

# **Situational Teaching Method and Its Application in College English Grammar Teaching**

**Lin Lv**

Teaching and Research Institute of Foreign Languages, Bohai University, Jinzhou, 121013, China

82570882@qq.com

**Keywords:** situational teaching method; college English; grammar teaching; theoretical basis; application principles; matters needing attention

**Abstract:** Grammar is the essential element of the formation and development of language, and it is a necessary tool to master the language. The correct use of grammar can help students to acquire the language ability effectively. In view of the problems existing in traditional English grammar teaching, this paper studies the application of situational teaching method in English grammar teaching, basing on the relevant theories and following the application principles of situational teaching method: the introduction stage, make students to perceive grammar knowledge; the analysis stage, make students to cognize grammar knowledge; the practice stage, make students to improve grammar knowledge. Finally, it points out the matters needing attention in applying situational teaching method to English grammar teaching: paying attention to the environment of language use, flexible creating a teaching situation, teachers should set up correct views of grammar, student-centered context activities design, and organic combination of grammar teaching and other skills teaching.

## **1. Introduction**

Grammar is the rule that abstracts the common composition, types and how to express semantics from many grammatical units. English grammar is a series of language rules which are summarized systematically after studying English language. The essence of English grammar is to master the use of language. The ultimate goal of English learning is to cultivate students' comprehensive language application ability. Language knowledge and language skills are the basis of comprehensive language application ability. Grammar is the essential element of the formation and development of language, and it is a necessary tool to master the language. The correct use of grammar can help the students to acquire the language ability effectively. English grammar teaching, basing on grammar, makes students to have a rational understanding of the rules of the use of language in the process of learning, and guides the application of the language practice. Under the influence of the grammar translation teaching method, the traditional grammar teaching usually adopts the "examples + grammar rules + practice" mode, and has the merits that the teacher is better in classroom teaching control and the analysis ability of the students to the language phenomenon can be improved. However, there is a clear lack of the ability to cultivate students' competence to create language, and the ability to help them to bring subjective initiative into play.

Situational teaching means that in the process of teaching teachers purposefully introduce or create vivid and concrete scenes with certain emotional colors and images as the main body, guiding students into these scenes and letting them to participate in these scenes. It is a teaching method which can cause students to experience with a certain attitude, help students to understand the teaching materials, and develop students' psychological functions. The situations created by teachers can be real situations or quasi real scenes which simulate the real situations. The creation of these scenes is closely integrated with the teaching content and provides a rich and colorful life-oriented scene for the improvement of students' ability. These scenes, making teaching contents close to life, let the language and communication functions of English learning to be maximized and released, as well as provide a wide space for students to develop their language. The characteristics

of this teaching method are to create context for students' learning activities by diversified means, to attract students' attention, to mobilize students' interest in learning, to reduce the difficulty of students' language understanding, and to make classroom teaching more vivid. Basing on situational teaching method, this paper aims to help students to understand grammar knowledge and skills, develop their psychological functions, and improve their interests in English learning and their comprehensive application ability.

## **2. Theoretical Basis of Situational Teaching Method**

The application of situational teaching method to college English grammar teaching has a profound theoretical basis, specific as follows:

(1) Situational cognition theory. According to the theory of situational cognition, there are commonalities between language and knowledge. Situations and activities in real life are the source of generating knowledge, and the use of knowledge is the basis of understanding knowledge. Therefore, using the knowledge in rich situations of the real society makes sure people's understanding of its meaning is the most comprehensive, and the use of knowledge is more accurate and flexible. According to the theory of situational cognition, the prerequisite for learning to achieve results is that it takes place in a certain culture or situation. By creating situations and combining situations with knowledge, it has positive significance for the enhancement of learning interests and interestingness and learning knowledge and understanding knowledge.

(2) Constructivism theory. Constructivism advocates learner-centered learning under the guidance of teachers. It not only emphasizes the cognitive subject role of learners, but also does not ignore the guiding role of teachers. The teacher is the helper and promoter of meaning construction, and the student is the active builder of meaning. Constructivism advocates situational teaching and holds that the ultimate goal of teaching is to integrate the learning content into the real situation and finally learn to solve the problems in real life. At the same time, it points out that the basis of situational learning is abundant resources and the core content of situational teaching is to create true, vivid situations and to use and develop knowledge gradually.

(3) Second language acquisition theory. Second language acquisition (SLA), usually refers to any other language learning after mother tongue acquisition, mainly studies the process and results of learning a second language in order to objectively describe and scientifically explain the language competence and communicative competence of language learners. English learning needs a real language environment. The implementation of situational teaching method provides a basis for creating an English environment, which can effectively ensure the natural input of students' language knowledge and reduce their boring feelings, and then maintain students interest and enthusiasm in English learning, help them to acquire relevant language knowledge over the years, and improve their abilities of comprehensive use of language knowledge.

(4) Psychological theory. Psychology is the science of studying human psychological phenomenon and of spiritual function and behavioral activities which are influenced by it, taking into account the outstanding theory and practice. If the teaching process grasps the psychological characteristics of the students and makes them to prepare for language learning, the difficulty of learning will be reduced and the efficiency will be improved. The implementation of situational teaching method is helpful for students to produce positive and healthy thoughts and emotional experiences in the process of participating in classroom activities. It is helpful for students to adapt to the learning of classroom language knowledge in psychology, especially when learning more boring grammar knowledge, it can directly enhance students' interest and enthusiasm.

## **3. Application Principles of Situational Teaching Method**

The application of situational teaching method should follow the following principles:

(1) The principle of subjectivity. The student is the main body, the teacher is the leading role. Giving full play to the teacher's leading role and the student's initiative so that teachers can obtain the good teaching effects. No matter what kinds of language scene we create, we must take the

students as the main body, start from the students' psychological development level, cognition level and language level, and create the familiar language scene in the actual life. If separated from the actual situation of the students, the gorgeous scene is also strange and boring to the students, and teachers can not achieve the goal of situational teaching.

(2) The principle of creativity. Situational teaching is helpful to stimulate students' creativity and initiative. Creating scene should take students' main body status into account, take students as the center, let students participate in scene, and realize students' self-development in the simulated language environment. In order to help students use the language flexibly, overcome the phenomenon of rote in the traditional teaching mode, teachers should let the textbook and book knowledge become the English resources around the students, use the cognitive activities such as memory, thinking, observation and imagination, as well as creation and so on to exercise students' comprehensive ability.

(3) The principle of communication. Communication is the essential function of English. The process of classroom learning is the process of solving practical problems, which leads students to participate actively in the whole process, to think actively, to organize language and to solve problems, so that students' communicative competence can be improved. According to the characteristics of the communicative subjects, when teachers design situations, they should not only consider the interest points of the communicative subjects, but also take into account the language foundation and the level of expression of the communicative subjects, stimulating students' communicative desire and making students fit into the task situations.

(4) The principle of life. The situation design should fully consider whether the living environment of the students is in conformity with the cognition of daily life. Only in line with the student's life and with the day-to-day contact, situations can mobilize students' enthusiasm. The students are in the daily life scene so that they can use language communication to present the life experience that they have already mastered in the process of completing the task and participating in scene. This process is not only the process of learning knowledge, but also the process of exercising the ability of dealing daily affairs.

(5) The principle of validity. The effectiveness of teaching is based on the achievement of classroom teaching objectives, and the higher the degree of achievement, the more effective it is. To improve the effectiveness of teaching is to continuously improve the achievement of teaching objectives. All teaching activities need to be guided by teachers, and teachers' teaching design ability is very important. When teachers carry on the scene design, they must make the comprehensive judgment to the student's situation, combine the student's actual situation, pay attention to the student's interest point, accord with the student's psychological characteristics, and complete the diversified teaching goal effectively.

#### **4. Application of Situational Teaching Method in English Grammar Teaching**

Grammar teaching should not only pay attention to grammar knowledge learning, but also pay attention to grammatical ideographic function. Any kind of communicative activities is carried out in a certain time, space and situation. Grammar teaching cannot be separated from certain situations. Otherwise, even if students master grammar rules, they cannot organically combine the form, meaning and usage of grammar. Therefore, teachers in situational teaching should create familiar scenes for students according to some grammatical phenomenon, and present teaching contents gradually from shallow to deep, so that students can participate in them, stimulate their innovative thinking, and improve their enthusiasm for learning. Making students become learning subjects, firmly grasp grammar knowledge, form language skills. The situational teaching method that is applied to English grammar teaching can be divided into three stages:

First, introduction stage, make students feel grammar knowledge. Instead of directly inculcating grammatical knowledge, teachers are gradually creating situations and designing classes skillfully. In the well-designed situations of teachers, students are able to understand grammar knowledge and probe into grammar rules. Teachers can make use of stories or familiar characters to enhance the authenticity of the language environment of the designed situations, so that students can experience

the fun of learning in a relaxed environment. In the part of grammar introduction, teachers need to provide enough real language learning environment so that students can fully expose themselves to the situations, perceive initially and realize the target grammar. During the import phase, the teacher's main task is to import new knowledge and create ease language scene. According to the teaching content, combining the students' psychological needs and knowledge levels, teachers can use dialogue means to introduce, to let students answer questions, interact with each other, and perceive and experience grammar rules in the living language situation.

Second, analytic stage, make students cognize grammar knowledge. In the design of classroom activities, teachers should fully respect the individuality of students, respect the rule of the development of students' cognitive level, give full play to the initiative of students, and train students to become the subject of learning knowledge rather than the individual who receives knowledge passively. This stage also includes self-study, discussion and dialing and so on. In the self-study link, teachers provide enough classical learning materials, students contact and observe a large number of representative examples, understand the language characteristics and rules of use, summarize the target grammar rules, and strengthen the internalization of knowledge. In the discussion link, teachers should organize students to carry on the discussion around the important difficulty to reduce the study difficulty, give full play to students' initiative, and let them explore the rules of language in group cooperation. In the inspiration link, after fully listening to the group speech, teachers summarize students' achievements, guide them to pay attention to the key issues, and organize the discussion and solution again. Teachers appropriately supplement the missing knowledge points in the discussion, raise questions, and inspire students to solve them.

Third, practice stage, let the student improve grammar knowledge. Learning the basic knowledge of grammar is an important part of teaching, and the ultimate goal is to make students master the language and apply it in practice. To return to the application of language learning, only by strengthening the practice, can we truly grasp the grammar rules and their usage. After summarizing up the grammar rules, teachers should carefully design the language situation and enter the practice stage. Teachers arrange the exercise, let the student review the grammar knowledge point and apply the rule to the process of solving the practical problems. Only by observing and practicing the language in the real situation can the language be combined well with the reality of life. In grammar teaching, teachers need to create situations so that target grammar learning is combined with real context to develop students' language communication level. Grammar application is the output of grammar, according to the students' cognitive level, teachers gradient design activities, from shallow to deep, step-by-step introduction.

## **5. Matters Needing Attention of Situational Teaching Method in English Grammar Teaching**

In order to improve the effectiveness of applying situational approach to English grammar teaching, teachers should not only follow certain principles and scientific teaching design, but also pay attention to the following problems:

(1) Focusing on the language usage environment. English grammar itself is not boring, and the key lies in how the teacher carries on the teaching design, in order to let the student feel the pleasure of learning grammar knowledge. In the application of situational teaching method, teachers should pay attention to the environment of language use, create specific context, change the way that students were required to memorize grammar rules only in the past, and improve the teaching efficiency and effect. In practical teaching, teachers provide students with more specific language use environment, so that students can apply grammar structure and grammar rules, and deepen their understanding of grammar knowledge.

(2) Flexible creating of teaching scenes. In the process of creating teaching scene, teachers should choose and create flexibly according to different grammar content, arouse students' interest and curiosity, and let students take the initiative to experience and study in the situation. In order to achieve better teaching effect, induction method and deductive method can be used to create scenes to deal with some complex and difficult grammatical knowledge and grammatical structures. Teachers should pay attention to the unity and integrity of the teaching situation, and create

different situations in the unified topic.

(3) Teachers should set up a correct view of grammar. They should not only attach importance to the teaching of grammatical knowledge, but also does not ignore the use of language. Grammar teaching must take the proper use of grammar knowledge as the ultimate purpose to effectively guide students to complete the task of English grammar learning. English teaching does not advocate dilution of grammar, but requires teachers not to emphasize grammar teaching too much, not to learn grammar out of context and to memorize grammar rules, and students not to learn grammar out of context. Teachers should practice grammar teaching under the guidance of correct concepts.

(4) The design of contextual activities is student-centered. With the development of the times, learning will become a way of survival for individuals. Learning is not only a means of obtaining a diploma, but a necessity of life. In order to realize self-worth, people will learn with unprecedented consciousness. This makes the students become the main body of teaching, and the center of teaching activities is no longer the teacher's "teaching", but the student's "learning". The context activity of grammar teaching should arouse the students' interest, and the language used in the activity should be within the scope of the students' available language ability.

(5) Grammar teaching and other skills teaching should be organic combined. When teachers regard grammar as a dynamic learning process, they tend to emphasize the development of students' ability to use language rather than simply require students to store language knowledge. Teachers should make great efforts to create various learning conditions and help students solve problems such as simple recitation and mechanical memory and others when learning grammar. Carrying out meaningful activities, including role-playing, interviews and investigations, teachers can naturally integrate grammar teaching with students' other skills learning.

## References

- [1] F. Chang, "Influence to English Grammar Teaching from Situational Creation," *Journal of Hunan Industry Polytechnic*, vol. 15, no. 3, pp. 68-70, 2015.
- [2] A. L. Wang, "The Application of Situational Teaching in English Grammar Teaching," *English Square*, vol. 5, no. 8, pp. 111-112, 2015.
- [3] X. P. Zhang, W. H. Xia, "The Effective Use of Situational Teaching Strategies in Junior English Grammar Course," *Basic Foreign Language Education*, vol. 17, no. 4, pp. 71-76, 2015.
- [4] F. T. Deng, "The Application of Situational Teaching Method in Senior English Grammar Teaching," *English Teachers*, vol. 17, no. 6, pp. 18-21, 2017.
- [5] J. Zhang, "The Application of Situational Teaching Method in Higher Vocational English Teaching," *The Science Education Article Collects*, vol. 13, no. 12, pp. 161-162, 2018.
- [6] Z. M. Kang, "English Situational Teaching Model Based on the Cultivation of Professional Ability," *Journal of Shanxi Institute of Economic Management*, vol. 26, no. 3, pp. 108-111, 2018.
- [7] D. Zhang, "On the Application of Situational Teaching Method in Tourism English Teaching," *Education Teaching Forum*, vol. 10, no. 24, pp. 200-201, 2018.