

The practical application of situational teaching method in English oral teaching

Ping LI

Guangxi Transport Vocational and Technical College, Nanning 530002, China

Abstract: In the process of English teaching, schools often focus on exam oriented education and neglect oral assessment, and students do not attach importance to it, resulting in a low level of English oral proficiency among students in China. In response to the poor English oral proficiency of students, English situational teaching method is adopted to strengthen English oral learning and improve the quality and efficiency of English oral teaching. The article proposes the connotation of English situational teaching method based on the current situation of oral teaching in China, and highlights the importance of English situational teaching method in improving oral teaching. It analyzes the problems existing in oral teaching and formulates measures for the application of English situational teaching mode in oral teaching, aiming to promote the smooth development of English oral teaching.

Key words: situational teaching; oral English

1 Foreword

In today's rapidly developing information age, technological progress is advancing rapidly, and the economy is developing rapidly. The development of globalization has made the status of English even more important. English has become an important tool for China's opening up to the outside world and integration with the international community [1]. Learning and mastering a foreign language is a basic requirement for citizens in the 21st century. The recently issued "English Curriculum Standards" by the Ministry of Education reflect new educational concepts. The implementation of curriculum standards will undoubtedly promote the transformation of educational concepts among students, teachers, and society, and promote educational reform. School students have a relatively weak foundation in English. Although they have a certain vocabulary, their spoken English pronunciation, accuracy, fluency, and communication skills are all at a low level.

2 The current situation of English oral communication

From September to November 2024, the author randomly interviewed front-line English teachers from three secondary vocational schools in Nanning through learning exchanges, telephone interviews, and other methods. The topic of the interview was: What do you think of the English speaking level of the class you teach? Random English oral interviews were conducted with students aged around 14-20. A lot of students generally have poor listening and speaking abilities. They are unable to cope with the situation, and overall, their English speaking proficiency has not yet reached the standard. This indicates that students lack confidence and oral training. Students tend to prefer the teaching method of "learning with joy and taking notes while learning" and do not want rote learning. In classroom activities, students often

have a high level of participation, and language communication is a social activity that always takes place in a certain context. In the teaching process, if teachers create life scenes that are in line with the teaching content and provide students with an immersive language learning environment, it will help to increase students' interest in learning, as well as learning, applying and consolidating what they have learnt in context.

3 The concept of scenario based teaching method

Situational teaching method refers to a teaching method in which teachers purposefully introduce and create real-life scenarios for English learning and knowledge consolidation. By introducing and creating vivid and emotional life scenes, teachers can stimulate students' language experience, help them improve their skills and understand knowledge, and achieve teaching objectives.

4 Teaching strategies for the application of situational teaching method

4.1 Utilizing multimedia methods to create intuitive scenes

At present, due to the lack of language environment in English teaching for students, how to effectively utilize the 40-45 minutes of classroom time to achieve the best learning effect is a problem that teachers often think about and want to solve. Adopting English situational teaching method in English classroom teaching can effectively enhance students' learning interest, improve classroom teaching efficiency, and thus improve students' English listening, speaking, reading, writing, watching, and acting abilities. With the arrival of the 5G era in information technology, teachers should use information technology teaching methods as much as possible in the classroom, using auxiliary equipment such as audio, multimedia, recording, and video recording to create a relaxed and pleasant English classroom.

4.2 Creating scenarios through games to stimulate students' interest in learning English

Using English oral puzzle games to create scenarios can help students learn knowledge easily and happily, as well as promote intellectual development and broaden their thinking. Expanding horizons, recognizing new words and oral conversations, and improving the enthusiasm for learning English can help cultivate students' skills to better understand and master English oral knowledge.

4.3 Integrating ideological and political elements into the threading process

In teaching activities, under the new situation, ideological and political elements should be integrated into classroom teaching, running through it, and comprehensively covering classroom teaching. Curriculum ideological and political elements should be excavated from professional identity, professional ethics, social responsibility, major core values of society, and traditional Chinese culture education. For example, in automotive English teaching, English vocabulary reflecting the spirit of craftsmanship can be inserted. In urban rail transit operation and management English, scenarios such as saving lives and helping the injured, and handling emergency accident scenes can be designed to enable students to experience service awareness and dedication to their work.

4.4 Fully utilizing props and clothing to achieve immersive experience

Teachers should prepare teaching scenarios in advance, with sufficient props to allow students to enjoy themselves. Props and clothing play a very important role in teaching English, and props can increase the scientific and research-oriented nature of English. For example, in hotel English teaching, luggage, hotel receptionist clothing, and badges can be prepared to immerse students in the experience. In addition, if it happens to be a holiday, such as Christmas, Santa Claus costumes and props can be prepared. In passenger service English, a lost and found front desk card can also be designed. Teachers and students should make full use of props and clothing, input a large number of English vocabulary and conversations, and allow students to immerse themselves in the scene while achieving the goal of strengthening memory. They can also retain a deep impression of the classroom after class.

4.5 Creating scenarios with stories to add fun to the classroom

All sectors of society should "tell good Chinese stories and spread good Chinese voices" and "good stories are loved by everyone". If Chinese good stories are vividly described in English, mastering appropriate pronunciation, intonation, and facial expressions can make students enjoy them even more.

5 Principles should be followed when creating English situational teaching

5.1 Adhering to the principle of "student-centered"

Putting students at the center means that teachers stand from their perspective, understand and accept their current situation, including their strengths and weaknesses, their habits, emotions, and pursuits to create situations. The second is to motivate students. In the process of creating scenarios, students are taught according to their aptitude, and teachers encourage students to boldly showcase their talents.

5.2 Paying attention to seizing the opportunity

When creating a scenario, it is important to choose the appropriate time to introduce it. Generally, after sufficient warm-up, the introduction effect is very good. With good timing, it can achieve twice the result with half the effort.

Teachers guide students step by step into the corresponding scenario for learning in class. Therefore, when creating a scenario, it is necessary to consider pre class warm-up and classroom guidance.

5.3 Having operability

In English teaching, the created scenarios must be operable, not just a formality. Operability refers to whether the created scenarios is in line with the actual situation, how effective the teaching is, whether students are willing to accept them, and whether they can absorb them. Only operable scenarios can improve students' English speaking ability and achieve the purpose of creating scenario-based teaching.

5.4 To be derived from practical life experience

Language originates from practical life, and only by integrating language into daily life can it bloom with charm. Without the context created by real-life practice, it lacks soul and cannot stimulate students' interest in learning English. Therefore, teachers should be good at combining real-life practice with textbooks to create English contexts, thereby enhancing students' interest in learning English.

6 Conclusion

In short, situational teaching method is not only a necessity of English teaching itself, but also an important criterion for evaluating the quality of an English oral class. Creating a valuable teaching scenario can provide students with a platform for independent exploration and showcasing their personalities, enabling them to quickly enter the situation of inquiry-based learning. English teachers should be proficient in using more strategies to design scenarios for teaching, which is a direction for future English oral teaching.

Conflicts of interest

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

Reference

[1] Zhang JJ. 2023. Exploration of the application of situational teaching method in college English teaching. *Overseas English*, 1: 120-122.

About the author

Author introduction: Li Ping Gender: female Date of birth: 1977.09 Education background: Master's degree

Work unit: Guangxi Transport Vocational and Technical College

Address: No.9, Yongwu Road, Xingning District, Nanning City