

Exploring the Application Strategy of Situational Teaching Method in English Classroom

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Abstract

In the process of teaching English in junior high school, English teachers will apply a variety of teaching methods, among which the situational approach is a common one. Situational teaching is a method in which English teachers combine teaching contents with specific teaching situations by applying some teaching methods. Situational teaching method can effectively promote students' active participation in junior high school English class, which is conducive to students' deep understanding of English teaching content, enhance students' enthusiasm in learning junior high school English knowledge, and promote students' effective understanding of English teaching materials through familiar teaching situations, and improve the efficiency of junior high school English teaching and learning. The purpose of this article is to discuss how to apply contextual teaching method in English classroom to improve students' English learning efficiency.

Keywords

Situational teaching method, English teaching.

1. Introduction

English teachers should take students as the main subject of classroom teaching, consider their cognitive characteristics, interests and preferences, actively develop new teaching methods, enhance students' interest in learning and active awareness, and exercise and cultivate students' language application skills. By creating learning situations that fit the teaching theme and students' cognition, teachers can greatly increase students' enthusiasm for learning and make them more willing to use English to communicate with others, which improves the classroom effect and effectively cultivates students' comprehensive literacy. Therefore, English teachers should combine the connotation of situational teaching method and the actual situation of classroom students to scientifically apply situational teaching strategies in classroom teaching in order to improve the quality of English classroom teaching and to cultivate and develop students' core English literacy.

2. Definitions and Related Studies Related to Situational Teaching Method

2.1. Definition of Situational Teaching Method

Situational teaching method is a kind of teaching method, which is born for guiding practice, and it has the characteristic of flexibility, and it is gradually applied in various disciplines, so different scholars have different definitions of it. Brown, Collin and Duguid [1] first proposed the basic concept of situational teaching method in their joint paper "Situational Cognition and Learning Culture". They believe that the situational teaching method is a way to construct meaningful knowledge creatively through context, practice and interactive communication in the classroom to stimulate students' emotions and improve their performance. According to Mi

Junkui, " Situational teaching is a method in which teachers systematically introduce or create vivid and concrete situations and scenes with rich emotions, mainly visual works, in order to induce various emotional and attitudinal changes in students themselves, so that teachers can effectively help students know and understand the material more deeply from various emotional levels, and promote students' physical and mental functions. development. The key to the situational teaching method is to stimulate students' thoughts and emotions by creating situations that cause emotional fluctuations in them" [4]. Li Jilin, the first teacher in China to apply situational teaching method to teaching, has unique insights into situational teaching method based on years of specific teaching practice and teaching experience. According to Li, " Situational teaching is a teaching mode in which teachers make full use of rich images and create typical life scenes in classroom teaching to help students combine cognitive activities with students' emotional activities" [5]. He believes that " Situational teaching method is a teaching mode in which teachers consider and set teaching objectives from students' learning needs and creatively introduce specific scenes or atmospheres that are appropriate to the learning contents, so as to stimulate students' emotional experiences and improve their learning efficiency" [5].

2.2. Research on Situational Teaching Method

Dewey, a famous American educator in the 19th century, first introduced the term " situation", which was the first time "situation" was used in the sense of pedagogy. Dewey also proposed that "thinking originates in the context of direct experience". Dewey believed that the most meaningful way for learners to acquire knowledge is from practical life experience. In 1966, the Bulgarian psychologist George Zaroff created Suggestopedia, which brought contextual teaching into a new stage. In 1989, Brown, Collin and Duguid officially published "Situated Cognition and Learning Culture". In 1989, Brown, Collin and Duguid published "Contextual Cognition and Learning Culture", in which the concept of situational teaching was first introduced and provided concrete theoretical support and guidance for situational teaching method[1]. Since then, contextual teaching method has become a mature and scientific teaching method.

In the 1920s, China began to explore and research on contextual teaching method. Zhang Shiyi, the earliest expert who proposed the theory of situational teaching in China, believed that English teaching should make full use of various high-tech means and forms to create situations, such as phonographs, slides, movies and other means[13].

In the 1970s, Li Jilin, a special language teacher in China, further developed the situational teaching method and applied it to elementary school language classrooms for experimental research, achieving good teaching results and starting the in-depth research on situational teaching method in contemporary China[5]. With the development of education curriculum reform, in the early 1990s, the situational approach was gradually extended from language subjects to other subjects such as mathematics, physics, and English, and its scope was gradually developed from elementary school to secondary schools, universities, and vocational schools. Nowadays, situational teaching method has been promoted and widely used in various subjects in China's education sector.

In terms of theoretical studies, most of them explore the definition, origin, and theoretical basis of contextual pedagogy. For example, Mi Junkui summarized the origin and development of situational teaching method in China and the West, and defined the definition of situational teaching method[4]. Du Qingfeng elaborated the theoretical basis of situational teaching method from three fields: education, language and psychology[10]. Yu and Lan summarized the four characteristics of situational teaching method in English and the basic strategies of situational creation in practice[6]. Lv Wenjing explained the broad and narrow concepts of situational teaching method and summarized the six characteristics of situational teaching

method[12]. Chen Yanjun and Zhang Funsui gave a detailed discussion of situational teaching method from four aspects: its background, theoretical basis, main teaching methods, and its impact and value on learners and society[7,8].

From the perspective of practical application research, most of the literature obtained is about the specific application of contextual teaching in English classrooms, specifically involving primary, secondary, university, and higher education levels. For example, Zhou Shi'e concluded after an empirical study that the application of situational teaching method in the teaching of English grammar in college not only greatly improves students' interest in language learning, but also helps improve students' overall comprehensive language application ability, especially listening ability[11]. Shen Dongmei applied the situational teaching method to a high school English grammar class and concluded, after classroom observation and experimental data, that the situational teaching method is conducive to improving students' grammar learning ability and grammar application ability, and can fully mobilize students' enthusiasm and interest in learning grammar[2]. Cheng Liyuan conducted an empirical study on students in two parallel classes in high school, and the results showed that the situational teaching method could effectively improve students' vocabulary application ability[8]. Zhang Lingling conducted an experimental observation on four elementary school to identify the problems encountered in the situational teaching method in teaching English speaking in elementary school and proposed countermeasures[7].

3. The Meaning and Value of the Application of Situational Teaching Method

By placing learners in real situations and encouraging them to take the initiative to participate in learning, the learning effect can be improved. This paper mainly discusses its effect on the classroom and students.

3.1. Improve Classroom Efficiency

Since some students have certain difficulties in learning English, some of them have shown rejection to English. The reason is that the classroom atmosphere is very boring and the teaching method used by teachers is relatively single. Therefore, under the development of education reform, it is possible to start from situational teaching, displaying real-life situations in front of students, transforming the original educational environment, achieving effective interaction between teachers and students, helping students to master English knowledge and exercising their ability to use it[3].

3.2. Cultivate Students' Independent Ability and Practical Ability

Situational teaching method can stimulate students' learning motivation and exercise their independent learning awareness and ability. By introducing scenario-based teaching method, students' learning attitude can be changed and they can actively participate in learning activities. When students have a strong interest in the content they want to learn, they can also participate in the learning activities. When students have a strong interest in what they want to learn, they can actively participate in learning activities. Therefore, in junior high school English teaching, it is necessary to integrate the teaching contents with the situations, to present the knowledge objectively in front of students, and to develop students' independent learning awareness and ability. In the traditional English teaching mode, students are basically in a passive state of receiving knowledge, not only lacking motivation to learn, but also lacking opportunities to practice, which is not conducive to the development of students' listening and speaking skills, resulting in the phenomenon of "dumb English". By applying the situational approach in the English classroom, teachers can provide students with ample opportunities for

language practice, which not only enhances students' knowledge learning, but also helps to develop their language expression skills.

4. Strategy Exploration

About how to apply situational teaching in the classroom, this paper puts forward several main points, including determining the correct teaching objectives and teaching methods, creating a good teaching environment and rationally using a variety of teaching tools.

4.1. Establish correct teaching objectives and optimize teaching methods.

With the definition of talents and their requirements in modern society, the traditional "dead reading" mode can no longer survive. In order to meet the requirements of the times, teachers should establish the correct teaching objectives and optimize the teaching methods. The implementation of Situational Teaching in junior high school English is undoubtedly a new way of teaching. In junior high school English teaching, contextual teaching is created so that students can fully understand the content of the textbook, appreciate the central idea of the text, and thus improve their English language skills.

4.2. Creating a teaching atmosphere

Some teachers do not realize the influence and significance of a good teaching atmosphere on students' development. And some teachers rarely take the initiative to create a lively classroom atmosphere for students in teaching, which causes English teaching to be very boring and makes it difficult for students to have the desire to learn. So in education it is possible to create a strong English atmosphere from the situational teaching method. First of all, before teaching, teachers need to know the specific situation of students, divide them into different groups, and ask them to participate in learning activities in groups. After completing the group division, the teacher should assign different tasks to different groups and ask the students to explore the learning contents. After completing the discussion, each group can choose a representative to answer and receive comments from other groups. This mode of teaching not only allows every student to participate in learning activities, but also provides support for students' shared and independent learning. Teachers also use multimedia technology wisely in the classroom to create a strong classroom atmosphere, show students instructional videos to help them understand English knowledge, and enhance their intuitive experience. Only after students are placed in a good learning environment can they develop a desire to learn and meet the needs of their benign development.

4.3. Research on Situational Teaching Method

In traditional teaching, teachers take too much time to explain the knowledge points by writing the board, which makes the teaching inefficient and boring. Middle school students are easy to accept intuitive things, and many things in the English classroom cannot be represented in kind, which requires the use of multimedia to assist teaching, through the computer multimedia to create a variety of situations: such as elegant and beautiful music, bright colors, colorful pictures, cartoon animation of childish interest, intuitive and vivid, entertaining, in line with the lively and active middle school students, full of new things They are active and curious about new things. The cartoon is a good way to teach students. For example, when teaching animal words, you can use the courseware to display, click on the animal, it will make a sound and read out the word sound.

5. Conclusion

Situational teaching method is in line with the law of language learning, which can not only effectively stimulate students' interest in learning English, but also fully develop their ability to

use language knowledge. Therefore, junior high school English teachers should deeply analyze the curriculum objectives and teaching contents, create teaching situations that are closely related to students' lives, guide students to construct language knowledge efficiently in the situations, and improve the effect of English classroom teaching.

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