

Promoting Role of Situationalized Teaching Method for Foreign Language Classroom in Colleges and Universities

Meijuan Zhang,^{1,a,*} Jun Li¹

¹ School of Liberal Arts, Harbin University of Commerce, China

² Department of Education, Harbin University of Commerce, China

*Author to whom correspondence should be addressed.

Abstract: Scenario-based teaching mode intervened in China's foreign language classroom at the end of the 20th century, and stood out among many other teaching modes with its intuitive and vivid characteristics. This paper discusses the current situation of multilingual teaching in China's colleges and universities, and the positive effect of contextualized teaching mode on students' learning and interest; it aims to demonstrate the relevance of this teaching mode to the actual demand for foreign language talents in China's social development, and to put forward targeted classroom construction strategies for its application, in order to teach colleagues.

Keywords: contextualized teaching mode; multilingual teaching in colleges and universities; positive effect; application strategy

1. Introduction

Combined with the actual demand for foreign language talents and the current situation of foreign language teaching in domestic colleges and universities, the main advantage of using contextualized teaching method in foreign language teaching is that it can improve the students' practical language application ability, make the students complete the practical application of the knowledge in the classroom, and make the linguistic knowledge and cultural knowledge present in front of the students, and build a direct link between the language, the knowledge and the linguistic scenario in students' brains, so as to realize a three-dimensional and practical teaching method. It builds a direct link between language, knowledge and language scenarios in students' brains, realizes a three-dimensional and complete language learning and ability training system, and enhances students' learning ability and interest in learning.

In the early grades, Spanish and Chinese belong to different language families, and there are very few similarities with English. Therefore, there is no similar language system that students can use in the early stage of learning, and the biggest problem they face at this time is the memorization of vocabulary and grammar learning, coupled with the lack of efficient and targeted output language training in most of the colleges and universities' Spanish classrooms, which leads to difficulties in the process of students' expression, and thus they gradually lose their interest in learning and self-confidence in expressing themselves in the language. Situationalized teaching method can solve this problem very well. Teachers create a suitable language application scenario according to students' needs and teaching objectives before teaching, and use multimedia and appropriate teaching aids to fully mobilize students' visual, auditory, tactile and other senses, and repeatedly rehearse the grammar

knowledge they have learned in class, so as to promote the students' emotional, logical and motor memory in addition to the image memory. In this way, students can reduce their dependence on their mother tongue in the process of vocabulary and grammar learning, get rid of the translation teaching method, and establish a direct connection between words and actual objects as well as between language and actual expression occasions in their brains; at the same time, it can make the learning of vocabulary and grammar no longer be harmed, and realize the organic combination, so that the learning can be detached from the monotonous textual level, and the knowledge of the language can be more three-dimensional and multifaceted.

In the upper grades, students already have a certain amount of language knowledge, and the focus of learning has shifted from the construction of a language-based system to the learning of specialized knowledge about the literature, culture and history of Spanish-speaking countries. The problem faced by students at this stage is that because the cultural and historical backgrounds of China and Spain and Latin American countries are completely different, and the national spirit and character of each country are also very different, students are unable to accept and understand the cultural knowledge they have learned. Often, they understand the literal meaning of the words, but they cannot empathize with the history, literature, or national behavior of each country, and feel that they do not know what they are reading. At this stage, such as in Spanish literature, business Spanish and other courses, the rational use of situational teaching method, design, such as literary excerpts of the performance, the real business transactions and other classroom activities, can make the boring cultural knowledge figurative, thus effectively improve the students' acceptance of obscure knowledge, improve the efficiency of classroom teaching.

2. Cultivate students' independent learning ability and increase students' interest in learning

From the level of cultivating students' learning ability, the significance of contextualized teaching mode is that it can be combined with the flipped classroom and fully applied to every teaching link. Before the class, students are asked to prepare for the task by checking the vocabulary and cultural background; in the classroom, students are encouraged to take the initiative and actively use their own language knowledge and skills to participate in the corresponding language context. Teachers play a guiding role, guiding students to accomplish the learning objectives in the classroom through continuous practice and expression, and correcting students' misuse and misapplication. At the end of the lesson, students can be encouraged to deepen their application of the relevant knowledge in the corresponding language situations by using situational dialogues and drama performances. In this way, students are fully involved in every teaching process inside and outside the classroom, and are able to build up their confidence in expression, clarify their learning goals, understand and correct their deficiencies, and strengthen their independent learning ability.

From the perspective of enhancing the interest of the classroom, the features of contextualized teaching mode in the teaching management, as the core of all management work, is directly related to the overall level of teaching and the quality of talent cultivation in colleges and universities, and is one of the necessary conditions for realizing the strategic goal of higher education. However, with the realization of China's higher education from "elite education" to "mass education" leapfrog development, the content and object of teaching management in colleges and universities is also increasingly complex, some contradictions, difficulties and problems have emerged. In this regard, the deficiencies in teaching management in colleges and universities, efforts to promote teaching management reform, has become an urgent task to deepen the reform of higher education, but also an important issue of teaching management in colleges and universities.

2.1. Backward management concept

The current teaching management work in colleges and universities, failed to timely integrate cutting-edge management awareness and thinking mode, the concept of lagging behind, with a strong empiricism, dogmatism, resulting in the entire teaching management process tends to be process-oriented. Teaching management departments in colleges and universities only from the teaching task, failed to combine the actual situation of students to develop teaching plans and training programs. Especially in the curriculum, there is still a tendency to pursue the integrity of the theoretical system of disciplines or specialties, which leads to the outdated and backward teaching content, so that students can't get in touch with the cutting-edge knowledge of disciplines, which seriously restricts the cultivation of students' innovative ability and practical ability.

2.2. Imperfect management system

At present, the construction of the teaching management system in colleges and universities still can't meet the objective requirements of teaching reform. It is mainly reflected in the following: on the one hand, the construction of micro teaching management system in colleges and universities lags behind the construction of macro teaching management system. Many colleges and universities in the teaching program management, teaching operation management, teaching quality management and teaching infrastructure management, etc. There are different degrees of the system is not sound or vacant places. On the other hand, there is a system, but the implementation is not standardized enough. For example, the credit system and elective system, the original intention is to maximize to meet the needs of students' individual differences in development, but in the actual implementation of the often famous but not real, students are still faced with the arrangement of a full of mandatory courses and their corresponding closed-book exams, very few opportunities for their own interest in the course elective, much less systematic elective another major. Obviously, the imperfection of the teaching management system greatly restricts the subjectivity of the administrators and the administrated to be brought into play.

2.3. Instability of teaching management team

Teaching management in quite a long time is one-sidedly regarded as a general nature of administrative work, no need for any professional skills, colleges and universities on teaching management personnel did not give due attention to the status of teaching management personnel in schools, the role and intensity of the work has not been just embodiment and recognition of the university of teaching management team construction lack of long-term planning, selection, training, use, promotion and other issues lack of policy to protect. There is a lack of policy guarantee for the selection, training, utilization and promotion of personnel. To a certain extent, this affects the enthusiasm of teaching management personnel.

In teaching management, the teaching quality monitoring system has a variety of roles such as standardization, orientation, promotion, diagnosis, feedback, regulation, etc. However, in actual operation, the assessment and monitoring system still has some problems: first, the assessment lacks specification. Firstly, some colleges and universities still lack scientific, effective and simple teaching evaluation methods which are suitable for the reality of colleges and universities and meet different needs. Secondly, some issues such as who should operate the teaching evaluation, when should it be carried out, how to carry out quantitative and qualitative analysis, and whether the results of the evaluation should be made public have not yet been clarified in many colleges and universities, which

has led to the formality of teaching evaluation in the course of work. Secondly, there is a single source of supervision. The supervisory team of most colleges and universities generally comes from the old leaders and professors who have retired from their schools. They have a wealth of teaching and management experience, but also willing to play their spare time, however, in the face of the ever-changing knowledge update and teaching mode update, it seems that some of the heart but not enough. Thirdly, the role of students' parents and society (employers) in monitoring and evaluating is neglected. This information is often the most cutting-edge and direct, and is the direct basis for teaching managers to formulate programs. Fourth, modernization, information technology teaching management technology has not been fully developed and utilized, the entire system of information flow is not smooth, the teaching link can not be timely feedback, diagnosis, regulation, seriously affecting the timeliness of the entire teaching quality monitoring system.

Situational teaching method refers to the teaching process in the classroom, according to the teaching objectives and teaching content requirements, the introduction of relevant real cases or the creation of teaching situations that simulate the real situation. The advantage of this teaching method is to use vivid and specific scenes as a carrier, guiding students in a series of well-designed simulation of the situation for independent inquiry learning, in order to improve students' ability to analyze and solve problems. Situational teaching method hopes to mobilize the students' multiple senses, to complete from the traditional teacher to explain the "static learning" to the students to complete the "dynamic learning" of a change.

3. The implementation of contextual teaching method

The core element of contextual teaching method is to stimulate students' emotions, so that it is in line with the human brain's activity process, and "words, actions, feelings" are organically integrated to promote students' cognitive activities and the smooth progress of learning activities. The implementation of this teaching method can be based on the different teaching objectives and teaching content, and the use of different teaching methods.

Creating a visual context is the most commonly used and most effective means of contextual teaching method. Illustrations, clip art, and sketches appearing in the text can be used to express the content of the text. The advantage of using pictures is that they can reproduce the situation of the text, and more intuitively and quickly materialize and visualize the content of the text. Therefore, in the process of designing the teaching program, teachers and students can prepare some pictures and objects in advance according to the teaching content, and create some simulated situations through the use of these materials, so that the students can quickly integrate into them and create a real feeling of being in the real world. Taking the New Horizons English Course used by our school as an example, many articles are suitable for creating situations by using pictures and objects to help students better understand the content of the articles and the use of language points. Take The First McDonald's Restaurant in Unit 1 as an example, the teacher is teaching this ? The First McDonald's Restaurant When teaching the First McDonald's Restaurant, the teacher can use the pictures of McDonald's food as the introduction topic to talk about their favorite food with the students. The content of the introduction is familiar to the students and is closely related to their daily life, which to a certain extent can stimulate the students' enthusiasm for learning, liven up the classroom atmosphere, and make the students willing to take part in the classroom discussion; in addition, it is possible to let the students prepare their own pictures of the food that they like. In addition, students can prepare their own pictures of their favorite foods and the teacher will give them the English expressions of these foods. This kind of teaching means for students to participate in can not only mobilize students' enthusiasm

and give full play to their subjective initiative in learning, but also help them to integrate into the language learning better, and then achieve the purpose of improving their use of the language.

The teaching time of a higher vocational English classroom is 90 minutes, but students' attention can only be maintained for about 15-20 minutes, therefore, no matter how well prepared the teacher is and how fascinating the content is, it is very difficult to keep the students in a state of attentive listening. Participate in activities and games to adjust the state of listening to the class, stimulate their interest in learning, the organic combination of fun and learning together, from passive learning to active learning. Common classroom games include: word-continuous reading, body twisting, role-playing and so on. For example, when talking about the unit of New Jobs Today, the teacher can set up the classroom as a job fair site in advance, and the students can choose different clothes and make different preparations according to the different occupations of the interviews; in the process of the "interviews", the students play different roles in groups and use the interview example sentences taught by the teacher to carry out the interviews. In the "interview" process, students play different roles in groups and use the interview examples taught by the teacher to carry out question and answer training, students can also design their own interview questions to examine the interviewee's on-the-spot reaction and language skills, while the teacher not only corrects the students' pronunciation problems and ways of expression, but also explains the dress skills and etiquette of the interview knowledge, in the "interview" at the end of the teacher to evaluate and summarize the performance of students, and to the active participation of the students in the interview. At the end of the "interview", the teacher should evaluate the performance of the students and make a summary of the active participation of the students for bonus points, so as to mobilize the enthusiasm and initiative of the students. Through this role-playing, the whole teaching activity is not only limited to help students master the use of language in real life, but also help students better understand the interview involves a series of related issues, and the explanation and cultivation of students' social etiquette, but also for the future of the workplace to make further preparation.

References

- [1] Chen Shaotao; Zhang Xin; Zhong Chongwen; Liu Mingjun, *The Necessity of Classroom Civic Education in Colleges and Universities under the Perspective of Curriculum Construction*[J]. *Education and Teaching Forum*, 2020, (18), 110-111.
- [2] Chang Gengrong; Zhang Yunliang; Meng Yu; Yin Zhifu; Liu Mingxia, *The Use of Teaching Resources in the Construction of Civics and Politics in Material Specialized Courses*[J]. *Journal of Higher Education*, 2020, (32), 181-184.
- [3] Yunqing Duan; Zhiqing Duan, *Exploration of dialectical elements and teaching practice of analytical chemistry in the context of curriculum Civics*[J]. *University Chemistry*, 2020, 35(12), 150-157.
- [4] LIU Xin; WANG Guangji; CHEN Rongyuan, *Reflections and Explorations on Classroom Civic Education of Chemical Engineering in New Era Colleges and Universities* [J]. *Science and Education Herald*, 2019, (31), 38-39,50.
- [5] WANG Qiaoling; XIAO Chunling; DONG Weiren; GAO Song; YANG Yu; SUN Meina; CAI Hongtao, *Based on the concept of blended teaching (guide)+learning in the concept of systematic anatomy classroom civic education implementation*[J]. *Electronic Journal of Integrated Cardiovascular Disease*, 2020, (12), 80-81.
- [6] Wei, M.; Shi, H.; Wang, M.; An, Q., *Exploration of thinking guide map to promote the teaching of analytical chemistry classroom ideology--The basic principle of acid-base titration as an example*[J]. *Chemistry Education (in Chinese and English)*, 2020, (18), 27-33.

- [7] Wang, F.; Zhou, D.; Wang, R.; Ji, H. W. *Exploration and practice of classroom politics in Robotics System Technology under the split classroom model*[J]. *Science and Technology Wind*, 2020, 59-60.
- [8] Zhang Liyong; Zhang Tijian; Yi Him, *Exploration of Case Teaching Methods of Civic and Political Education in College Students' Specialized Classrooms*[J]. *Literature and Education Materials*, 2020, (3), 193-195.
- [9] Xu Shenglei, "Scenario reproduction method" in university history teaching [J]. *Shaanxi Education: Higher Education Edition*, 2016, (4), 37-38.
- [10] Li Wei; Liu Xueliang; Li Xinxin; Gu Jinlou, *Teaching reform attempts of sintering process in the basic course of inorganic materials science* [J]. *Chemical Engineering Higher Education*, 2019, (2), 68-71.
- [11] Yang Yunmu, *Revitalization of "Silk Road"* [J]. *Journal of Jilin College of Finance and Trade*, 1991, (1), 30-34.
- [12] ZHANG Xiang, *Exploring the education system of "cultivating craftsmanship" in colleges and universities* [J]. *Journal of Mudanjiang College of Education*, 2020, (6), 42-45,120.
- [13] Yang Min, *Research on the Integration of Craftsmanship into the Teaching of Higher Vocational Professional Courses* [J]. *Western quality education*, 2019, (5), 7-8.
- [14] Gao Suying; Xu Long; Ma Shuyan; Wang Yuchan, *Relationship between Innovative Human Capital and Corporate Competitive Advantage - The Moderating Role of R&D Team Member Configuration and Team Spirit*. *Science and Technology Management Research*, 2016, (23), 180-186.
- [15] Jihong Duan; Huashan Su; Wenhui Lv; Shanshan Huang, *Cultivation of innovation spirit in higher education in the era of "Internet+"*. *Modern Education Technology*, 2018, (12), 122-126.
- [16] Jian Shi-Qiong; Peng Shou-Qing; Li Xiang, *Practical dilemmas and path breakthroughs of collaborative education in "dual-creation" education*. *Jiangnan Academic*, 2019, (4), 122-128.