

How to Teach Students in Junior English Writing based on Situational Teaching Method

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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 writing teaching process, most teachers use the traditional jug-and-mug teaching method, which leads teachers to ignore the dominant position of students' learning, their learning interest and motivation to a certain extent. The paper tries to find the ways that teach students in junior English writing based on Situational Teaching Method. 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; Students; Junior English Writing.

1. Introduction

1.1. Research Background

Situational cognitive theory asserts that knowing and doing are interactive, which means knowledge is contextualized. It also tells students' learning activities are active processes of making sense, knowledge is continuously developed forward through activities; and situational engagement promotes students' understanding of what they have learned is facilitated by situational engagement (Shi Wenhong, 2013). Situational teaching method refers to a teaching method in which the teacher purposely introduces and creates scenes with certain emotion and images in the classroom, so as to induce students' personal experiences, promote their mental functions, and help them understand knowledge and skills. A good teaching situation can stimulate students' strong desire to know, let them take the initiative to learn, understand and study with strong interest, and then trigger their cognitive conflicts and adjust their original cognitive structures (Zhang Huirong and Zhu Dequan, 2007).

At the same time, in recent years, the reform of English teaching has become unprecedented active in our country and has sprung up "Crazy English", "Free English" and "Zhang Sizhong Teaching Method" and a large number of results. They have carried on teaching experiments from their perspectives and its theoretical evidence is also in great abundance. These trials have achieved success to some extent. But the effect is not ideal in popularization and application. Especially in recent years, with the development of new methods, many teachers have changed their traditional teaching ways, which is giving priority to simple teaching knowledge. They begin to pay attention to training students' ability of using language. The teachers start to design some interesting activities in writing class. And with the help of pictures, video and games, students' ability of producing language in writing has improved. Although the condition has changed, in fact it is not optimistic. Some teachers still use the traditional teaching methods. The process of teaching-receiving methods of teaching words and expressions in writing makes a mistake of emphasizing on the spread of rational knowledge and undervaluing the accumulation of emotional experience. There is little interaction between teachers and

students. Meanwhile, from the perspective of students, students play a role of audiences in the traditional teaching methods class. They use the framework provided by their teachers to write, which leads that they have no their own ideas in their writing.

How to teach writing in junior middle school effectively has been great concern by more English teachers and educational theory worker. As a consequence, it is significant for the study to know how to use Situational Teaching Method in writing.

1.2. The Significance and Purpose of the Study

Writing is one of significant language skills, which is an important part of English language output. Meanwhile, the level of writing is an important indicator of junior high school students' ability to use language comprehensively, because students should use the language that they learned to produce their writing. The English Curriculum Standards for Compulsory Education (2022) clearly requires that students in junior high school are able to express facts, opinions and emotions in English coherently and develop basic writing skills. Students' ability to collect and prepare materials according to writing requirements can be improved. At the same time, students can be able to draft short essays, short messages, and so on independently and revise them under the guidance of teachers. They will be able to use common connectives to indicate sequential and logical relationships, be able to describe people or events simply and be able to write simple paragraphs or operate instructions based on diagrams or tables (Ministry of Education 2022).

In junior high school English teaching, writing is a key and difficult point. However, the teachers tend to focus on explaining language knowledge and ignore teaching writing, often passing over writing exercises. This is one of the main reasons why students are not interested in writing and have difficulty in improving their writing skills. This is one of the main reasons why students are not interested in writing and have difficulty in improving their writing skills. When teachers teach writing, they always use a rigid teaching approach. They show writing topics for students, then show them writing sentence patterns. Next step is to ask students to write. After students submit their writings, teachers will just show them model writing to let them memorize. Clearly, the traditional teaching method is teacher-centered, and it is difficult to reflect students' subjective status. Meanwhile, the method does not put students in the center of learning, which to a certain extent limits the students' ability to analyze, understand and use language. It is impossible to improve students' writing skills and comprehensive language skills, which means writing teaching have undesirable results. Therefore, the writing part has become one of the items that students lose their marks seriously in the Senior High School Entrance Examination. In junior high school teaching, how to help students overcome their fears, master writing methods and improve their writing ability is an urgent problem for English teachers to solve.

Meanwhile, Situational teaching method can improve this phenomenon of the traditional teaching approach, which means writing teaching will meet students' needs and raise their learning interests through situational teaching method.

2. Situational Teaching Method

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. 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. 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 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.

2.3. The Basic Theories of Situational Teaching Method

2.3.1. The 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. 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. Also, teachers would create some relaxed environments that has good advantages for teachers to create some situations.

2.3.2. 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. 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. How to Use Situational Teaching Method to Teach Writing in Junior Middle School

3.1. Using Multimedia to Create Situations

English writing is more difficult and complex than oral practice, vocabulary memorization and text reading, and the teaching of English writing in junior high school requires students to have the ability to express themselves, a good sense of English thinking, and a rich vocabulary reserve. In addition, the complexity of English writing makes it difficult for most students to start writing, so they are not interested in teaching English writing and even resist it. Therefore, only when English teachers make English teaching more interesting and simplify English teaching by using Situational Teaching Method can they motivate students' interest in writing and increase their confidence in learning writing.

It's necessary for teachers to use multimedia to create situations, which is a good approach for asking students to write. Teachers can also use multimedia to show students videos, audio or pictures related to the teaching content to create relevant situations for students, so that students' enthusiasm and motivation for writing can be fully mobilized. It means that before writing teaching, teachers are supposed to use multimedia to present topics of writing, which helps students pay attention to topics of writing. Meanwhile, when teaching Expository writing, the teacher can show an animation of making fruit salad through multimedia, and at the same time lead the students to know the names of the fruits and explain the steps, so that the students can have a sense of immersion and even have the interests to try making salad with their own hands, which helps them to develop their imagination instead of listening to the teacher's personal talk. This can also help students to know the topic of writing better, promoting students' writing interests.

3.2. Creating Situations Lose to Real Life

When students are asked to write, they do not know how to write and do not have any ideas about the contents of their writing. When students write a topic that they are unfamiliar with, they will lose their interests in writing, which leads that students can not prompt their writing well. As a consequence, it is necessary for teachers to create situations lose to their real life to let students write.

If teachers want to improve the effectiveness of writing teaching, they must pay attention to strengthening the connection between writing teaching and life, which means teachers are supposed to create situations close to students real life to attract students' attention, so that the content of students' writing can be more concrete and inspire students' interest and inspiration in writing. Meanwhile, when the situations are close to students' real life, students will be familiar with the topic of writing, which leads that they can write what they know.

It is worth noting that in order to achieve this goal that teachers can create situations close to real life, junior high school English teachers should choose writing materials and topics that are closely related to junior high school students and summarize and organize the knowledge taught in order to improve students' writing ability. For example, when teachers teach the writing about how was your school trip, it is necessary to combine with students' real life and create the situation of summer vacation travel for students, which can help students raise their writing interests.

3.3. Creating Situations through Group Cooperation

The role of students in teaching and learning is becoming more and more important for teachers. When teaching English writing, teachers in junior high school need to guide students to practice independent writing and exercise their thinking. Teachers can improve students' independent learning skills by using situations about some tasks, which are interactive situations between teachers and students, to inspire students to write about the three elements of writing, including why, how, and what, which helps students make connections between English knowledge. Liu Zhe (2021) stated when teachers want students to complete English writing driven by the task, they need to design the questions cleverly, using the unit topic to start the design of English questions, which can then constitute situations of task, effectively provoking students to think, and prompting students to carry out writing activities from multiple angles and directions, and then improve students' writing awareness and develop their writing skills comprehensively. So it is essential for teachers to create situations through group cooperation.

Creating situations through group cooperation means that teachers need to guide students to complete independent writing practice in the context through group work. In the process, students' thinking can be more comprehensive in the continuous thinking and investigation, which is also very beneficial to the improvement of students' writing consciousness, and promote the progressive quality of English writing teaching for junior high school teachers. For example, when teachers teach write about the topic that my favorite subject, teachers can create a task situation for students by asking some questions, such as What's your favorite subject, why is your favorite subject and so on, and then lead students to do the task in their groups. Meanwhile, students can discuss these questions with each other in groups, express their favorite subject and explain why, and then write an essay about what they talked with each other. In the process of interacting, they can think about the problem from multiple perspectives. At the same time, teachers can accurately grasp the level of students' English knowledge based on their answers, analyze students' problems in writing, and promptly improve teaching programs to develop writing teaching programs that meet the actual situation of students, so as to improve students' writing awareness in a comprehensive manner.

3.4. Creating Question Situations

Ni Xiaoxing (2022) stated that questions are the beginning of thinking and many front-line teachers believe that the main problem of students in writing is not that they can't find the question, but that they can't ask and are afraid to ask. Students are often lazy in writing, so teachers are supposed to stimulate students' curiosity and overcome this laziness by asking relevant questions, so that they can continue to encounter and solve problems. When asking questions, teachers should follow certain strategies. First, teachers should pay attention to the order of the questions. Teachers need to create problem situations from easy to difficult based on students' prior knowledge, psychological characteristics, and the difficulty of the content being taught. Second, teachers should pay attention to the extension of the questions. It means that teachers should focus on the answers given by students and they need to think if the answers can deal with the question of how to do. Meanwhile students should form a good knowledge structure based on the questions. Finally, attention should be paid to the specificity of the questions. It means that the scope of the questions should be appropriate.

In teaching English writing, teachers need to introduce questions and create situations that allow students to observe, think, and wonder in order to help students open the door to knowledge and make them gain something.

4. Conclusion

To sum up, using Situational Teaching Method in writing teaching can produce the connection between teaching content and students' sensory experience, which can stimulate students' enthusiasm for learning and is conducive to cultivating students' interests in writing and improving their writing skills, optimizing the teaching effect and improving students' writing ability.

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