

The Application of Situational Teaching Method in Junior School English Teaching

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Abstract

In the process of teaching, teachers always unconsciously create a variety of situations for students. Most Chinese students lack English learning environment, so it is necessary for teachers to use situational teaching method. However, in the actual junior school English teaching process, most teachers use the traditional jug-and-mug teaching method, which leads teachers to ignore the dominant position of students' learning, students' learning interest and motivation to a certain extent. The author analyzes the current situation of junior school English, and finds that situational teaching method can effectively solve these problems. This paper aims at exploring how to create effective situations in junior school English teaching, and take the Constructivism Theory and the Second Language Acquisition Theory as the theoretical fulcrum, using questionnaire survey and interview. Despite there are some the shortcomings of this study, the author still hopes that this study will be helpful to the further study of situational teaching method.

Keywords

Situational Teaching Method; Junior School English Teaching; Creating Situations.

1. Introduction

1.1. Research Background

Situational Teaching Method means the way that teachers create different situations according to textbooks, which makes students easily understand contents of textbooks and raise their interests of learning. It is common subject research, which can trace back to the 1950s. It was founded by British applied linguistics and first widely used in Britain. John Dewey (2005) holds that thinking comes from situations of direct experience [5]. Chinese scholar, Wang Ping, (2001) also discussed the application of situational teaching method earlier. In her published paper, she discussed the great role of situational teaching method in language teaching [12]. She believed that the creation of teaching situation can stimulate students' interests in learning, and students' interests in learning are important for the way to mobilize students' learning enthusiasm and improve the effect of foreign language teaching.

The research has shown a multi perspective and multi-level pattern. Situational teaching method has attracted worldwide attention and research in various fields due to its unique charm, different scholars discuss situational teaching method from different perspectives.

However, there is no completely successful theory on the situation teaching method suitable for different characteristics of students. Therefore, many scholars don't believe that a single, simple situational teaching method is good, situational teaching research needs to consider more factors of modern teaching environment.

1.2. The Significance of the Study

As a common language, English is widely used all over the world. Therefore, it can be seen that English has great value and is worth learning. Also, English is a language that Chinese students have to learn. As a consequence, the approach of English learning is crucial, which leads students learn English well and they can talk something they like with foreigners. Besides, the Situational Teaching Method is an ordinary and superior method that teachers always use during the process of learning. The author believes the way can help students understand complex knowledge and raise their interests of learning, which can cultivate their ability of lifelong education. Also, it can help teachers integrate better into students' group.

2. Literature Review

2.1. The Definition of Situational Teaching Method

According to Baidu Baike, Situational Teaching Method refers to the teaching method in which teachers purposefully introduce or create vivid and specific scenes with certain emotional colors and images in order to arouse students' certain attitudes and experience, which helps students understand the teaching materials and develop their psychological functions. Chen Chunqiu (2015) states that the way is based on the needs of teaching materials and National English Curriculum Standards (NECS), combined with students' cognitive level in the teaching process to create a variety of real or simulated situations, training students' listening and speaking ability and overall language ability[4]. Xue Yongning (2020) holds that it means that teachers consciously and purposefully create some teaching situations related to the classroom teaching contents in the classroom teaching, vividly show the teaching contents to students, attract students' attention and help students understand the classroom contents more easily, which is beneficial to improve the efficiency of classroom teaching[16]. The author thinks it is a way that teachers create some situations close to students' real life or experiences in order to make students achieve the requirements in NECS and cultivate their ability of life-long education.

2.2. The Characteristics of Situational Teaching Method in Middle School English Teaching

Some characteristics of Situational Teaching Method are as follows.

First of all, the situations that teachers create are close to students' real life or their experiences. Only are the situations close to their real life or experiences, we can stimulate students' emotional experiences and make them put their real feelings and experiences into their learning, which leads that they can easily obtain some complex knowledge. Meanwhile, the situations can be illusory, which needs students to exert their imaginations to understand teaching contents, which can cultivate their creativity.

Secondly, the method is a integration of cognition, emotion, willingness, action. Situational Teaching Method means creating some teaching situations that force students to be involved into. Then, the situations can make students have a large number of inner thoughts and feelings, which helps them understand easily complicated contents in their textbooks. At the same time, these thoughts and feelings make students overcome some difficulties and challenges in the process of learning, which can form some kinds of willingness. When, students have their own willingness, they will put their willingness into practice. Using this approach, the author can put students' cognition, emotion, willingness and action into integration.

Thirdly, these situations have deep affection. It can arouse students deeply inner feelings and thoughts, which makes contributions to students' learning.

2.3. The Functions of Situational Teaching Method

Situational Teaching Method has many functions for teachers, which is the reason why Situational Teaching Method is a common way in the process of teaching.

Firstly, it can help students raise their interests of learning. When teachers create some situations that are close to students' real life, students can understand what they are learning based on experience they have gained in their daily life. It makes students find that their daily life making a contribution to the understanding of the contents which is difficult to understand in their learning, which can raise their interests of learning and make them use their experience to deal with problems.

Secondly, it can cultivate students' key competence which includes language ability, thinking quality, cultural awareness and learning ability. The method creates different situations, which drives students to use their thinking abilities to analysis the situation and some experience they acquire in their daily life. During the process of learning, they will understand easily contents in their textbooks and acquire readily knowledge, which results in the cultivation of students' language ability, cultural awareness and learning ability. All of these can force students to be autonomic learners who have the ability of life-long education.

Thirdly, it can cultivate students' ability of autonomic learning. The way put students in the center of learning, and it changes traditional way that is a jug-and-mug method in which teachers transmit knowledge into students without their ability. On the contrary, the Situational Teaching Method makes students acquire knowledge within their ability of understanding. It helps students acquire knowledge by themselves, cultivating students' ability of long-life education. Also, during the process of learning, they will depend on themselves frequently, which means that they will become more and more autonomic.

Fourthly, it can develop students' learning motivation, which means students would have more and more interests to study. Teachers create situations close to their real life, which is beneficial to students to get familiar with the knowledge they learn. Besides, when students are familiar with contents in their textbooks, they will have motivation to learn. In this way, students will raise their learning interests frequently, which leads that they will have motivations to learn.

Fifthly, it can active classroom atmosphere. The traditional "cramming" teaching makes the classroom atmosphere dull, which leads that students feel boring towards their learning and they will lose their interests of learning. Besides, relaxed and lively classroom atmosphere has a great role in promoting students' learning.

It can be seen that Situational Teaching Method has a large number of benefits for students' learning and teachers' teaching.

2.4. The Basis Theories of Situational Teaching Method

2.4.1. Constructivist Theory

The Constructivist Theory holds that every knowledge in textbooks are connected with each other. The author can make good use of some knowledge in our real life to learn knowledge in our textbooks. We are supposed to make students develop their learning ability within their Zone of Proximal Developmental (ZPD) by using the scaffolding teaching method. The scaffolding teaching method means creating situations close to their real life or experience. Also, it means teachers teach students some newly knowledge related to their later knowledge. Wang Qiang (2000) stated that the Constructivist Theory believes that learning is a process in which learner constructs meaning based on his or her own already knows[3]. John Dewey (2005) believes that teaching should be built based on what learners already knew and engage students in learning activities. Situational Teaching Method based on the Constructivist Theory means that we are supposed to create some teaching situations close to experience on their

daily life that they already have obtained[5]. Also, teachers would create some relaxed environments that has good advantages for teachers to create some situations.

2.4.2. Language Acquisition Theory

Stephen D. Krashen (1982) believes that if learners want to learn a language systematically, then the language must be based on comprehensible and authentic sentences[2]. Based on the input hypothesis, the key part of Stephen D. Krashen's language acquisition theory, people's language learning and input is that learners first need to make initial contact in a certain language environment and atmosphere, and then input the language. Language is human who can learn it naturally in the language environment and atmosphere. English is a second language, and classroom is nearly one place that students can be exposed into the environment of English learning. As a consequence, in the teaching process teachers should create situations or environments close to people's daily life. Also, teachers are supposed to organize various activities that raise students' interests and are appropriate to students' practical needs. The application of Situational Teaching Method in English teaching classroom through the creation of vivid scenes can enable students to apply actively learning language materials in the scene. Therefore, it can greatly improve the efficiency of students' absorption of knowledge in the actual communication situation. Also, it can make a full play to the role and effect of second language input, and lay a good foundation for learners' language output in the next stage.

3. Research Design

3.1. The Detailed Usage of Situational Teaching Method in Middle School

3.1.1. Role Play

Teachers often use role play when they use Situational Teaching Method. Wang Jie (2019) holds that role play is one of the most effective ways to present Situational Teaching Method in English teaching[14]. Under the guidance of teachers, students actively try to play all kinds of roles in the process of teaching materials, and give a full play to their imagination and initiative, and understand deeply different roles' thoughts in the situations that teachers create it. During the role play, they would create some sentences their characters saying within their imagination, which makes a good contribution to building confidence for them to talk with the foreigners. At the same time, they put themselves in the position to communicate with each other. Role playing is one of the most effective ways to create communication situations in teaching process, which can fully raise the students' enthusiasm in classroom. With the process of role play, students' spoken ability will be better and better and the relationship with students will be better and better.

During teaching, teachers should create various situations to exercise students' language competence, and encourage students to take part in role play, which prompts them to increase their interests of learning English.

3.1.2. Simulation

Simulation refers that students simulate specific activities of the characters in the textbooks, which leads the students can really integrate into the textbook and be personally on the scene. It plays a significant role in understanding the contents of textbooks. Also, it can leave some space for students' imagination and creativity. Meanwhile, when students simulate actions or words of the characters in the textbook, they can cultivate their thinking abilities that students can utilize their ability to analyze something in the textbooks by using their criticalness, imagination, reasoning and so on through putting them on the position of the characters. Also, simulation plays an important role in students' empathy. They can feel the characters' feelings and emotions through the process, which makes a contribution to students' cultural awareness that they can realize the same things will have different meanings in different cultures. Besides,

when students simulate the conversations of the characters in their textbooks, they would improve the relationships between each other through team work, which would cultivate their team spirits.

Also, now the purpose of learning English is to blend in the tide of globalization, so simulation can be beneficial to students to integrate into the globalization.

3.1.3. Using Pictures

Using pictures means that teachers present pictures that describe the contents in their textbooks to students, making students feel clear and obvious about the contents. According to National English Curriculum Standard, teachers are not only supposed to cultivate students' listening, reading, speaking and writing but also foster their viewing. Viewing figures that once do students see pictures, they will know what pictures express. Wang Xueqin (2020) stated that through the presentation of pictures, teachers can make some abstract concepts that are concrete, intuitive and visualized, such as geographical location, transportation mode and so on[13]. These pictures can stimulate students to think seriously in class, encourage students to speak English bravely and boldly in public. And at the same time, based on these pictures to introduce patterns of the key sentence and difficulties of this lesson in class, teachers would decide to practice the sentences repeatedly to consolidate the knowledge. Meanwhile, the author holds that we make good use of the pictures to create situation for students, which forces them to obtain knowledge or relevant knowledge vividly. During presenting pictures for students, students' thinking ability will be cultivated. Teachers can force students to think about the pictures, they will think them from different perspectives.

3.1.4. Using Multimedia

Multimedia is a common equipment that teachers use in the teaching. It includes video, recording, projection and so on. Teachers make good use of these multimedia to present the knowledge they would teach. Some scientific researches show that people's memory of animation, sound and experience is far stronger than that of simple words. By making Power Point courseware, setting off music, presenting original movies and other means, teachers create scenes that integrate listening and speaking for students. For example, when teachers teach the superlative degrees of adjectives, the words' highlights are presented through multimedia, accompanied by exciting music and interpretation, which makes it easier for students to quickly focus in class and fully arouses their interests in English classroom activities. At the same time, the author states that using multimedia, including Power Point courseware, music, movies and so on forces students to generate their interests about their learning and fulfill their curiosity about their unknown things. Also, multimedia can make students who stay at home obtain some knowledge about foreigners, especially lots of vivid films that attract students attentions and bring students into some certain contexts to learn language, which gives students real senses of learning English.

3.1.5. Games

Games refers that teachers organize interesting games based on relevant knowledge to push students take part in games, which plays a vital role in obtaining newly knowledge and increasing relationships between students and students or between students and teachers. For junior middle school students, English may be a boring language, on the contrary, games attract students' attention of learning, which defends disadvantages about traditional education. It is a very effective way for teachers to introduce competitive games into English classroom teaching, which can greatly arouse enthusiasms of students to participate in classroom activities and cultivate their team spirits. This is happy learning. Zhang Fenlan (2020) stated that through games, students' fear that students feel when they are in a strange English environment can be eliminated and their interests of learning English can be aroused[17]. At present, most English teaching in junior high school lacks pure English language environment, and the teaching only

pays attention to grammar and language knowledge. Teachers can say that the education effects are not ideal. Using games to teach English knowledge can make students really integrate into the English environment, help students practically to use their English, and cultivate their autonomy and competitive senses in English learning.

3.1.6. Language Description

Language description is an approach that teachers take advantage of vivid sentences to present contents or knowledge in textbooks for students, especially story telling. As far as the author is concerned, story telling can form vivid and specific pictures in their brains, bringing benefits to their creativity and key competence. Story telling can provide reasons and causes for students to help them learn knowledge effectively. Zhong Linfang (2018) believed that through stories, the grammar of words does not rely on rote memorization, but is full of fun to learn from the story, which makes students know usages of English[18]. This has a great impact on the overall improvement of students' English ability and lays a solid foundation for their future English learning. In a word, during the process of teachers' language description, it can evoke their inner thoughts and feelings, which brings effectively comprehensions to learning English.

3.2. The Subject of Situational Teaching Method in Middle School

The subject of Situational Teaching Method in middle school is the students that are from grade one to grade three. They have accumulated some basic linguistic knowledge in grammar and vocabulary, and most of them have acquired the ability of reading long and complex passage. Also, students still be curious to explore the unknown knowledge.

In this research, the author chooses some students from Huanjiang Middle School at our country. They are girls and boys from grade one to grade three.

3.3. Methods of Searching Application of Situational Teaching Method

3.3.1. Questionnaire Method

The title of author's questionnaire is A Questionnaire Survey on the Application of Situational Teaching Method in Huandong Junior Middle School at Zhuji. This method has some advantages. It can effectively show that the effects of Situational Teaching Method. Also, it can give guidance for teachers' teaching. However, it just show the students in the middle school, and it can not show the students in middle schools, so it has some haphazard.

3.3.2. Interviewing Method

The author choose ten students from Huandong Junior Middle School. The three students are girls that are in the classroom of 49 students in junior one. Students are excellent who have eminent grades. The seven students are five boys and two girls that are in classroom of 38 students in junior two. They are good who have common grades. Besides, the author asks all of them some questions.

These questions are as follows: Firstly, what is the number of students in your classroom? Secondly, do you think your English learning atmosphere is relaxing? Thirdly, do you like the way of teaching your English teacher applies? Fourthly, does your English teacher always use an approach of simulating situations close to life in English class? Fifthly, do you think the English learning effect of creating situations is better than that of teachers who only speak grammar and words? Sixthly, do you like situations created by your teacher in class and do you believe the approach can bring benefits for your study? Seventhly, what are the ways of teaching that your teacher uses and what are the ways that you enjoy? Eighthly, what is the reason that you admire your English teacher?

3.4. Data Collection

3.4.1. Questionnaire Survey

Table 1. The questionnaire (a)

	Yes	No	Just so-so
Q1: Do you think the classroom atmosphere in English class is relaxed and pleasant?	99 (47.6%)	24 (11.54%)	85 (40.87%)
Q2: Do you like your English teacher's classroom teaching method?	95 (45.67%)	19 (9.13%)	94 (45.19%)
Q3: Does your English teacher often simulate the situation close to life in English class?	95 (45.67%)	12 (5.77%)	101 (48.56%)
Q4: Do you think the English learning effect of creating situations is better than that of teachers who only speak grammar and words?	111 (53.37%)	5 (2.4%)	91 (43.75%)
Q5: Do you like situations created by your teacher in class?	113 (54.33%)	2 (0.96%)	93 (44.71%)
Q6: Do you think Situational Teaching Method is helpful to your English learning?	115 (55.29%)	4 (1.92%)	89 (42.79%)

(b)

	Q7: Ways of teaching that your teacher uses	Q8: Ways of teaching that you like
1.Using boring language to lecture	82 (39.42%)	77 (37.02%)
2.Using vivid language to lecture	164 (78.85%)	183 (87.98%)
3.Role play	66 (31.73%)	153 (73.56%)
4.Imitating characters in books	71 (34.13%)	143 (68.75%)
5.Using pictures	155 (74.52%)	157 (75.48%)
6.Using multi-media	166 (79.81%)	167 (80.29%)
7.Playing game	78 (37.5%)	159 (76.44%)
8.others	3 (1.44%)	4 (1.92%)

(c)

	Q9: Reasons that you like your English teacher
Interesting lessons	137 (65.87%)
Practical knowledge that your teacher teaches	108 (51.92%)
Few key and difficult points in the textbook	108 (51.92%)
Liking English	113 (54.33%)
Want to learn foreign culture	99 (47.6%)

There are 208 students who filled out the questionnaire. Besides, both of them are 94 boys and 114 girls. The students in Grade One, Grade Two, Grade Three account for 64, 82, 62 respectively. 16 students are in the classroom that is under thirty, 94 students in this classroom of 30 to 40 people, 95 students in this classroom of 40 to 50 people and 3 students are in the classroom above 50. The specific datum are as in Table 1.

3.4.2. Interviewing Method

The author interviews ten students. The three students are girls that are in the classroom of 49 students in junior one. They believe that English classroom is always interesting and relaxing, however, the teaching sometimes is boring, especially the time when their teacher teaches pronunciation. When their teacher teaches, the teacher could simulate some situations in her life. They agree the Situational Teaching Method, because it can force lessons to become more interesting, which leads that students listen lessons more carefully and their grades will become more better. Based on these conditions, they enjoy the method her teacher apply and believe it is helpful and benefit. In the class, their teacher takes advantages of PPT to force students to answer questions and makes group talking. Two students like their English teachers, however they hold that the contents in her classroom can be more fruitful, for example, teachers can force her to do some English games such as English dubbing, describe and draw and so on. The reason why they enjoy English is that their desire are to go abroad to achieve their further study. Another student don't like the English teacher because some of personal things. The reason why she enjoys the English is that she believe she can make good use of English to communicate with foreigners.

The seven students are five boys and two girls that are in classroom of 38 students in junior two. English class is a mix of fun and boredom. When their teacher teaches, the teacher has little time to stimulate situations. All of them agree Situational Teaching Method, however they also hold that the traditional teaching method is necessary because both of them can make students obtain knowledge more or less. Based on these conditions, they like the way that his teacher apply. In the class, the teacher uses chalks and multimedia. All of them like her English teacher. On the contrary, he believes the class can be more interesting. The reason why some of them enjoys English is that the textbook is easy and they can obtain a large number of knowledge. Meanwhile, some of students said that they didn't like English, the reason why they learn English is that they have to learn English in order to pass the College Entrance Examination.

3.5. Data Analysis

In the research, the author got the data from the questionnaire and the interview.

From the data, the author can do some analyses.

First of all, the author do some analyses according to the questionnaire.

Firstly, from the Question 1 to Question 3, the author can know that most English classes are interesting and relaxing, and most students enjoy the English classes. Also, their teachers like stimulating scenes close to our real life, which most of the students like.

Secondly, from Question 4 to Question 6, nearly all students believe that the English learning effect of creating situations is better than that of teachers who only speak grammar and words. Also, they like the Situational Teaching Way, because they think it is helpful for their learning. However, there are still few students that do not like the way. Furthermore, they do not believe it can bring benefits.

Thirdly, from Question 7 to Question 8, most teachers use vivid language to lecture, and most of them use pictures and multimedia to teach students, however, there are still some teachers that they use the traditional teaching way. The interesting thing is that some students like the traditional teaching way. Most students hope that their teachers can use vivid language to teach and do some things such as role play, using pictures and so on.

Fourthly, from Question 9, we can know the reasons why students like English. Most students like English classes because the class is interesting and they like English. Also, some students like English because the knowledge is enough practical and they want to learn foreign culture. Meanwhile, some students enjoy English because of little key points and difficult points in the textbook.

Next, the author do some analyses according to the interviews.

From the first interview, the author know that their English classes are sometimes boring and sometimes interesting. The teachers use different ways to teach students. And they like the teaching ways but they still believe the ways can be more fruitful. Some of them like English, because they want to make good use of English to further their study and communicate with each others. However, there is still one student that does not like English because of her personal things.

From the second interview, the author knows that the teacher use Situational Teaching Method and the traditional teaching way. All of them believe Situational Teaching Method can deliver benefits. They hold the traditional teaching ways are necessary, even though they feel that their class can be more interesting. Some of students like English because they acquire lots of knowledge, but some of students still dislike English, because of the pressures that College Entrance Examination brings.

4. Results and Discussion

4.1. Results of Questionnaire Survey

Based on the results of questionnaire survey, the author clearly knows that lots of teachers apply Situational Method Teaching in their class, however, there are still some teachers tend to shape the classroom that is a mixture of Situational Teaching Method and traditional teaching method. At the same time, the teachers always make good use of using pictures, playing games and using multimedia such as PPT. Perhaps, in the class, some English teachers use vivid language to lecture, but they may apply boring language to explain some knowledge difficult to understand.

For students, all of them are not in the same classroom. Few students don't like Situational Teaching Method, and they prefer traditional teaching method. Meanwhile, most of students believe the method is more effective than traditional method. Most students hope that teachers can use vivid language, do role play, use pictures, use multimedia and play games. Few students hope that teachers could use the vivid and boring language to teach. At the same time, most of them enjoy learning English, because the teaching is interesting, the knowledge is not difficult and their desires are going abroad.

Based on these conditions, Situational Teaching Method can bring benefits to students' grades to achieve quality-oriented education. Teachers are supposed to update their teaching method, which depends on their students. Each individuals have their preferences, teachers should find their differences and preferences, then teach in a target way.

This study mainly focuses on the application of Situational Teaching Method at English class in junior high school. The author uses the method of questionnaire to study it. Meanwhile, conclusions are as follows. Teachers use the combination of Situational Teaching Method and traditional teaching method at class. They prefer using pictures, multimedia and games during lessons in order to attract students' attention. Situational Teaching Method adopted by teachers generally combines the actual life of students to set up situations, which creates more opportunities for students to express their language, improves students' language input and output ability, and effectively promotes the development of students' comprehensive language

ability. Also, teachers are supposed to use different teaching ways in order to meet different students' needs and reduce students academic pressure.

4.2. Results of Interviewing Method

The author interviews ten students. They are different. From information of them, the author can see that Situational Teaching Method can bring some benefits to students. At the same time, the author finds that the traditional way is not completely unnecessary. Also, most teachers are not only use traditional teaching method or Situational Teaching Method. They prefer using pictures and multimedia. All of them have their own reasons to learn English, which means Situational Teaching Method is still be enjoyed by students. However, there are still some students that don't like English, and their purpose of learning English is that they have to pass the examination, so teachers need to cultivate students' learning interests.

The author can get some implications from this interview.

Firstly, students prefer teachers could create various situations. Most of them believe the method can give their study many benefits. Meanwhile, they mainly enjoy the approach that teacher can use pictures, role play and play games to create situations close to their life.

Secondly, different individuals have different reasons to enjoy English. Most of them enjoy English because of interesting class that teachers apply Situational Method Teaching.

4.3. The Effectiveness of Situational Teaching Method in Middle Schools

From the above experimental datum, it can be concluded that the combination of Situational Teaching Method and traditional English teaching is more popular with students than the traditional teaching mode. As a consequence, it can improve the effectiveness of learning, help students internalize the learning contents, strengthen the ability to use the language, improve their reading ability and expression ability, and finally improve their comprehensive language ability.

5. Conclusion

Situational Teaching Method are beneficial to teachers and students.

As far as teachers concerned, the approach promotes qualities of teachers. The traditional teaching method does not have high requirements for teachers themselves, teachers only talk about textbooks, do not pay attention to the development of students. In the classroom, students increase their participation under the method. Teachers teach in English and set different situations for different reading materials, which requires teachers to have higher classroom control ability and profound professional quality level, so as to guide and direct students skillfully. Therefore, teachers should constantly expand their scientific and cultural knowledge, and adopt appropriate teaching strategies in teaching. Also, teachers need to take care of the differences of their students because different individuals have different needs and teachers have responsibility to fulfill their needs.

From the view of the students, Situational Teaching Method based on the vivid scene is as a means to mobilize the students' senses and thinking, mobilize the students' emotions, let the students become the master of the classroom, stimulate the students' own learning motivation and enthusiasm, reduce the learning anxiety and anxiety, promote the students' language acquisition, which leads the students have initiative in the process of obtaining knowledge.

Although some achievements have been made in this study, due to the limitations of research time and research objects, this study is effective but not extensive, and there are still many areas worthy of modification and improvement. Problems of the research are as follows.

Firstly, when students face the questionnaire and the stranger's interview, they have some nervous and other psychological factors. Therefore, the questionnaire and interview are not

carried out under the condition of students' complete natural relaxation, and there are some subjective or objective errors.

Secondly, there are too few people that the author interviews, it may exist some haphazard. Also, the author forces students from different grades and classrooms to finish questionnaire, which also have some haphazard.

Thirdly, there are some subjective factors in the conclusion that only relies on students' subjective judgment, besides, there is no investigation on students' performance changes and changes of grade under Situational Teaching Method.

Acknowledgments

Many people have made invaluable contributions, both directly and indirectly to my research. I would like to express my warmest gratitude to Prof. Xu Xiaofei, my supervisor, for her instructive suggestions and valuable comments on the writing of this thesis. Without her invaluable help and generous encouragement, the present thesis would not have been accomplished. At the same time, I am also grateful to Prof. Xu Xiaofei for providing me with valuable advice and access to the related resources on my thesis.

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