

The Roles of Situation Setting in Oral English Teaching to Junior High School Students

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Abstract

With the continuous implementation of quality education, the importance of oral English teaching in junior high school English teaching is constantly increasing. Oral English is an important part of English learning, reflecting students' language expression ability. Oral English communicative competence is one of the four basic skills in English learning and an important goal of English teaching. However, the current oral teaching quality is not very satisfactory due to the lack of an effective oral communication environment. In order to effectively improve junior high school students' oral English level, the author takes junior high school students in grade one of a training institution as the research object and demonstrates the role of situational setting in oral English teaching to junior high school students. To determine the appropriate situation setting, factors, conditions of oral English teaching level, teaching materials, and students' oral English level are comprehensively considered. The study of the role of situational settings in junior high school oral English teaching is conducive to a comprehensive understanding of the characteristics of situational settings and can enrich the study of junior high school students' oral English.

Keywords

Constructivism; Situational Teaching Method; Situation Setting; Oral Teaching.

1. Introduction

Yang Xiaoyan (2010) pointed out that with the deepening of English curriculum reform, English teaching gradually changed from emphasizing language elements to using practical language skills, from emphasizing writing to speaking, from emphasizing results to process, and from emphasizing generality to individuality. Oral English teaching is a major difficulty in junior high school English teaching. In the traditional English class, teachers usually focus on the teaching content, such as grammar, vocabulary and so on. Parents and teachers often attach importance to students' English scores, ignoring students' ability to express English. Even some teachers basically use Chinese in class, which can't provide students with a pure English context. Due to the limitations of teaching conditions, students' life and other environments, students lack an environment suitable for learning languages and opportunities to speak English, which leads to students' serious lack of confidence in speaking English. Traditional English teaching is deeply rooted, but English teaching innovation is constantly being explored. The key point of teaching reform in various schools at home and abroad is whether the traditional teaching mode can be broken. This "teacher-centered, teacher-speaking, student-listening" teaching model can not only guarantee the quality and efficiency of teaching, but also is not conducive to cultivating students' divergent thinking, critical thinking and creative thinking, and is not conducive to cultivating talents with innovative spirit and practical ability. In order to change this situation, many educators and educational technology experts at home and abroad have done a lot of research and exploration in theory and practice for many years. Constructivism theory is the main theoretical research result of this effort. With the rapid development of the application of multimedia computer and network education, constructivism learning theory is showing its

strong vitality and expanding its influence in the world. And situational teaching methods can broaden students' horizons, help students improve their oral English ability, and enable students to communicate with each other in an immersive and natural way under the created situation, so as to achieve teaching objectives and effects. Liu He (2021) also mentioned that the use of situational teaching method facilitates the development of students' ability to communicate and express themselves in English.

Zou Zihan (2019) explored the methods of contextual teaching through practice, and also explored and tried the practical application of contextual teaching in the classroom, and summarized the characteristics and key points of situational teaching methods, which provided a reference for later practice.

This paper first discusses the existing problems in oral English teaching. Then analyzes the theoretical basis of constructivism and situational teaching methods, then puts forward several strategies for creating situations again. And finally summarizes the role of situational teaching methods in oral English teaching and the problems needing attention in teaching. The research effect of the application of situational setting in oral English teaching is to find a popular method to help students improve their oral English. Junior high school is period of rapid development of students' intelligence and physical ability. In this period, it is very important to strengthen students' oral English ability and make them more skilled in interpersonal communication. The application of context teaching method in oral English teaching in junior high school enriches the context theory and further provides practical experience for the context theory. Taking the effectiveness of contextual teaching method in oral English teaching to find the learning mode suitable for junior high school students' oral English in the compulsory education stage as soon as possible, and providing and exploring new oral English teaching methods for teachers.

2. Literature Review

2.1. The Overview of Constructivism

Constructivism is a theory about knowledge and learning. It emphasizes the initiative of learners and holds that learning is a process in which learners generate meaning and construct understanding based on their original knowledge experience, and this process is often completed in social and cultural interaction. Constructivism originates from pedagogy. As a learning theory, it is put forward to improve teaching. Its main purpose is to understand how various activities in the process of development can lead children to learn autonomously, and how teachers should play the role of supporters appropriately in the process of learning. Its earliest proponent can be traced back to J.Piaget (1995) in Switzerland. He is the most influential psychologist in the field of cognitive development, and the school he founded about children's cognitive development is known as the Geneva School. J. Piaget's theory is full of materialist dialectics, and he insists on studying children's cognitive development from the perspective of interaction between internal and external factors. J.Piaget (1995) believes that children gradually construct knowledge about the outside world in the process of interacting with the surrounding environment, so as to develop their own cognitive structure.

Constructivism advocates learner-centered learning under the guidance of teachers. In other words, it not only emphasizes the cognitive subject role of learners, but also does not neglect the guiding role of teachers. Teachers are helpers and promoters of meaning construction, rather than imparting and instilling knowledge.

2.2. The Essence and Principle of the Situational Teaching Methods

Situational teaching methods refer to a teaching method in which teachers purposefully introduce or create vivid and specific scenes with certain emotional colors and images as the main body in order to arouse students' motivation to learn, so as to help students understand

the teaching materials and develop their psychological functions. The core of the situational teaching method is to stimulate students' emotions. Situational teaching affects students only after further refining and processing society and life. Such as role model, vivid language description, in-class games, role playing, poetry recitation, music appreciation, tourism and so on, are all incorporated in the teaching content in a specific image of the situation, which is bound to have a subtle implication. The implementation strategies of oral context teaching are as follows.

(1) Preset context

In oral English class, teachers often take two ways to conduct oral English activities, one is to give the topic, the other is to give the phrase, sentence pattern and so on that must be used. The former problem is that the scope will be too large; students cannot find a better entry point. The latter has a smaller problem range and doesn't have much room to play for students who are better off. Therefore, the author adopts the context present teaching method, that is, before the oral activity, the relevant background of the topic is introduced including the time, place, the identity of the participants and so on. For example, the theme of the oral activity is the charity sale, the place is in the school, and the students are divided into customers and sellers. Context presupposition is an important part of oral English teaching, which not only limits the scope and tone of the speech in class, but also brings the knowledge in books into the real language environment.

(2) Search for clues

After the present context, the teacher connects some relevant information of oral English activities according to the specific communicative situation, and presents the key points of language knowledge that may be used in oral English activities to the students by providing clues. In the process of activities, students imperceptibly learned the knowledge content. This teaching mode avoids students' aversion due to lack of knowledge, and makes knowledge more meaningful in context, which is conducive to long-term memory.

(3) Practice in context

After the students get enough clues, the teacher will ask the students to complete some semi-open tasks through oral communication in the present context. The teacher has presented the context before the activity and has a limited discourse scope and tone, but the students can play the creation according to the clues they have mastered. For example, the oral English teaching activity is to interview five Chinese and foreign teachers on campus, and ask them about their weekend schedule, so as to see the differences in living habits of people in western culture. First of all, the teacher gave the language clues that students need to use in the interview process. However, as journalists, students can still raise additional questions that they are interested in, or make some adjustments to the existing questionnaire. Through such activities, students not only consolidated their language knowledge, exercised their language ability, but also realized how language is developed in real situations.

(4) Apply it in practice

The purpose of language learning is to enable students to use language knowledge and skills in practice. Therefore, contextual oral language teaching also pays attention to the extension of oral language teaching outside the classroom.

Principles of situational teaching methods: (1) The principle of unity of consciousness and unconsciousness and the principle of unity of intelligence and non-intelligence. (2) Pleasure and relaxed experience principle. (3) Autonomy principle under mutual trust and mutual emphasis between teachers and students.

Liao Chuanfeng(2000) explained some characteristics of his teaching methods through language environment in his related works. First of all, he stressed that the use of this teaching method should create three levels of environment, the language environment of dialogue, the

environment of specific scenes and the environment of cultural background. Secondly, as the application of this method, there are three kinds of effects to be achieved finally, that is starting with basic language skills, creating an environment, practicing, and finally using these three effects flexibly. At last, there are three special attributes of language environment education and teaching methods, the real simulated concrete environment, the definition of communication background, and the attributes of communication suggestion in dialogue. The application of these three attributes in specific teaching courses will help learners to improve their learning willingness and remember relevant key points more firmly.

2.3. The Relationship between Constructivism Theory and Situational Teaching Methods

Constructivism theory requires the exertion of students' subjective participation in learning activities, and actively construct of knowledge in the process of interacting with the objective environment, at the same time, language learning is an interactive process, teachers should provide students with a certain language environment as much as possible in the process of English teaching, so that students can connect what they have learned around them with life, apply it, and build their own meaning. Constructivism holds that knowledge is not only acquired by the teacher, but also constructed by the students themselves in interaction with the situation. In the situational teaching method, the teacher allows students to speak English spontaneously through a specific language environment, and the "context" is actually closely integrated with real life. Constructivism believes that the best way for learners to complete the construction of the meaning of the target language is to let students experience and learn in a real environment. The "context" of situational teaching method is just what provides students with the most authentic language environment possible. Students practice their English in a language environment while thinking about communication. Teachers also base constructivism theories and situational teaching method to achieve teaching goals.

3. An Application of Situational Teaching Methods in Oral English Teaching

3.1. The Learning Conditions of the Research Object

The research object of this paper is students from grade seven of a training institution in Yilong County, Nanchong City. The chosen students are active, eager for knowledge and dare to express themselves. But learning English is very difficult for them because most children do not like to learn English. They cannot let English become their own interest. The characteristics of English learning for first-year junior high school students are also manifested in the lack of English learning ability. As soon as they enter the first year of junior high school, the learning content suddenly increases, and due to the lack of learning ability, many students will feel that they cannot cope with it. In the school, teachers still pay attention to the learning of grammar and the accumulation of vocabulary, and many students practice spoken English just to meet the requirements of related teaching. The teaching model adopted by most teachers is still relatively old. Teachers do not design teaching for students with different foundations in the whole teaching process, most of the students read freely in the process of oral practice, and teachers basically do not play a leading role. This may be the responsibility of our teachers or parents because it is not possible to help children find some learning methods that are suitable for them, so their grades are getting worse and worse. Oral English is especially poor. Even though schools are aware of this problem, they now emphasize oral instruction and improving students' spoken English proficiency. Therefore, finding the right method to help them improve their oral expression ability is the most important thing, so as to ensure the interest of children. Next, we will improve students' oral English ability through the following classroom teaching.

3.2. The Use of Situational Teaching Methods in the Teaching of Spoken English

In this chapter, the author shows the application of three situational teaching methods in oral English teaching in the chosen class of the training institution, so that you can understand the specific content and application process of situational setting.

3.2.1. Role-playing

The method of role-playing is often used in conversation or conversational discourses, through which students can translate their learned knowledge of the language into the ability to use language. For example, in the teaching of spoken English, the teacher selects a character dialogue and then selects the students to simulate the character dialogue to role-play. At this time, other students as the audience can make comments and suggestions for the students who play. When class time permits, the teacher acts as the organizer to group the whole class. Students are then guided through role-play training. In this way, all students can participate, and the teacher evaluates the student's performance. In this mode, students' initiative and motivation are improved, and their speaking ability is improved through practice.

The author chose the Unit 7 *It's raining* from English book 2 for Junior One to apply the role-playing method. It requires students to learn to talk about their own and other's health, based on the words of each part of the body, and the core language project of this lesson is "Ask and answer about health." Learn to use "What is matter with...?" to ask about the condition of others. Through the teacher's rich use of body language, students will understand the teaching focus of this lesson-- the expression of disease. Through the training of various tasks such as paired practice games and role-playing, the basic language material learned is consolidated, using "I have a... You should/shouldn't..." to give students more room to play and create speaking practices. During the teaching process, the classroom is set up as a clinic throughout the lesson, and the teacher and students are occasionally doctors and occasionally patients, using the situation to talk about the condition, giving kind care and advice, so as to carry out oral training.

<1> Problem context, stimulate interest

The author got caught in the rain last weekend and the toothache was caused by a cold. Before teaching this topic, a friendly greeting with the students begins.

T: How are you today?

S: I'm fine, thank you, and you?

T: I'm not so well. I think I have a toothache. What should I do? (I make movements and expressions that hurt my teeth.)

S1: I think you should see a dentist.

S2: You had better take some medicine and...

The classrooms immediately became a clinic, and the students were very excited.

<2> Communicative needs, build models

One of the classmates had been cold for a few days, and he was heard coughing from time to time in class. Every student was asked to care for this student as a doctor now. Use "What is wrong with...? or What is the matter with...?" to inquire about the condition. Use "... should/shouldn't..." or "... had better/had better not..." to give friendly advice as a reason to spark students' enthusiasm for learning.

"You should brush your teeth twice a day." was written on the blackboard, Question: What's wrong with...? /What is the matter with...?

Answer: ... have/has a/an toothache/headache/cold/cough...

Suggestion: ... should/shouldn't .../ ...had better/had better not...

Play a role-playing game. The two students in a group, one plays the doctor and the other plays the patient. Several groups of students were invited to the stage to practice.

[1] Q: What is the matter with you?

A: I feel headache.

S: You should take some medicine and have a rest.

[2]Q: What's wrong with you?

A: I catch a fever.

S: You should use a cold compress on your head to cool down physically and then drink more water.

[3]Q: What's the matter with you?

A: I have a cough.

S: You should eat a light diet, avoid raw cold, spicy and other irritating foods, drink more water, eat more fresh fruits and vegetables and other supplement vitamins to enhance the body's resistance.

<3> Expand the conversation

Students are willing to innovate. Finally, through a game event of the "doctor" and the "patient", writing down different kinds of illness on cards and mix them up. Let the student who gets the note act as the "patient". Let the other students guess what is wrong with him/her? The one who gets the correct answer first will be the "doctor". Then the "doctor" gives the "patient" some suggestions.

The whole class is interspersed with the topic of "Ask and answer about health." from beginning to end, and the local environment is established in the classroom. In class, every student is attracted by this teaching method. Through role-playing, students have not only experienced the fun of learning English, but also improved their oral English level in the process of using the new words and phrases. The interesting link setting can effectively combine the content of the professor and some extension parts in the learning process, which not only allows students to obtain a more solid knowledge base in English, but also improves students' thinking ability. The final step is to apply it in practice. After class, some students were found to know about their study in class. They all say this kind of classroom teaching arouses their enthusiasm, improves their interest in class, and everyone can participate in classroom practice. They think that their oral English has improved through the role-playing method in situational teaching methods. Apply what you have learned to real life, and randomly conduct occasional English interviews and questions to the students in the experimental class in daily life, to test the students' ability to use spoken English and understand their attitudes towards contextual teaching methods.

3.2.2. The Use of English Songs

Language learning needs a certain English learning situation, so that English learning can get twice the result with half the effort. However, at present, in this training institution, some teachers use Chinese for teaching because they are worried that students don't understand. This way seems to help students understand English better, but it actually makes students leave the English learning environment virtually, so decision to use English as the medium of instruction throughout was made. Students' time is tight, classroom activities are poor, the content is single, and the importance of language reading and communication is seriously neglected, which leads to the ineffective teaching effect and the students' spoken English can't be improved.

Using English songs can not only render and contrast the teaching atmosphere, but also stabilize students' emotions, adjust the classroom rhythm, and enliven the classroom atmosphere. Improve students' enthusiasm for learning and imitation, and promote authentic and colloquial English.

The author chose Unit 8 *When is your birthday* from English Book 1 for Junior One to apply the method of using English songs. Asking students' birthdays to lead to the task of how to hold a

birthday party. It requires students to learn to talk about their own birthday date, based on the words of months. Learn to use "When is your birthday?" to ask about families' or friends' birthdays. And use "My birthday is on ..." to answer.

<2> Communicative needs, build models.

Generally speaking, birthday is the day when life begins, and it is the day when you are born to live every day well. The custom of birthday party is originated from Europe a long time ago. People think that on a person's birthday, the devil will hear the news. In order to protect the birthday person from harm, friends and family members will come to his home to share the danger with him and bring concern and good wishes. Giving gifts can make the atmosphere more pleasant and keep the devil out. At first, only the king was considered to have enough weight to the right to hold a birthday party. Gradually, children can also hold birthday parties on their own birthdays. What would you do if you were asked to hold a birthday party?

3.2.3. Multimedia Instruction

Modern English teaching is still based on traditional teaching methods, mainly relying on teachers' face-to-face teaching. Although multimedia teaching has been very popular in teaching, but the application of multimedia teaching in middle school English is not efficient. The single teaching means obstructs the implementation of the new teaching ideas and further restricts the improvement of teaching quality. All the students in this class have better written abilities than oral abilities. Some students speak English hesitatingly and fail to reach the meaning. Some of them are so upset that they cannot tell the subject from the predicate. Even some students simply stood up and did not say anything when I called them up to answer questions. In view of this situation, the combination of multimedia and situational teaching methods can be used to really improve students' English ability.

As Wang put it, there is a need to optimize the English teaching curriculum by actively using the multimedia teaching model (Wang, 2022). By utilizing the advantages of multimedia information technology, students can master various English knowledge and skills, and effectively understand English application scenarios (Yang, 2022). Using electronic technology teaching to create scenes, such as tape recorders and slides for teaching can get twice the result with half the effort. For example, some daily communication in writing can be displayed with slides and pictures, and some cartoon characters that students like or are familiar with can be used as far as possible to impress them more deeply.

4. The Reflections on Situational Teaching Method

4.1. The Advantages of Situational Teaching Method

Situational teaching methods in the oral English teaching and learning in this training institution has been proved to be a more effective teaching method than the conventional teaching. The students who have experienced the teaching practice of the situational teaching methods think that their oral English and test scores have been improved.

Under the situational teaching methods, "situations" are designed by teachers according to daily life and language teaching purposes, creating a more realistic English dialogue environment for students, immerse students in a dialogue atmosphere close to reality, and effectively practice oral English. For example, the health topic mentioned in this article is closely related to our life. In the process of learning, students can not only improve their health awareness but also improve their oral English through continuous practice. In addition, various teaching materials and teaching tools like multimedia, blackboard, and chalk are used to facilitate students' acquired language knowledge points in simpler and more natural ways. Moreover, it will also help to make a relaxed and harmonious classroom atmosphere, in which students will maintain a healthy learning attitude and better relations with teachers.

Compared with traditional teaching methods, situational teaching methods can stimulate students' interest in learning, preserve the teacher-centered classroom situation and strengthen students' dominant position. Traditional teaching methods refer to the teaching methods that teachers can help students master a lot of knowledge through systematic and meticulous explanations. The form is relatively simple. Generally, the teacher stands on the podium and the students passively accept it below. This teaching method has a relatively large degree of freedom for teachers, while students only try their best to listen. Because of this, traditional teaching methods are often called cramming teaching. In traditional teaching, the classroom is usually boring. In fact, learning should be a very happy thing, but some teachers just read according to books, and they don't know how to expand students' thinking, enliven the atmosphere and make the classroom lifeless. Using situational teaching methods to set up a scene in the class I teach, such as holding a birthday party mentioned in this paper, it is a topic that children are very interested in now. It can fully arouse students' learning enthusiasm, make them truly integrate into the scene, become the protagonist of learning, acquire English knowledge in practice, improve oral English in happiness and sublimate in simulated life. In traditional teaching, teachers are absolutely dominant. Most of the time, it is basically the teacher who speak alone on the platform. Moreover, students can't ask any questions during the lecture, only when the teacher ask who doesn't understand. In this way, every student is very good and obedient, but the great creativity and innovation ability are mercilessly killed. Situational teaching method is in line with students' development as the center and students' dominant position. Situational teaching method is to let the students I teach play the leading role in the situation, and the students should complete various learning contents in the role, so as to achieve the present goal of teachers before class. Just like the scenario set in this paper about the health topic. Students choose their own roles, "doctors" or "patients". The "patient" should tell the doctor about his discomfort. And the "doctors" should choose to prescribe medicine or give advice to "patients" according to their symptoms. It always puts students' active and all-round development in the central position, while paying attention to teachers' leading role; it especially emphasizes the embodiment of students' learning subject status.

Compared with traditional teaching methods, situational teaching methods are more flexible in form, and the classroom atmosphere is relaxed and pleasant, which can fully stimulate students' willingness to practice oral English. In the traditional oral teaching method, students are usually asked to read or memorize the dialogue in the textbook, and furthermore, let the students perform substitution exercises according to the dialogue model. Such language training lacks context, and students do not understand the speaker's mood and speech atmosphere very well, so the understanding and use of language is also discounted. The complete situational teaching method includes the cultural background of oral dialogue, the identity of the era represented. Different backgrounds, different characters, and different cultures will have an impact on students' words and sentences. In situational teaching methods, under the guidance of teachers, the students I teach who have experienced the situational teaching methods will be more likely to master communication skills. Situational teaching method is relatively flexible in form, and the content of oral practice is more open. The classroom atmosphere is relaxed and pleasant, which can fully stimulate my students' willingness to learn and enthusiasm for oral practice. Through situational teaching method, the students I teach can apply English vocabulary and sentences learned in class, and practice oral English through a series of links such as listening, reading, speaking, acting, practicing and using, so that oral English teaching can be revitalized. The students I teach who have experienced the situational methods can gain positive influence in expressing thinking and learning during oral English practice, and improve their ability to understand and apply English knowledge from the reality of life. It can be seen that the situational teaching method of spoken English is a teaching mode that integrates many factors

such as language and situation. It has outstanding advantages in achieving teaching objectives, organizing teaching activities and creating classroom atmosphere.

4.2. The Deficiency of Situational Teaching Method

Situational teaching methods neglect to emphasize overall structure perception and comprehensive training and ignore the analysis explanation of language knowledge, which is not conducive to students' understanding and application of English.

Situational teaching methods pay too much attention to language form and neglect the cultivation of communicative competence. Emphasis is placed on choosing and arranging language materials with scenarios as clues. However, because the design of scenarios is often fictitious, the discourse in scenarios cannot meet the actual needs of students' verbal communication to the greatest extent.

Although situational teaching methods choose and arrange teaching based on scenarios, scenarios are fictitious. And situational teaching methods can't meet the actual needs of students' language communication to the maximum extent.

4.3. The Suggestion for the Situational Teaching Method

Although there are shortcomings in the whole research process, I believe that with the in-depth implementation of teaching reform, the situational teaching method has a positive effect and significance for the acquisition of spoken English by junior high school students. Based on the conclusions of this study, the following suggestions are made for the teaching of spoken English in junior high schools.

1) Teachers should realize the importance of oral English teaching in English teaching, establish the awareness of cultivating students' oral English ability, apply situational teaching method in English classroom. Try to create a real language environment for students. For example, what you did last week mention in this article is closely related to our life. It can stimulate students' memory, improve students' speaking ability and let them experience the learning style of their mother tongue, so as to finally achieve the goal of English teaching.

2) The difficulty of oral task setting will greatly affect the effect of teachers in teaching. If you set tasks that are higher than the students' ability to accept, students will feel frustrated, but if the designed tasks are too simple, students will feel boring and will not learn much knowledge. The topic of birthday as mentioned in the article can not only arouse students' interest and focus their attention, but also have moderate difficulty. This degree of balance can be said to be a test of teachers' adaptability. This requires teachers to fully understand the basic situation of students in their own class and master their acceptance ability.

3) In oral English teaching, the expression of body language and expression of speaking expression are also very important. As a teacher, we must make full use of these morphological languages, rich body language and expressions, so that students can learn and master spoken English more vividly. Students can be interested in continuing to learn English. Like the topic of health mentioned in the article, the teacher shows his toothache or cough through body language, so that students can feel the situation that the teacher wants to show more intuitively.

4) Teachers should give students more encouragement and support, and oral expression can show the best effect on the basis of students' full confidence.

5. Conclusion

The application of situational teaching methods can be said to be reflected in all aspects of spoken English teaching. First of all, teachers can introduce the topics to be discussed in the English oral class through the situation, so that students can have a deeper understanding of the topic, and then improve the efficiency of students finding the entry point of the topic

discussion. Secondly, teachers can also use the situation to provide students with clues to oral expression to complete the explanation of English words, sentence usage, etc. In this situation, English knowledge learning is easier for students to absorb. Next, students need to use the situation and clues provided by the teacher to complete the entire English-speaking practice, this exercise is a semi-open proposition, the student not only realizes the practices of spoken English in the contextual teaching but also realizes the consolidation of the knowledge previously learned. Finally, let students find a context in real life that can apply the knowledge learned in the current classroom, and let students simulate the situation they practice after class in the next class, which increases the number of times students use English in life, and students' English-speaking ability and expression skills are improved in many practices. Teaching practice shows the use of situational teaching methods in spoken English classes makes the classroom atmosphere relaxed and harmonious. Teachers can teach knowledge while having fun, students' initiative is enhanced, and classroom efficiency is significantly improved. In the process of using situational teaching methods to carry out oral teaching activities, teachers should also fully consider various factors and combine them with other teaching methods to achieve the best teaching results. Situational creation needs to simulate the theme situation, so that students can exercise their speaking ability in the situation, while the actual situation is actually students' own situation, so that students become the main body of the classroom, teachers should play a guiding role. On the one hand, this method can effectively cultivate students' oral English ability and improve their expression ability. On the other hand, they can acquire knowledge and apply it to practice to improve students' comprehensive quality.

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