

The Application of Experiential Teaching Method in English Teaching

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Abstract: English is a very important subject in modern society. This subject not only affects the development of students' English knowledge operation level, but also can cultivate students' comprehensive quality in the process of learning English, deepen students' understanding and experience of English application environment, and make students' English learning as easy as mother tongue learning. Therefore, in the process of classroom teaching, experiential teaching method is introduced to improve the quality of students' English learning. The application of experiential teaching method not only improves students' ability in personal participation and experience, but also promotes student to obtain more objective cognition of English knowledge with the help of intuitive experience perception. Therefore, this paper studies the application of experiential teaching method in English teaching, hoping to provide the corresponding theoretical basis for the reform and development of English Teaching in China.

Keywords: Experiential teaching; English teaching; Situational experience; Environment creation

1. Introduction

Experiential teaching method is a new form of teaching method which has been widely concerned by scholars since the last century. This teaching method is mainly based on the classroom teaching objectives and teaching content to create a teaching environment. In the process of creating situations, teachers can design and integrate relevant contents according to teaching objectives and students' basic conditions. Under the guidance of teachers, students can actively participate in the teaching environment, and integrate into the simulation environment set by teachers to master the corresponding knowledge content, so as to obtain the direct experience of relevant knowledge in the process of personal participation. This kind of experience not only improves students' perception and understanding of the teaching content so that they can integrate each environmental experience into the existing knowledge system, but also builds a good language environment for students to carry out a series of learning and research based on their own experience. Students can gradually bring unfamiliar knowledge into the existing knowledge structure, and realize the learning of knowledge content under the guidance of teachers, internalize the knowledge experienced in the situation into their own cultural concept and knowledge accumulation.

2. The Application Value of Experiential Teaching Method in Modern Teaching

The earliest experiential teaching originated from the outdoor teaching experience of British teachers. When

teachers found that the traditional school education could not meet the development needs of students, they began to advocate guiding students to take independent challenges and risks, so as to improve their self-learning ability with their own knowledge and experience. Based on this development concept, more and more scholars begin to transform this experiential accumulation of knowledge and experience into a form of classroom teaching. Under the application of experiential teaching mode, students will become the active constructors of knowledge. On the other side, teachers in the process of guiding students to learn, can also make full use of the creation of environment to stimulate students' interest in learning, let students actively participate in knowledge learning and accumulation, and thoroughly bid farewell to the traditional teaching form of indoctrination education. Therefore students can acquire knowledge and experience in autonomous learning, so as to better improve their learning effect and learning fun. The application of experiential teaching method in English teaching can not only make students gradually integrate into the situation under the guidance of teachers, discover knowledge and establish a subjective knowledge framework, but also deepen the construction of knowledge framework to achieve the purpose of correctly understanding things. Moreover, in the process of obtaining direct experience, students can better connect and integrate the fragmented knowledge contents. When students can integrate the knowledge obtained in the situational experience into a whole, they will obtain more in-depth knowledge accumulation.

3. The Application of Experiential Teaching Method in Modern English Teaching

3.1. Teachers lack the ability to control the experiential teaching method

The core of experiential teaching is that teachers can create corresponding experience environment for students by combining the content of teaching materials and students' learning basis in the process of classroom teaching. In this process, teachers not only need to be familiar with the content of the textbook, but also need teachers to be able to reasonably grasp the rhythm of classroom teaching, so as to introduce the experiential environment for students in the appropriate place. However, from the current situation of English Teaching in China, the application of experiential teaching does not really play its own value. In English class, if teachers want to adopt experiential teaching method, they need to create a variety of situations for students to experience and learn English teaching content under the corresponding situations. However, many teachers themselves do not have sufficient environment creation ability and knowledge accumulation. Therefore, when creating situations, it is inevitable that situation creation does not conform to the logic of reality. In order to attract students' attention in classroom teaching by using experiential teaching method, some teachers often create a single situation form for students. They think that as long as they can help students create situations and guide students to experience, they can benefit students' English learning. In fact, this kind of teaching method is not conducive to the improvement of students' classroom learning quality, but also affects the expansion of teachers' knowledge level. It is difficult to truly reflect the value of the experiential teaching method in modern English teaching. Students cannot benefit from it, and teachers can hardly improve the efficiency of classroom teaching.

3.2. The basic level of students is not enough to cooperate with teachers

Modern classroom teaching requires more close interaction and communication between teachers and students in the teaching process. In the process of communication, teachers can timely understand the learning situation of students, and students can also timely tell their own problems in learning to teachers, so as to timely check and make up for the deficiencies and improve their basic level. For students, no matter which stage they are in, their own learning basis is different. Therefore, in order to have close communication and interaction with students in the teaching process, it is necessary to create corresponding situation and apply corresponding teaching method according to the students' English foundation, so that to make students have classroom communication with teachers based on their own level, and improve their English learning ability and knowledge accumulation with the help of experiential teaching method in the learning process. However, from the current situation of

English Teaching in China, many teachers ignore the importance of teaching students in accordance with their aptitude. Though experiential teaching method can help teachers guide students into the corresponding situation environment, let students feel the role and charm of English learning, and stimulate students' love and attention for English discipline, when students' basic knowledge is in a weak state, they will find it difficult to integrate into higher level environment creation. If students stay away from the experience environment created by teachers for a long time, the experiential teaching method will lose its application significance in English teaching, and it will not be able to improve students' English learning level.

3.3. Students are difficult to participate in experiential teaching

The application core of experiential teaching method is to enable students to obtain more abundant learning experience in the process of communication and interaction with teachers. In the process of accumulating these knowledge and experience, students will continue to gain practical experience of English knowledge and strengthen their application level of English knowledge. However, as far as the current application of experiential teaching method is concerned, many students are in a state of dissociation from teaching methods and teaching contents. Some students with good foundation can interact with teachers, and gradually establish communication between teachers to improve their learning experience and strengthen their absorption of English knowledge. More students are unable to realize the function of applying experiential teaching. Some students can't understand the content created by teachers, and some students can't establish good communication with teachers after entering the experiential environment. The necessary premise for the application of experiential teaching method is that students can really participate in the experience environment. After entering the experiential environment, students can think and summarize according to the guidance of teachers. However, due to the lack of guidance and ideological construction of many teachers, some students do not enter the situation set by teachers in a short period of time due to their own low basic level and other factors, and they do not pay enough attention to the teaching methods adopted by teachers. Even if they enter the experience environment, they cannot communicate and contact with teachers on teaching content, which affects the improvement of students' English learning level.

4. Application Strategies of Experiential Teaching Method in English Teaching

4.1. Strengthen the classroom guidance of experiential teaching method

In the process of English teaching, the application of experiential teaching method is inseparable from the guidance of teachers for the experiential environment and experiential content. If teachers want to play the best effect of experiential teaching method, on the one hand, they should guide students to actively participate in the process of experiential teaching and students can create situational content related to real life, so that students can fully communicate with teachers and other students in the corresponding situation and thus stimulate students' awareness of autonomous learning. On the other hand, teachers should also strengthen the guidance of students' self-evaluation. Every student's learning process needs teachers' guidance and affirmation. Because it is impossible for teachers to timely evaluate and encourage each student in teaching, it is necessary to guide students to conduct self-evaluation, so that students can fully affirm their own learning ability and establish confidence of autonomous learning. Mobilize their enthusiasm of participating in experiential English teaching activities in the process of constantly strengthening self-confidence. For example, in the process of English classroom teaching, teachers can design corresponding role-playing activities for students by combining the content of teaching materials. When students play their own roles, it means that they have gradually integrated into the experience environment. At this time, students can exchange their own roles. When roles are exchanged, students can learn more English knowledge and have more profound experience of English knowledge.

4.2. Improve the level of communication and interaction between teachers and students in classroom teaching

In the process of the new curriculum standard reform, more and more teachers realize the importance of good communication and interaction between teachers and students. And in the process of applying experiential teaching method, the communication between teachers and students is the most important content. When teachers create a good teaching situation for students, students need to step into the situation, and put themselves in the position to produce the corresponding situational experience, so as to improve their integration into the situation. In this process, teachers and students need to have repeated communication and interaction, so that students can timely understand their own problems in the process of participating in the experience teaching, and with the help of teachers' professional ability to improve their English learning level. Only in this way, students can deepen their impression of English knowledge learned in the process of experience, so as to lay a good foundation for the follow-up communication within students. For example, in the process of teaching, teachers can guide students to explain their own experience after integrating

into the situation and communicate with other students. The guidance of teachers is the premise for students to initiate deep understanding and cognitive information interaction. The communication and interaction between teachers and students can make students actively absorb the experience of teachers and produce deeper understanding with the help of teachers. In this process, students' self-expression ability and active listening ability can be improved, and as a guide, teachers can interact with students to help students better participate in the process of experiential teaching, and improve the level and efficiency of classroom teaching.

4.3. Enhance students' participation in the experiential environment

The application of experiential teaching method requires students to participate in a variety of situational experience, so as to gain subjective experience feeling and experience results. Thus their English comprehensive quality can be improved through continuous harvest and accumulation. Therefore, in classroom teaching, teachers can guide students to summarize their own experience process, and carry out reflection on the results. There is an old saying in our country, "review what has been learned and you will learn something new". Through reviewing, students will repeatedly strengthen their sense of participation in the experience environment, and then in the process of summing up the new knowledge content, they will gain a deeper sense of participation in the experience environment. Especially because students have different basic levels, it is more necessary for teachers to provide students with equal experience opportunities, so that every student can experience in English teaching or situational teaching. Instead of reducing students' sense of participation in the experience environment because of students' insufficient basic level, students with weak basic level should be allowed to participate in English teaching process more actively, so as to improve the English level of all students in the class.

5. Conclusion

The application of experiential teaching method in English teaching has a very important significance and role. Therefore, in English teaching, teachers should not only actively guide students to participate in the teaching process of experiential teaching, but also strengthen the communication and interaction with students and make students can summarize their learning knowledge and experience timely. Improve students' participation consciousness of experiential teaching, let students accumulate the amount of achievement in the process of continuous experience, and finally achieve the qualitative leap.

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