began to explore project-based language teaching, making it a part of language curriculum teaching in a variety of teaching environments. According to Wenzhong Zhang (2010), the practice and research of project-based language learning in foreign countries have experienced three main stages:

Embryonic stage (1979-1988): Fried-Booth (1986) used the Project set "Project Work" as a reference for classroom teaching. Since then, the book has been constantly updated, revised and republished. PBLI's teaching philosophy has emerged and its educational value has shown its potential.

Growth stage (1989-1998): Eyring (1989) made an in-depth investigation of the practice of PBLI; Haines (1989) summarized the teaching mode of PBLI, and more people engaged in PBLI teaching and research (e.g. Ribe & Vidal, 1993; Henry, 1994; Sheppard & Stoller, 1995; Stoller, 1997; Moss, 1998) began to demonstrate PBLI theoretically, discussing its advantages and benefits as a teaching model combining language and subject content, and studying PBLI teaching and assessment. PBLI has gradually established its position in the field of applied linguistics, and its influence in the theoretical and practical research of second and foreign language teaching has gradually expanded.

Establishment Stage (1999-present): Beckett & Miller (2006) published the anthology "Project-Based Second and Foreign Language Education: Past, Present and Future". PBLI is connected with multiple disciplines in a breakthrough, and the scattered research is unified, opening a new situation of PBLI application. Some universities have also established project-based language learning centres (Beckett, 2005) and held seminars to provide communication platforms and opportunities for project teaching and research. Although the theoretical basis of PBLI is not systematic and extensive, the research is in the stage of concept exploration and model construction, and the empirical research is mostly in the stage of exploratory and descriptive research based on case analysis, which is not driven by theory, but it does not affect the implementation of PBLI worldwide and has become an important model in foreign language teaching practice as well as the hot and frontier field of applied linguistics.

In China, PBLI has been accompanied by the reform of foreign language teaching in recent years. The value and potential of PBLI in local foreign language teaching have been confirmed from the initial theoretical promotion to empirical research. Scholars have analyzed the development and application of project-based teaching method from different visual perspectives. Soochow University carried out PBLI-based multimedia teaching and theoretical research earlier (Peiya Gu, 2007); The English Department of Nankai University has carried out the localization experiment of project-based teaching and analyzed and summarized the teaching view of PBLI (Wenzhong Zhang 2010, 2011, 2015; Saihui Xia 2011); Studies on the specific application of PBLI in various language teaching environments to improve students' comprehensive language ability continue (Yan Gao, 2010; Rong Chen, 2011; Chongjun Zhao, 2011; Shuguang Sun, 2017; Jigang Cai, 2017; Xiaohong Wang, Jun Xia, 2017; Ying Fan, 2019); Researchers also analyzed the challenges and countermeasures of project-based foreign language teaching (Chengping Xu, 2015; 2018, Yudong Liu);

In the new era, PBLI theory and practice have been further explored and innovated, such as flipped classroom and project-based learning (Qingchao Ke, 2016). The application of "Internet +" Background project-based collaborative inquiry learning in foreign language Teaching (Ronghui Gan, 2019); English teaching based on modern learning theory and micro-lesson technology (Jiajun Hong, Yanjun Yang, Weijuan Xiang, 2018).

In the field of Vocational English teaching and reform, PBLI also involves practice and research, such as group activities (Bo Lu, 2009); Exploration and Innovation of project teaching Methods

(Yan Li, 2011);The application of autonomous learning courses (Jing Zha, 2012);The Design of Project-based English Teaching in Higher Vocational Colleges (Kong Ting, 2015);The application of PBLI in Vocational English Teaching in the context of big Data (Qian Zhang, 2017);Corpus-based Vocational English Project Course Teaching (Londong Jin, 2014);Application of PBLI in Higher Vocational English Teaching based on teaching platform (Yuehui Shen, 2018).

The above domestic and foreign studies provide valuable learning resources for this paper, but also leave space for thinking and exploration.

3. Ideological and Political Education Is the Precise Foothold of PBLI in College English Listening and Speaking Course

In the media age with increasing opening to the outside world, information explosion and various cultures at different levels, college students' thoughts and concepts are directly impacted and influenced by foreign culture and information in the process of learning foreign languages. If they do not know how to take its essence, abandon its dross, blindly accept the information and culture they come into contact with, and even lose their health in spiritual consciousness, deny the excellent culture of our own nation, and are confused and decadent in thought, then talent cultivation will be completely meaningless.

Therefore, the integration of ideological and political elements in college English listening and speaking course should not only focus on cultivating students' English application ability and broadening their international vision, but also take the responsibility to foster builders and successors of socialism who owe the confidence of their own culture and the feelings of China.

In order to deepen the reform of college English listening and speaking teaching, Ideological and Political Education should be the precise foothold of teaching. Teachers should study teaching materials, explore teaching entry points, build students' learning projects, and naturally integrate ideological and political elements. Students should be guided to learn excellent Chinese culture, understand and identify foreign cultures, establish socialist core values, actively learn to publicize Chinese culture to the world, and tell Chinese stories well.

In integrating ideological and political elements into college English listening and speaking courses, teachers should first do their homework and improve themselves. Constantly study the party's policies and national and international development situation, so as to improve their own ideological consciousness, overall concept and cultural accomplishment. In the mining of various teaching resources, ideological and political elements can be imperceptibly integrated into English listening and speaking teaching. In addition, we will lead good students to expand their English listening and speaking learning by learning rich English learning materials that reflect the current politics and culture of China, complete the learning projects, improve students' English listening and speaking skills, and cultivate students' cultural confidence, national pride, lofty ideas and patriotic feelings.

4. Exploration and Application of PBLI in College English Listening and Speaking Course from the Perspective of Ideological and Political Education

4.1. Developing An Implementation Plan

Applying PBLI in college English listening and speaking course from the perspective of ideological and political education, team members should be organized to adjust the course construction, including the revision of the syllabus, collective lesson preparation and project design, so as to ensure the rationality and effectiveness of the program.

4.2. Specific Implementation Steps

The team first established a teaching topic for the application of PBLI in the listening and speaking course under the ideological and political background, named "Listening and Speaking Chinese Story". Under this topic, teachers guided students to design several projects and construct related modules by combining the teaching content and teaching objectives of each unit in the textbook.

Before the course, the teacher should preach and mobilize the project-based learning concept and benefits to the students in the experimental class, including the introduction of the syllabus and requirements, the form of classroom organization, the method of course evaluation, and give suggestions on the study of ideological and political PBLI course. The mobilization should emphasize the responsibility and rights of students to learn listening and speaking courses and their contributions to the course.

Project preparation and start-up stage: in this stage, class members were divided into several project groups; and students should make their Group Name, Group Slogan, and Group Goal in order to increase group cohesion and cultivate collaboration ability. Around the learning theme, teachers can provide as many project choices as possible, and guide students to choose one and encourage students to be innovative and decide accurate project by themselves.

Project designing stage: This stage is a process of independent learning and designing with teachers as support. After students have chosen a project, they begin to design their own project. Teachers should remind students to focus on the characteristics of listening and speaking courses, guide students to design projects as much as possible by listening and speaking tasks, and provide students with certain audio-visual resources and guidance for searching and discovering channels.

Project implementation stage: in this teaching process, students are still the main body, teachers do not do too much interference, but provide certain hints and help according to the situation. During the implementation of the project, students will collect relevant vocabulary, sentence patterns and cultural differences to be paid attention to, analyze English language expressions, and encourage students to use the Internet and various platforms.

Project presentation Stage: in this stage of the project, students are already well prepared and have checked their own results. Students can use a variety of learning platforms to display the design of the project results, such as Blue Ink Cloud, which can be extended to extracurricular and can be well preserved, and can make up for the lack of class. The results can be in the form of imitation dubbing, dialogue performance, Power Point Presentation, news analysis, audio-visual response and other forms.

Post-project stage: teachers need to compile students' achievements, design students' reflection table and questionnaire, and collect and sort out teaching feedback and evaluation.

5. Conclusion

After a semester of PBLI in the college English listening and speaking course of Class 1-4, Grade 20, Business Management Major, the teacher conducted a questionnaire survey and interview with the students in these classes. The results show that 86.6% of the students can accept PBLI, 78.3% of the students can actively try PBLI, and had a positive participation in the implementation and completion of the project. This also verifies that students can improve their interest and initiative in English listening and speaking learning by participating in the project of college English listening and speaking course.

In addition, more than 67.4% of the students believe that their English listening, speaking, application and interpersonal skills have been improved, 82.8 percent of the students said that

by learning and understanding the ideological and political content permeated by the program, they became more confident in telling Chinese stories well.

There is no doubt that the application and research of project-based language learning and instruction (PBLI) from the perspective of ideological and political education is very complicated, which needs further exploration and demonstration in practice so as to cultivate more high-quality talents with professional quality and moral integrity for the country.

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