

Research on University English Language Teaching Based on Situational Teaching Method

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Keywords: Globalization; English language teaching; Situational teaching method; Modernization

Abstract: Under the background of economic globalization, teachers need to realize the importance of cultivating students' interest in English. Teachers should innovate the traditional ELT model in universities, fully mobilize students' enthusiasm for learning English, and better adapt to the current social development situation. Situational teaching, as a new instructional mode, has strong teaching characteristics and meets the needs of ELT reform in modern universities. Reasonable application of situational instructional mode to ELT in universities can enliven the learning atmosphere in English class and stimulate students' learning enthusiasm, thus gradually cultivating students' interest in English learning. This requires relevant educators to deeply explore the essence and connotation of situational teaching and devote themselves to exploring a scientific and reasonable teaching scheme. This article will comprehensively analyze the problems existing in ELT in universities at present, and put forward reasonable suggestions according to the specific situation, so as to comprehensively improve the classroom teaching effect, aiming at promoting the modernization of university English and realizing the teaching goal of entertaining.

1. Introduction

Driven by the wave of globalization, tertiary education has begun to face the world and gradually become international, and English, as a widely used language in the world, plays a vital role in the international community [1]. Situational teaching method originated in Europe, which means that teachers consciously create some emotional and vivid scenes in the instructional process, thus triggering students' emotional experience, enabling students to understand and acquire knowledge and skills more deeply, and finally achieving the purpose of developing students' psychological function [2]. English as a communication tool, English learning has a strong practicality and situational, so teachers must use language as a communication tool to teach students, because only in the actual situational process can students truly understand the purpose of learning language and truly learn to use language for communication [3]. The research on the characteristics of situational teaching can innovate and change the ELT form of universities and stimulate students' enthusiasm for English learning, which is a very necessary measure. In the instructional process, teachers create some interesting scenes according to the teaching content, which bring students a personal emotional experience and improve their ability to use English in dialogue and performance [4]. In the whole instructional process, educators or learners present real scenes to students, which can make students feel immersive and arouse their thinking [5].

Situational teaching method advocates stimulating students' interest in learning, allowing students to mobilize their enthusiasm for learning through immersive experience, so that they can consciously take the initiative to remember, thus improving the efficiency of English learning and embodying the advantages of situational teaching method [6]. ELT in universities is different from high school and junior high school, and its learning purpose is to be better used in society. Although English education in China has been developed for many years, according to the current situation of English education in China, the teaching quality will be further improved [7]. In order to improve university students' English ability in an all-round way, teachers need to innovate ELT mode, combine the contents of English textbooks with the actual situation of students, and formulate a perfect ELT scheme [8]. University English education should make a comprehensive reform, actively introduce situational teaching method, and cultivate students' sense of language through

different contexts, so that students' oral English level can be exercised to meet the actual needs of different learners [9]. This article will comprehensively analyze the problems existing in ELT in universities at present, and put forward reasonable suggestions according to the specific situation to comprehensively improve the classroom teaching effect.

2. The main characteristics of situational teaching method

2.1. Situational embodiment

Situational teaching method thinks that the structure of language is closely related to the situation when using the language. It attaches importance to the correlation between language learning and the situation when speaking, emphasizes the connection between language learning and people in the situation at that time, and does not pay attention to setting monotonous teaching objectives or putting forward rigid teaching requirements. Linking the language taught with people in a specific environment does not emphasize the preset fixed teaching objectives and put forward unified teaching requirements for students, but emphasizes that students actively explore and master knowledge through the interaction of various factors under the guidance of teachers [10]. Compared with the traditional teaching methods in the past, situational teaching method not only requires students to learn the structure of language, but also pays more attention to students' situational experience and ability improvement, and pays more attention to students' dominant position in learning. Compared with traditional teaching method, situational teaching method not only emphasizes teaching students to master language structure, but also pays more attention to mastering ability and acquiring language in situations. The teacher creates a concrete and vivid scene to enable students to study actively in a relaxed environment, let students play freely, use their brains actively and inspire their thinking.

2.2. Classroom of situational teaching

Situational teaching method is that teachers purposefully create specific scenes with certain emotional color according to what they have learned in class, so that students can learn and understand the language in real situations. In the classroom, the teaching principle of taking students as the main body and teachers as the leading factor is followed, which gives full play to the initiative and enthusiasm of students and improves the efficiency of class. In this process, students complete complex communication tasks in rich and vivid situations through interaction with the environment, thus enriching their language feelings and improving their language transfer ability [11]. In the situational teaching method, students become the protagonists, they can dominate the stage by themselves, their learning process is a process of active thinking, and they think for themselves how to have the best performance. This series of thinking is initiated by learners. This way can also help students to grasp the key points and difficulties in classroom learning more accurately and understand them more deeply. Situational teaching can stimulate students' learning passion and promote their development, so that they can understand and use the language as a whole.

3. The role of situational teaching in promoting ELT reform in universities

Situational teaching, as a new teaching concept, is conducive to changing and innovating ELT methods in universities, scientifically guiding students into English learning scenarios and creating a strong English learning atmosphere for them. In the process of situational teaching, the artistic conception created by teachers urges students to give full play to their own imagination and knowledge, and make their knowledge concrete. In the face of specific problems in the situation, students need to use their divergent thinking to creatively find new ways to solve problems, so as to improve their ability to use language in practice. As a language discipline, English can get twice the result with half the effort in a specific language environment. How to create a specific language environment for students has become the key content of ELT reform in universities. Classroom teaching is the key to promote university students' English learning. By showing students vivid and

concrete images in classroom teaching, students can achieve abstract and rational English from the perception of images, and stimulate their learning emotions and interest, so that learning activities become students' active and conscious activities.

In the instructional process, teachers take students as the main body, make them actively participate in teaching situations, stimulate learning interest, cultivate the spirit of inquiry and gain a sense of learning achievement. Thirdly, situational teaching method can create the most authentic language environment for students, so that students can get the most direct language exercise, which is not only conducive to cultivating students' language expression and communication skills, but also greatly improving students' learning efficiency. The cheerful and lively classroom atmosphere created by situational teaching method is an important condition for achieving excellent teaching results. Situational teaching method should arouse students' positive learning mood by creating certain situations in the instructional process. Situational teaching method is conducive to mobilizing students' non-intellectual factors. Situational teaching method introduces or creates many vivid scenes in the instructional process, that is, it provides students with more perceptual objects.

Situational teaching can effectively expand ELT in universities by using various teaching activities, which can not only create situational teaching in English classroom, but also enrich English extracurricular teaching and increase the breadth and depth of ELT in universities. Students' enthusiasm and enthusiasm for learning can change their negative attitude towards English learning. English itself is a subject that needs to be accumulated slowly for a long time, and students are prone to impatience, anxiety and other emotions in the learning process. Using the practical principle, situational teaching can start from social life practice, create English situations close to daily life for students, make students realize the practical significance of English, deepen their understanding of English situational teaching, eliminate students' resistance to English situational teaching, and help improve students' autonomous learning ability.

4. The concrete application of situational teaching method in ELT in universities

4.1. Effective combination of situational teaching and action-oriented teaching

The main purpose of learning English is to communicate with others better, and teachers need to provide more opportunities for students to communicate in English in class. Teachers adopt situational teaching method, combining the advantages of ELT and situational teaching, which can effectively enhance students' enthusiasm for learning English and improve classroom teaching effect. Universities should be aware of the importance of situational teaching, pay attention to the development of localized situational teaching of university English, improve the relevant institutional mechanisms, provide a broad stage for teachers to show their strengths, and strive to improve the effectiveness of situational teaching of university English. The cooperative communication process of situational teaching is shown in Figure 1.

For ELT in universities, cultivating students' good English proficiency plays an important role in improving their English level. University students have strong enterprising spirit and strong imitation ability. When teachers carry out ELT in the classroom, they can give full play to the leading role of teachers and the main role of students in the classroom, help university students solve the problems existing in learning English and cultivate their English learning ability in an all-round way. Teachers teach students at an appropriate English speed according to their actual level, and frequently use familiar vocabulary to teach, so that students can learn the language easily. Insisting on teaching in English in class has a subtle effect on improving students' English language ability.

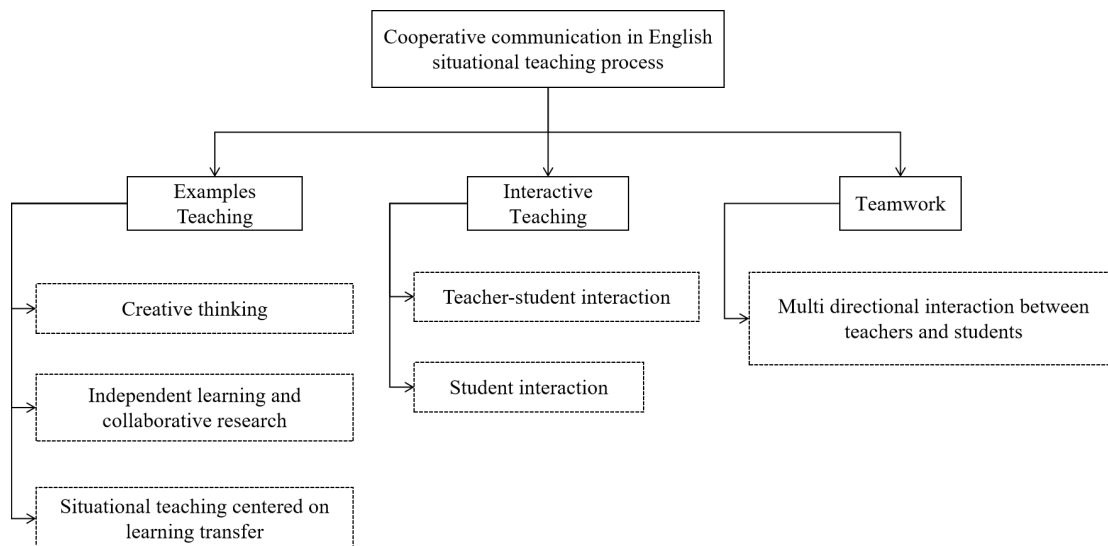


Figure 1 The process of collaborative communication in situational teaching

4.2. Create an ELT scenario

In the actual instructional process, English teachers can combine these characteristics of students, adapt the English text content into the performance content of stage play according to the rich English teaching materials, give full play to the principle of openness in university classrooms, and carry out classroom performance activities. Teachers should combine situational teaching with action-oriented teaching, which can comprehensively improve the quality of university English classroom teaching. At the same time, it is conducive to improving university students' comprehensive ability to use English. Multimedia images are vivid, rhythmic and cheerful. Students can not only concentrate their attention on learning, but also free themselves from the monotonous and tense learning environment, stimulate their desire to express their thoughts, arouse their curiosity and improve their learning efficiency. Figure 2 shows the situational teaching class of university English.



Figure 2 University English situational teaching classroom

In ELT of universities, in order to achieve better teaching results, foreign teacher courses should be appropriately carried out. In the teaching of foreign courses, students can feel a more authentic English environment. Teachers can use a combination of pictures and text in the classroom to deepen students' understanding. Teachers should prepare some teaching aids for students before class based on the content of English textbooks. Students are required to use these teaching aids to integrate them into real-life situations. By using this method, students' English expression ability can be well exercised, and their communication and collaboration abilities can be strengthened.

5. Conclusions

English is the language used by all countries nowadays, so it is attached importance to by all universities. Among many teaching methods, situational teaching method is the most intuitive and attractive, so it can attract students' attention and then achieve better understanding and mastery. As one of the new teaching methods, situational teaching method needs universities to integrate into ELT as soon as possible, so that students can enjoy learning, be good at learning, and enjoy the joy and ability improvement brought by situational teaching. In modern education, in order to give full play to the teaching value of university English, teachers need to introduce situational teaching method to stimulate students' interest in English learning, improve their English application level and promote their all-round development. When developing ELT in universities, the application of situational instructional mode requires teachers to have good organizational ability and teaching ability. Teachers should effectively combine English knowledge with students' actual situation, flexibly use teaching methods, gradually enrich classroom teaching content, innovate instructional mode and comprehensively improve classroom teaching effect.

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