

Scenario simulation teaching design in English oral classroom

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Abstract: Scenario simulation teaching can bring students a sense of immersion, which is of great significance for improving students' learning experience and cultivating their knowledge application ability. Therefore, scenario simulation teaching has attracted the attention of teachers in teaching. The application of scenario simulation teaching is becoming increasingly widespread, effectively promoting the innovation and reform of English oral teaching. As in the English oral classroom, scenario simulation teaching can exercise students' English language organization and expression abilities, allowing students to flexibly use English in their future work and life. By building an English classroom based on core literacy, it can ensure students' future learning and development. However, in order to effectively apply scenario simulation in English oral classes, continuous innovation is needed to explore scientific and effective scenario simulation teaching methods, so as to create favorable conditions for the construction of in-depth teaching in English oral classes. The following article will study the strategies for effectively implementing scenario simulation teaching in English oral classes.

Key words: spoken English; scenario simulation; teaching design; thinking update; practical research

1 Introduction

English oral classroom is an important way to cultivate students' English language organization and expression abilities, providing them with more opportunities for communication and interaction. It enables students to use English for communication, achieves the construction of an applied classroom under core competencies, and ensures the future application and development of students' English. However, improving the quality of English oral classroom teaching requires teachers to innovate teaching methods, optimize teaching concepts, and explore scientific and effective oral classroom teaching.

2 The significance of scenario simulation teaching design in English oral classroom

2.1 Highlighting students' subjective status

Scenario simulation teaching design is a form of expression in English oral classes that focuses on students as the main body. In the process of scenario simulation teaching design, teachers will take into account students' daily lives, or factors such as their oral communication skills and mastery of English basic knowledge. The English oral classroom designed in this process is a student-centered teaching classroom that meets personalized learning needs of students, while stimulating their initiative and enthusiasm to participate in learning, and improving the quality of English oral classroom teaching. In addition, English oral teaching itself has strong practicality and exploratory nature, requiring students to

constantly communicate and interact. Scenario simulation has the characteristic of reproducing real scenarios. Students can diverge their thinking in the scenario, organize and carry out English communication, and thus cultivate their English oral communication ability and language organization ability, achieving the goal of building an efficient classroom, allowing students to flexibly use English for communication and interaction, and reflecting the significance of scenario simulation teaching in English oral classes [1].

2.2 Combining the characteristics of English oral classes

English is a language subject, and the teaching focus of language subject is to cultivate students' language proficiency and language thinking, so that students can communicate flexibly in English. However, in order to achieve this goal, it is necessary to provide sufficient communication and interaction time for students, so that they can improve their language ability and promote language thinking through communication and interaction. Scenario simulation teaching design in English oral classes allows students to communicate in a scenario, so as to enhance their English language organization and expression skills and promote the development of their English thinking. It is a teaching method based on the characteristics of the English subject. In addition, scenario simulation has changed the traditional teaching model of relying on the classroom and teachers. Students can use English to communicate and interact in scenarios, complete learning tasks, and achieve twice the result with half the effort. The scenario simulation teaching reduces students' English learning pressure and lays a foundation for their future English learning and development. Therefore, scenario simulation teaching in English oral classes is a reflection of teaching design that combines the characteristics of the English subject, highlighting the significance of scenario simulation teaching in English oral classes [2].

2.3 Inspiring students' initiative in learning

Scenario simulation teaching design can stimulate students' initiative in learning and encourage them to actively participate in the scenario. For example, scenario simulation teaching in English oral classes can simulate the communication scenarios in students' daily lives, or simulate the scenarios in their work, allowing students to interact and communicate in the scenarios, thus giving them a sense of "immersion". In the process of using English for communication and interaction, students can feel the role of English, the meaning and value of English learning, which helps to guide them to establish a correct concept of English learning, actively participate in future learning, unconsciously develop good habits of English learning, and ensures their future learning and development. In addition, in the scenario simulation, teachers have increased opportunities to interact with students, understand their English language organization and expression abilities, laying a foundation for the subsequent English teaching design, and making the English oral classroom more in line with students' personalized differences, so as to stimulate their initiative to participate in learning.

3 Analysis of the current situation of scenario simulation teaching in English oral classroom

3.1 More and more teachers attach importance to scenario simulation teaching

With the deepening of teaching reform and changes in teaching methods and concepts, scenario simulation teaching has attracted the attention of teachers in current English oral teaching. More and more English teachers actively use scenario simulation teaching in English oral classes and have achieved remarkable results. For example, some English teachers combine the content of oral classroom teaching with the reproduction of real-life situations, allowing students to simulate learning content and communicate in English. There are also some teachers who combine students' lives to simulate life-like scenarios, allowing students to interact and communicate in real-life situations. Through immersive learning in scenario simulation teaching, students' learning experience can be improved, students' learning interest can be stimulated, and outstanding teaching effects can be achieved in the whole English speaking classroom teaching. At the same time, it has cultivated students' language organization and expression abilities, completed English oral classroom

teaching tasks, and laid a foundation for students' future English learning [3].

3.2 Continuous innovation and improvement of scenario simulation types and methods

With the increasing application of scenario simulation teaching in English oral classes, English teachers are constantly innovating and improving scenario simulation methods when using scenario simulation teaching. For example, in current English oral classes, teachers participate in scenarios and interact with students to improve teaching quality and understand students' learning situations in scenario simulation. Alternatively, some teachers have created diverse scenarios, allowing students to choose their favorite simulated content and actively participate in English oral practice in the scenarios. With the deepening of educational reform and the diversification of scenario simulation teaching, students' interest in participating in the English oral classroom has been enhanced, achieving the cultivation of students' English oral expression ability, language organization ability, and other abilities. The educational role of English oral classes has been fully played to allow students to flexibly use English for activity communication.

3.3 Enhancing students' enthusiasm for participating in scenario simulation teaching

For students, diverse teaching methods can enhance the learning experience and help stimulate their enthusiasm for learning. The design of scenario simulation teaching in English oral classes is a manifestation of innovative teaching methods. Currently, more and more teachers attach importance to oral teaching and constantly innovate in teaching methods and ideas. The role of scenario simulation teaching design in English oral classes is becoming increasingly prominent. For example, in the current stage of English oral teaching, students' active participation in scenario simulation teaching, active communication and interaction in the scenario have cultivated their language organization and expression abilities. This teaching method can bring more freshness to English learning, improve the overall teaching efficiency of English oral classes, and cultivate students' English oral communication skills and good learning habits [4].

4 Strategies for conducting scenario simulation teaching in English oral classes

4.1 Creating a life-like scenario to cultivate students' English speaking ability

English is a language subject, and the teaching content of language subjects is closely related to students' lives. Therefore, in the design of scenario simulation teaching in English oral classes, teachers can combine students' actual lives, such as creating life-like scenarios, to allow students to apply communication and interaction in real-life situations and exercise their English language organization and expression abilities. Alternatively, teachers can organize and carry out Q&A activities, shopping activities, and other activities in daily life to simulate real-life scenarios, allowing students to communicate in these situations, exercise their English language thinking and organizational skills, and be able to communicate flexibly in English in daily life, achieving the teaching goal of cultivating students' core English literacy by applying what they have learned. In addition, life scenario simulation restores real life scenarios, allowing students to intuitively feel the connection between English and life. Therefore, their enthusiasm for participating in English learning can be enhanced, and a vibrant atmosphere of English communication within the entire class can be created. Through life scenario simulation, it can exercise students' language thinking, promote students' language development, and open up new scenarios and ideas for the design of situational simulation teaching in the English speaking classroom.

4.2 Simulating the working situation to improve students' English organizational ability

Teachers can design workplace English communication scenarios and expand the teaching methods of scenario simulation, so as to enable students to flexibly use English for communication and exchange in future work, cultivate students' language organization and oral communication skills, and achieve English oral classes under core literacy. For example, teachers can simulate a scenario of working in an enterprise in the classroom, allowing students to communicate in English in the scenario, analyze internal data of the enterprise, organize and summarize working terminology. This

process is a way to cultivate students' English language organization ability, and also a manifestation of innovative scenario simulation teaching in English oral classroom. Students can achieve good learning outcomes and enhance their learning experience through diversified scenario simulation teaching. They can actively participate in future learning and communicate flexibly in English at work, ensuring their future employment and development. In addition, work scenario simulation has diverse characteristics because there are many types of work, which provides rich materials for creating work scenarios in scenario simulation teaching. Teachers can combine the teaching content of English oral classes to create relevant work scenarios, expand the channels and methods of scenario simulation teaching, cultivate students' English communication skills, and enable students to flexibly use English in the workplace, so as to ensure their future employment.

4.3 Teachers participate in scenario simulations to play a guiding role

In scenario simulation teaching, teachers should play a guiding role through participation, while understanding the learning situation of students in the scenario simulation to lay a foundation for designing targeted teaching methods and learning objectives in the future. For example, in conducting scenario simulation teaching in English oral classes, teachers can create life-like scenarios and work situations, allowing students to communicate and interact in these scenarios, cultivating their English language organization and expression abilities. Teachers can also participate in students' interactive communication, listen to the process of students' communication in English, timely discover and correct the problems encountered by students in English communication, provide guidance and assistance for students, enable students to communicate flexibly in English, and improve their English speaking ability. In addition, teachers' participation in scenarios can stimulate students' interest in oral communication, as they can establish an equal relationship with students and make them feel respected and recognized by the teacher. In this way, students can perform more actively in the scenario, and their enthusiasm for participating in scenario learning can be enhanced. In the scenario, students' English language organization and expression abilities can be improved, their English core literacy can be cultivated, and innovation in English oral classes can be promoted. Teachers can also have a comprehensive understanding of students and design targeted teaching plans in future learning, which will highlight students' subject status to carry out English oral teaching, so as to achieve the goal of in-depth teaching [5].

4.4 The way to expand scenario simulation of school-enterprise cooperation

Through school-enterprise cooperation, we create scenarios for students to work in enterprises, allowing them to communicate and interact in these situations. This teaching method cultivates students' English oral communication skills and lays a foundation for their future work. In English oral classes, situational teaching teachers can establish connections with nearby enterprises, allowing students to intern at these enterprises and expand their channels and methods of oral communication. Enterprises can adopt the approach of senior employees mentoring interns to carry out their work, providing students with more opportunities for English oral communication, allowing them to improve their language thinking and organizational skills during the communication process, and enabling them to flexibly use English in their future work. In addition, with the strong atmosphere of school-enterprise cooperation, students can enhance their English language thinking ability and awareness of English communication in the context of enterprise work, quickly enter the working state in the future, which can ensure their future employment and development. Finally, teachers can also communicate with enterprises to understand students' English oral communication skills and exercise their English oral thinking through feedback from enterprises. This lays a foundation for teachers to implement targeted teaching, while creating a strong atmosphere of English communication and interaction for students, improving their perception and understanding of English, and enabling them to establish correct English learning concepts and actively participate in English learning, thereby ensuring their future development.

4.5 Group cooperation stimulates students' awareness of situational communication

Group cooperative learning increases opportunities for interaction between students and can cultivate students' English language organization and expression abilities, which is of great significance for building English classrooms with core competencies. Therefore, in English oral classes, situational teaching design teachers can adopt group cooperative learning to divide students into multiple groups, and then allow students to communicate and interact in groups, creating a strong atmosphere of English communication scenarios within the entire class and improving the quality of scenario simulation teaching. For example, teachers can divide students in the classroom into multiple groups and then use each group as a unit for communication and interaction. During this process, a scenario of English communication was simulated within the class, where students improved their language thinking, exercised their language abilities, and achieved an English classroom with core competencies through English communication. In addition, group cooperative learning also provides favorable conditions for interaction between teachers and students. Teachers participate in the group and interact with students in English, which cultivates students' English language organization ability. At the same time, they can also understand students' English communication situation. When designing teaching, it is important to improve relevance and effectiveness, so that scenario simulation teaching can achieve good results and enhance the overall quality of English oral classes. For students, group cooperative learning can achieve the goal of mutual promotion and communication, which helps to expand the topics and content of students' English communication, broaden their thinking in English communication, achieve high-quality development of English oral classes, and make scenario simulation teaching design play a greater educational role [6].

5 Conclusion

In short, scenario simulation teaching design in English oral classes is a manifestation of innovative teaching methods, which stimulates students' initiative and enthusiasm to participate in learning, cultivates good learning habits for students, and is of great significance for building an efficient English classroom. Therefore, teachers in English oral teaching should innovate teaching methods, optimize teaching concepts, explore scientific and effective oral communication teaching methods, immerse students in scenario simulation teaching, promote the development of students' language thinking, language organization ability, and expression ability, and make them actively use English in future life, study, and work to achieve the teaching goal of applying what they have learned.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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