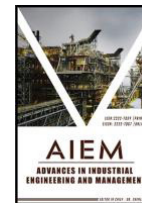


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REVIEW ARTICLE

THE USE OF SITUATIONAL TEACHING IN ENGLISH TEACHING FROM THE PERSPECTIVE OF SOCIO-CULTURAL THEORY

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ABSTRACT

Together with China's political, economic, and cultural development, the importance of English language learning is also increasing. Situational teaching is a method that has important applications in the teaching process. We selected 60 students with similar English ability from a middle school, an elementary school, and a university in M, and divided them into a control group and an experimental group for investigation. After the investigation, we found that situational teaching has obvious advantages over traditional teaching methods and, at the same time, the impact of situational teaching on students of different ages is different. Based on this, we explored the characteristics of situational teaching, which takes students as the main body and teachers as the leading role. The interaction between subject and object is promoted through real-life situations, and an open assessment system is used. We also make suggestions to promote the development of English teaching based on our findings.

KEYWORDS

Socio-cultural theory, situational teaching method, English language teaching

1. INTRODUCTION

Socio-cultural theory divides the factors that influence human development into two categories: biological evolution and socio-cultural influences. Socio-cultural theory revolves around the three elements of mediation, internalization, and nearest developmental zone. The influence of biological evolution on human is unmediated, but the influence of socio-cultural theory on human development must be influenced by cultural factors such as symbols and language. These symbols, language, etc. are the mediators of socio-cultural theory. The zone of nearest development is an exploration of the process of development of human psychological functioning with the intervention of mediators. Internalization emphasizes the process by which individuals internalize the ways of thinking and behaving exhibited by externally manifested social activities into psychological development. Cultural factors play a decisive role in the process of human development and cultural theory has contributed to the advancement of the discipline of education. Studying the development of English teaching under the perspective of socio-cultural theory can capture students' real thoughts, change the status quo of boring English teaching, enhance students' love for English learning, and thus improve English teaching in general (Wang, 2022; Sun, 2022).

With rapid developments in China's political, economic, and cultural environment, our country is communicating more and more closely with other countries in the world. Globalization has become a major trend of development. English, as a bridge of communication between people in the world, has an important role in promoting the development of globalization. At this stage, all walks of life in China's social development need to use English; English has become a necessary skill for the development of contemporary adults in the workplace. The increasing demand for English speakers in society has led to an increasing emphasis on English learning in the education industry. The Chinese government has taken a series of measures to improve the current situation of English teaching in primary and secondary schools, and even in universities, reforming the way English is assessed and raising the status of the English subject. English teaching in China has achieved certain results at this stage, but it still faces the current situation of narrow popularity and emphasis on written rather than spoken English. In the learning process of students, English is a special, practical, and theoretical subject in one. As shown in Figure 1, improving students' English ability must be done in three ways. First, students are required to master basic words, grammatical discourse, and sentence patterns. Second, practical ability is also an important part of English learning. One must express what one has learned, externalize the knowledge, and make up for the lack of one's theoretical knowledge through practice while also improving

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one’s English proficiency. Finally, innovation is also a big part of English learning. No discipline can be studied in a conventional way and English learning is no exception, and this step of innovation requires students to create their own learning results through basic theoretical knowledge (Xu and Liang, 2022; Xiao, 2022).

With the elevated status of the English subject, how to improve students’ English has become a major challenge in the field of education. In recent years, the situational teaching method, characterized by its vividness and imagery, has been widely used in all fields of pedagogy, which provides an opportunity for the development of the English subject. Situational teaching refers to presenting the picture content of the textbook to students in a certain way and restoring the real situation of the textbook from three perspectives—picture, content, and sound—so that students can have the feeling of being in the situation. Students can feel the knowledge conveyed in the book in this situation and further understand the content conveyed in the book under the guidance of the teacher, thus achieving the purpose of enhancing the interest of the classroom, improving the efficiency of English learning, and stimulating students’ interest in English learning. As shown in Figure 2, the situational teaching method is carried out in four main aspects. The first is knowledge. The core purpose of the scenario teaching method is to help students better understand the knowledge of the books through real situations and allow teachers convey the knowledge to students through the medium of “scenarios.” The second is emotion. Some knowledge cannot be conveyed to students by teachers’ verbal descriptions alone; however, the scenario approach allows students to feel these emotions independently in real situations. The third is the form of expression, i.e., how to convey the most real emotions to students using colorful forms of expression (Uriana, 2022; Liu, 2022).

2. QUESTIONNAIRE SURVEY

2.1 Questionnaire Survey Design

Purpose of the study. To study the application of situational teaching in

English teaching, to identify the problems of English teaching, and to put forward targeted suggestions based on this.

Selection of research subjects. With a significance level of $\alpha = 0.05$ and a margin of error H of 0.01, the sample size of the survey is about 31.25 using Equation (1). Because the overall population of our study is small, the sample size is modified by Equation (2), and the final sample size is about 30:

$$n = \left(\frac{z_{\alpha/2} \sigma}{H} \right)^2, \tag{1}$$

$$m = \frac{n}{1 + \frac{(n-1)}{N}}. \tag{2}$$

This controlled experiment was studied at three levels so we needed to select 60 students to survey in each school. We randomly selected one elementary school, one secondary school, and one university in M city as the study subjects. The 60 students in each group were randomly divided equally into two groups: the control group and the experimental group (Kang, 2022; Zhan, 2022).

2.2 Questionnaire Reliability Analysis

Reliability analysis is a common method to further test the reliability of questionnaire results arithmetically; specifically, it is a method to determine the degree of reliability of the questionnaire by using the questionnaire to conduct a large number of repeated measurements on the research subjects and using the results obtained to obtain Cronbach’s coefficient. In this experiment, reliability analysis was conducted and the value of α in this survey was 0.963, which is acceptable after $\alpha > 0.7$ so the results of this survey have a high reliability:

$$\alpha = \frac{S}{S-1} \left(1 - \frac{\sum p_i^2}{p_x^2} \right). \tag{3}$$

Validity analysis results. Validity analysis tests the validity of the results and can effectively test whether each dimension of the questionnaire survey meets the achieved validity analysis. The results of the validity

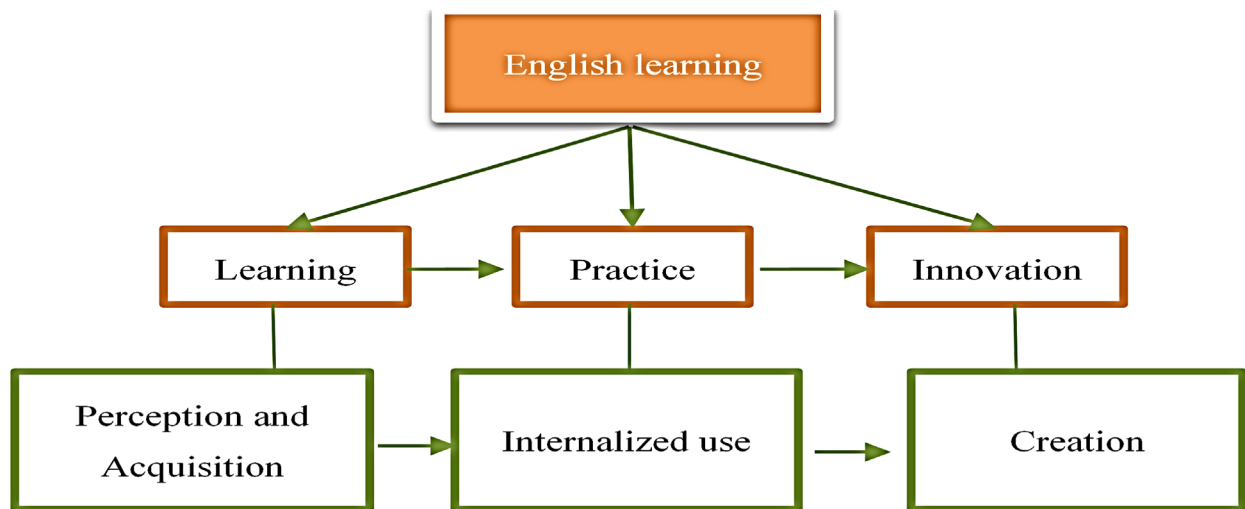


Figure 1: English learning model

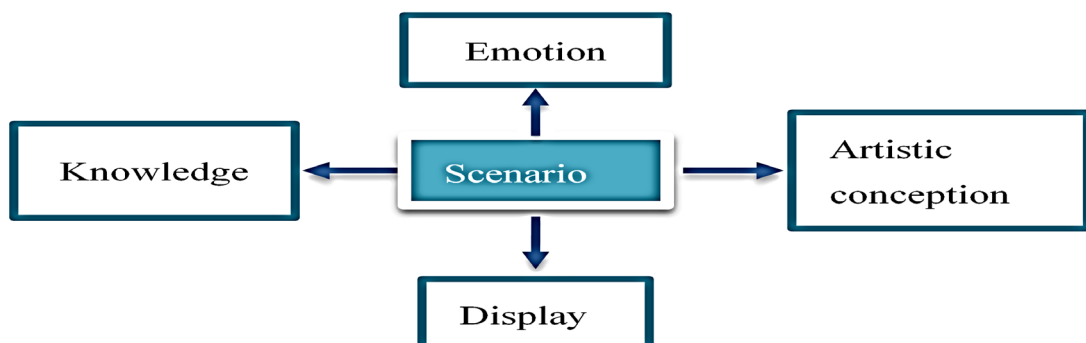
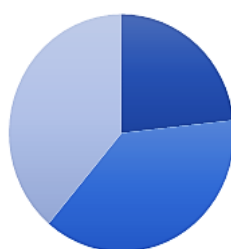


Figure 2: Elements of scenario-based teaching method

Table 1: Validity analysis				
Project	Factor 1	Factor 2	Factor 3	Factor 4
Eigenvalues (Before Rotation)	2.196	2.287	3.898	2.999
Variance Explanation Rate (Before Rotation)	17.615%	10.636%	9.897%	8.968%
Cumulative Variance Interpretation Rate (Before Rotation)	17.611%	28.242%	38.133%	47.084%
Eigenvalues (After Rotation)	2.88	2.35	2.26	2.15
Variance Explained Rate % (After Rotation)	89.89%	77.68%	70.22%	69.55%
Cumulative Variance Explained Rate % (After Rotation)	77.67%	66.63%	86.99%	88.55%
KMO Value	0.836			
Barth's Spherical Value	0.0000			
Df	66			

Table 2: Survey results						
Stage	Primary School		Middle School		University	
	Control group	Experimental group	Control group	Experimental group	Control group	Experimental group
-						
Oral fluency	68	70	85	88	90	90
Performance score	96	98	88	90	70	80

Situational teaching willingness



■ College students ■ Middle school students ■ Primary school students

Figure 3: Willingness to teach English in a contextual manner

Situational English Teaching

■ Actual development

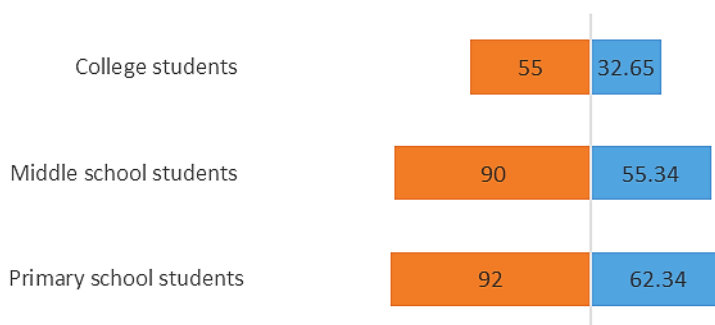


Figure 4: Current situation of situational English Teaching

analysis of the 10 dimensions of data generated from the survey results are reported in Table 1. From these results it can be seen that the validity is good and the questionnaire data have a high degree of correctness and

a high representative significance (Yan, 2022; Zhou, 2022).

2.3 Questionnaire Results

In the experiment, respondents were randomly divided into a control or experimental group. The situational teaching was carried out in the experimental group and in the control group according to the traditional teaching method, and assessed by counting the speaking fluency as well as the overall performance of the six groups of students. The specific data are shown in Table 2. The impact of the situational teaching method on students at different stages is different, with the greatest impact on the elementary school students followed by secondary school and, finally, university students. Second, the experimental group in all three experimental groups had higher overall performance as well as speaking fluency than the control group. This indicates that the situational approach has certain effects on students at all stages, but these effects will become less significant as students grow older (Zhou, 2022; Liang and Chen, 2022; Zhu and Yi, 2022).

As can be seen from Figure 3, students at all levels in China are not very enthusiastic about situational teaching. The low enthusiasm for situational English learning is a reflection of the lack of enthusiasm for English learning. Figure 4 illustrates the current situation of the three school levels and shows that the overall level of the situational teaching in our schools is low, and that the level of the situational English teaching is lower than students' willingness to learn situational English (Xu, 2022; Lei, 2022).

3. CURRENT ENGLISH TEACHING SITUATION

3.1 The Prevalence of Situational English Teaching is Low and the Overall Level of English Teaching is Not High

As can be seen from Table 3, the prevalence rate of situational teaching in China is 32% in universities, 45% in secondary schools, and 55% in elementary schools, indicating that the overall popularity in China is not high. From the above study, it can be seen that scenario teaching can improve students' English comprehension level. At present, the low popularity rate of situational teaching in China is due to the fact that China's education evaluation system still takes grades as the core and lacks emphasis on students' comprehensive English ability; on the other hand, it is also due to the pressure of teaching in schools, which often adopts large classes, making it difficult to carry out situational English teaching. The level of English teaching in China has the status of high paper grades and low overall ability, especially with regard to oral expression (Shao, 2022; He, 2022).

3.2 Most of the Teaching is "Fill-In-the-Blank" Style and Spoken English is Weak

At present, English is taught mainly using the "fill-in-the-blank" teaching style and students receive knowledge passively, which leads to a decrease in their motivation to learn English. At the same time, the relationship between students and teachers is tenuous because there is little intercourse between students and teachers, and teachers do not understand the students' situation. Inability to open targeted teaching measures leads to some students' inability to keep up with the teaching progress. The fill-in-the-blank teaching method leads to students losing the ability to think for themselves in the learning process as their thinking is limited to books, narrowing their horizons and denying the ability to practice and innovate.

3.3 The High Cost and Low Willingness of Teachers to Implement Scenario Teaching

The high cost of scenario teaching mainly refers to the high cost of time spent on teaching. For example, an article can be finished in one class session according to the traditional way; however, the same task

Stage	Popularization Rate of Situational English Teaching
University	32%
Middle school	45%
Primary school	55%

requires three teaching sessions using the scenario teaching method. The time-consuming cost of situation teaching is an important factor that hinders its popularity. At present, teachers at all levels have certain curriculum requirements; if they keep using the scenario-based approach, then teaching progress will be slow and unable to meet the curriculum needs of the school. Therefore, in such a situation, teachers will give priority to finishing the course content. In addition, teachers need to prepare not only the course content but also the props and music for the lesson, and they also need to consider the impact of the situational English teaching, which undoubtedly increases the workload of the situational English teacher. Some teachers have to abandon the traditional teaching method in order to complete their teaching tasks as soon as possible. The time cost of contextualized English teaching is an important factor that hinders the teaching of English in context. To solve these problems, we must reduce teachers' burden so that they can have enough time to prepare the content of the contextualized teaching, thus ensuring the lecture content is small but precise and that students have a good learning experience (Cao, 2022; Zhang, 2022).

4. SITUATIONAL ENGLISH TEACHING SUGGESTIONS

4.1 Analysis of the Characteristics of Situational English Teaching

Students' subjectivity. Traditional teaching uses the teacher-oriented duck-and-egg method, which is inefficient. Moreover, the interaction between students and teachers is weak and students only receive knowledge in a passive way. Hence, English learning faces the problems of large amounts of memorization and boring learning. This teaching method also results in students' low level of speaking skills, which will limit their adaptability to new learning requirements in the future. In contrast, scenario-based teaching is student-centered and teachers design scenarios creatively through teaching content that stimulates students' active participation in learning. At the same time, the teacher also needs to design targeted teaching according to the characteristics of different students so that students in real situations can perceive and master knowledge. Situation is the core of teaching is communication Situational English teaching encourages students to participate in classroom activities, increases communication activities among other students as well as the teacher, improves the classroom learning environment, and improves students' English practice opportunities (Su, 2021; Song, 2021).

Promote subject-object interaction with real-life situations. English teaching should not only improve students' theoretical knowledge but also strengthen the training of spoken English; this requires English teaching to carry out certain practical activities. When teachers carry out situational English teaching, they must clarify their teaching objectives and teaching contents, and then develop real English communicative scenarios. Realistic English communication scenarios bring students a better sense of experience and make them willing to participate in these activities. By using students as the main body to carry out communicative language activities, not only can the teaching of new knowledge be completed, but also the review of old knowledge, and students can complete the construction of the knowledge system of English learning by continuously carrying out situational teaching training. It also helps students better discover their own strengths and weaknesses and better complete their learning content (Qi, 2021).

An open evaluation system. Tests are an important part of traditional English teaching. Relying solely on English tests to evaluate students' performance can contribute to the formation of "dumb" English and the ups and downs of English scores can also undermine students' confidence and motivation to learn English. In the contextualized English teaching process, the focus of teaching shifts from English grades to the improvement of students' overall abilities and teachers can evaluate students' abilities based on their classroom performance, their level of motivation, and fluency in speaking. This approach not only stimulates students' love for learning English, but also improves their English proficiency (Wang, 2021).

4.2 Situational English Teaching Strategies

4.2.1 Build real English teaching situations

Effective English teaching must build a reasonable teaching situation so that students can be immersed in it, and the connection between English teaching materials and situational teaching should be fully considered (Yang, 2021). In addition, when arranging situational teaching tasks, we should consider the difficulty of situational teaching according to students' ability, so that students can complete the tasks on time.

4.2.2 Build a good situational English teaching environment

In the teaching process, teachers should avoid using Chinese to explain the content that students cannot understand and instead use actions and pictures to make explanations. Students should have more contact with English in their daily life so that English teaching exists in all life situations of life, thus effectively cultivating students' English thinking and comprehension.

4.2.3 Teachers should enhance their understanding of students

The design of situational teaching is the most important thing, and teachers should always track students' mastery and proficiency of teaching materials. The arrangement of homework should not stick to the form, enhance the interest of students, so that students do not take homework as a burden, boring and resistant psychology. For example, teachers can keep up with the hot news and assign homework according to the topics that students are interested in, so that students can actively put forward their own ideas. At the same time, when explaining complex sentences and vocabulary, the author can use multimedia technology to deepen students' understanding. This also allows students to be spontaneous and to share their learning experiences, thus enhancing the fun of learning (Cai, 2021).

4.2.4 Use of advanced teaching tools

The reasonable use of teaching tools can improve teaching efficiency and provide several times the effectiveness of teaching. At present, teachers are under great curriculum pressure, and it is difficult to design a perfect situational teaching scheme in a short time without the help of teaching tools. At this time, with the help of teaching tools can ease the pressure of teachers and get twice the result with half the effort. Teachers can purchase vivid and interesting teaching scenes with the help of multimedia and so on to enhance students' interest and enthusiasm in learning.

5. CONCLUSION

Socio-cultural theory is closely related to the teaching profession, which emphasizes the internalization of the way of thinking and behaving of the individual's outwardly visible social activities into psychological development. Teaching activities are the process of internalizing explicit knowledge and English teaching is also a kind of good bar cultural theory. With the national emphasis on English learning and the requirements of vocational English proficiency, the importance of English learning is increasing. The situational teaching method has an important application in the teaching process. We selected a middle school, an elementary school, and a university in M city, and studied 60 students with similar English ability from each of these three schools, dividing each equally into a control or experimental arm. After the investigation, we found that situational teaching has obvious advantages over traditional teaching methods and that the impact of situational teaching on students of different ages is different. Based on this, we explored the characteristics of situational teaching, which takes students as the main body and teachers as the leading role. The interaction between subject and object is promoted through real-life situations, and an open assessment system is used. We also make suggestions to promote the development of English teaching based on our findings such as building authentic English teaching situations, constructing a good English situational English teaching environment, strengthening teachers' understanding of students, and using advanced teaching tools to achieve the purpose of enhancing classroom interest, stimulating students' interest in English learning, and improving English teaching.

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