

Application of Situational Teaching Method in Business English Class--A Case Study on Dream International Education

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Abstract: With the rapid development of international business, the demand for business English is also increasingly urgent. Therefore, the establishment and development of business English professional curriculum system are particularly important. For a long time, the business English teaching is full of pure English and a large amount of trade knowledge. Students seldom carry out simulation training. They lack autonomy. Therefore, the reform of classroom teaching model is extremely urgent. Educators not only pay attention to the instruction of theoretical knowledge, but also pay attention to its practicality. Through research of this subject, teachers can make use of situational teaching method, and design a certain scenario simulation for business English teaching to help students quickly master business English process and real-world operating skills. In order to better apply Scenario Teaching Method to Business English Teaching, this paper investigated the situation of Business English Teaching in Dream International Education in Chengdu, Sichuan Province. The students are divided into ordinary classes and situational teaching experimental classes. Through the comparison of the data that before and after the experiment, it would prove the effectiveness and feasibility of the situational teaching method.

Keywords: Situational Teaching Method; Business English Teaching; Scenario Simulation

1. Introduction

1.1 Research Background

Due to the economic globalization and China's accession to the WTO, foreign-oriented economy enterprises like Sino-foreign joint ventures and wholly foreign-owned enterprises are emerging constantly. The demand for business English talents who have strong ability in foreign language communication, knowledge of general commercial foreign trade operations and familiar with modern office equipment like computers is especially urgent. English talents are suitable for so many fields. Business English talent was more popular. However, in our country, the teaching of business English is incompatible with the requirements of the world, and the teaching situation is serious. For a long time, English teaching means expanding students' vocabulary, introducing grammar to students, placing emphasis on lexical identification and grammatical analysis. The teaching method and content of business English are outdated. What's more, the goal of business English is not clear enough. There are not systematic subjects for business English course.

1.2 Research Purpose

The purpose of this research is to prove situational teaching method is suitable for business English teaching. Through the study of this subject, teachers can apply situational teaching method to the design of business English courses due to the lack of work experience of students. Lecturers can design a certain scenario to help students to quickly improve business English flow and real-world operating skills. The research methods of this paper are mainly questionnaire survey, test analysis, literature analysis and comparative analysis.

2. Literature Review

2.1 Researches on Business English Teaching

As economy and technology are developing rapidly, many scholars pay more attention to the research of business English. The application of flipping classrooms in business English teaching means changing the traditional business English teaching model that teachers as the main body. Teachers use teaching videos to encourage students self-study before class, and then ask questions that they encounter during the self-study process in the classroom. Interact with students and answer some relatively questions. (Tang wenlin, 2016) The flipping classroom emphasized the importance. In contrast, in the research article by Zhang min(2017), put the role of teachers in the first place. She mentioned CBI (Content-Based Instruction) is a teaching model that combines language teaching with professional teaching, specifically referring to English teaching mode that integrates other topics and tasks in the process of foreign language teaching. The teaching did not focus on the second language acquisition itself, but the relevant language acquisition of disciplinary knowledge, and

output of practical information in the context of containing specific content.

2.2 Researches on Situational Teaching Method in China and Abroad

2.2.1 Situational Teaching Method in China

In our country, the results of research on situational teaching have also gradually increased. Yu Yao (2003) believes that the situational teaching method is based on the teaching content and teaching syllabus. While imparting the language knowledge, teachers tried to create a variety of real and natural teaching scenes. Students immerse themselves in it and understand the knowledge. Fu Daochun (1999) argued that situational teaching methods are based on certain teaching requirements in his book *Pedagogy—Situation and Principles*. Teachers systematically place students in a situation according to real activities, and then take use of the educational factors to influence students. It did not give specific guidance. And it was unlike language transfer and practical training which only relied on teachers asked students question directly. Instead, they include teaching content in a variety of vivid activities. Their purpose is to create concomitant atmosphere of intellect and emotion. In order to deepen their understanding and emotion of knowledge, teachers can evoke the imagination of the students

2.2.2 Situational Teaching Method Abroad

At present, there are more studies on English situational teaching in the foreign academic circles. Hornby (1981) advocated that in the use of situational teaching methods, students should be introduced to new words and sentence structures to prepare well for the reading of articles. He believed that when introducing new knowledge to students, it must be combined with the content of the teaching scene. Besides, Duckworth (1993) described her concept of teaching: I provide students with situations, motivate them to think, and observe how they do it. They tell me how to think, which is not I teach them to think. What's more, American scholar Jacqueline Grannon Brooks (2005) made a successful exploration of situational teaching methods and called for modern teachers to become constructivist in his book *Constructivist Classroom Teaching Case*. Objectively speaking, foreign research on situational teaching has achieved many excellent results both theoretically and practically. It is worth us to explore and study.

3. The Application of Situational Teaching mode in Dream International Education

In order to test whether the situation teaching method or not is suitable for business English teaching, a research based on observation and experiment was conducted at Dream International Education in Chengdu, Sichuan Province, China. In this part, it would describe instructional design of this article in detail, including teaching objectives, target students, instruments and experimental procedure.

3.1 Company Introduction

Dream International Education was founded in 2010. It is a team of senior overseas returnees and excellent teachers in China. It is dedicated to children's English, adult English and education consulting for overseas students. It provides high quality and high standards education consulting services for primary and secondary school students, adults and students studying abroad.

3.2 Target Students

At Dream International Education, there are some students which have attended Cambridge Business English course. Students are divided into two classes. The first one is the experimental class (applying situation teaching method), the other is the regular class (applying traditional teaching method). And each class has 20 students. Besides, two teachers are involved in this research.

3.3 Experimental Mode

3.3.1 Teaching Objectives

There are three teaching aims in the experimental class. Firstly, confirmed situation teaching method increase student interest in business English learning. Secondly, proved situational teaching method can increase student business English ability and skill. Lastly, certified situation teaching method is suitable for business English class.

3.3.2 Instruments

3.3.2.1 Questionnaires

Two questionnaires are used in this research. Before the teaching, all the students are requested to finish questionnaire the one which contains nine questions. And these questions were divided into two parts. The first four questions collect students' personal information. And the last five questions are designed to test their understanding and interest towards situational teaching method. There were four scales for the following five questions. The four dimensions were from very sure, sure, partially positive, not sure. Students were asked to

choose one answer for each question. Then they would get one to five points correspondingly.

Questionnaire two applied to both classes students. It mainly investigated students' feeling in business English teaching. There are nine questions in the questionnaire two. There were three answers for each item.

By analyzing the first questionnaire, we can divide students into two groups, one group participates in the scenario teaching experiment, the rest of students will be the other group. By studying the second questionnaire, we can generally understand the students' feelings about the application of situational teaching method in Business English Teaching.

3.3.2.2 Pretest and Post-test

In order to test whether situation teaching method can improve students' business English ability, there were two tests for students of two classes. Before the study, they do the pre-test. After finish research, they start their post-test. The aim of pre-test is to detect the basic level of business English of two classes students before the implementation of situational teaching method. Exam time is before the research. Post-test can examine whether students' practical ability has been improved and difference between two classes after experience situational teaching. At the beginning of courses, pretest was given to the students of two classes.. And at the end of experiment, post-test was given. After completing the test, data and results of two tests would be collected compared and analyzed. They would be important information of the situational teaching method in the business English teaching. According to these materials, the teacher would make some arrangements.

3.3.3 Experimental Procedure

The experiment lasted for three months, starting from November 2017 to the end of January 2018. The experiment is divided into three stages: before the experiment, experiment, after the experiment. First of all, according to the result of Questionnaire one and their willing, twenty students would be put into two classes. When someone does not want to have situational teaching method course, they would form regular class (applying traditional teaching method). The others want to know situational teaching method consist of experimental class. They take use of situational teaching method in business English teaching. Secondly, during the experimental period, there is no difference of teachers and textbooks between the two classes. At last, after finishing the course, students of experimental class would finish questionnaire two, which interviews their feelings about situational teaching method. At the same time, both two classes have to finish another test which can reflect their study achievement. It would show the scores after three months study. Compared with two classes' results, we find the answers of three questions. Situation teaching method can increase student interest and business English ability and skill in business English learning. Situation teaching method is suitable for business English class. There is necessity and feasibility of situational teaching method in business English teaching.

4. The Response of the Experiment Result

The above collected distinctly prove that situation teaching method can increase student business English ability and skill. It also attested situation teaching method was suitable for business English class.

4.1 Experiment Result

After three months of study, the students were tested. By comparing the results of the two classes of students, it can be concluded that the situational approach is applicable to business English teaching.

4.1.1 Student Satisfaction

A questionnaire mainly provided for all the students after finishing the teaching in order to truly reflect the students' satisfaction of situational teaching experience in business English teaching. The following is the result:

Table 3.1 Regular class students' general attitude toward the course

Total score	Not quite satisfied (9-20 points)	Satisfied (21-32 points)	Very satisfied (33-45 points)
Students	4	2	2

Table 3.2 Experimental class students' general attitude toward the course

Total score	Not quite satisfied (9-20 points)	Satisfied (21-32 points)	Very satisfied (33-45 points)
Students	2	4	7

According to the result of questionnaires, most students of regular class do not like business English teaching. However, the students of experimental class enjoy the class and feel very good. Only a few students show that they did not get used to experimental class. In general, students' satisfaction of situational teaching method is higher than traditional way. The consequences of questionnaire answered

the question "Can situation teaching method increase student interest in business English learning ?"

4.1.2 Examination result

Pretest is given to students of two classes before the teaching. It used to examine the basic English level of students of two classes. The following is the result:

Table 3.3 Regular class students' pretest result

Exam Part	Listening	Reading	Writing	Talking
Average Score	73	84	89	87

表 3.4 Experimental class students' pretest result

Exam Part	Listening	Reading	Writing	Talking
Average Score	72	84	85	81

The full credit of exam is 100 points. Sixty points is qualified. Compared with two forms, we can clearly know the level of regular class is higher than experimental class.

Post-test is provided for two classes after finishing the study. It can check the change of English ability due to two different teaching method.

The following is the result:

Table 3.5 Regular class students' post-test result

Exam Part	Listening	Reading	Writing	Talking
Average Score	75	85	93	88

Table 3.6 Experimental class students' post-test result

Exam Part	Listening	Reading	Writing	Talking
Average Score	78	89	88	91

Though analyzing two tables, we can see that the study of regular class has made some progress. But students of experimental class have made huge improvements, which means the achievement made by in the experimental class partly due to their own efforts, but the most thing is situational teaching method.

4.1.3 BEC Pass Rate

In order to further prove whether the situational teaching method can enhance students' language application ability, the Dream International Education arranged for students of the two classes to take the Cambridge Business English Certificate Test and compared the passing rates of the two classes. In the regular class, only two passed the exam, while the experimental class had 5 people passing. The passing rate reached 40%.

Though results of two questionnaires, two tests and BEC pass rate, the influence of situational teaching method can be divided into two parts: for students and for teachers.

4.2 Students

4.2.1 Teaching Efficiency

Situational teaching method makes the abstract knowledge concrete, intuitive and simplistic. It greatly stimulated students' interest in learning and desire of expression, and improved the teaching efficiency.

4.2.2 Study Atmosphere

Because of movies, pictures, and other materials appeal to students strongly, they can make the content of the classroom vivid and lively, and the classroom atmosphere naturally becomes active. In such an atmosphere, students will focus on classroom teaching. Naturally, they will autonomously acquire new knowledge, so the effect of situational teaching will also create exponential growth.

4.2.3 Learning Method

The interaction of situational teaching method fully mobilizes the subjective initiative of language in students' learning and use, turns passive listening into active exploration. It can develop a positive and autonomous learning habit.

4.2.4 Practice

In a simulated business context, students use what they have learned to solve business problems, turning theoretical knowledge into practical action, apply what they have learned to work practice.

5. Conclusion

Based on the above research, situational teaching method was a very effective method in business English teaching. It enhances students' interest in Business English and brings them into the pre-set context, enabling students to remember what they have learned fast and firmly. But in view of the situation teaching method is different from the traditional teaching mode in the past, the following suggestions are proposed with hoping to provide some help in Business English related courses.

Firstly, teachers should carefully design class time plan, including the purpose, content, process, means, equipment, summary and so on. Besides, teachers should fully grasp the content of teaching materials, select and simulate some teaching materials or some related and classic cases to adapt to the scene. What's more, flexible and rigorous teaching process, establish situational feedback mechanism, focusing on communication with students, in-depth analysis, explore and summarize the gains and losses in teaching after class. Last but not least, teachers not only need solid skills of basic language, but also need a wealth of subject knowledge and communication skills. For students, they not only need to have the basic knowledge of language, but also acquire the business knowledge, and freely use English in business activities. Therefore, if teachers do not have relevant professional knowledge, they may weaken the micro-channel of teachers among students

In general, situational teaching method is an effective and practical teaching method in Business English teaching. It broke the traditional and single teaching mode and greatly improved teaching quality. However, it still has some limitations. It is not mature enough in theory. Situational teaching method also needs practice, create and accumulate experience and keep making improvements.

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