

Research on Children's English Situational Teaching in Immersion Environment

——Taking the Small Stars English Class as an example

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Abstract. The theory of English immersion teaching for children has a long history. With the development of economic globalization and education reform, the early childhood education mode of "speaking by mouth and using pen" can no longer satisfy the children's curiosity about teaching classroom and a thirst for knowledge. The children's English immersion teaching has been studied at home and abroad for children's English immersion teaching. However, it is not far enough in terms of application effectiveness and coverage. In order to enable children to diversify in the future study and life, this article starts with the children's "interest and enthusiasm", through the field investigation method etc, the continuous evaluation of the Small Stars early childhood English practice base of the South China Business College of Guangdong University of Foreign Studies. Based on the theoretical research of English immersion teaching for children, this paper analyzes teaching of contextualized curriculum.

Immersion teaching mode refers to use a second language (except the mother language) as the teaching language which means that the child is immersed in the environment of the second language throughout the teaching process. The contextualized teaching mode focuses on the expansion of the teaching methods in the process of immersion teaching. And it breaks the original teaching mode with the help of teaching tools. The age between 0 to 13 is the best period for children who develop their language ability, it is significant for them to do some English training in this period. South China Business College of Guangdong University of Foreign Studies is a college with distinctive foreign language features. There are 12 foreign language majors which is a college with the largest number of foreign language majors in Guangdong Province. The college is committed to cultivating their students to be a talent with applied and innovative talents in participating international cooperation and competition, excellent character, strong professional basis, strong practical ability, proficiency in one or two foreign languages and direct participation in international cooperation and competition.

Among them, Small Stars English for Children is a practical project, which initiate by the college students and to be the teachers in this project. The teaching object are the children who are 3 - 6 years old. The project is taught by the English immersion teaching method for young children. It has been run for more than three years and has been widely approved and appreciated by children and parents. This article will take this project as an example to empirically analyze the teaching of contextualized curriculum for children's English immersion.

Research on the Characteristics of Situational Teaching of Small Stars Preschool English Courses

Situationality. Situationality is a teaching method based on the original traditional classroom teaching with the help of new teaching tools such as digital media and the addition of plot games to attract children's attention, stimulate children's curiosity and expression, and enable young children to diversified and personalized development. The Small Stars Early childhood English practice program of south China business school has been successfully launched for more than 10 sessions, and more than 100 young children have participated in the project and have been promoted. Before the project is started, the project will set the class type according to different age groups and

children's language ability level, and divide into two classes, K1 and K2. In the class, the instructor teaches by means of different types of teaching aids combined with multimedia and contextualized teaching methods. In the use of video, the immersive memory teaching is performed on the auditory, visual, and tactile aspects of the child by means of "stop motion, slow release, and replay", thereby effectively utilizing the functions of multimedia; In the use of teaching aids like throughing a mirror make by card paper and other means, the teachers can bring children into the situation. And the children can imitate the teacher's voice and intonation, etc. It can effectively raise the child's curiosity, stimulate children's conscious and their exploration spirit, so that children can promote the language expression ability based on the description of the physical objects that have been seen, heard and touched. At the same time, they can also penetrate the text activities, cultivate reading ability. This is consistent with Montessori's educational philosophy of combining hearing, vision, and touch, and integrating training for young children to continuously deepen the memory of young children's knowledge and adapt them to the language environment. After class, the assistant teacher makes a review and summary of each child in the class according to the performance and overall situation of the child in the classroom, and feedbacks to the corresponding parents of the child, effectively doing the setting according to different types of classes. The children have targeted and systematically tracked and feedbacked the late English learning.

Interactivity. Interactivity is participatory. Interactive teaching mainly reflects on the interaction between teachers and children in the class. 3-6 years old children have a relatively short concentration of attention. In order to attract the attention of the children and mobilize the enthusiasm of the class, teachers can improve the attention of children from both emphasis and attraction. There are 7 children aged 3-4 years in the K1 class of the Small Stars Preschool Class. During the class, the teacher starts the class with games, raising up the children's attention. The games are interlocking and full of storylines, which arouse the child's imagination. For example, the role-playing section gets the children involved in. First of all, the assistant teacher put some dolls, like rabbit, cat, puppy, in front of the children, at the same time, played the corresponding recording of each animal to attract the attention of the children. Secondly, the teacher said: "Listen! Listen! What was that noise? " All the children focus on listening to the audio, the little boy Jack pointed at the doll in front of him and said: "Dog! Dog!" Later, other children followed to speak out what they heard, and the class was very lively. And then the teacher asked: "How to say a sentence?" Subsequently, the assistant teacher took some cards with the pictures of rabbit, cat, dog, and so on, to let the children have a further understanding, afterwards taught them the complete sentence: "This is a dog. " In the end, in order to strengthen the participation and impression of the children, the teacher will set up a part named "animal friends". In this part, all the children can participate in the role play. In this way, we can know that children's imitate ability is strong in early ages, so does language imitation. At the meantime, role performance can improve the learning efficiency and arouse the children's interest in English.

In addition, the teacher also awarded some stickers to the children to attract their interests and stimulate their performance desires in class. The leading teacher said that, "who would like to try?" Children strove to be the first to hand up, for they subconsciously want to obtain the stickers as awards and seek some approvals. Obviously, the atmosphere is excellent in class that we could see. Therefore, the "external" incentives like awarding some stickers aim to mobilize the children's enthusiasm in class, and attract their attention, which can contribute to children's exploration in cognition, helping them to increase the understanding and deepen the memory of the knowledge . At the same time, the system of rewards and penalties are adopted to attract the children's interests, which can help them to concentrate on learning unconsciously, establishing a connection with English in their mind and continuously consolidate it.

Applicability. Applicability is effectiveness and integrity. The teaching mode of the contextualized curriculum has gradually been integrated into the teaching practice class of children's English immersion. This is especially true for Small Stars English, which breaks the conventional teaching mode and has gradually formed a set of activities for children. Emerging complete and unique curriculum teaching system. In the feedback survey of parents of Small Stars

English for children, 85% of parents said their children will integrate learning knowledge from time to time in daily life. For example, if they see a tiger at a zoo, they will naturally respond to “Mum, that's a tiger!”. Foreign friends can greet and greet with enthusiasm. In this way, the transfer of learning knowledge in the classroom to the performance in daily life can be attributed to the application of learning.

Inspiration for the Creation of Immersive Contextualized English Curriculum

We can see that Small Stars English adopts the all-English immersion teaching method to stimulate children's "inner potential" and cultivate their future to become an independent and exploring spirit man. This special course has five core characteristics: 1. Situational happy learning English; 2. Full English immersive environment, native language training thinking, creating a spiral language learning model; 3. Developing listening, speaking, reading and writing skills, cultivating pure pronunciation, confident speaking Exchange; 4. Improve the learning environment, create a family English language environment, and form a subtle learning atmosphere for young children; 5. Develop young children's character. The five core features are instructive for the creation of immersive contextualized curriculum. On this basis, this paper analyzes the four stages of the teaching objectives, teaching preparation, teaching process and teaching feedback of the contextualized curriculum teaching mode, and puts forward suggestions for the creation of contextualized characteristic courses at various stages, striving to establish the teaching mode of characteristics consistent with the teaching of children.

The Teaching Objectives should be Clear, and the Situational Creation after Teaching Content. The teaching goal is the basic element of teaching, and it is an important part of the teaching process. For the children's English immersion contextualized curriculum, the teaching objectives should be combined with the children's psychology, which is more suitable for early childhood education. It's helpful the children to develop their interest and perceptual application ability of learning English while mastering a language. Prompting situational creation effectively assist the completion of teaching tasks, should consider 2 hands. Firstly, it is the teaching objectives, and then cut into a reasonable contextualized teaching strategy for teaching content. Combine the psychological characteristics of young children to design the situation, and add various teaching strategies such as multimedia contextualization, role-playing in the case of the above Small Stars preschool class, which to improve the learning interest of children and promote the teaching effect of independent learning.

That is to say, contextual creation is only a teaching method, which should be based on the teaching objectives, and auxiliary completing of teaching content. The creation of contextualized teaching should assist teachers in accomplishing their teaching goals, but they should not be over-designed. If over-designed, it will cause young children to focus too much on the situational experience and lose the role of assisting young children in understanding and mastering the content of teaching. Teachers should customize the teaching plan in advance, carry out macro-presets, and adjust in time when deviations occur.

Teaching Preparation should be Sufficient, and Teachers must Continuously Improve the Level of Situational Creation. Teachers, as situational teaching creators, play an important role in teaching. Teachers must not only have the awareness of contextualization, but also profoundly understand its connotation, integrate teaching content and contextual creation, and pass knowledge to children through contextualized teaching in a smooth and pure English. In addition, Situational creation requires careful design and preparation by teachers. Although teachers have a lot of extracurricular work, Situational creation requires teachers to have higher teaching skills and professional level. Therefore, Therefore, teachers should continuously learn and improve their own teaching level and the ability to create situations.

A good class comes from the full preparation of the teacher. In the course of preparing lessons, the content of the course should conform to the concept of early childhood education and the scope of teaching, and the difficulty level should be moderate. In addition, it is necessary to grasp the cognitive level and hobbies of children and create an inspiring and interesting situation. The ability

of young children to learn is weak, especially abstract thinking. Therefore, the content of the course should not be too complicated. The use of situational teaching can make children grasp the external features of things more quickly. The teaching content should be gradually deepened on the basis of cognitive level.

The Teaching Process should Combine the Situation with Practice to Stimulate the Children's Emotions. The core of situational teaching method is to stimulate students' emotions. The creation of contextualized teaching should be based on the content of teaching and specific teaching objects, to stimulate children's interest and enthusiasm in learning English, to create a strong learning atmosphere, leading the children fully integrate into the learning situation, and understand the knowledge more deeply.

1. Young children are the main body in the teaching, which should pay attention to output; teachers are the mainstay in the teaching, which should focus on inspiration. In situational teaching, it is necessary to focus on the child as the subject of the teaching experience, leading the children actively participate in the class activities. At the same time, teachers should change the traditional "strong-filling" board teaching mode. They should play the role of education guide, guide children to learn teaching knowledge in interactive situational teaching, helping children develop and expand their thinking in the situation of teacher design. In addition, teachers are able to enable young children to share their knowledge with other peers, from be class participants to knowledge transmitters, from a single knowledge receiver to a knowledge transmitter, which helps to improve children's classroom interaction and participation.

2. Create a more realistic learning atmosphere and let the children get into the situation. Young children's abstract thinking ability is weak. Constructing high-simulation scenes or space with physical three-dimensional is necessary. Not only can let the children intuitively and quickly grasp the external characteristics of things in a more realistic and specific situation, but also play a subjective association and form an organic combination of knowledge and reality, deeper understanding of teaching content, and form a more stable knowledge system. Because young children have the characteristics of being active and curious, they are often attracted by other things in their studies, unable to concentrate, and lead to the teaching content cannot be completely planned. Teachers should observe the child's reaction in a timely manner, and adjust the class state quickly by raising the volume, throwing attention to the child's attention or creating a situation. At the same time, it is possible to appropriately raise the frequency of mention of a certain vocabulary or key sentence, and form a learning process in which teachers are consciously cultivated, and children are immersed in subtle influences.

Young children's are weak in abstract thinking. Therefore, constructing high-simulation scenes or space with physical three-dimensional, children can not only intuitively and quickly grasp the external characteristics of things in a more realistic and specific situation, but also play a subjective association. Form an organic combination of knowledge and reality, a deeper understanding of teaching content, and form a more stable knowledge system. Due to young children have the characteristics of being active and curious, they are often attracted by other things in their studies, unable to concentrate, and the contents of the course cannot be carried out as planned. Teachers should observe the child's reaction in a timely manner, and adjust the classroom state quickly by raising the volume, throwing out problems that attract children's attention or creating situations in favor of the situation. At the same time, it is possible to appropriately raise the frequency of mention of a certain vocabulary or key sentence, and form a learning process in which teachers are consciously cultivated, and children are immersed in subtle influences.

3. Focus on teaching fairness and uphold an empathy. Teachers should be patient and kind in teaching. Treating naughty students should also pay more attention to patient teaching. In addition, pay attention to the fairness of teaching, treat them equally, and don't form differential treatment. In contextualized teaching, there must be randomness, or through "role exchange". The way to let children experience in multiple directions and improve their interest in learning. Upholding an empathy heart will help teachers better understand the physical and mental conditions

of young children. It not only promote the harmonious coexistence of teachers and students, but also construct a situational teaching strategy according to students' preferences.

4. Encourage education and form a reward mechanism. The most important thing for children's immersive situational teaching is to cultivate children's interest in learning English, opening their mouth bravely . Teachers should encourage young children to use the knowledge exchanges they have learned by the reward and punishment system. Reward children who are active in speaking, and improve the activity of the class. However, don't neglect the children who have been afraid to speak, and encourage them to form a fair and active teaching atmosphere. "Punishment" should be aimed at violating class discipline and not relying on class performance to combat children's interest and self-confidence in learning English.

The Teaching Feedback should be Timely and Dynamically Adjust the Teaching Plan.

According to the different degree of the operability of contextualized teaching creation, the classroom cannot fully reproduce the situation. Teachers can invite parents to participate in contextualized teaching together. That is to say, parents can become “helpers” in contextualized teaching, leading children to learn in person during extracurricular activities. Experiencing the real environment will help to form a more complete contextualized teaching and deepen the children's understanding of what they have learned. Also, in the process of teaching, teachers should keep observe the reaction of young children , understand their mastery of knowledge in time. In addition, the teachers should analyze the advantages and shortcomings of contextualized teaching creation, and master the key points, resonance points and points of loss of classroom teaching. Furthermore, the teacher feedbacks the teaching in a timely manner, and dynamically adjusts the next stage of the teaching plan by reviewing and analyzing the teaching process and results.

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