

Research on a Situational Experiential English Language Instructional Model

Tongya Xu, Weiyang Gao

The Education University of Hong Kong, Hong Kong, China

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Abstract: Under the vision of quality education reform, the new primary school English curriculum standard has raised the requirements for students' listening, speaking, reading and writing abilities and practical abilities, and requires teachers to strengthen the cultivation of students' English literacy such as listening, speaking, reading and writing, so as to promote students' all-round development. Because the students are young, and there is no environment for learning English except in the classroom, their concentration and ability to accept English are relatively weak, and their use of English knowledge learned in the classroom is also in a state of ignorance. Situational experiential instructional mode has a basic principle, which is to help teachers improve classroom teaching efficiency and help students learn cultural knowledge efficiently. Influenced by many factors, the advantages of situational teaching in ELT in primary schools have not been deeply reflected. This article analyzes the current situation of primary school students' English learning and the application of situational experiential instructional mode in primary school ELT, so that English can be accepted by primary school students in a relaxed and pleasant way and their English learning level can be improved.

1. Introduction

In ELT in primary schools, teachers need to combine the actual situation of students, take situational experiential instructional mode as the carrier of teaching practice, make full use of multimedia equipment, and create high-quality situations, design problem-oriented and other ways to stimulate or enhance students' interest in English learning as much as possible [1]. Experiential instructional mode is a kind of classroom situational instructional mode commonly used in primary education in China at present, and its main purpose is to effectively enhance students' interest in learning [2]. Situational experiential teaching breaks the shackles of traditional primary school ELT, pays more attention to students' initiative, enthusiasm and interest, and can better mobilize students' enthusiasm for English learning. The reason why most students can't learn well is mainly because students are exposed to scattered and fragmented knowledge, and they can't express their thoughts correctly, which seriously affects the development of classroom language communication activities [3]. Using situational instructional mode can not only effectively improve the classroom teaching level and create a good learning atmosphere, but also improve students' enthusiasm for learning English, thus laying a solid foundation for learning English in the future [4]. Situational experiential instructional mode is a instructional mode based on students' personal experience. It is of high value to apply it to ELT classes in primary schools, so it has become a new direction of teaching reform. By analyzing the difficulties encountered by primary school students in the process of learning English, ELT is carried out with the instructional mode of "situational experience", which can create an environment suitable for students to learn English and effectively cultivate their sense of English language [5]. Teachers' time in the classroom is limited, and there are many goals and contents in the teaching materials, especially the emergence of new curriculum standards and the cultivation of core literacy, which increase the workload of teachers' teaching. In order to promote students' learning and cultivate their comprehensive ability, teachers constantly explore new teaching methods and strive to find more scientific and suitable teaching methods for primary school students in China [6]. Situational experiential instructional mode refers to stimulating students' interest in learning by using vivid and interesting teaching methods and creating concrete realistic teaching scenes, so as to achieve the purpose of improving teaching efficiency [7]. English

teachers should learn to sublimate traditional teaching concepts, constantly strengthen the study of new teaching theories, models and methods, seriously study teaching contents, design and innovate instructional models, effectively lead primary school students' English learning, make the teaching process more exciting, and help students to better apply English knowledge after understanding the basic contents of textbooks and breaking through key points, difficulties and key points [8]. This article analyzes the current situation of primary school students' English learning and the application of situational experiential instructional mode in primary school ELT to improve their English learning level.

2. Problems existing in ELT in primary schools at present

2.1. Backward teaching concept

English learning itself has a certain abstraction, and the grammatical structure of sentence patterns is not the same as Chinese habits. If teachers blindly let students memorize and do not understand the content of learning, it will affect students' practical application of English. Students are the main body of learning English, but in the actual teaching process, teachers do not attach importance to students as the main body. Because of the lack of a good English language environment, it is difficult for many students to effectively improve their English learning efficiency. Over time, some students have a certain resistance and resistance to English courses [9]. In the traditional ELT practice in primary schools, teachers often pay more attention to teaching and inculcating students' theoretical knowledge of English, and will not spend too much time and energy to guide students to study and explore independently.

At present, some teachers still adopt traditional teaching methods, that is, teachers occupy the dominant position in the classroom and pay attention to the teaching of English language knowledge. To a certain extent, they ignore the cultivation of students' interest in learning and pay insufficient attention to the excavation of students' internal potential and the improvement of their cognitive level. Under this model, it is difficult for primary school students to achieve real improvement in their academic literacy. English, as a language subject, can not only rely on the guidance of teachers to stimulate students' interest in learning, but more importantly, students need to like and love from the inside out. Only by better mobilizing students' subjective initiative can students' interest in learning be effectively stimulated, and then the overall learning efficiency of students can be guaranteed. Some teachers have misunderstandings in developing situational teaching, which leads to the failure to reflect the advantages of situational teaching. This is reflected in the fact that some teachers do not adhere to the people-oriented educational thought, and the teaching situation created is inconsistent with students' hobbies, learning ability, basic teaching requirements and other academic conditions.

2.2. Single teaching method

Traditional teaching methods are mainly teacher-centered, and students are in a passive learning position, which is not conducive to stimulating students' interest in learning and students cannot integrate into classroom teaching. In the process of organizing teaching, the communication with students is neglected, and the teaching is carried out blindly by the method of full-house irrigation. Because of the lack of interaction with students, this teaching method makes students unable to concentrate when they participate in learning, and a little carelessness will keep up with the pace of teachers [10]. Restricted by the heavy test-taking pressure and the lack of learning and understanding ability of primary school students, English teachers in primary schools insist on the idea of test-taking education to ensure the effectiveness of teaching, organize teaching activities with self-centeredness, focus on cramming theoretical knowledge in teaching, and lack effective integration of teaching scenarios such as teacher-student interaction and practice.

In primary school English class, teachers only pay attention to the teaching of English knowledge, but ignore the cultivation and improvement of students' English application ability and listening and speaking ability. Under this single teaching method, it is difficult for primary school

students to be interested in English. Teachers' teaching is formalized, students' learning is simple, and the interaction between teachers and students in the classroom tends to be superficial. Many students are afraid of difficulties in learning English knowledge, unable to get out of the learning dilemma, more difficult to overcome the sense of conflict and fear, and unable to truly appreciate the fun of learning English knowledge. Therefore, it is imperative to change these ELT disadvantages. In actual teaching, teachers pay too much attention to the teaching of English knowledge in class, ignoring the cultivation of students' language application ability and the students' understanding of English cultural connotation. This leads to teachers' teaching divorced from real life, which makes students unable to really master language knowledge. Some teachers use a teaching situation for a long time, which leads to students' aesthetic fatigue, and the continuous development of situational teaching is also adversely affected.

3. The significance of situational experiential teaching in primary school English

Situational experiential instructional mode is a theory influenced by language structuralism, and it is a new instructional mode to solve the problems encountered by students in the learning process by integrating their emotions with their cognition of the outside world. In order to apply situational experiential teaching flexibly and reasonably in the teaching process, teachers should first understand the cognitive characteristics of different students, formulate effective teaching plans and create effective teaching scenarios according to their actual learning situation, physical and mental development laws, hobbies, etc., and guide primary school students to conduct in-depth reading comprehension and learn to think from different angles, so as to obtain diverse cognitive experiences. Through the effective integration of teaching situations, we can not only make up for the shortcomings of the lack of language environment, but also use teaching situations to strengthen students' understanding of knowledge points and deepen their practical ability, and the effectiveness of ELT in primary schools will also be further improved.



Figure 1 Experiential ELT classroom integrated with game links

Situational experiential instructional mode emphasizes the role of students' feelings and experiences in the process of learning and the role of emotional components in learning. The key point is to distinguish traditional cognitive learning theory and behavior with experience, and to change from abstract understanding of knowledge to active practical learning and active attempt through entity feelings and repeated observation. Situational experiential teaching can change the traditional and solidified teaching environment by carefully creating the teaching atmosphere, which is conducive to improving the efficiency of primary school students' learning and mastering English knowledge, and is also conducive to students' knowledge transformation and migration, thus improving their various abilities including active learning, inquiry, innovation and language expression. The concept of experiential teaching method refers to the teaching method that teachers start from the teaching needs, create or select specific scenes or atmosphere suitable for the teaching content, strengthen students' emotional experience, and help students understand the teaching

content deeply, so as to complete the established teaching objectives and realize the all-round and harmonious development of students. Figure 1 shows the experiential ELT classroom integrated into the game.

Situational experiential teaching of English in primary schools largely ensures the steady improvement of primary school students' practical English application ability, helps teachers to deal with details, can explain cultural concepts more carefully and deeply, makes students feel the charm of cross-cultural communication, makes students' enthusiasm for inquiry soar, and expresses their interest and willingness in learning and using English more strongly, laying a solid foundation for future English learning and individual development. Students can make a comprehensive analysis by combining their own feelings and situations, extract knowledge from them, and then form a preliminary understanding of the content, and then use the preliminary concepts and understanding to establish new behaviors and goals, and dare to take the initiative to try and challenge, so as to produce new experience effects.

4. An analysis of the application strategies of English Situational teaching in primary schools

4.1. Upgrading educational thought

In order to realize the effective development of situational experiential English teaching in primary schools, teachers should upgrade their educational ideas and guide the practice with scientific educational ideas. If you want to learn western languages well, you must learn to contact western cultures. Especially in the new background of the increasingly close economic and cultural exchanges in the world, the exchanges between various countries and regions have become increasingly close, and it is of great significance to understand and feel the cultural styles of different regions. Teachers should integrate games, teacher-student interaction, animation, practice and other diversified teaching situations in teaching, and continuously stimulate students' interest in learning from all directions and angles, so as to provide a fundamental guarantee for the continuous development of situational teaching. In the process of preparing lessons, teachers can design the links of classroom games in advance, that is, reproduce the old knowledge points in a relaxed and pleasant teaching atmosphere, and add new knowledge points to the learning during the game, so that the whole game scene is not only the application of knowledge, but also the consolidation and deepening of knowledge. Primary school English teachers, as practitioners of situational teaching concepts and guides of primary school teaching, their own quality is closely related to the effectiveness of teaching. Therefore, teachers should establish the awareness of lifelong learning, and constantly improve their teaching ability by reading educational books and paying attention to the latest teaching and research achievements.

4.2. Innovating ELT method in primary schools

In order to realize the effective development of situational experiential teaching in primary school English, teachers can use diversified teaching situations to innovate teaching methods, strengthen the cultivation of students' English literacy and practical ability, and effectively implement the concept of situational education with scientific teaching programs. In the performance of sitcom, students should understand the scenes and occasions where their roles and lines are used. On the basis of playing a good audience, teachers should also encourage students to perform well and correct the deviations in students' understanding. When designing problems, teachers should first adhere to the principle of gradual progress, design teaching problems with different difficulties, and connect these problems in series with teaching language into problem situations from shallow to deep, so as to guide students to complete their learning tasks through layers of thinking. The elements of practicing the integrated value orientation of ELT are shown in Figure 2.

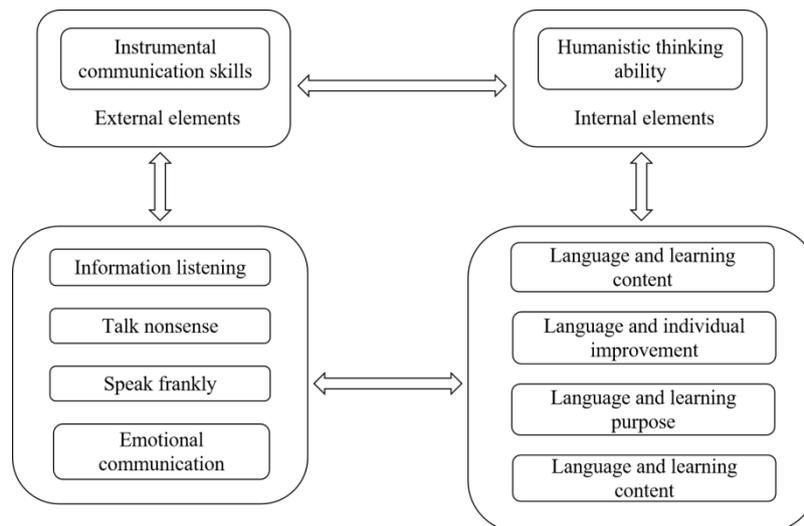


Figure 2 Elements of practicing ELT's integrative value orientation

For primary school English learning content, it is close to real life, and it is basically something that can be seen in life scenes and staged scenes. Therefore, it is particularly important for teachers to integrate life into teaching and design teaching scenes scientifically and reasonably when applying situational experiential instructional mode. Constructing a scientific and effective evaluation system is not only the key link of situational experience teaching, but also the key to help students develop their autonomous learning ability, which is a necessary choice for educational reform in the new period. With the help of different evaluation methods, students can more objectively understand their learning status, which can also bring a lot of convenience and support for students' subsequent independent learning. Teachers should use diversified teaching situations to expand students' English practical ability after class. For this reason, on the one hand, teachers can expand the forms of homework after class, such as rewriting the text by combining text topics and creating their own scenarios, so as to consolidate and deeply cultivate students' English literacy.

5. Conclusions

Under the new situation of all-round social growth, the iteration of teaching content and the innovation of teaching form are gradually put on the agenda. It is the general trend to apply situational experiential instructional mode in primary school ELT, because it fully meets the needs of primary school ELT. For today's education industry, the application of situational experience teaching is quite common, which is quite different from the traditional instructional mode. It belongs to a relatively new teaching method, and it is more suitable in the face of today's primary education situation. Different from the traditional "indoctrination" ELT model, the situational experiential instructional model has more advantages in the application of ELT in primary schools. It can not only guide students to learn and experience the English environment in ad hoc situations, but also integrate the English knowledge they have learned into the life scene reasonably, and enable students to learn new knowledge and consolidate what they have learned in a relaxed and interesting environment. Situational experiential teaching closely revolves around this principle, taking students' learning experience as the top priority of teaching design, ensuring students' learning experience and effectively improving students' learning efficiency. English teachers should carefully optimize teaching design, give full play to many advantages of situational experiential teaching, fully respect students' dominant position, and help students improve their English core literacy.

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