

Practical Strategies for English Situational Teaching in Colleges

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Abstract

The situational teaching is an effective and practical teaching model. Through implementing situational teaching in practical college English teaching, we can more effectively improve the effect of the teaching. The traditional teaching method mostly adopts the direct teaching method in college English courses because college English is a language course. It is not conducive to creating feeling interactions between teachers and students. Through implementing situational teaching, we can make students more actively participate in the classroom teaching process. So students can better understand the language environment and cultural backgrounds related with the teaching and deepen the understanding of teaching content through their communications with teachers and other students. Based on advantages and principles of English situational teaching in colleges, this paper explores practical design of situational teaching at starting from specific problems in the teaching practice.

Key words: College English; Situational teaching; Practical design

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INTRODUCTION

The design of teaching situations has a positive role in promoting the practical college English teaching. A good

design can effectively motivate students to participate in the teaching process in the classroom, and create a better interaction between the teacher and students. The situational teaching method is very important in college English teaching. In the process of designing specific teaching situations, we should grasp some design principles. It is proved that the traditional ideas of education and teaching have certain limitations in practice. We can not set up a platform for the interactions by applying the traditional ideas. Therefore, it is necessary to carry out effective design in situational teaching.

1. THE ADVANTAGES AND PRINCIPLES OF SITUATIONAL TEACHING

The English situational teaching is a systematic teaching design. In this teaching model, students can use English knowledge in real life. In this way, students not only can deepen the understanding of important parts of the knowledge and grasp these parts, but also can create a communication environment and improve their learning interest. Of course, we should also grasp the principles of the interaction, exploration, and sensitivity in the exploration and practice of situational teaching.

1.1 The Advantages of English Situational Teaching in Colleges

In colleges or universities, English situational teaching has an important significance for reform and innovation of the college or university English teaching system. English situational teaching is conducive to the realization of teaching model innovation and improving students' participating in the classroom teaching based on the completion of designed teaching tasks. At the same time, the design of teaching situations can create a good communication environment for students, so that students as the roles have interactive feelings, in addition, this kind

of situational teaching model gives the knowledge some living characteristics and puts students into a situation to feel a kind of certain existence. The advantages of the college English situational teaching are shown in the following aspects:

First of all, English situational teaching realizes the innovation of teaching model. The traditional teaching model is that a teacher continually talks in the front and the students passively listen. It is not easy to evaluate what kind of effect the teaching achieves in the process of students' listening; anyway the teaching task is completed. In college English situational teaching, students participate in the teaching through the appropriate designed situations, and at least students are able to feel the teaching context and environment, so that students can more actively learn and their learning efficiency is significantly improved. Situational teaching becomes a kind of innovation of teaching model.

Second, English situational teaching creates a good communication platform. A student is the unity of subject and object in the teaching process, and has both characteristics of an object who listens to the class and characteristics of a subject who participates in classroom teaching. The application of situational teaching model creates a platform for the exchanges of students. Students feel different role backgrounds in different design of teaching situations, so they can better understand the relevant language and culture. Especially in English listening and speaking aspects, situational teaching is very useful for practical teaching in colleges.

Third, situational teaching gives the knowledge some living characteristics. There is a big difference between college English teaching and middle school English teaching. In the middle and high school period, English teaching is more focused on grammar, words, sentence patterns and other aspects. College English teaching should be more focused on the use of the language knowledge, but the traditional college English teaching is to let students learn dumb English. Students have no interactive situations and feel that the language knowledge is boring. After situational teaching is used in college English teaching process, this kind of teaching gives the knowledge some living characteristics and students can feel connotation and context of the knowledge.

1.2 The Principles of English Situational Teaching in Colleges

In the specific design and implementation process of English situational teaching, we should grasp certain principles so as to make the teaching model play a greater role in practice.

First, it is the interaction principle of English situational teaching. The so-called interaction principle is to build a reasonably interactive platform between teachers and students and among students in the teaching process. The platform can narrow the distance between

teachers and students, make students be more willing to accept teachers' teaching ideas and teaching methods and optimize the teaching. Through the interactive platform of situational teaching, students can participate in the teaching process, deepen the cognition of different situations and also deepen the cognition of classmates' comprehensive ability.

Second, it is the exploration principle of English situational teaching. In the process of college English teaching, the reason for designing situations mainly is to inspire students to explore. Many students have a certain learning potential, however, this potential is not active in the learning process daily. Through English situational teaching, students' advantages are highlighted and students' shortcomings and problems are corrected. Students can better improve their creativity and exploring ability through the communications.

Third, it is the sensitivity principle of English situational teaching. Situational teaching is to let students learn to feel, especially for some contents with rich feelings, teachers should let students dare to think and truly feel. In the learning processes, students can feel joy if they put their feelings into the learning. In this way, college English teaching realizes a transition from abstract teaching content to emotional teaching. At the same time, teachers should use their knowledge of English language and cultural backgrounds to actively guide students to feel in English situational teaching.

2. THE PROBLEMS OF ENGLISH SITUATIONAL TEACHING IN PRACTICE

Situational teaching has a long time development and a lot of valuable experience that should be advocated. Of course, in specific practice of situational teaching, there are some problems. We need to continue to explore and reform in the teaching process.

First, some design of situational teaching is lack of the flavors of life. College English teaching needs to build a kind of environment; especially how to choose situational teaching materials, which has a very important influence on situational teaching effects. In the process of teaching, some college English teachers select materials that are lacking of the flavors of life and students can not easily fit in, so the students only as spectators passively learn outside the situational teaching and the teaching effects are not ideal.

Second, some implementation processes of situational teaching are lack of feeling factors. English situational teaching is not in an isolated situation. A teacher should put his feelings into the teaching and the students should be able to feel the feelings of every storyline, so that the students are able to be affected by the story. In this way, the students are willing to participate in the process of the teaching practice, which stimulates students'

learning initiative and creativity. However, some teaching processes are lack of feeling factors and this kind of situational teaching has not completely changed the traditional teaching model, so the students' feelings are not inspired effectively.

Third, it is lack of practical experience in choosing the situational teaching content. The reasons for implementing situational teaching model in college English teaching are to create interactive learning environment for the majority of students and increase students' practical opportunities in their learning through the interactions. In this way, students can use their English knowledge in situations which are like the real life of English-speaking nations. However, some English teachers are not clear on choosing the teaching content and they choose the teaching content that can not effectively stimulate students' desire to explore. These teachers fail to combine theory with practice.

3. THE PRACTICAL DESIGN OF SITUATIONAL TEACHING

English situational teaching is a teaching art. The specific design should be derived from life, pay attention to actual effect, enrich feelings, and establish interactions, so that students can truly become the main body of teaching. For an improvement in situational teaching, we should focus on the following several aspects:

First of all, we should take life as a carrier and highlight the simplicity of situational teaching. When we choose teaching situations, it is not necessary to use in-depth knowledge. The choices should be based on simple life themes, let students be able to feel the taste of life in the teaching processes, and easily find elements of life from the teaching situations which can be even related with the students' daily life, if so, the students will have a strong interest in the teaching situations, have a strong sense of intimacy and pay more attention to the classroom teaching processes. In addition, if situational teaching is derived from life, students will learn to comprehend life, understand life, find the differences between Chinese and foreign culture and life, and deepen the understanding of life, which will help to improve their learning efficiency.

Second, we should focus on the effects and highlight functions of situational teaching. English situational teaching aims to improve the actual effects. The design intention is to let students participate in the teaching processes and carry out the interactions, so that students can play an important role in the classroom. In design and choices of situations, we should choose some representative situations which are able to highlight

characteristics of foreign culture and differences between Chinese and foreign culture. In the interactive processes, teachers should offer effective guidance for students' interactions according to the actual situations, so that the students have a good understanding. In addition, we should pay attention to improving students' ability of combining theory with practice and the ability of listening and speaking. In the teaching processes, we should enhance students' ability to use college English knowledge in real life.

Third, we should take the feelings as a medium and highlight the appeal of situational teaching. In the teaching processes, teachers should put more feelings into the teaching, let diversified characteristics of the language show in the whole teaching process, and influence students subliminally. The design and choices of situations should be able to make up for a lack of the appeal in the traditional teaching model, In addition, the teacher should add some humorous language and feelings, use some modern teaching tools. Teachers should let students' feelings be touched in the teaching processes through the auditory and visual feeling implantation, so as to develop students' affection for the college English. In this way, students are willing to devote more time and energy to English learning.

To sum up, English situational teaching has a very positive meaning for improving the learning effect. Situational teaching should create a better interactive classroom atmosphere. Teachers should choose appropriate perspectives, make scientific and reasonable design of teaching situations, let students participate in the teaching, fully mobilize the enthusiasm of students for learning English and stimulate students' love for English. And students should try to participate in situations which teachers have designed, put more feelings in the situations and make efforts to observe and practice, so that they will improve their proficiency in English and deepen the understanding of the differences between Chinese and western culture.

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