

The Effective Application of the Situational Teaching Method in Oral English Teaching in
Primary Schools

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Abstract

The Effective Application of the Situational Teaching Method in Oral English Teaching in Primary Schools

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Under the Supervision of Dr. Madelon Kohler-Busch

Language, as a carrier of culture, is an important way for civilizations to communicate and to exchange their ideas. As one of the internationally used language, English is used globally, particularly in the rapid development of economic globalization, English communication has become critically important.

Primary English teaching is the beginning stage of English learning, and it plays a role in laying the foundation for students' overall English acquisition. Increasingly, there is ever more attention is paid to students' speaking ability. The Situational Teaching Method is a major method of oral language teaching.

However, as there are many various teaching methods, teachers appear to select and apply methods and to create teaching situations for the sake of creating them and use methods for the sake of using them. As a result, the created material do not reasonable address the needs of students and resulting the student learning is not effective.

The Situational Teaching Method is that requires the teachers create teaching situations and content to achieve the teaching objectives as well as the cognitive development of the students. To accomplish this, teachers must create effective teaching situations. This can be aided by a variety of resources and materials with the goal to stimulate students' interest in learning English.

The goal is that students can perceive, understand and practise the language in the given context and ultimately achieve real and effective language output and communication.

The purpose of this paper is to study the principles and strategies of the Situational Teaching Method in oral teaching, related research and the use of principles and recommendations. And teachers can through the Situational Teaching Method to develop primary school students' speaking ability and speaking level, and then improve primary school students' English subject literacy, to provide reasonable suggestions for the effective development of oral teaching.

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Chapter I Introduction

Language is an important tool for human communication and the main way for people to communicate. It is a medium for people to exchange ideas and has an impact on politics, economy, society and technology, and even culture itself. Language is a window for people from different countries and ethnicities to understand each other, acquire more knowledge, and gain a broader understanding of the world. Language, as a cultural carrier, is an effective means of communication between civilization and ideas. English is an important factor in understanding the external world. In today's world, most information is disseminated through English as a language form. Meanwhile, learning English can help us understand a new and different world. English is the main international language in the world today, and in many countries and regions, it is the lingua franca or one of the official languages. In addition, with the rapid globalization of the economy, English communication activities have become increasingly important.

Primary school English teaching is the primary stage of English learning and plays an important role in laying the foundation for students' comprehensive English learning. Nowadays, the speaking ability of students to express themselves is increasingly valued by Chinese English teachers. The Situational Teaching Method is also the main method of English oral teaching. However, due to the many teaching methods, teachers can create situations and use methods to apply them. Therefore, situational materials is illogical and does not receive effective output from students.

Situational Teaching is a method in which teachers use various teaching tools and resources to create situations, stimulate students' interest in learning, enable them to perceive, understand, and practice language in the context, and ultimately achieve practical and effective language output and communication.

This paper aims to provide a tool for teachers to cultivate the oral abilities of primary school students through the Situational Teaching Method, thereby improving their English subject literacy, and providing reasonable suggestions for effective implementation of oral teaching.

This paper is divided into three chapters. The first chapter is an introduction, which provides a detailed explanation of the research topic and elaborates on the purpose, significance, and methodology of the study. Chapter 2 is a review of the paper, summarizing the research on the Situational Teaching Method and oral teaching both domestically and internationally, providing a literature basis and scientific basis for the writing of this paper. It will analyze why the Situational Teaching Method is widely used in primary school oral teaching under the introduction of the English Language Programme Standards for Primary Schools (2022 Edition), in conjunction with the reform of primary school English. English Language Programme Standards for Primary Schools, it implements the fundamental task of moral education. It is centred on practicality and focuses on students' practical application skills. It emphasizes the learning process and values the practical and applied nature of language learning. And it also summarizes the principles of using the Situational Teaching Method. Chapter 3 summarizes and analyzes some aspects that need to be noted when using this teaching method in addition to the previous aspects of the paper. Finally, this chapter offers a summary of the entire article and provides future guidance.

Statement of the Problem

The reason for choosing the Situational Teaching Method as the research direction of this paper is that English, as a foreign language for Chinese students, lacks a language environment in addition to classroom learning time. Therefore, it is hoped that through the setting of the Situational Teaching Method, students can create familiar contexts in their daily lives, which can

resonate and clarify how the language they have learned can be more appropriately applied. On the other hand, the students taught by the author are elementary school students, and their concentration in the classroom can easily be interrupted. Therefore, it is necessary to create situations that they understand and attract their learning interest based on the familiar situations.

Definition of Terms

The Situational Teaching Method as a teaching method means that the teacher intentionally leads or creates vibrant and specific scenarios with certain emotional overtones, primarily using images, in order to induce certain attitudinal experiences in students, thus helping them to understand the material and enabling them to develop their mental functions. (Agung, Prasetyo, 2017)

Purpose of the Study

The purpose of this paper is to help teachers find more effective ways to improve primary school students' speaking ability through the literature study of the Situational Teaching Method, so as to improve their English subject literacy, cultivate their comprehensive language application ability, and provide reasonable suggestions for the effective implementation of speaking teaching. The research method of this paper is mainly to analyse and summarize the literature, hoping to make the paper more scientific and effective by summarizing.

Significance of the Study

This paper aims to study the principles and strategies of the Situational Teaching Method in oral teaching. And it tries to improve the oral ability and level of primary school students through the Situational Teaching Method, thereby improving their English subject literacy, and providing reasonable suggestions for the effective implementation of oral teaching.

Methodology

The main research method of this paper is library research. The goal is to clarify the theory and the application of the Situational Teaching Method through literature research. To begin with, it started by searching for relevant literature based on keywords such as primary school oral teaching and the Situational Teaching Method. The library research has chosen peer review, related books, and articles. Firstly, the author extracted key information from each literature through reading, then compared and identified similarities and differences, and summarized based on actual situations.

Chapter II Review of Literature

This chapter is about literature review, mainly discussing and summarizing the relevant research and theories on the Situational Teaching Method and English oral teaching in China and internationally. After analyzing and summarizing these theories, it provides theoretical basis and support for subsequent paper writing, making the paper more rational and scientific. Through research into the Situational Teaching Method and oral teaching from different eras and countries, teachers can have a more comprehensive understanding of this theory and its application in oral teaching.

Research Internationally

As a foreign language teaching method designed and widely used by applied linguists and foreign language teachers first in Great Britain in the 1960s, the Situational Teaching Method has been widely studied and applied in English teaching since then. This method is based on oral language teaching and emphasizes the need for students to learn and output in meaningful contexts created by the teacher.

More recently, in 2017, Prasetyo Agung pointed out that teachers play a key role in the Situational Teaching Method. Agung noted that in the demonstration stage of the course, the teacher acts as a model, establishes a situation, creates the demand for the target structure in the situation, and then repeatedly establishes a new structural model for students. Teachers need to be skilled communicators, using questions and other clues to elicit "shared" sentences from learners. Therefore, the rhythm is set by the teacher.

Situational language teaching depends on textbooks and visual aids. Visual aids can be produced by the teachers. These can include wall charts, flashcards, pictures and similar materials. Visual materials and a carefully vetted grammar syllabus are an important aspect of

situational language teaching. It is very important that teachers understand their students' English language ability and create materials which is scaffolded. This also means that textbooks are very important. However, in principle, textbooks should be as Pittman (1963) states "only used as a guide to the learning process. Teachers should be the masters of textbooks" (p. 176).

In the 1920s and 1930s, British applied linguists proposed the concept of situational language teaching in their work. Since then, many renowned applied linguists have made a fundamental methodology in the field of language teaching. Since the 1950s, the concepts of structural situational approach and situational language teaching have been widely used. Educators such as Socrates, Jean-Jacques Rousseau, John Dewey, and Vasyl Sukhomlinsky advocated and practiced situational teaching methods. Their educational papers and teaching practices have valuable experience and profound lessons for situational teaching. In ancient Greece, Socrates engaged in teaching and often created a certain environment that is related to their daily life and his students can apply the knowledge they learn in their real life. He motivates students to seek knowledge by creating situations. American educator Dewey also attaches great importance to situational teaching, attributing thinking to the current situation. In addition, he believes that students should learn through practice and discover knowledge points on their own. Only in this way can students learn in an active and vibrant cultural environment. This indicates that in order to encourage students to think independently, teachers should first create the situations of the different learning topics. Afterwards, students can check their own ideas. In the teaching process, it is necessary to develop scenarios and teaching plans based on the teaching objectives. Teachers use this situation to stimulate students' learning motivation, implement teaching plans, and evaluate teaching effectiveness. In modern teaching philosophy, the form of situational teaching is systematically reflected. For example, Suhulinski's teaching philosophy

places great emphasis on the educational function of the natural environment. He allows students to learn knowledge in a relaxed atmosphere, stimulates their interest in learning, and cultivates their imagination and aesthetic abilities (Hu Yafen, 2018).

Research in China

Countries other than China have a long history of the Situational Teaching Method and a wide range of research, from theory to practice. However, in China the Situational Teaching Method was introduced late and Chinese foreign language pedagogues were not substantially involved in the development of this theory. For that reason the focus in China is the level of practical application on the basis of the theoretical foundation of previous research. Since English Language Programme Standards for Primary Schools, the focus of teaching has gradually shifted from teachers to students. Therefore, it is particularly critical and important to introduce situational teaching materials to attract students' interest and based in their own life experience. Therefore, teachers will apply a lot of research in finding specific teaching methods that are more suitable for students.

The research in China has found a lack of emphasis on oral language teaching and focuses on the methods and recommendations for effective situational teaching and learning, and the gradual change and emphasis on oral language teaching under the English Language Programme Standards for Primary Schools.

For example, it is important to give students the motivation to learn not only theoretical knowledge but also the ability to synthesize and practically apply this theoretical knowledge in other aspects of their life so that they can feel the joy of learning in multiple ways. The Situational Teaching Method is a perfect fit to supply the needed structure for learning and applying. English in a meaningful way since teachers can make students' oral expression of

English more enjoyable through Situational Teaching. At the same time, teachers should of course also pay attention to certain communicative strategies when teaching so that students can better realize the natural authenticity of their expressions. Situational Teaching can generate a variety of classroom situations with a variety of modern educational tools. The actual oral training should reinforce the input of language, develop communicative resilience and activate motivation for personally meaningful expression within a given communicative goal. The actual generation of practice in oral communication can be done by simulating the environment to stimulate students' interest, by role-playing to improve practicality and by generating experiences to extend flexibility. At the same time, in the process of teaching English speaking skills in primary schools under the English Language Programme Standards for Primary Schools, teachers should pay attention to the innovative application of methods and scientific use through the Situational Teaching Method in order to promote students' good development (Zhang Lan, 2021).

The improvement of students' speaking ability can in turn promote the development of students' comprehensive English learning literacy. The traditional concept of teaching exists the problems of insufficient motivation for situational teaching, lack of integration with students' reality, unscientific design of situational teaching and unscientific evaluation of teaching. Therefore, teachers should take students as the main body in the actual teaching process and change the direction of teaching speaking in a timely manner, such as encouraging students to open their mouths 'to speak', quiz situations to stimulate students' enthusiasm for speaking practice, creating life situations for speaking practice, singing (Bai Zhimei, 2020).

In China, due to the lack of opportunities for learners to use English extensively, teachers tend to pay more attention to the use of means and auxiliary tools. For example, the use of

multimedia can enable students to have a more vivid understanding of learning content. The use of visual aids can also enable students to remember and understand more intuitively and clearly. The creation of situations can enable students to be closer to their personal real life, resonate and think in the context constructed by the teacher, and ultimately participate in the classroom, learning and applying these language knowledge points, achieving the final practical application and communicative nature of language learning (Wang Ran, 2014).

Through literature review, it has been found that the Situational Teaching Method originated abroad and has a long history. Moreover, foreign educators have conducted extensive research on the combination of the Situational Teaching Method and oral teaching, from the establishment of theory to the research and application of methods in practice. And the domestic educators have conducted relatively late research on the Situational Teaching Method and oral teaching. Moreover, since the English Language Programme Standards for Primary Schools and the lack of application environment in domestic English learning, the Situational Teaching Method is crucial and efficient. Teachers pay more attention to how to create suitable situations to help students learn English, be able to truly use language, and understand how to conduct practical communication correctly and reasonably. The use of teaching aids and the creation of real-life situations that are close to students are crucial in attracting their interest and resonance.

Why Use the Situational Teaching Method

There are two main aspects to why the Situational Teaching Methods is used in primary school and conducting research.

Firstly, English, as the primary foreign language for Chinese students, has a wide range of applications. However, students lack opportunities to frequently use English in a larger environment. Moreover, under the "double reduction" policy, there are only 2-3 English classes

per week in primary schools. Although the difficulty of the textbook content is reduced, the final assessment mainly assesses the students' comprehensive language proficiency. Teachers focus on how students can flexibly and effectively apply their knowledge. Therefore, in this context, the time in the classroom must be efficient, allowing students to understand clearly and know how to use the knowledge. So, creating different contexts under different themes can help students learn and ultimately innovate language transfer more intuitively.

On the other hand, under the new curriculum standards and the reform of primary school English, students' comprehensive language proficiency and English subject literacy are increasingly valued. The emphasis on spoken language is also constantly increasing. However, students lack language input in their daily basic textbook knowledge may lead to the inability to output language in the end. So, by creating situations, students can resonate, generate topics, think based on their own real situations, and apply them in future real-life contexts.

Based on the above two points, the application of the Situational Teaching Method in primary school oral teaching is relatively important and crucial.

Using Principles

Oral English has always been an under-appreciated part of English teaching, with too much focus on books and not enough opportunities for students to practice. Situational teaching can be used to create a realistic speaking environment where students can have real contact with and use the English they have learned, so that they can learn the language not just on the test paper but communicate meaningfully with it.

According to Hu Wenwen (2019) the Situational Teaching Method has four major principles.

The first principle is the principle of authenticity. Oral language is an important form of

human communication, of which authenticity is particularly crucial. Only in an authentic language environment can communication between people produce meaning and be more conducive to developing students' thinking and application skills.

The second principle is the principle of livability. Although the content is abstract, most of it can be found in real life. It is easier for students to experience the value of English and to be motivated to learn more English by focusing on their real-life experiences in their own situations.

The third principle is the principle of fun. Primary school students are at a developmental stage of psychological maturity and their behaviour is often influenced by their interests. Interest is the best teacher, so introducing age-appropriate activities is more conducive to attracting students' attention and generating interest for further learning.

The fourth principle is the principle of inspiration. Students are not just passive recipients of knowledge in the process of learning English, but are expected to generate some ideas through their learning, to think independently on their own, and to design teaching in a way that can stimulate motivation for active learning and enquiry.

The ultimate aim of using these principles is to enable students to be truly engaged in the English classroom, to communicate and output effectively in an authentic and lively environment, and to think independently and inquire on their own.

Aspects and Suggestions to Pay Attention to

From the perspective of teachers, there are two main aspects that need attention.

First of all, situations materials should be diverse and not too homogeneous. It is important to conform to the teaching principles of authenticity and liveliness, so that students can enter the situation more easily. The situations should not be created just for the sake of creating the situation, but the introduction of the situation should be realistic and should try to meet the actual

needs of students. In addition, teachers should not limit themselves to the textbook, but should fully comprehend the content and teaching objectives, design rational teaching contexts to facilitate students' better understanding of the content and promote oral expression and output by motivating them to express themselves orally.

And also, teachers should pay attention to students' response and give feedback and evaluation in a timely manner. With the reform of teaching and learning, the all-round development of students is particularly important, and oral expression skills are increasingly valued. It has not taken long for strategies to change, so it is particularly crucial that students' habits are developed and that they develop the ability to express themselves. Therefore, teachers should pay more attention to students' feedback in the classroom and adjust the teaching progress in time. At the same time, timely and correct feedback can also boost self-confidence for students and help them to express their oral expression effectively. Teaching is not only about teaching book knowledge, but also about making students experience the fun of learning and generate certain thinking, which is exactly the principle of interesting and inspiring teaching.

Chapter III Conclusions and Recommendations

This paper explores and summarizes the reasonable and effective application of the Situational Teaching Method in oral English teaching in primary schools based on domestic and international research and scientific evidence on the Situational Teaching Method and some guidance on how to apply it and its principles. It is hoped that through theoretical research, comparative summary and self-reflection, teachers can find a specific scenario teaching method that is more suitable for primary school oral teaching, realise effective language output, and ultimately improve the students' practical language ability, so that they can really use and communicate in real situations.

This paper concludes and summarizes in several steps, hoping to learn and summarize from the shallow to the deep as well as combining theory and practice.

Firstly, through the study of basic theory, the author deepens the breadth and depth of understanding of the Situational Teaching Method and lays the theoretical foundation. Secondly, by summarizing the literature at home and abroad, the author tries to find out the commonalities and combines theory with practice and the specific teaching environment in the context of Beijing's primary school English reform. The reform of the English language has led to a greater focus on students' ability to use the language in a practical way. Students are able to focus on the lack of listening and speaking as opposed to the previous focus on reading and writing. The reform hopes to change the situation of students' mute English, so it focuses on the creation and cultivation of contextualization and transfer of creativity. In the future, students will be able to better understand how to use suitable and appropriate language in different contexts for authentic and effective communication and practical language exchange.

At the same time, the paper focuses on how to better use this teaching method to help students improve their oral output ability, summarizes some effective ways and principles, and pays more attention to the comprehensive linguistic ability and practical application of English, so that students can eventually engage in real-life language use, and their discourse can be more appropriate and suitable.

Due to the actual situation and time constraints, the focus of this paper is on the analysis and application of the literature, without too much integration of specific practices. It is hoped that in future research, through more practice and continuous improvement, the author can find a more suitable scenario-based teaching method for effective oral language teaching. In the process, it is important to understand how the Situational Teaching Method can be more widely used in English language teaching.

Because this article is mainly a study and summary of domestic and foreign literature, the method examples and usage principles in it only provide learners with a general direction of thinking. Teachers also need to consider practicality, different teaching environments, and the different backgrounds of students. Due to the different backgrounds of each region and students, it is also impossible to generalize. In the subsequent in-depth research, the teacher should also combine the specific situations of the different students she teach, follow the principles, and continuously explore and try more methods.

The author also hope that in future teaching, she can delve deeper into and understand the Situational Teaching Method, and have more opportunities to practice them. And the teacher explore more possibilities of the Situational Teaching Method in teaching different English abilities, combined with the actual situation of students, to find specific methods that are suitable for them, and help them improve their English skills and practical pragmatic abilities.

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