The Application and Research of Situational Teaching Method in Teaching English Vocabulary in Primary Schools

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Abstract

The new standard emphasizes that vocabulary learning is more important to understand and express information and opinions related to various topics through listening, speaking, reading, viewing and writing activities in discourse. Combining the three major problems of elementary school English vocabulary process: elementary school students' lack of interest in English vocabulary learning, teachers' single way of teaching elementary school English vocabulary, and primary school students' poor spelling ability and application ability, the author designed an elementary school English vocabulary teaching model based on the situational teaching method and the theory of Multiple Intelligence, mobilizing linguistic intelligence, kinesthetic intelligence, and naturalist intelligence by designing interesting game activities; close to students' real life, enhance introspective intelligence and make good use of writing activities, improve interpersonal intelligence to increase primary school students' interest in English vocabulary learning, enrich the way of vocabulary teaching, and improve students' vocabulary spelling ability and application, in order to achieve the purpose of improving the effect of elementary school English vocabulary teaching.

Keywords

Situational Teaching Method, Multiple Intelligence Theory, Elementary English, Vocabulary Teaching.

1. Introduction

Vocabulary is the most basic element for language learning and is the key to learning a language well. The amount of English vocabulary is an important factor that constrains the efficiency of English learning. Vocabulary learning runs through the whole process of English learning and is the fundamental prerequisite for other aspects of English learning. Elementary school is the initial stage of English learning, in which students have strong imitation, good memory and high plasticity, teachers should make good use of students' age characteristics to teach them vocabulary. In April 2021, the English Curriculum Standards for Compulsory Education (2022) Edition pointed out that "Teachers should make students realize that vocabulary learning is not purely vocabulary memorization and mechanical drills, but rather learning to use words to understand and express meanings in specific contexts."

In order to understand the current situation of English vocabulary in elementary school, the author conducted a questionnaire survey on 57 elementary school students in grades three to six in Chongqing, and the results are as follows:

Table 1. The current situation of English vocabulary in elementary school

Problems	Percentage
Elementary school students' lack of interest in learning English vocabulary	52.63%
Teachers' Single Approach to Teaching English Vocabulary in Elementary Schools	56.14%
Poor spelling and use of words by elementary school students	71.93%

Through the above survey, it can be seen that at present, there are three major problems in the process of teaching English vocabulary in elementary school: elementary school students' lack of interest in learning English vocabulary, teachers' single teaching method of elementary school English vocabulary, and elementary school students' poor ability in spelling and application of vocabulary. From these problems, it can be seen that teaching still retains the traditional thinking in the process of teaching English vocabulary in elementary school, they regard vocabulary as an isolated whole, and then explain the pronunciation, meaning and collocation of the words in a one-way output class. In this process, students do not deeply experience and perceive the vocabulary, they are not interested in it, they do not have a positive emotional attitude, and they cannot apply the vocabulary they have learned to their daily lives. Vocabulary teaching in this way is performance-oriented, which is contrary to the goal of the new curriculum standard of "cultivating the core qualities of the students".

2. Research Theory

(1) Situational Teaching Method

English applied linguists developed contextualization in the 1930s and 1960s, and there is no definite definition of contextualization among scholars at home and abroad.

Richards, Rodgers (2001) think that teachers should create appropriate contexts to present new words and new sentence structures and use connections in the context.Jonassen (2002) points out that contextual pedagogy connects book knowledge with students' life experiences, and by relying on students' life experiences, contextual pedagogy can help students to understand what they have learned and apply it to real life situations.Cockeril (2002) points out that contextual pedagogical methods can help students to understand what they have learned and apply it to real life situations. apply it to real life.Cockeril (2011) suggests that contextual pedagogy requires teachers to purposefully create authentic and colorful situations and educate students in this context to bring out their creativity and imagination.

Sun Chuanman (2022) proposed that contextual pedagogy is a way for teachers to create an environment conducive to language communication according to the requirements of the standards, combined with the teaching objectives and the psychological age characteristics of the students, and by using a variety of teaching tools. In this environment, students can better understand and master the use of what they have learned, internalize what they have learned into their own knowledge structure, and apply it to actual communication. Jiang Jianhong (2022) points out that contextual teaching method creates learning situations for students, and students can understand the connotation of knowledge, realize the expansion of knowledge, and grow their enthusiasm for learning in the situations created by teachers. Xu Ye (2023) believes that contextual teaching method refers to the teaching method in which teachers create a language communication environment that is close to the students' real situation and guide them to explore and think about their learning.

Combining the views of the above scholars, the author believes that contextual teaching method is a kind of teaching method for the actual teaching objectives, from the students' existing development level and teaching needs, creating learning scenes and atmosphere compatible with the teaching content, so that in the process of teaching and learning students produce good emotions, attitudes, experience, stimulate students' interest and learning motivation.

Situational teaching method considers situations as teaching materials. Through literature combing, the author summarizes that teachers should follow the principle of fun, authenticity, intuition and development when using situational teaching method.

Principle of fun

Elementary school students are playful by nature, and learning is relatively boring for children. Therefore, learning needs to fit the nature of students, so that they feel that learning is an interesting and rewarding process. Zhang Linyu (2023) pointed out that first of all, teachers should fully understand the physiological characteristics of primary school students, their intentional attention time is short, so teachers should create a lively, relaxed and happy classroom atmosphere on the basis of fun, combining students' unintentional and intentional attention, and attracting students through cartoons, games, etc., so that students can play in learning and learn in playing, stimulating students' motivation to learn, and letting students wholeheartedly devote themselves to the learning process. students to devote themselves to the learning process.

Principle of authenticity

Zhang Linyu (2023) believes that the context created should be close to students' lives and conform to reality. Contexts close to students' real life can make students empathize with the knowledge, and students can perceive the teaching materials and realize that the knowledge they learn is the same as real life. At the same time, the creation of the situation should be in line with reality, can not be detached from the actual construction of false, illogical situation, only in this way can correctly guide the students.

Principle of intuition

Sun Chuanman (2022) pointed out that teachers can reasonably use teaching aids to create some easy-to-understand situations. For example, when teaching fruit words, teachers can bring real fruits into the classroom, and when the teacher talks about the word "apple", the teacher can present apples, so that the students can experience the meaning of the vocabulary through their visual perception.

Principle of development

Yan Longdong (2023) suggests that contextual teaching method should follow the developmental principle. The so-called developmental principle is that the context created should match the students' knowledge level and life experience, and implement the concept of student-centered and student-oriented. Students' cognitive, thinking and emotional development is gradual. Therefore, when teachers create situations, they should choose the appropriate type of situation in combination with the development level of students, and keep up to date and adjust the way of creating situations in time. According to Vygotsky's "theory of the zone of nearest development", the context created should not only fit the existing level of students, but also slightly higher than the development level of students.

(2) Multiple Intelligence Theory

Howard Gardner, an American psychologist, believes that every human being possesses eight major intelligence, namely, linguistic intelligence, logical and mathematical intelligence, spatial intelligence, motor intelligence, musical intelligence, interpersonal intelligence, introspective intelligence, and natural observation intelligence. Since there are differences in the development of each student and differences in the tendency of each person's intelligence, in the process of teaching, teachers should respect the intelligent advantages of each student,

choose the teaching methods suitable for the students, explore the potential of each student, and promote the all-round development of the students.

3. The Application of Situational Teaching Method in Teaching English Vocabulary in Elementary Schools

(1) Designing fun game activities

Teachers design game activities with fun in contextual teaching, students generate emotions, attitudes and experiences with the help of games, students reach teaching goals in game activities, realize learning goals in a relaxed and pleasant atmosphere, and improve their mastery and understanding of English vocabulary. At the same time, because of the attraction of the game to primary school students, the students' intentional and unintentional attention is maintained for a longer period of time, and every student can participate in the teaching activities to become the main body of learning, which improves the students' enthusiasm for vocabulary learning and stimulates the motivation of students to learn English.

I will take Module 2 Unit 1 they're monkeys in the second book of the third grade of Primary English (starting from the third grade) of the Foreign Studies Association edition as an example. In this unit, we will learn the names of animals such as monkey, tiger, elephant, panda, lion and so on. In this unit, the teacher can use the zoo as a starting point and use classroom aids to take a tour of the zoo. In the presentation part, the teacher can design a game of "carrot squat" to practice the words. Before the game starts, the teacher should prepare masks with animal images. At the same time, let the students know the rules of the game, and the teacher should do a good demonstration so that the students know the instructions clearly. The lines of "monkey down monkey down, monkey finished tiger down..." When students squat down, they can design an action to symbolize the animal they represent and make the designed action while squatting down. The students can design an action to symbolize the animal they are representing when they squat down. The design of the movement can help students deepen their understanding of the words. In this game activity, the teacher through the game and teaching aids can let the students combine the image of the animal, movement and English vocabulary, combine English vocabulary learning with linguistic intelligence and natural observational intelligence, not only let students familiarize themselves with the pronunciation of the words, but also let them combine the meaning and shape of the words. The author has used "carrot squatting" in teaching, the classroom atmosphere is very relaxed and interesting, the students' participation is high, and the effect of vocabulary teaching is good.

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of the words, but also let them combine the meaning and shape of the words. The author has used "carrot squatting" in teaching, the classroom atmosphere is very relaxed and interesting, the students' participation is high, and the effect of vocabulary teaching is good.

(2) Using writing activities to stimulate imagination

Teachers should take into account the fact that students' cognitive, emotional and thinking development is gradual in creating situations, and vocabulary teaching should also reflect the development of students' thinking and cultivate their imagination and creativity. At the same time, the fundamental purpose of vocabulary learning is to use, so teachers can utilize script writing activities to provide students with theme words and students work in groups to create scripts. Students can use the vocabulary they have learned to express themselves in the situations they create. In this process, teachers guide students to pay attention to the collocations and expressions of the words, helping them to standardize their phonetics, strengthen their application and internalize what they have learned in the language practice activities.

Below I will take Module 10 Unit 1 We're going to different schools in the second book of the sixth grade of Primary English (Starting from Grade 6) of the Foreign Studies Association edition as an example. This unit focuses on the fact that the sixth-grade students are about to enter middle school and separate from their classmates who have lived together for six years. In this unit, the vocabulary students need to master includes middle school, study, speak and subject words such as math, English, Chinese, etc. The sentence patterns include I'm going to... and I'm + adjective + to do sth. In this unit, the teacher can organize a farewell party in the classroom, taking into account the fact that primary school students are about to graduate, and ask each student to use the words and collocations learned in the classroom to write down what they would like to say to their classmates and what they imagine about their new school. In this process, the teacher gives the students enough space to play by themselves, and the activities created by the teacher are close to the students' real life, so that the students can put their emotions into the writing process, utilize their imagination, and apply the vocabulary they have learned to their real life.

(3) Designing close-to-life word work

Language learning needs an authentic environment, and the new standard points out that one of the important tasks of language teaching is to enable students to communicate authentically in the language they have learned. Teachers should create authentic word learning situations, establish the correlation between what is learned in the classroom and students' lives, and guide students to improve their language and thinking skills in the process of completing assignments. Authentic assignments are measured by whether they can solve real problems. In the past, English vocabulary homework often appears to be detached from students' life reality, and teachers usually assign the boring role of letting students copy words. The mechanical copying of words does not allow students to establish the practice of what they have learned and real life, and students do not put thought into the process of completing the assignment.

Next, I will take the teaching clip of Module3 Unit2 She had eggs and sausages in the second book of Grade 5 of the Foreign Studies Society as an example to present the application of contextual teaching method in English vocabulary homework. The unit introduces the eating habits of British people through the e-mail received by Daimyo, thus illustrating the differences between Chinese and Western food cultures. The homework assignments are mainly to help students review and learn words about things, and to develop good eating habits in combination with the "food pyramid".

Teacher presents the picture of "food pyramid" to let students know what is "healthy food" and what is "unhealthy food", and understand what healthy eating habits are. The teacher will give out the homework for the students. Afterwards, the teacher gives students a worksheet to

record their diet for a week and decide whether it is healthy or not, and how to adjust their diet if it is unhealthy.

Figure 1. Example of a worksheet

In this teaching clip, the teacher creates a real situation of recording students' diet for a week, which is close to students' real life. Students combine their vocabulary knowledge with real life, combine homework with introspective intelligence, and think about whether they have a healthy diet and how to improve their dietary structure, so as to cultivate good living habits. In this process, the assignments are biased subjective, giving students the space for self-expression and making them the masters of designing the assignments, giving play to their subjectivity.

4. Conclusion

In conclusion, for English vocabulary teaching in elementary school, teachers should realize that English vocabulary teaching is not imparting the form of words and meanings of words to students independently. Teachers should try to create language learning contexts, take full account of the development of students' different intelligence, and emphasize the students' subject position.

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