THE APPLICATION OF EXPERIENTIAL TEACHING MODEL IN COLLEGE ENGLISH PRACTICAL TEACHING

APLICAREA MODULUI DE PREDARE EXPERENȚIALĂ ÎN PREDAREA PRACTICĂ A LIMBII ENGLEZE ÎN COLEGIU

Binghua GUO, drd.,
UPS „Ion Creangă" din Chişinău
ORCID ID: 0009-0009-8941-0383
guogladys1004@gmail.com

Binghua GUO, PhD student, China,
"Ion Creanga" SPU of Chisinau,

Abstract. The presented content delves into a theoretical examination of the prevailing teaching models utilized in University English classes, with a primary objective of bolstering students' oral communication proficiency. Experiential teaching methodologies, particularly through role-play, entail students assuming diverse roles and immersing themselves in contextual experiences as part of the pedagogical process. Implementing this instructional technique in university English courses aids students in comprehending and reinforcing fundamental classroom concepts, broadening their vocabulary repertoire, nurturing collaborative skills, and promoting proactive learning approaches. Specifically within university-level English education, the pragmatic application of experiential teaching methodologies serves to enhance students' listening and speaking abilities, thereby enhancing their overall competency in English language acquisition and fostering positive educational outcomes. This study endeavors to underscore the significance of integrating innovative teaching technologies into role-playing experiential teaching methods, with students as the focal point of research. This approach entails an exploration and synthesis of diverse high-tech teaching methodologies, such as self-directed and self-paced learning, technology-mediated experiential learning, and student-centered instructional approaches, which amalgamate computer hardware, software, and educational theories to facilitate learning in university English classrooms. The ultimate aim is to enhance classroom teaching efficiency and optimize the learning experience for students.
Keywords: Role-Playing, high-tech teaching methodologies, Cooperative Learning

Introduction

In the era of fostering an innovative society, education plays a pivotal role not only in imparting traditional knowledge and skills but also in cultivating adaptability to novel scientific advancements. The contemporary landscape demands individuals equipped with robust intellectual acumen and adeptness in navigating intricate technological realms. Thus, higher education institutions bear the responsibility of nurturing students' personal and professional growth within this dynamic milieu.

Pedagogical practices, in this context, necessitate the integration of cutting-edge educational technologies to facilitate a comprehensive learning experience. This entails the strategic utilization of innovative teaching methodologies, such as project-based learning and personalized instructional models, to foster creativity and problem-solving skills. Furthermore, the evolution of pedagogical technologies underscores the tactical implementation of educational strategies, aligning instructional models with emerging educational objectives and

standards. Through the seamless integration of educational and pedagogical technologies, educational institutions can effectively navigate the complexities of modern education, ensuring the holistic development of students within an innovative society.

I. The Necessity of Role-Experience Teaching Method

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances [1,P6]

The origin of role-experience teaching method can be traced back to psychodrama.Albert Bandura agreed with the behaviorists that behavior is learned through experience. However, he proposed a different mechanism than conditioning.He argued that we learn through observation and imitation of others' behavior and posit that humans acquire their social behavioral capabilities by observing and imitating the social behaviors of various roles in society[2,P8].The environment plays a decisive role in the entire process of observation and imitation[3,P6].To guide human behavior towards an ideal direction, it is essential to exert control over the environment in which individuals find themselves. Role experience enables individuals to focus more on themselves and their behavior in social life, fostering a sense of responsibility.

Traditional teaching methods primarily involve teachers lecturing while students listen. This approach is confined to the knowledge presented in textbooks, often lacking student initiative. Particularly in university English education, this method emphasizes grammar and vocabulary acquisition, with less-than-ideal results in listening and oral expression skills. Contemporary society demands comprehensive development of individuals' English proficiency.

The emergence of experiential teaching methods, specifically role-experience teaching, has brought about a reform in traditional teaching models. Role-experience teaching involves instructors creating specific situational environments, with students taking on various roles. This enables students to gain sensory, hands-on experiences, learn to integrate knowledge in practical situations, deepen understanding, and reinforce textbook knowledge. Simultaneously, it hones their English listening and speaking abilities.

Role-experience teaching places students at the forefront, fostering mutual assistance and cooperation between students and teachers, enhancing communication, and incorporating a societal, practical dimension. It cultivates a sense of collaboration among students and establishes a distinct communication style between students and teachers. The advent of this teaching method significantly addresses the shortcomings of traditional models and has found widespread application.

II. Application of Role-Experience Teaching Method in Practical College English Teaching

1.Selection of Appropriate Situational Environment, Creating Suitable Role Atmosphere

In the practical application of the role-experience teaching method in college English education, instructors need to choose suitable settings and environments, minimizing the impact of external disturbances on the experiential context. The selection of spacious venues conducive to student engagement and sufficient teaching time imposes hardware requirements [4,

p.9].However, practical constraints such as tight schedules or limited facilities in many schools make meeting these hardware conditions challenging. To address these challenges, teachers should undertake thorough preparation before classes.

Implementing the role-experience teaching method involves dividing large student groups into smaller units. The content for role experiences should be tailored to suit small-group activities, allowing for flexible scheduling of time and environment. Simultaneously, instructors can enhance the atmosphere by modestly decorating the environment to align with the experiential content. This creates a sense of immersion for students, sparking their enthusiasm for learning and experiencing.

2.Emphasizing the Selection of Experiential Content, Advocating a Hierarchical Experiential Model

In the selection of experiential content, it is crucial to align with students' knowledge levels. If the content is excessively challenging, students may feel overwhelmed, struggling to comprehend and express the information. On the other hand, content that is too simplistic may restrict cognitive depth, hindering profound understanding and learning. Excessively easy material might lead to a lack of student engagement and investment. Ideally, experiential content should correlate with the teaching points in the university English course, reinforcing textbook learning outcomes and enhancing the application of knowledge.

Considering the varying English proficiency, overall qualities, and individual characteristics of students participating in role experiences, it's challenging to create content suitable for all. Therefore, roles should be designed based on the practical teaching content, allowing students to choose roles that match their English proficiency, preferences, and interests. This approach aims to boost students' intrinsic interest in participating in role experiences.

Also, based on the students' majors and grades, the selection of experiential content can be tailored to integrate with their respective professional knowledge points, achieving enhanced learning outcomes.

3. Full guidance by the teacher, tracking the effectiveness, and enhancing student engagement

The implementation of role experiential teaching places students as the central figures throughout the entire teaching process, with the teacher playing a role in planning and controlling the entire instructional journey. Thus, the teacher must continuously observe the students' role-playing progress, address challenges promptly, guide students in delving into their roles, and facilitate reasonable expression of roles, fully leveraging the advantages of role experiential teaching. After the role experience, a summary of the effects is conducted, emphasizing key knowledge points and rectifying any issues or errors that occurred during the process. Additionally, students are required to organize data post-lesson for analysis and summary, solidifying the outcomes of practical teaching.

Moreover, it is essential to consistently stimulate students' proactive and positive participation in role experiences. David A. Kolb's seminal work outlines the theory of experiential learning and its role in personal and professional development [5, p.11]. Given the strong independent awareness of university students and the diverse external factors influencing them, meeting various student needs can be challenging through group interactions alone. For individual students reluctant to participate or uninterested in the experience, teachers should

proactively understand their reasons and difficulties, providing timely assistance and guidance. For students with psychological concerns, reasonable psychological guidance is essential. Creating a liking for this experiential learning method and instilling active participation in students will lead to a more efficient implementation of role experiential teaching.

III. The Beneficial Impact of Role Experiential Teaching on Teaching Work

- **Creating a Positive Language Environment:**

  Given that China primarily uses Mandarin, students often lack a practical environment for English learning [6, p.4]. Role-experiential teaching provides a relaxed English atmosphere, allowing students to freely express themselves, enhancing their abilities.

- **Fostering Mutual Help and Communication:**

  Promoting a sense of teamwork, role experiential teaching encourages both language and emotional communication among students. This not only improves individual expression and critical thinking but also cultivates a sense of collective pride.

- **Enhancing Teacher Understanding of Students' Comprehensive Abilities:**

  The diverse scenarios in role experiential teaching help students discover their shortcomings. Through themed designs, teachers assess students' overall abilities, identifying strengths and weaknesses. Targeted guidance is provided, enhancing overall learning efficiency.

- **Improving University English Practical Teaching:**

  Application of role experiential teaching refines the segmentation and serialization of university English curricula. Putting students at the forefront and emphasizing practical experience enhances their English application skills. This teaching method significantly elevates students' listening and speaking abilities, contributing to accurate mastery of vocabulary and grammatical structures.

- **Reflecting Modern Education's Emphasis on Student-Centrist Learning:**

  Role experiential teaching aligns with modern education's focus on student-driven learning. It vividly embodies the characteristics of autonomous student learning, bringing forth a comprehensive manifestation of contemporary teaching models.

IV. Integration of Innovative Teaching Technologies with Role-playing experiential teaching methods

The integration of innovative technologies in future teachers' professional training fosters independent learning and positive motivation. These technologies, including computer presentations, electronic resources, and educational games, create a conducive learning environment. Students can engage with educational material at their own pace and utilize various resources for comprehension. This approach enhances pedagogical skills by providing a diverse range of learning tools and mediums, leading to a more effective and engaging learning experience. Overall, the incorporation of innovative technologies facilitates personalized learning, positive emotional experiences, and the development of essential pedagogical competencies among future educators [7, p.4].

It is expedient to consider modern systems of interactive teaching in legal disciplines as complexes of a certain way ordered technologies (including distance learning technologies), having the appropriate specifics and logic. For example, an interactive system for teaching law may include such blocks as: a competence-based approach to the study and teaching of law (the

method of Socratic dialogue); "Technology of productive activity of intelligence"; a course to improve creative competence; collection of articles and teaching materials "Using interactive methods in teaching legal sciences"; training courts, that is, possible questions for role and business feedback (general information, preparation and methodological recommendations for conducting a civil procedure, assessment form); interactive teaching methods as part of public education; small groups, rules for effective group work; how to organize effective work in small groups; training in professional skills (interactive teaching methods); feedback, practical advice; development and use of role-playing games; work in "legal clinics", etc [8,P6].

To effectively integrate innovative teaching technologies with role-playing experiential teaching methods, consider the following academic steps:

Figure 1. The academic steps for teaching technologies on class

Align Technology with Learning Objectives: Choose technology tools such as Visual Media that complement the learning outcomes of the role-playing activities. Ensure that the technology enhances engagement, facilitates interaction, and supports the intended educational goals.

Provide Training and Support: Offer training sessions and ongoing support to both educators and students to familiarize them with the chosen technology tools. This will increase confidence in using the technology effectively during role-playing exercises.

Promote Active Learning: Encourage active participation and collaboration among students during role-playing scenarios by incorporating interactive features of the technology. This could include real-time feedback, multimedia elements, or ramified elements to enhance the immersive experience.

Evaluate Impact: Regularly assess the effectiveness of the integration of technology with role-playing methods through student feedback, performance metrics, and academic research. Use this feedback to refine and improve the approach for future implementations.

Maintain Pedagogical Integrity: Ensure that the use of technology does not overshadow the pedagogical principles of the role-playing activities. Technology should enhance the learning experience while maintaining the authenticity and richness of the experiential learning process.

Conclusion

The conclusion emphasizes the multifaceted nature of innovative educational endeavors, necessitating adept and constructive management. The incorporation of innovative pedagogical technologies heralds substantial shifts in educational paradigms, addressing issues such as personalized learning, differentiation, and fostering individual educational perspectives.

Both traditional and innovative teaching methodologies are advocated for, as they are mutually reinforcing and indispensable in various educational contexts. This symbiotic relationship underscores the imperative of maintaining equilibrium between the two approaches. Furthermore, the integration of innovative technologies in higher education fosters

the enhancement of pedagogical competencies among future educators, thereby augmenting students' academic performance. Simultaneously, it facilitates the modernization of regional education systems and the evolution of universities through the adoption and refinement of innovative pedagogical methodologies. Ultimately, as innovative pedagogical technologies become entrenched in educational frameworks, they naturally supplant traditional modalities. Consequently, institutions of higher learning can tailor their educational frameworks to align with global higher education standards and the evolving international cultural milieu.

REFERENCES

1. Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. Washington, DC: The George Washington University.
2. Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.
3. Yang, Zhiping. "Guidelines for Positive Psychology Group Activities" [M]. Beijing: Machinery Industry Press, 2010.
4. Yu, Weishen. "Thoughts and Characteristics of Experiential Teaching Model and the Compilation of University Experiential English" [J]. Chinese Foreign Language, 2005.
5. David A.Kolb.(2006). Experiential Learning: Experience As The Source Of Learning And Development
6. https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development
7. Yangtao Kong (2021). The Role of Experiential Learning on Students Motivation and Classroom Engagement". https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.771272/ful
8. Cooper, J.R., (1998) multidimensional approach to the adoption of innovation,Management Decision, Vol.36(8), pp.493-502. http://dx.doi.org/10.1108/00251749810232565
9. Charalambos, V. (2014). The rhetoric of reform and teachers' use of ICT. British Journal of Educational Technology. 46. http://dx.doi.org/10.1111/bjet.12149