On the Influence of Situational Teaching Method on the Teaching of English Listening in Middle School

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Abstract: With the continuous improvement of China’s international status and the enhancement of its overall national strength, cross-language communication skills have received increasing attention. In our country, English as a second foreign language has become a compulsory course for students’ nine-year compulsory education. In English learning, "listening" is the most difficult and critical part of English teaching. As a key period of growth and learning, middle schools require students to lay a solid foundation and have a relatively complete English system. This requires English teachers to use modern teaching facilities and create new teaching classrooms to inspire and encourage students to stimulate interest in English, and then, master the English language. This article analyzes the impact of situational teaching method on middle school English listening skills.

Keywords: situational teaching method; middle school English; listening; teaching impact

The best way to learn a language is to be in a situation, which can effectively improve the learning ability and effect. English, however, as a second foreign language in China, we cannot change the social environment of Chinese communication, so it is particularly important to create an English communication classroom. In actual teaching, by creating situations, not only can you enrich the content of the classroom, activate the classroom atmosphere, improve students'classroom concentration, mobilize students’ enthusiasm for learning, use the situation to mobilize their senses, understand and comprehend knowledge points, and turn them into their own Knowledge reserve.

Listening is a way to exercise students’ ability to change their thinking. "hardtoprogress" is a difficult teaching point in middle school English learning and a single teaching method. Most of the current listening teaching is purely mechanical training. Teachers record students to do listening. The content and atmosphere are boring. It is difficult for students to engage in listening training and it will only increase their psychological repulsion to hearing. However, the situational teaching method can solve this problem well. It diversifies the form of listening training. It is not only limited to the fixed content of the classroom and textbooks but also integrates activities suitable for the physical and mental development of middle school students, thereby enabling them to gain growth in their studies and improve the quality of English listening teaching and learning.

1. Implications of the Situational Approach

As a unique teaching method, Situational Teaching Method requires English teachers to combine teaching content with the actual situation of students to create vivid and attractive teaching classrooms, so that students can enjoy the fun of learning English in a relaxed and natural situation. Thereby improve their English proficiency. The Situational Teaching Method is an intuitive and entertaining teaching method. Students can perceive the charm of English from

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different aspects, can take an active part in English learning, broaden their horizons of English cognition, break their fear of unknown English, and dig deep into their potential English learning ability, so that their English Literacy can make a qualitative leap. The middle school stage is a critical period of learning. Students have a strong ability to absorb knowledge and explore unknowns. Teachers need to teach students according to their aptitude, create various situations to stimulate students’ curiosity, and from the actual situation, they can use the scenario teaching method in teaching to break the rigid teaching method so that English learning is no longer boring. Situational teaching not only cultivates temperament, trains students ‘unique creativity, but also cultivates students’ ability to adapt to learning.\(^5\)

2. The Existing Disadvantages of Middle School English Listening

At present, there is a common phenomenon in English teaching: Middle school English teachers are under pressure to advance, and a lot of teaching energy is focused on grammar, reading and writing with a large score, and they don’t pay much attention to listening.

2.1 Mechanical training

The usual listening teaching mode is mainly based on playing recordings, arranging exercises, and proof reading answers. This series of mechanical loop exercises have no effect on students’ English listening ability, and their listening ability has been stagnant.\(^6\)

2.2 Lack of skills

Teachers did not provide standardized listening training guidance to students, did not teach students how to grasp keywords in the process of listening, students could only listen blindly, and gradually become tired of English, resulting in giving up eventually.

2.3 Prerequisites

The stress caused by the exams makes both students and teachers nervous, and it is easy to produce extreme emotions, which brings challenges to students ‘listening and teachers’ teaching.

2.4 Diversity of students’ abilities

English learning focuses on the basics. If the foundation is not solid, the more you learn, the harder you will be. There are three problems in middle school students. First, the pronunciation is not standard. Second, the vocabulary is scarce. Third, the lack of grammar knowledge. These several questions have exposed the main points of English learning, that is, the basics.

Phonetic transcription is the basic skill of English learning. Difficulties such as omission and continuous reading will cause difficulties in listening. If students do not master these pronunciation skills, they will be confused and unable to understand in the process of listening. Then there exist words. The main method of listening is to catch keywords. How can you understand sentences without even knowing the words? Grammar is a medium for our expression. Words alone cannot accurately understand the meaning of sentences and may also cause ambiguity.

3. Influence of Situational Teaching Method on English Listening in Middle School

Students’ knowledge and cognitive development during middle school make English learning an important part of their lives. Teachers teach based on their aptitude, apply situational teaching method to English listening teaching according to the actual situation, and play its role in a relaxed and active atmosphere to improve students’ English listening ability.\(^7\)

3.1 Diversified teaching methods

Due to the listening teaching method is too simple at this stage, teachers can flexibly create situations to provide students with a relaxed and natural learning atmosphere. Imitation is a great way to exercise your pronunciation. Teachers can choose English fragments suitable for imitation during the lesson preparation, such as the more interesting original animations such as "Peppa Pig", the language is relatively basic, suitable for autonomous training for middle school students. The combination of audio-visual in class can deepen the students’ impression. Using video imitation, English teachers need to follow up with analytic questions, and at the same time, the corresponding teacher-student, student-student communication will occur at the same time, so that they can discuss and communicate what they have learned, which not only improves oral communication skills, Promote English listening skills.\(^8\)

3.2 Diversified training skills

Students with hearing difficulties do not understand the skills. Generally, because the response cannot keep up
with the speed of the material, the students are still thinking about the content of the previous sentence, and the answer to the next question is missed directly. It is not difficult to find that students are not responsive enough to words, so teachers can add some reaction training in the context design. The usual listening materials are relatively rigid. Teachers can choose some English children’s songs, such as “you are my sunshine”, with simple vocabulary and easy melody, and edit them into audio at different speeds. Arrange a task to record the number of times the keywords appear or paragraphs, allowing students to concentrate during the listening process and disperse key information in various places in the material. Teachers can pause at any time and infer what the speaking rate is at the current level acceptable to students through the student’s reaction.

On the basis of improving the ability to respond, the efficiency of doing questions is also a key to listening. The environment created by the contextual teaching can enable students to predict the meaning of the questions more directly, and also speculate on the level of understanding of what they have heard. They will not miss critical information because of insufficient response, which will lead to the whole question being wrong. For example, teachers can play mini games like “What’s in the zoo” in the classroom. Linking ideas allows students to develop their thinking and simulate the situations that occur. It can not only train students’ thinking skills but also improve their vocabulary and language skills. Chairman Gong Yafu once said that "the key link in the formation and development of language skills lies in a large number of language practices." Therefore, it is not enough for students to simply study the teaching content in the classroom. Teachers need to repeatedly let students perform the corresponding exercises. So as to improve the efficiency of the problem.

3.3 Diversified teaching purposes

Middle school students are in the stage of physical and mental development, and blindly forcing learning may be counterproductive. Teachers are the guides on the way of students’ growth. They can inspire students to learn, let students present their content of interest in the form of English, and turn it into their own knowledge. In the classroom, teachers can intersperse stories that are close to the students’ experiences, so that children with different learning situations can find their own positions. Just like the main force and the substitutes on the field, each player has his different positioning. Teachers should diversify their teaching purposes according to the different situations of students. Students with weak hearing are not required to hear every question clearly. You can read and understand the original text of listening first, then you are able to practice listening. Students who have a solid foundation in English can invest more time in English listening. Listening can keep up with the speed of speech, and shadow reading can be used to train both listening and speaking speed. When training listening in the classroom, it is carried out in a targeted manner, so that students want to learn from the heart, then they will work hard to improve their English listening and find the best learning method for them.

3.4 Diversified language acquisition

The situation was created mainly to enable students to acquire English more naturally and not to rebel at the English language, to understand the content more naturally, to perform a bilingual conversion, and to use it in daily life. Grammar learning is actually very boring. Phrase collocation and sentence pattern collocation all need a certain context to understand it more intuitively. At this time, the teacher sets up a situation, allowing students to actively use the corresponding syntax and grammar in the simulated situations, which has a certain positive effect on their subconsciousness, such as concerts and celebrity meets, to let them perform role-playing and use what they have learned to prompt them to become interested in English in daily lives. They will be more willing to communicate and learn in English.

4. Concluding Remarks

In short, the teaching of English listening in middle schools still needs the teachers to attach great importance to it. Teachers can still use contextual teaching methods to create situations that are close to life, stimulate students’ learning interest, cultivate students’ abilities to do questions, and improve the quality of English listening teaching. Facing the current situation of increasingly fierce competition, no matter from the perspective of teachers or students, English learning is undoubtedly a learning process that accumulates over time, makes perfect, and changes from quantity to quality. The improvement of listening ability does not happen overnight. Teachers need to be actively guided to enrich students’ knowledge base. They must use their senses to perceive English so that students have a visual understanding of English. It is not limited to a single English letter but to truly understand and remember.
Listening involves various skills in English learning. Teachers must deeply dig into the teaching content and create various interesting situations so that students can easily and happily learn English listening, and stimulate students' interest in learning English so that students will no longer exclude English listening and realize Self-learning.

References