

The Application of Situational Teaching Method in Junior Middle School English Classroom

-- Why Do You Like Pandas?

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Abstract

Junior high school stage is important for not only students' life development, but also development of thinking. As one of the important compulsory courses in junior high school, English occupies a very important position in education. The new curriculum standard puts forward the requirement of creating associative situation for junior high school English teachers. Situational teaching method is a kind of teaching method which originated in Britain in the 1920s and 1930s. It is based on the cultivation of oral ability and emphasizes the basic structure of target language through meaningful situations. Therefore, it is of great significance to apply situational teaching method to junior middle school English teaching.

Keywords

Situational Teaching Method; Junior High; English Teaching.

1. Overview of Situational Teaching Method

1.1. The Connotation of Situational Teaching Method

Situational teaching method refers to the teaching method in which the teacher purposefully uses objects, pictures, role-playing and multimedia props to create communicative scenes in the teaching process, so as to guide the students to better accept the teaching content in real or near-real situations. As a guide, teachers should consciously create situations according to the teaching materials and students' actual life experience, so that students can change from "I am asked to learn" to "I want to learn". The purpose of situational teaching method is to create situations and combine students' actual life and learning experience to present the learning content visually, visualized and concretized to language learners, arouse their learning enthusiasm, fully tap their learning enthusiasm, so that they can better understand and experience the teaching material, so as to drive learners' emotions, combine emotional experience with cognitive activities, and stimulate learning interest, as well as narrow the distance between learners and learning content.

1.2. The Theoretical Basis of Situational Pedagogy

1.2.1. Language Acquisition Theory

The theory of language acquisition is mainly based on Krashen's second language acquisition theory. As the representative of second language acquisition theory, Krashen's input hypothesis and affective filter hypothesis have exerted a profound influence on the field of linguistics. Krashen believed that language should be acquired rather than learned, and in the process of language learning, learners should understand language information in an unconscious state to acquire language ability. The input hypothesis holds that the only way for people to acquire language is to absorb intelligible language materials. It should be emphasized that the input language information must be easy for learners to understand and accept and conform to the

existing cognitive level of learners, but it should not be too simple. It should be improved on the existing basis and the content of learning should be higher than the current level. This is the core of the input hypothesis, namely "intelligible input" and "i+1" theory.

1.2.2. Constructivist Theory

The representative figure of constructivism is the Swiss psychologist Piaget. Constructivism believes that knowledge is not passively received, but actively constructed by learners according to their existing experience. Learners constantly enrich and improve their cognitive ability through the interaction between new knowledge and old knowledge. Therefore, the amount of knowledge acquired does not depend on the learner's ability to memorize and recite, but on the learner's ability to construct new knowledge based on the existing experience. Constructivism puts forward the view of situational cognition and advocates situational teaching. In the process of learning, learners negotiate and talk with others in a certain situation and construct the meaning of knowledge with the help of learning materials. Situation teaching is the extension and development of constructivism. The creation of situation must be as real as possible. Teachers can use pictures, props, multimedia and other means to create the situation, so that teachers, students, teaching materials and environment interact with each other into an organic whole

1.2.3. Situational Cognition Theory

Developed in the late 1980s, situational cognitive theory holds that the acquisition of knowledge is the result of the interaction between the individual and the environment⁸, learning and understanding knowledge in situational practical activities. The creation of situation should have the following characteristics: (1) life. Teachers should pay attention to the reality of students' lives and create situations in connection with real life. (2) Vivid image. Visible, tactile, and perceptual situations can stimulate learners' interest in learning and mobilize their subjective initiative.

2. The Application Significance

2.1. Stimulating Students' Interest in Learning

The situational teaching method conforms to the concept of the new curriculum standard, and also conforms to the view of students, teachers and teaching under the core quality. First of all, the situational teaching method transforms the complex and difficult knowledge into situations, so that students can change from passive learners to active situational subjects. Secondly, situational teaching sets the complicated and boring learning content into interesting situations, which can arouse students' interest in learning to a great extent and make them actively absorb knowledge.

2.2. Beneficial to Students' Psychological Development

The psychological development of adolescent students is a complicated and changeable process. The teenagers are quick-thinking and lively. If they are taught all the content by direct teaching, they will easily become imbued learning. However, the situational teaching method can be adapted to the psychological development of students to a great extent, and the teaching content can be set into interesting situations, so that students can feel the happiness of learning and social responsibility. Thus, they can actively absorb knowledge and actively transform indirect experience into direct experience.

2.3. Improving English Classroom Efficiency

Situational teaching method can construct suitable scenes for students to help them understand and absorb English knowledge, thus significantly improving the efficiency of English teaching. Situational teaching method requires teachers to integrate a series of artistic means such as

objects, performances, multimedia and games, and closely link the content of textbooks with social practice, so as to enrich students' perceptual experience and optimize their learning effect.

3. The Strategy of Using "Situational Teaching Method" in Teaching

3.1. Setting up the Correct Idea and Carry Out the Teaching Scientifically

3.1.1. Setting up Scientifically Positive Scenarios and Keep Them Safe

Situation teaching focuses on setting situations. No matter what kind of situation is set, it must be positive and scientific. Through this situation, students can realize the importance and interest of English in life. Our teaching materials are scientific, so teachers should also consider whether the setting is scientific when setting teaching situations. If the teacher's situation choice is not reasonable, not only will not achieve good teaching effect, but will make students bored, and even let students learn.

Produce fear and anxiety.

3.1.2. Be Reasonable in the Number of Situations and the Circumstances in Which You Use Them

In situation teaching, we should pay attention to the number of situations and the environment in which they are used. The scenarios used should be typical and concise, not to say that frequent use of scenarios is good teaching, but to consider the teaching content and teaching environment. Frequent use of situations, or excessive use of situations, is not a good thing for teaching and learning situations, but will backfire.

3.1.3. Setting Up Life Situations to Increase Interest in Learning

A variety of situational information is dynamic and colorful. Sharing situational information at the beginning of a class can inject fresh blood into the course, make students feel the charm of the knowledge in this section, mobilize students' enthusiasm and make students focus their attention on the class.

3.1.4. Creating the Problem Situation, Enlighten the Students' Thinking

Junior high school knowledge is more complex, if directly explained, not conducive to students' understanding and memory. Only by driving the students and letting the students take the initiative to explore, can the students better understand the knowledge. In the teaching, teachers set up problem scenarios, let students explore individually or in the form of a group, and take the initiative to learn, so that they can grasp knowledge more firmly. Teachers should pay attention to the creation of the problem situation should be reasonable, not too simple nor too complicated, students need to think to get the answer, but not too difficult. The more appropriate the question setting, the better the initiative of students.

4. Case Study

4.1. Textbook Analysis

This lesson is the second period of Unit5 Section A of the new Go for it seventh grade volume. The lesson type is listening and speaking. The central topic of this lesson is to carry out various teaching activities around describing animals and express preferences. In the first part of Section A of this unit, students have learned how to describe animals with adjectives. So make some adjustments to the treatment of the textbook in this part for the students' learning situation. Focus on listening and speaking as the core to carry out the design.

4.2. Learning Situation Analysis

In the first part of Section A, students have basically mastered how to use adjectives to describe their favorite animals. The teaching focus of this part is to consolidate the special questions guided by why and their answers, and to develop students' reading skills in the 2a - 2c reading teaching. The difficulty in teaching is to let students convert the colloquial expressions about the reasons for animal preference into descriptive language and complete the written output. At the same time, students learn through group activities and have the basic ability of independent learning.

4.3. Teaching Objectives

4.3.1. Knowledge Objectives

At the end of the class, Students will be able to: Knowledge objectives: At the end of the class, students will be able to:

- 1) Listen, speak, read and write these words: panda, zoo, tiger, elephant, lion, giraffe, animal, cute, lazy, smart, beautiful.
- 2) Know the meaning of these words: koala, scary.

4.3.2. Skill Objectives

At the end of the class, Students will be able to:

- 1) Describe animals;
- 2) Express preference;

4.3.3. Emotional Objectives

- 1) Develop the team spirits of students by pair work and group work.
- 2) Motivate students' interests of learning English.

4.3.4. Learning Strategies

- 1) Read the questions before listening.
- 2) Write down the first letter of the word while listening.
- 3) Complete words after listening.

4.3.5. Cultural Awareness

Animals are our friends. Everybody should love animals.

4.4. The Key Points and Difficult Points

4.4.1. Key Points

- 1) Describe animals;
- 2) Express preference;

4.4.2. Difficult Points

- 1) Describe animals;
- 2) Express preference;

4.5. Teaching Procedures

Step1: Preparation

Self-introduction.

T: Hello, everyone. I'm Lily. Nice to meet you. Why do I like this English name? Because lilies are my favorite flowers. Do you like lilies? (Intention: Self-introduction, free communication with students, closer distance between teachers and students. And input to students why, because, favorite three words, let students familiar with.)

Play a game. Suppose the teacher is a guide and the students are the visitors.

T: Today. Let me show you around the zoo. Let us take the bus to the zoo.

Ss: we are ready!

T: there are many kinds of animals in the zoo! Let us see the ... first!

(Intention: To introduce life situations, attract students' interest in learning, and enhance students' confidence in learning this lesson.)

Step 2: Pre-listening

1) T: Let's enjoy a video. And I have a question for you. Who are our friends? Please watch it carefully.

(Have students watch the video: Warm Moments Between People and Animals.)

(Intention: Let students feel the love between people and animals. Experience that animals are human's friends.)

2) Show and teach animal and zoo.

3) Welcome to the zoo. Listen and guess which animal it is.

(Guess which animal it is by listening to the teacher's description, listening to the animal's voice and watching the video. Show pictures of animals, new words, teaching animal words in single and plural, pandas, giraffes, elephants, tigers, lions, koalas and sentence pattern Let's see the... The adjectives cute, beautiful, smart, scary, lazy and the sentence patterns They are...) are presented by looking at the complete pictures of animals.

(While doing this, type to the student I like... Because... ; I don't like... Because...)

(Intention: To introduce the words by listening to the teacher's description, which is also a kind of listening input. By presenting phonetic symbols and pictures to teach new words, it is helpful for students to master the pronunciation, shape and meaning of words. Create situations to help students master sentence patterns and understand them more easily. At the same time, it is also to further consolidate the words. Let the students learn to study.)

Let's see the animal friends again.(Look at the picture and say the animal quickly.)

1a Match the words with the animals in the picture.(Complete book 1a)

Let's chant.

(Intention: Adopt a variety of ways to consolidate students' learning of words and stimulate students' interest in learning.)

Step 3 While-listening

1b. Listen and check the animals you hear in 1a. (Complete book 1b)

Listen again and answer the questions.

3 Listen again and fill in the blanks.

(Intention: By completing three tasks, students can grasp the general idea of the listening dialogue, master key information and specific details. And master the strategy of listening: read the questions before listening; While listening, write down the first letters of the words; After listening, complete the word.)

Step 4 Post-listening

1) Pair work

Make up conversations with your partners.

(Intention: Practice the sentence structure Let's see... ; Why do you ... ? Why don't you like... ? Because they are... ; Let students learn to use, learn to cooperate.)

2) Group work

Make a survey and then report.

(Intention: Create a situation, go to Chongqing Wildlife World with friends, ask students to use the sentence patterns learned in this lesson to make a survey and then make a report. It is the

part of students' display and output, and also the part of students' listening and speaking ability improvement.)

Let's enjoy a video.

T: What do you learn from it?

(Intention: Have students listen to the song, watch the video, and come to the conclusion. I love animals. They love me. Understand that everyone should love animals.)

Step 5: Homework

Write a short message and send it to QQ or WeChat. Ask more people to love animal friends. 1)

Write a short message and send it to QQ or WeChat. Ask more people to love animal friends.

2) Write the report down in your exercise books.

(Write the report down in your exercise books.)

(Intention: from verbal to written. Care for animals. Take action.)

5. Conclusion

The application of situational teaching method in language point teaching can greatly attract students' attention, stimulate their interest in English learning, exercise their English thinking and improve their communicative ability. Stimulating students' emotion is the core of situational teaching method. Therefore, in the usual teaching life, pay attention everywhere, do more thinking, create a close to students' life, can stimulate students' interest in learning situations.

Acknowledgments

Natural Science Foundation.

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