A Study of College English Grammar Teaching Strategies Based on Interactive Teaching

Xinzhi Chai [1]

[1] Institute of Education, Nanjing University, Jiangsu Nanjing 210008, China

Abstract: In order to explore effective college English grammar teaching strategies based on interactive teaching in colleges and universities, this paper, based on interactive teaching theory, uses quantitative experimental research methods to conduct empirical research from three dimensions of curriculum and teaching material design, teaching design and evaluation methods. The results show that there is a significant difference in the learning evaluation scores between the experimental group and the control group, and the interactive teaching method has obvious advantages in college English grammar teaching. We should further strengthen the research and application of interactive teaching, and further improve the quality and effect of education and teaching through the rational design of teaching materials, teaching design and evaluation methods.

Keywords: Interactive Teaching; College English; Teaching Strategies

Introduction

With the deepening of opening to the outside world, English teaching in colleges and universities in China is developing towards refinement and diversification. How to cultivate college students' grammar awareness and strengthen the teaching of grammar

system has become a hot research[1,2]topic in college English teaching. In traditional grammar teaching, the teaching method is usually one-way and teacher-led, and there is a lack of student participation and interaction in the classroom, which largely limits students' interest in learning and reduces their learning effectiveness[3]. In order to solve this problem, more and more educators have begun to try interactive teaching methods in recent years, aiming at improving students' participation and learning effectiveness. Through the establishment of interactive, participatory and experiential teaching environment, interactive teaching can make students more active in the learning process and improve their learning effect and interest. However, the application of interactive teaching method in the current college English grammar teaching practice is extremely limited, and most teachers still adopt the traditional teaching method step by step, which is the main bottleneck[4]of the application of interactive teaching method in college English teaching. This paper aims to explore the application effect of interactive teaching in college English grammar teaching, and further design and improve teaching strategies to improve the quality and effect of education and teaching.

The significance of this study is mainly reflected in three aspects. First of all, this study explores the application strategies and effects of interactive teaching in college English grammar teaching, which provides new teaching ideas and methods for college English teachers to promote the improvement of teaching quality and better cope with teaching challenges and improve teaching quality; Finally, this study can provide a reference for the formulation of national English education policy, promote the development of English education and improve the quality of English language in China to meet the needs of international development.

1. Research Methods

This study uses experimental research methods, which is divided into two stages: preparation and experimental teaching.

The preparatory stage includes determining the purpose of the experiment and research questions, designing the experimental program, compiling the teaching materials,

designing the syllabus and selecting the experimental objects. The subjects of the experiment are undergraduate students in college English grammar teaching. A total of 100 students are selected, including 50 in the experimental group and 50 in the control group. In order to ensure the randomness between the experimental group and the control group, the random sampling method was used to select the experimental subjects.

The experimental teaching stage includes teaching implementation, experimental data collection and statistical analysis. The students in the experimental group were taught by interactive teaching method, while the students in the control group were taught by traditional teaching method. In the course of the experiment, the teacher uses a variety of teaching strategies, such as increasing classroom interaction, group discussion, role-playing and games, aiming at improving students' interest and participation in learning, and helping students better grasp and apply English grammar knowledge. In order to ensure the comparability of the teaching effect and the rigor of the experiment, the experimental teaching content and teaching progress were consistent between the two groups.

The data collection and statistical analysis of this study used the method[5,6] of quantitative research. Quantitative research includes two methods: questionnaire survey and performance evaluation. Questionnaire survey is mainly used to understand students' feedback and opinions on the improvement of teaching methods, including the evaluation of course improvement methods such as textbook design, teaching design and evaluation methods. Performance assessment was used to compare the differences in academic performance between the two groups.

In terms of statistical analysis methods, descriptive statistics and analysis of variance were used to verify the reliability and significance of the results. Descriptive statistics are mainly used to describe and summarize the experimental data as a whole, including mean, standard deviation, frequency and percentage. The analysis of variance was mainly used to compare the differences between the two groups in the design of course materials, teaching design and evaluation methods, so as to determine the significance

of the experimental results.

2. Results and Discussion

This study adopts the experimental research method, through the teaching design and textbook compilation in the early stage, the students in the experimental group and the control group have been taught English grammar for 10 weeks. In the process of teaching, in order to ensure the reliability and accuracy of the data, many tests and examinations are used to evaluate the results, and the results are normalized.

The results of the experiment show that the students in the experimental group have a significantly higher achievement in the mastery and application of grammar knowledge than the students in the control group. For the average score, the average score of the students in the experimental group was 88, and the average score of the students in the control group was 72, as shown in Figure 1. It is worth noting that the difference of students'performance in the experimental group is small and evenly distributed, but the difference of students' performance in the control group is large and unevenly distributed.

The statistical results show that there is a significant difference between the average scores (percentage system) of the students in the experimental group and the students in the control group on the design of course materials, teaching design and evaluation methods, and the P value is less than 0.01, as shown in Table 1.

Table 1 Comparison of the average scores of the course evaluation of the students in the experimental group and the control group (hundred-mark system)

Group	Curriculum and teaching material design	Instructional design	Evaluation methods
Experimental group	89	91	93

Control group	63	57	46
P value	0.008		

For the improvement of the design of course materials, the evaluation of the students in the experimental group is significantly higher than that of the students in the control group. This shows that the improved textbook design has a positive impact on students' English grammar learning. Students'understanding and mastery of the course content are more in-depth and comprehensive, their interest and enthusiasm in learning are also effectively improved, and the effect of classroom interaction and discussion is more significant.

For the improvement of teaching design, the evaluation of the students in the experimental group is also significantly higher than that of the students in the control group. Specifically, the students in the experimental group were more highly evaluated in terms of classroom interaction, group discussion, and role-playing and games, which reflected the students' recognition and appreciation of the improvement of interactive instructional design. In addition, the learning interest of the students in the experimental group gradually increased with the advancement of the teaching process, while the learning interest of the students in the control group gradually decreased.

For the improvement of evaluation methods, the evaluation of the students in the experimental group is still significantly higher than that of the students in the control group. This shows that diversified evaluation methods are helpful to fully understand students'learning situation and ability level, and avoid the limitations of a single evaluation method on students' learning effect. At the same time, the improvement of evaluation methods can make students better understand their learning situation and shortcomings through timely feedback, adjust learning strategies in time, and improve learning effect.

The results of the experiment show that the interactive teaching method adopted in this

study has significant advantages in college English grammar teaching. Compared with the traditional lecture-based teaching, interactive teaching can better stimulate students' interest in learning and participation, and improve students' academic performance and learning effect. This conclusion not only provides a new teaching mode and idea for college English teaching, but also provides reference and enlightenment for the teaching of other disciplines.

It should be pointed out that although this study uses experimental research methods, there are some limitations in sample selection and research design. Therefore, future studies can further expand the sample size, strengthen the research design and adopt more rigorous statistical analysis methods to further verify the conclusions of this study and promote its application. At the same time, we can further explore the application strategies and effects of interactive teaching in students of different levels and backgrounds, so as to further explore the educational value and realization path of interactive teaching.

3. Design of Teaching Improvement Strategies and Application of Teaching Practice

3.1 Design of Teaching Improvement Strategies

This study explores the application effect of interactive teaching in college English grammar teaching through experimental research methods. Based on the results of the experiment, this part will further explore the practice of interactive teaching in college English grammar teaching from the perspective of teaching strategy design, from the three dimensions of textbook design, teaching design and evaluation methods.

First of all, in terms of textbook design, we should choose inspiring, interactive and interesting textbooks according to the actual needs and interests of students. The textbook should include specific grammar knowledge points and relevant examples, and explain and demonstrate them in combination with the actual situation, so that students can understand and master grammar knowledge more deeply. At the same time, some interesting stories and anecdotes can be integrated into the textbooks to increase

students'interest and participation in learning. In addition, various forms of textbooks, such as electronic textbooks and multimedia textbooks, can be used to meet the learning needs and preferences of different students.

Secondly, in terms of teaching design, we should constantly diversify teaching methods to enhance students'interest in learning and participation in learning. For example, classroom interaction, group discussion, role-playing, games and other ways can be used to guide students to actively participate in classroom activities[7]. In classroom interaction, teachers can ask questions and guide students to answer and discuss actively; in group discussion, students can freely combine and discuss in groups, and guide students to communicate and learn from each other; in role-playing, different roles can be designed to let students use grammar knowledge in simulated situations; In the game link, various English grammar games can be designed to enhance students'interest in English learning and classroom participation.[8]

Finally, in terms of evaluation methods, we should not use a single index to evaluate, but should constantly diversify the evaluation methods in order to comprehensively evaluate the learning effect of students. Specifically, we can make a comprehensive evaluation by examining the usual results, homework results, group discussion results, mid-term examination results, final examination results and so on.[9]At the same time, students should be carefully evaluated and fed back, pointing out the problems existing in the learning process, and putting forward suggestions for improvement and improvement, so as to stimulate students'learning motivation and enthusiasm.

It should be noted that in the specific teaching process, we should adjust and optimize according to the different characteristics and needs of students, so as to maximize the advantages of interactive teaching. At the same time, teachers should also pay attention to timely guiding students in teaching, encouraging them to study and explore independently, rather than passively accepting teachers'explanations and guidance. Therefore, teachers should play the role of guiding and assisting students to learn in teaching, rather than just being the leader of teaching.[10]In addition, teachers should carry out individualized teaching design and guidance according to students'different

learning styles and ability levels, so as to ensure that each student can give full play to his potential and advantages.

At the same time, this study also noticed some problems and challenges in the process of teaching practice. For example, in the classroom interaction, some students show a more passive attitude and need better guidance and motivation; in the group discussion, some students may not cooperate with each other or discuss the content in depth, and need better organization and guidance; In terms of evaluation methods, some students may have test anxiety or over-reliance on performance, so it is necessary to better balance the weight of evaluation methods in order to comprehensively evaluate the learning effect of students.[11]In the future teaching practice, it is also necessary to further improve and perfect the teaching strategies of college English grammar based on interactive teaching, and constantly explore and innovate teaching methods and evaluation methods to improve the quality and effect of education and teaching. At the same time, we also need to better understand and pay attention to the learning needs and characteristics of students, so as to more effectively meet the learning needs of students and improve their interest and participation in learning.

In a word, the teaching strategy of college English grammar based on interactive teaching proposed in this study has important educational and teaching value. Through the reasonable design of teaching materials, teaching design and evaluation methods, we can maximize the advantages of interactive teaching, improve students' interest in learning and participation, and promote students' mastery of grammar knowledge and application ability. Therefore, in the future education and teaching, we should further strengthen the research and application of interactive teaching in order to continuously improve the quality and effect of education and teaching.

4. Conclusion and Prospect

Based on the experimental research method, this paper discusses the application effect of interactive teaching in college English grammar teaching. Through the reasonable design of teaching materials, teaching design and evaluation methods, the teaching

strategy of college English grammar based on interactive teaching has a good practical effect. This teaching strategy has practical application value in the design of teaching materials, teaching design and evaluation methods.Through a variety of teaching methods, it successfully stimulates students' enthusiasm and enthusiasm for learning, and enables students to understand and master English grammar knowledge more deeply. Through diversified evaluation methods, we can have a more comprehensive understanding of students'learning situation and ability level, so as to guide and help students improve their learning effect more effectively.

In the future, we should further strengthen the research and application of interactive teaching in order to continuously improve the quality and effect of education and teaching. In the future teaching practice, it is necessary to further improve and perfect college English grammar teaching strategies based on interactive teaching, and constantly explore and innovate teaching methods and evaluation methods, so as to improve the quality and effect of education and teaching. At the same time, it is also necessary to better understand and pay attention to the learning needs and characteristics of students, so as to more effectively meet the learning needs of students and improve their interest and participation in learning. College English grammar teaching strategy based on interactive teaching is bound to become an important development direction of future education and teaching, and will make a positive contribution to the cultivation of more talents with high-level English grammar ability.

References

[1] Li Min. College English Grammar Teaching Strategies Based on Mind Map[J]. Liaoning Vocational and Technical College of Economics. Journal of Liaoning Economic Management Institute, 2021, (05): 103-105.

[2] Wang Yuan. Innovative Research on College English Grammar Teaching Based on Context Theory[J]. Journal of Jilin Institute of Education, 2021, 37(02): 78-81.

[3] Yuan Tingting. A Survey of the Application of Task-based Language Teaching in

College English Grammar Teaching[J]. Journal of Hubei Open Vocational College, 2022, 35(14): 179-180.

[4] Rodin. The Construction of Logical Intelligence in College English Grammar Course in the Internet Era[J]. Journal of Jilin Institute of Agricultural Science and Technology, 2020, 29(05): 109-111.

[5] Li Yifei, Li Yihui, Pan Dongting. A Review of the Empirical Research Methods on the Application of Authentic Corpus in College English as a Second Language Acquisition Classroom[J]. Journal of Hunan First Normal University, 2020, 20(04): 78-81.

[6] Liu Zhen. A Survey of Non-English Majors' Attitudes towards Flipped Classroom in College English Teaching[J]. Journal of Shandong Vocational and Technical College of Commerce, 2018, 18(06): 53-56.

[7] Xie Pingjuan. An Analysis of the "Flipped" Teaching Mode in College English Grammar Class[J]. Contemporary Educational Practice and Teaching Research, 2016, (12): 12.

[8] Cai Yan, Jiang Mingjuan. Research on College English Interactive Teaching Based on Network Technology[J]. Journal of Jiamusi Vocational College, 2015, No.155 (10): 395-396.

[9] Yuan Fang. An Empirical Study on Interactive Teaching from the Perspective of Educational Ecology — Taking College English as an Example[J]. Journal of Hunan University of Technology (Social Science Edition), 2016, 21 (04): 89-94.

[10] Yuan Pei. An Experimental Study on the Classroom Activities of College English "Multiple Interaction" Teaching[J]. Journal of Armed Police College, 2014, 30 (03): 70-73.

[11] Xie Yanna. Teaching Design of International Chinese Based on Interactive Teaching[D]. Jilin Foreign Studies University, 2021.