

## Research on the application strategy of experiential learning in bilingual classroom teaching

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**Abstract:** With the deepening of the new curriculum standards, many teachers have changed the traditional teaching methods and introduced the experiential learning method in the bilingual classroom. Because of its rigid teaching methods and serious teaching environment, the traditional teaching mode has reduced students' love for bilingualism and their enthusiasm for learning. In order to solve this problem, the author has found a more suitable teaching method-experiential teaching method, which can give full play to students' subjective initiative and greatly promote students' enthusiasm and love for bilingual learning. In this paper, the application of experiential learning in bilingual classroom is analyzed in depth, which will provide teaching reference for the application of experiential learning in bilingual classroom in the future.

### 1. Introduction

In the current bilingual classroom, teachers have begun to use new teaching methods to educate students. With the continuous reform of teaching methods, quality education has been put forward in China at this stage, and the main purpose of teaching is to promote the all-round development of students [1]. Experiential bilingual classroom teaching is to bring new feeling and new stimulation to students, thus deepening the memory and understanding of learning, transforming the language learning process into an experience process of creating and using language, and enabling students to learn through experience and complete learning tasks through experience.

In bilingual teaching, the acquisition of subject knowledge is the main purpose, and it is also the space for learners to learn and use a second language [2-3]. Nowadays, students seldom have positive classroom performance and teacher-student interaction, and students just memorize a few more professional words. Bilingual teaching courses are sometimes turned into foreign language tutoring courses, which is obviously contrary to the original intention of teaching subject knowledge through foreign languages. Bilingual teaching means not only that students listen to teachers in foreign languages, but also that teachers and students communicate and interact with each other in foreign languages in order to acquire professional knowledge more quickly.

### 2. Experiential teaching

Experiential teaching theory was put forward by American David Colbault in 1980s. Experiential teaching is different from the traditional teacher-centered indoctrination teaching method, and it is a teaching mode that enables learners to perceive, understand, comprehend and verify the teaching content by personal experience in special learning situations. Students' subjectivity, emotion, individuality and personal experience are the main features of this teaching model.

Experiential inquiry is the fundamental motivation of change-the idea rooted in the heart [4]. And observe and improve people's mental models from the operational level-how these ideas affect our behavior and achievements.

According to different teaching contents and experience objects, experiential teaching can be divided into three different levels (Figure 1):

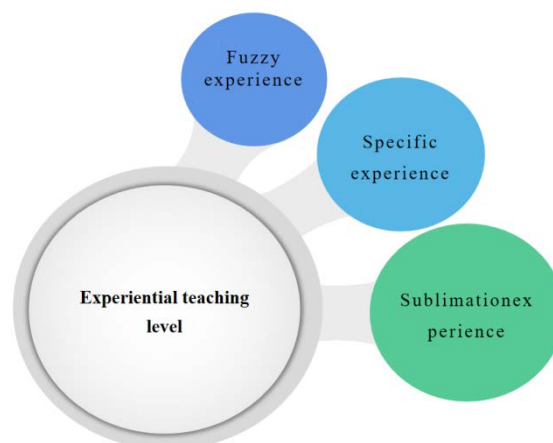


Figure 1 Experiential teaching level

The first level, fuzzy experience. The subject is required to have an overall perception of the overall outline of the object;

The second level, concrete experience. This level requires the subject to have a clear understanding of the characteristics of the object and be able to understand the ins and outs of things;

The third level, sublimation experience. This level requires the subject to integrate the knowledge understood in the second level and apply it to practice.

These three levels of experience are in line with the basic laws of Marxist epistemology: from perceptual knowledge to rational knowledge, from rational knowledge to two leaps in practical activities. In different experiential teaching activities, not all experiences should reach the third level. Teachers can guide students to complete different levels of experience according to different teaching purposes.

### 3. Problems in bilingual classroom teaching

#### 3.1. Class hours restrict classroom teaching effect

Compared with mother tongue teaching, bilingual teaching with the same teaching content takes longer hours. This is mainly because teachers and students can't communicate in mother tongue by using foreign languages, and there is a process of acceptance and transformation, and a small amount of Chinese explanations and explanations. Secondly, foreign language communication hinders teachers and students from exploring the research content to a certain extent, which leads to the disadvantages of bilingual teaching, such as more introduction, more description and less research.

Universities in China are facing a long-standing problem of deepening the reform of subject curriculum system. If it cannot be solved in time, it will have a negative impact on the effect of bilingual teaching. In the process of bilingual teaching, many university teachers have encountered the following problems: on the one hand, they use foreign original textbooks, on the other hand, they have to follow the original teaching system and syllabus. The contradiction between them makes teachers in a dilemma and at a loss in the process of teaching arrangement.

#### 3.2. Students' comprehensive English level is low

First of all, students' comprehensive English application ability is poor. Due to the lack of oral training in the long-term learning of English, many students have learned grammar knowledge and it is difficult to apply it correctly to oral expression [5-6]. This phenomenon often occurs in class: Fear of English expression; Or, when answering questions, the expression is not smooth, the thinking is unclear, the reflection is slow, and the frequency of wrong words is very high. The reasons for this phenomenon are as follows: for a long time, the basic education in our country has adopted "exam-oriented education", and students' English reading and writing ability is very good,

but their listening and speaking skills are relatively weak, even though senior college students basically pass CET-4 or CET-6.

Secondly, students' professional English foundation is weak, which affects their understanding of professional knowledge. Bilingual teaching requires students not only to have a high foundation of public English, but also to have a certain level of professional English and the ability to understand and accept the professional courses [7]. From primary school to university, students are learning public English, which is very broad and not targeted. Although public English is excellent, professional English is relatively weak.

### **3.3. Non-language problems also seriously affect the promotion of bilingual classroom effect**

Students' inaccurate understanding of the purpose and significance of the course leads to low interest in learning, which affects the effective development of the classroom. The improvement of classroom effect requires the joint efforts of teachers and students. However, in practice, some students are not motivated to participate in classroom, and there is a phenomenon of slacking.

Under the guidance of this kind of mind, at the beginning of the class, students pay more attention to the final examination rather than the learning process. However, "knowledge" is not a "fast food", and its benefit needs more energy and patience, and it needs to be combined with other disciplines' knowledge, while the classroom effect is the unity of process and result, so both must be paid equal attention to in order to play its role.

Bilingual teaching itself is difficult, and it is not an easy task to successfully complete the teaching task according to the original plan and achieve good results in the case of limited class hours [8]. Compared with mother tongue teaching, bilingual teaching with the same teaching content takes longer hours. Coupled with the limitation of actual class hours, most teachers chose this kind of "full house irrigation" for the sake of teaching tasks.

## **4. Constructing vivid experiential learning situation in bilingual classroom teaching**

### **4.1. Case experience teaching**

Case-based experience teaching is a method of using cases to achieve teaching objectives through students' experience. Through careful planning, teachers integrate the theoretical knowledge of teaching into cases, and take cases as the main line to bring students into the scene of specific events for specific analysis.

Case-based experiential teaching is particularly important for bilingual courses, because students express their opinions through independent thinking or collective wisdom, and teachers and students, students and students interact with each other. Through the guidance of teachers, students can further understand the theoretical principles, so as to improve students' interest in learning and grasp theoretical knowledge solidly. This method is conducive to enlivening the classroom atmosphere and improving students' learning consciousness. At the same time, case-based experiential teaching can also cultivate students' correct management concept, work style, communication ability and cooperation spirit.

### **4.2. Implement practical application of English**

The language practice of English is very strong. Because the English examination content in the entrance examination of primary and secondary schools in China is mainly written English, many high school English teachers pay little attention to students' practical application of English, especially the teaching content of oral application is directly ignored by many English teachers. With the rapid development of the times, the extensive application of English has been recognized by the public.

Experiential teaching requires teachers to attach importance to and appreciate students, and teachers should not accept enough, and teachers should lead students to break through learning difficulties. English teachers in senior high schools should implement the practical application of spoken English and enhance students' awareness of the application of language skills.

When organizing students to practice oral English, teachers should pay more attention to students' confidence building. For students with weak English foundation, teachers should guide them to cultivate the awareness of "willing to speak" and "speaking boldly", so that students can take the first step in oral practice. For students with a good foundation in English, teachers should try their best to make students apply English to practical communication, so as to really train their personal English skills.

#### 4.3. Establish a new relationship between teachers and students and attach importance to the emotional experience of teachers and students

Experiential teaching method creates an interactive communication form, emphasizing the bilateral emotional experience of teachers and students. Teaching is not only a process of information exchange between teachers and students, but also a process of emotional exchange between teachers and students. Teachers "love students", respect each student's personality, attach importance to students, appreciate students, listen to students' opinions, accept feelings, tolerate shortcomings and share joy. Let students experience cordial and warm emotions, thus generating positive emotions and a good state of mind, studying happily in a positive mental state, and being able to actively overcome difficulties and make progress.

### 5. Reflection on experiential classroom teaching

#### 5.1. Students' interest in bilingual teaching has increased

Most bilingual students are driven by superficial motivation. After teachers introduce experiential teaching methods into the classroom for a period of time, the proportion of students' deep motivation in bilingual learning has increased. This shows that the implementation of experiential teaching has a positive effect on bilingual teaching, and students' attitudes towards bilingualism have changed. Moreover, students generally think that the teaching quality has been improved, compared with the traditional teaching methods before.

Students prefer relaxed and enjoyable experiential teaching methods, and participate in them with great enthusiasm. Many students say that "every time they take bilingual classes, they feel that the time is too short, and they hope to have more time to study". Their expectations for bilingualism have also become higher, and more students hope to further their studies and study bilingualism.

#### 5.2. Students' academic performance has improved

The author makes a longitudinal comparison between the bilingual level of students three months ago and the current bilingual level. As the overall bilingual level of students is constantly improving, the author only compares the previous test scores with the present test scores (Figure 2).

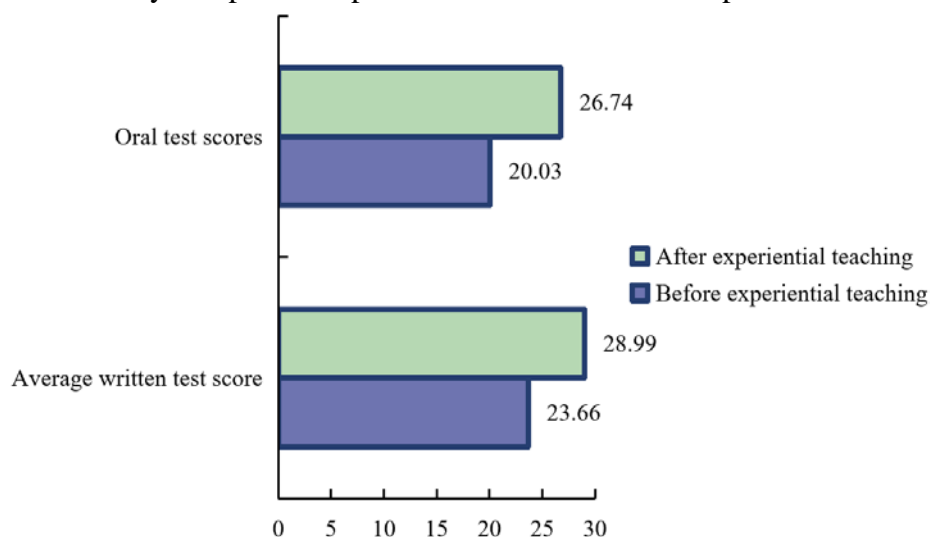


Figure 2 Comparison of test scores

From the rough statistics, we can see that, ignoring the age difference and the difficulty of the test paper, after implementing the experiential teaching method, the students' overall scores have increased.

Not only in the vertical direction, but also in the horizontal direction, the author makes a comparison of the teaching results of experiential teaching. According to the comparison of curriculum design between traditional teaching mode and experiential teaching mode, experiential teaching is better than traditional teaching mode in case design, students' status and students' mastery of knowledge, and students also welcome the intervention of this novel teaching mode. The comparison results are shown in Figure 3 below.

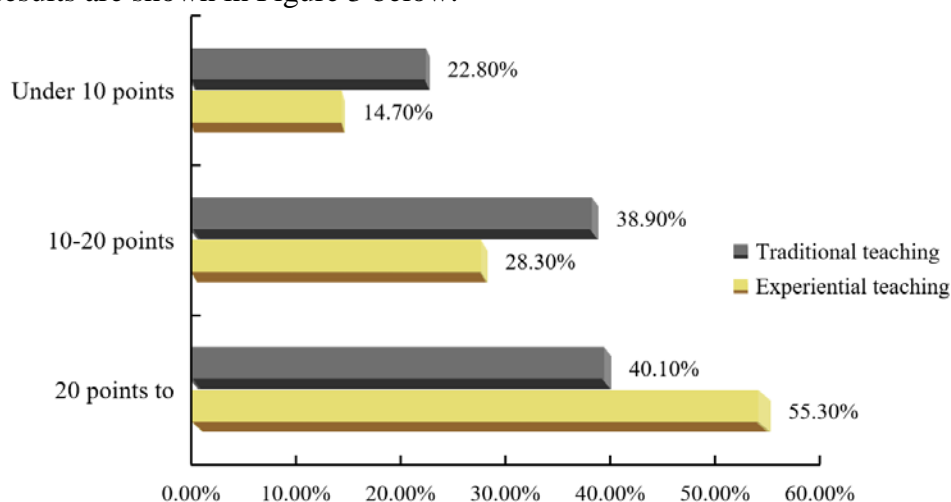


Figure 3 Comparison of students' achievements between traditional teaching mode and experiential teaching mode

The examination results show that the class with experiential teaching is superior to the class with ordinary teaching mode in both overall scores and the proportion of outstanding students. Therefore, experiential teaching has been successful in practice. Facts have proved the positive effect of this teaching model on students' bilingual learning.

### 5.3. Shortcomings in experiential teaching

#### 5.3.1. Classroom discipline is not easy to maintain

Students are lively and active by nature, so they are not easy to concentrate, and often have the problem of desertion in class. At the beginning of experiential teaching, because students have a strong sense of novelty and curiosity, they are more cooperative in teaching and classroom teaching is going smoothly. However, after a period of time, students' attention is easily distracted. Because the classroom atmosphere is too relaxed, students often do things unrelated to study, such as discussing other things in class or playing games, and not participating in the study. Therefore, when teaching, teachers should add fresh elements to the teaching process in time, so as to keep students fresh at all times.

#### 5.3.2. Students are prone to dependence

In experiential teaching, group learning is an important part. As mentioned above, in group activities, students are easily distracted to do their own things, which will result in learning tasks being solved by some students, while other students will enjoy the learning results directly. They do not participate in the learning process, and they are not impressed by the knowledge deeply. As time goes by, these students will become dependent and unwilling to learn and think, and the learning effect will naturally be greatly reduced. Therefore, when teachers carry out experiential teaching, they should pay attention to relaxation and relaxation.

In addition to these subjective factors, there are some objective factors that need to be solved urgently, such as lack of teaching materials, outdated teaching tools, and few opportunities for extracurricular practice, etc. These are all force majeure factors that need long-term efforts to solve.

## 6. Conclusions

To sum up, with the continuous reform of teaching methods, the traditional teaching methods can no longer meet the learning needs of modern students. Therefore, in the current bilingual classroom, teachers should change the traditional teaching methods and introduce experiential learning into the classroom. For students, teachers can combine students' textbook knowledge with real life in the process of implementing experiential learning, so that students can learn through experience. At the same time, during the research, the author found that although experiential teaching can enliven the classroom atmosphere, if teachers do not control the overall situation properly, students will do their own things instead of learning knowledge. Therefore, teachers should pay attention to the control of classroom atmosphere when implementing this mode, which should be lively and not too lively.

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