

The Influence of Situational Teaching on English Learning Experience and Outcomes of Primary and Middle School Students

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Abstract. As a non-English-speaking country, China's exam-oriented education focuses too much on writing and reading, while ignoring English as a practical subject. Some studies find that the situational teaching mode is conducive to improving this phenomenon. The more opportunities students have to practice, the more proficient they will be in learning English. This article uses the method of literature review to summarize the research literature on situational teaching in English classes in China. Generally speaking, the application of situational teaching in the English classroom of primary and secondary schools in China is still very rich and extensive, but there are still some defects. According to the existing literature, it can be seen that elementary school is the stage of English enlightenment, and the use of situational teaching can establish long-term interest in learning English for children. Due to the high academic pressure of middle and high school students, the implementation of situational teaching can provide students with opportunities for practical application in English learning. The English foundation of secondary vocational students is weak, and situational teaching is carried out around majors, which can improve students' interest in learning. In addition, the researches find that the fun, flexibility, and practicality of situational teaching can improve students' learning experience and stimulate students' interest in learning. For the shortcomings of domestic English education, situational teaching can improve students' oral English ability, listening comprehension ability, and autonomy in learning English.

Keywords: Situational teaching; English; primary and middle school student; learning experience and outcomes.

1. Introduction

Looking at the current situation of English teaching in China, the phenomenon of "dumb English" is widespread. "Dumb English" refers to the status quo of English learning that can only recognize, read and write but cannot communicate with others. It is often considered a product of imbalanced English education. Research shows the more students speak and listen to English, the better English skills they acquire [1]. So how the teaching model should be reformed? The study found that creating scenarios can significantly help improve students' English application ability, and at the same time stimulate students' interest in learning [2]. According to research by Brown et al, traditional education believes that "conceptual knowledge" can exist separately from the learning and application situations, thus weakening the role of teaching practice, while situational learning regards knowledge as a part of the situation, "through situational activities composite knowledge" [3]. This conclusion pointed out the direction for teaching, and situational teaching came into being. The Ministry of Education has gradually introduced the situational teaching mode since 2008 and applied this mode to the teaching classes of various subjects. This requires teachers to use their professional ability to set different problem backgrounds for the knowledge they teach, to help students understand and learn knowledge.

Existing research mainly focuses on primary situational teaching in most classes, discussing its advantages and disadvantages. However, systematic reviews on this topic are lacking. This study will focus on the application status of situational teaching in English teaching, as well as the impact of situational teaching on the English learning experience and learning outcomes. After an accurate keyword search, the selected literature is classified according to two dimensions: learning experience

and learning outcomes. One mainly explores the subjective satisfaction of students in situational class. Whether students are more suitable for this teaching method, whether influence participation and enthusiasm. The other mainly explores the objective outcomes of learning. Whether this teaching method can promote the mastery of students' English skills. Whether the students' listening and speaking skills have improved, and whether it will affect their autonomy in learning English.

2. The Application Status of Situational Teaching in English Teaching

2.1. Situational Teaching in Primary School Classes

In primary school, children have strong curiosity and exploratory power. Making good use of this stage can lay the foundation for children's future English learning. Situational teaching in primary school mainly aims to stimulate students' interest in English learning. The most common method is to use multimedia to assist scene creation, combining hearing and vision to stimulate children's interest. To encourage every child to participate, the teacher will set up tasks appropriately, create questions and encourage students to discuss in groups. Since primary school English teaching belongs to enlightenment teaching, students are too young and easily distracted, they are most likely to be influenced by their mother tongue, teachers found that playing English songs in class can help primary school students concentrate and cultivate their English intuition. Therefore, many teachers will use English songs as the theme of situational teaching [4].

However, situational English education in primary schools also has certain defects. Firstly, the content of the course is messy and there is a lack of connection between the scenarios, it will easily lead to the decline of primary school students' attention and greatly reduce class efficiency. Secondly, situational teaching is becoming widespread, some schools blindly pursue the form, and suddenly carry out situational teaching. It will easily cause students' repulsion and decreased satisfaction with the classes [5].

2.2. Situational Teaching in Middle and High School Classes

Unlike the enlightenment teaching in elementary school, teaching English in middle and high schools is more practical. Students at this stage have already developed their independent learning ability and have their thinking mode. Therefore, the goal is to enable students to master the basics of English and communication ability in common situations. Multimedia teaching is still a common method for teachers. Teachers can show videos, pictures, music, etc. based on topics that adolescents are interested in, to stimulate adolescents' desire to acquire knowledge and use questions to help students master basic vocabulary, grammar, and sentences [6]. In addition, the teaching method of setting up scenes for role-playing can also become more perfect in the middle and high school stages. Teenagers already have a certain foundation of English knowledge, and this teaching mode can just be used to create opportunities for practical application.

Affected by the domestic exam-oriented education, the curriculum schedule in junior and senior high schools is tight, and rarely finish a complete situational class. Many teachers dominate the process in order to output more knowledge points in situational classes. In addition, the learning ability differentiation between students is obvious. Some teachers make scenario creation unrealistic. The course does not match the actual situation of the students learning, which makes it difficult for students to adapt.

2.3. Situational Teaching in Secondary Vocational School Classes

Secondary vocational education students generally have a weak English foundation. Therefore, English education for secondary vocational students should be more efficient and targeted. Secondary vocational education is mainly aimed at cultivating professional talents for society. According to this characteristic, teachers create teaching situations according to students' professional characteristics to help student's master Basic English communication skills in their professional fields [7]. For example, for students majoring in service, teachers can create scenarios where customers come to consume, let

students play roles, and practice repeatedly the high-frequency vocabulary that the major will encounter and the common dialogues in service. In the teaching process, teachers introduce intuitive teaching aids and use multimedia to reproduce common life scenes, using the language familiar to students to teach, which is conducive to capturing students' attention and creating a class atmosphere [8].

When teachers create English teaching scenes for secondary vocational students, they use the same method as normal middle and high school English learning, which is too difficult for secondary vocational students and is not practical, resulting in low participation. In addition, for some teachers in secondary vocational schools, the recognition of situational teaching is not high, and they are still accustomed to using indoctrination teaching [7].

3. The Impact of Situational Teaching on English Learning Experience

3.1. The Impact of Interestingness in Situational Teaching on Student Learning Experience

For Chinese students, English is a non-native, inherently boring subject. The traditional language class's model is usually dominated by teachers, and students mainly memorize by rote. Students are generally less interested in learning and even feel disgusted with this course. Therefore, interest in the course is an important indicator to stimulate students' interest in learning and improve students' participation in the classes. Situational teaching and interesting teaching are widely used in English teaching. Situational teaching is based on real-scene simulation, integrating rigid and hard-to-remember English knowledge into interesting scenes [9].

The fun of situational teaching is reflected in the unique teaching method, which can support students to immerse themselves in the English teaching class. Breaking the indoctrination teaching mode, taking advantage of the rapid development of multimedia technology, to create an English scene for students that combines the senses of hearing, vision and even touch, which can enhance the interaction between students and knowledge and stimulate students' interest in learning. Not only is that, but the story of situational teaching also an important reason to attract students to learn. Teachers need to consider the novelty and coherence of the scene story when creating the scene. Unique stories can improve student participation and stimulate students to explore knowledge.

3.2. The Impact of Situational Teaching Flexibility on Student Learning Experience

Teaching methods should match the actual situation of students. The flexibility of situational teaching is reflected in the ability to combine multiple teaching methods at the same time, matching appropriate teaching modes for students with different abilities. This section mainly combines the large unit teaching method and the layered teaching method to explore the impact of the flexibility of the situational teaching course on the student's learning experience.

Situational teaching combined with large unit teaching method can adapt to most students, jump out of fixed thinking, and form a knowledge framework [10]. Although it is centered on the textbook, it is not bound by the chapters of the textbook. It is conducive to improving students' learning efficiency and learning enthusiasm. The situational teaching method combined with the layered teaching method is mainly aimed at students with different English foundations. Based on the principle of "teaching students in accordance with their aptitude", different scenarios are created for students with different foundations. There are also differences in difficulty in the knowledge of English used in the scenes. This method can effectively fit students' learning rules and stimulate students' enthusiasm and creativity.

3.3. The Impact of Practicality of Situational Teaching on Student Learning Experience

As a linguistic subject, English focuses on its practicability. Therefore, in the process of situational teaching, the scenes created by teachers should also have the feature of practicability. The practicality of situational English teaching especially affects the interest of students in primary school and secondary vocational education in English classes.

Primary school is the period of English enlightenment, whether the acquired knowledge is useful or not is related to the establishment of students' interest in English as a subject. In the process of creating the scene, the teacher combines it with the scene that the children are interested in, such as taking some fruits to simulate the scene at home and practicing the English words of fruit. This is a scene that children usually experience, which can resonate with children and stimulate their interest in learning. Secondary vocational students generally have poor English foundation, are less interested in English learning, and invest more in relevant professional knowledge [11]. Therefore, when teachers create situations, they combine with majors and highlight the practicality in the professional field, which can greatly stimulate the initiative of secondary vocational students in learning.

4. The Impact of Situational Teaching on English Learning Outcomes

4.1. The Impact on Students' Oral English Communication

The English teaching mode in domestic traditional education basically does not involve oral practice. In domestic English classes, only the teacher speaks English from the beginning to the end and students rarely have the opportunity to speak. The English test for primary and secondary schools in China also mainly divides the test questions into two parts: listening and written test, and there is no oral test. People have gradually discovered that the main reason that affects students' oral expression is "foreign language anxiety" [12]. Even if they have learned expressions, they will worry about making mistakes. The more anxious they are, the easier it is to make mistakes, forming a vicious circle.

With the rise of situational teaching, daily scenes are directly integrated into the class, and teachers no longer occupy a dominant position, but invite students to participate in the scene and participate in the interaction. In the situational teaching class, teachers try to teach in English and actively encourage students to express their ideas in English. They pay less attention to the mistakes in the sentences and appreciate the students' fluent English expressions. Situational classes make oral English a daily activity, improve students' confidence in speaking English, and play a positive role in promoting the improvement of students' oral English ability.

4.2. The Impact on Students' English Listening Comprehension

The two functions of the language learning process, in addition to the language output when applying information, that is, speaking and writing, and more importantly, the language input of receiving information, that is, listening and reading [13]. As a non-English-speaking country, lacks an English context to exercise students' English listening ability. The creation of an English context can promote students' listening ability to a certain extent.

In the English class, teachers only use English as the teaching language for situational teaching. Explain uncommon English words with simple vocabulary. Use 40 minutes of class time to exercise students' English listening ability. At the same time, they choose to play English videos, and English songs, and design English teaching games. Another benefit of practicing English listening through situational teaching is that it can help students understand the meaning. Due to the influence of the students' English foundation and the teacher's teaching speed, the students may not understand every word the teacher said. Therefore, for some difficult vocabulary, students can infer it by themselves through the situation. In the class of situational teaching, students can not only improve their English listening ability but also improve their English comprehension ability.

4.3. The Impact on Students' English Learning Autonomy

"Interest is the best teacher". From a psychological point of view, interest is the internal driving force for students to learn English well. With internal driving force, students' learning motivation can be improved, so as to improve students' ability to learn autonomy. Situational learning is to connect people, activities, knowledge, and the world. Learning a language in a specific situation is a process of participating in world activities, which can improve the spontaneity of language learning [14].

Moreover, using situational teaching mode in English classes can enrich the classes content and activate the atmosphere. Student's no longer regard learning English as a boring process.

Students' autonomy in learning English is affected by the surrounding environment. In situational teaching classes, students are in an all-English teaching environment, which is more likely to trigger their independent exploration of knowledge. Not only can that, learning English together in a group avoid embarrassment. If there is only one student speaking English, they will often choose to avoid others because they are afraid of ridicule. If English learning is carried out as a group, it is easy to trigger the "competition" mechanism, so as to give full play to the initiative and enthusiasm of students in the learning process.

5. Conclusion

This study analyzes the current situation of English situational teaching method application in Chinese primary schools, junior high schools, and secondary vocational English education. It finds that there are advantages and shortcomings, which means that the situational teaching method of English and even other subjects still needs to be improved in the future. Generally speaking, the development of situational teaching has a positive effect on students' English learning, which can be summarized into two aspects: learning experience and learning outcomes. The situational teaching method is interesting, flexible, and very consistent with the principle of English practicability, which can effectively improve students' sense of learning experience and stimulate their interest in learning English. The study also found that the situational teaching method can improve students' English abilities, including listening and speaking abilities, which are less concern in domestic education. In addition, situational teaching can improve students' autonomous learning ability.

This study makes the application and advantages of situational teaching clearer by combing and analyzing relevant literature in the past ten years. When browsing the literature, the study found that the development of situational teaching is not very smooth. Some experienced old teachers are obsessed with the traditional teaching mode, and some old teachers do not often surf the Internet and are easy to get out of touch with the trend. Resulting in the creation of scenarios that cannot keep up with the times. The advantages and shortcomings of situational teaching summarized in this study can promote teachers to learn from each other and constantly innovate the situational teaching method. With the continuous advancement of scientific and technological means and the rapid development of multimedia teaching, the future situational teaching method can become more colorful. Based on the combination of audio-visual, students can be given a more immersive experience.

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