

Application of English Situational Teaching in Classroom

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Abstract: English situational teaching requires teachers to change boring language learning into a more acceptable learning style for students, so that students can better understand the language knowledge and information they want to learn in the situation they feel personally, and students can learn to organize their thinking better, stimulate their desire to learn and express themselves actively, which is more convenient to cultivate students' ability to communicate and express in English. Because English is a language course, students must be placed in the corresponding language environment so that they can feel, analyze and use it practically, and communicate with each other truly, so as to achieve the goal of mastering English.

1. Introduction

English is one of the important basic subjects in all kinds of schools in China. Its purpose is to cultivate students' language ability and let students learn to exchange information in English. In English teaching, we advocate the combination of learning and application. Therefore, it is the key to let students actively participate in English class. How to cultivate their enthusiasm and initiative? This requires situational teaching. Situational teaching is to let students learn language in real situations and contexts. Make the rigid teaching methods more interesting and vivid, and visualize the abstract language, so as to stimulate students' learning enthusiasm and cultivate their learning interest and enthusiasm.

2. Reasons for the Application of English Situational Teaching in Classroom

2.1 Developing Learning Interest

Interest is the intrinsic motivation of students to seek knowledge actively, and it is also the most active factor in the process of learning. Only by stimulating students' interest in learning can they improve their learning enthusiasm, actively participate in English classes and improve their confidence in English learning.

According to the survey, more than half of the students in the school are not interested in English as a language course. The reason is that students listen blindly and teachers talk blindly, and there is no good communication between them, resulting in the whole classroom atmosphere is very dull, which causes students to gradually lose interest in learning English. So how can students change from passive learning to active learning? This requires English situational teaching. It takes students as the main body, stimulates students' enthusiasm, and enables students to take the initiative to join

the classroom so as to cultivate their interest in learning.

2.2 Theoretical Basis of Teaching

In the reform of the new curriculum, it is pointed out that “teaching design should conform to students' physiological and psychological characteristics, follow the laws of language learning, and strive to meet the needs of students of different types and levels, so that each student's body and mind can develop healthily.” Therefore, in today's classroom, teachers are no longer the leading role, no longer a simple indoctrination education, but students as the main body, teachers are responsible for guidance and help, gradually changing from teacher-centered to student-centered teaching methods. In class, teachers need to guide students to learn independently, actively explore new knowledge and find problems, so as to improve their comprehensive quality and autonomous learning ability, and enhance students' ability to solve problems alone.

3. The Way English Situational Teaching is Applied in the Classroom

3.1 Physical Situational Teaching

Situational teaching in kind is the most common and intuitive teaching method. Simply put, it is to show the knowledge points or contents to be taught clearly in front of students by using intuitive teaching molds or pictures. Teaching in kind can deepen students' understanding of the knowledge points and impression of the contents. According to different teaching contents, teachers can make the best use of the existing or prepared items in the classroom, and sometimes they need the cooperation of students to help complete the teaching. For example, when teaching some stationery words, you can use the stationery such as pencils, erasers, pens and pencil boxes that students carry with them to teach vividly. When students see what they have in their hands, they have the enthusiasm to learn, and absorbing knowledge will be faster than boring teaching, which will make the whole teaching process cheerful and lively.

3.2 Simple Drawings Situational Teaching

It is also a common, easy and widely applicable way to create language environment to use simple drawings for situational teaching. The simple drawing is changeable in simplicity, and a few strokes can show a thing, a scene, an action or a section. Because it is a simple drawing, it doesn't need how high the teacher's painting level is. On the contrary, sometimes it is very strange and easy for students to remember. Teachers can use simple drawing to teach words, grammar, sentence patterns, essays and so on. For example, when teaching students the words of vegetables, you can draw simple strokes of vegetables such as cabbage, cucumber and potato on the blackboard, and then present the teaching contents intuitively and concisely to the students.

3.3 Performance Situational Teaching

English is a language practice discipline, and students can't master a language by sitting in the classroom blindly. At this time, teachers need to simulate some scenes in teaching materials, guide students to play different roles, and then reproduce the scenes in connection with real things in real life, so that students can further ponder the differences in language, manner, action and psychology of various roles in performances. This will not only enable students to contact spoken English but also enable students to deepen their understanding of texts.

3.4 Multimedia Situational Teaching

Multimedia has become one of the indispensable teaching equipments in the current teaching process. Multimedia has the characteristics of image, vividness, intuition and fidelity. Therefore, teachers can make full use of the advantages of multimedia in the teaching process, and provide students with vivid scenes through slides, videos and pictures, so that students can have a feeling of being there, thus stimulating students' learning enthusiasm to the maximum extent and helping students to better improve their interest in English learning. In addition, it can enrich students' extra-curricular knowledge, effectively cultivate students' ability and confidence in using spoken English to communicate, let students read together, combine sounds and images, blend scenes and languages, and make students feel like they are entering the real scene of activities. By listening to them, students' memory is greatly improved, learning effect is enhanced, and boring learning is transformed into easy and interesting language learning.

3.5 Game Situation Teaching

Games are an activity that every student likes. In English teaching, games can be added appropriately, so that students can learn in games, which can dilute the boring and serious learning, stimulate students' learning enthusiasm, and promote students' intellectual development to a certain extent. Through games, students can learn while having fun, so as to fully mobilize students' learning initiative, learn knowledge and receive information in a relaxed and pleasant atmosphere. For example, you can play pass the parcel, word solitaire and many other games. Students learn words, sentence patterns, grammar and other knowledge points while playing, and they master the knowledge unconsciously, which enhances their interest and confidence in learning English. The rigid classroom indoctrination teaching has become a relaxed and enjoyable game-based teaching, which makes students receive knowledge more easily and happily, and enables students to have a strong interest in learning.

4. The Role of English Situational Teaching in the Classroom

4.1 Conducive to the Creation of a Good English Language Learning Environment

English situational teaching in the classroom means that teachers help students to create a language environment that can make students give full play to their strengths and integrate audio-visual, speaking and listening, so as to arouse students' enthusiasm and deepen their knowledge and understanding of learning objects and textbooks. Compared with English education in other countries, because of the lack of language environment construction in English education in China, students are inferior in language. At the same time, due to the backwardness of teaching methods and means, students are bored with English learning, and are relatively resistant and afraid, which leads to the poor English level of Chinese students as a whole. Therefore, after years of learning English, students can't communicate with foreigners and read foreign books well. Therefore, creating a good English learning environment is very important for English learning, so that students can be immersed in a language environment full of English as much as possible every day, which is not only conducive to the cultivation of students' sense of language, but also conducive to the improvement of students' ability in reading, listening, speaking and writing.

4.2 It is Beneficial for Students to Obtain Learning Materials and Realize the Combination of Theory and Reality

The basic requirement of situational teaching is to enable students to see, hear, feel and even touch, and fully mobilize students to use various senses to perceive knowledge points and objects of learning. English, as a language discipline, is different from other disciplines, and it is necessary to fully mobilize students' perceptual learning in all aspects of mouth, ears, eyes and brain. According to Krashen's "Input Hypothesis" theory, it can be concluded that Krashen emphasizes the importance of external environment for language learning, that is, when the external language environment is consistent with the language he is learning, it will speed up the language learning, otherwise it will not help the language learning much. Physiologically speaking, the development of human brain and language organs provides the foundation for language learning. In addition, the current social background and cultural environment provide good conditions for the acquired language learning. Therefore, in the process of English learning, what teachers need to do is to combine theoretical knowledge with practical application, that is, to create an effective language environment for students. The modeling of language environment is undoubtedly one of the methods of situational teaching, and its purpose is to expose students to the language environment and get the rendering and edification of the environment.

4.3 It is Beneficial to Concentrate Students' Attention and Consolidate Knowledge Points

In the process of teaching, students' attention is very important. Besides, there are various non-intelligence factors such as interest and psychology, which play an extremely important role in the process of students' learning, especially in the teaching of English. Teachers should fully mobilize students' interest, enthusiasm and other potential factors, while English situational teaching is to make full use of students' non-intellectual factors, integrate listening, speaking, reading and so on, and guide students' attention and interest to the learning objects, so that students can understand and remember the corresponding knowledge more deeply and easily, which is easier to consolidate later.

Keep in mind that one of the taboos in English situational teaching is that teachers distract students' attention to some details, which will lead to students not paying attention to the corresponding language learning, thus making students have no real gains. Therefore, it is very important to focus students' attention on English learning through situational teaching. English situational teaching makes students feel relaxed, happy and confident, which makes it easier to concentrate students' attention and achieve the purpose of entertaining.

5. Conclusion

Whether it is the adaptation of teaching materials, theoretical requirements or practical results, all of them show the importance of situational teaching to English. Situational teaching has changed the usual single indoctrination teaching, which has changed the main body of the classroom from teachers to students, fully mobilized students' enthusiasm, and let students learn English with the greatest enthusiasm. Through different teaching methods and activities, they can stimulate students' interest in learning and arouse their enthusiasm and initiative. There are many kinds of English situational teaching methods, such as physical situational teaching, simple drawings situational teaching, performance situational teaching, multimedia situational teaching, game situational teaching, etc. Each method has its advantages and disadvantages, but each method is designed to arouse students' initiative and enthusiasm to the maximum extent, and make monotonous, dull and boring classroom vivid, interesting and lively. In addition, situational classroom can also exercise students' courage and build students' sense of accomplishment, which can not only greatly improve students' ability of listening, speaking, reading, looking and writing, but also enable every student to join the classroom, and shy students can enhance their confidence and exercise their courage by

joining the classroom. Then they can establish their sense of accomplishment in learning. In the process of situational teaching, teachers should always remember to concentrate students' attention and prevent them from being distracted by details. Therefore, English situational teaching is a great challenge and opportunity for both students and teachers. As far as teachers are concerned, situational teaching can improve teaching quality and self-quality, and can also improve students' efficiency in class. As far as students are concerned, situational teaching is undoubtedly an easy way of learning, which can stimulate students' enthusiasm and initiative in learning, make students fall in love with learning and learn knowledge in a relaxed and pleasant environment. Transforming deaf-mute English into real communicative and practical English.

References

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