

Research on the Application of Situational Teaching in Junior High School English Teaching

Yang Wu

Huayu School, Anshan High-tech Zone, Anshan, Liaoning 114051, China
Email: 442754168@qq.com

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Abstract

With the continuous advancement of the new curriculum reform, the requirements for junior high school English teaching are getting higher and higher. Under the current educational background, teachers not only need to master advanced teaching concepts and methods, but also need to teach students as the main body. Therefore, in actual English teaching, teachers should actively integrate situational teaching into it to stimulate students' interest and enthusiasm for learning English. Situational teaching can promote students' understanding and mastery of English knowledge, and at the same time enhance their learning efficiency. This article mainly analyzes and discusses the application of situational teaching in junior high school English teaching and proposes some effective application strategies.

Keywords

Situational teaching; Junior high school; English Application strategy; the raising of the question

1. Introduction

With the continuous development of the education sector, the new curriculum reform is also constantly advancing. Under the background of the new curriculum reform, significant changes have also taken place in junior high school English teaching. In order to meet the requirements of the new curriculum reform, teachers, when conducting teaching, not only need to study and research the curriculum standards, but also analyze and discuss teaching concepts and methods, so as to improve students' learning efficiency. Teachers can apply situational teaching to actual English classroom teaching in the teaching process to stimulate students' interest and enthusiasm for learning. However, there are still some problems in the current junior high school English teaching in our country. The existence of these problems not only affects the realization of the junior high school English curriculum goals, but also hinders the improvement of students' English proficiency.

1.1. The role positioning of teachers is not clear

In traditional junior high school English classroom teaching, teachers are the center and leaders of classroom activities, while students are the participants. However, with the proposal of the new curriculum reform concept, teachers should actively transform their role positioning in the actual teaching process, conduct classroom teaching with students as the main body, so as to cultivate students' good learning habits and learning abilities. Teachers can position themselves as organizers and guides of classroom activities, and actively create favorable situations for students to stimulate their interest in learning English knowledge and skills. However, from the current actual situation of junior high school English classroom teaching in our country, teachers still center on traditional educational concepts and mainly adopt indoctrination teaching in the teaching process. This not only fails to enhance students' understanding and mastery of knowledge, but also increases the burden on students to learn English knowledge.

1.2. The dominant position of students has not been reflected

At present, there are some problems and deficiencies in junior high school English classroom teaching in our country: Firstly, under the influence of traditional educational concepts, teachers overly focus on assessing students' mastery of knowledge and skill levels; Secondly, under the current background of the new curriculum reform, teachers still adhere to the traditional classroom teaching model and still adopt a teacher-centered and examination-centered teaching approach. All these problems have hindered the cultivation of students' autonomous learning ability and innovative thinking ability. Therefore, under the background of the new curriculum reform, teachers need to transform their role positioning and ideological concepts. Teachers can position themselves as guides, organizers and participants in classroom activities. Stimulate students' interest in learning English knowledge and skills by guiding and inspiring them. At the same time, teachers can also take students as the main body in classroom teaching to cultivate their autonomous learning ability and innovative thinking ability.

1.3. Traditional educational methods are deeply rooted

Under the current background of the English curriculum reform, the traditional English classroom teaching methods can no longer meet the requirements of the new curriculum reform for the English curriculum goals. Therefore, teachers should actively innovate teaching methods and approaches in actual classroom teaching. However, from the current situation of junior high school English classroom teaching in our country, there are still some problems: Firstly, in junior high school English classes, teachers still mainly adopt the indoctrination style and full-class lecture, and students merely passively accept the knowledge and skills imparted by teachers. Secondly, in the classroom, teachers often adopt simple and dull teaching methods to complete teaching tasks. Finally, in the classroom, teachers merely impart

knowledge, and students often lack the ability to think independently and explore problems during the learning process. Therefore, in order to promote the improvement of students' English learning ability and comprehensive quality, teachers should actively innovate teaching methods and approaches. Situational teaching method is precisely a widely applied and effective approach in current English classroom teaching. Introducing the context into junior high school English classroom teaching can stimulate students' interest in learning English knowledge and skills, and at the same time improve their comprehensive quality.

2. Teaching Design

In English teaching, the design of situational teaching is of great significance. It not only enhances students' understanding and mastery of English knowledge but also promotes the improvement of their comprehensive abilities. In actual teaching design, teachers should first clarify the teaching objectives and content, and then, in combination with the actual situation of students, carry out targeted design. Describe based on the learned content. This not only enhances students' understanding and mastery of knowledge, but also improves their expression and public speaking skills. Based on the learned content, carry out discussions and analyses. During this process, teachers should focus on guiding students' thinking and encourage them to actively express their own viewpoints and opinions. Finally, teachers also need to summarize and generalize the questions raised by students during the discussion process, and in this way, stimulate students' interest in learning English knowledge.

a. Game

In English teaching, games are of great significance as they can enhance students' understanding and mastery of knowledge. In English teaching, games can not only arouse students' interest in learning English knowledge, but also enable them to learn English while playing games.

b Performance

In teaching practice, teachers can help students better master new knowledge through situational performances. In English teaching, situational performance not only enables students to better understand new knowledge but also helps them develop good study habits. For instance, when conducting teaching, teachers can first have students perform skits in groups, and then summarize and generalize based on the learned content. During this process, teachers can first have students perform role-playing based on what they have learned, and then guide them to analyze the environment in which the characters are situated and the relationships between the characters. For example, when learning the sentence "How are you", teachers can ask students to look up information about the characters after class, and then perform a skit through group cooperation. During this process, teachers should focus on guiding students to think from the perspective of roles. Teachers can have stu-

dents perform skits based on what they have learned.

3. Teaching process

First of all, teachers should make thorough preparations before class and prepare relevant teaching resources to lay a solid foundation for classroom teaching. Then, teachers should determine the teaching objectives based on the content of the teaching materials and transform these objectives into specific teaching questions, allowing students to conduct independent exploration. Meanwhile, teachers should determine the teaching content and key and difficult points based on the teaching objectives and the actual situation of the students. Finally, teachers should apply appropriate methods to design classroom teaching activities well. Specifically, when teachers design classroom teaching activities, they should pay attention to the following points: First, they must ensure the authenticity of the situation. The design of the context must be determined in combination with the actual situation. Only in this way can the authenticity of the context be ensured, and then students can have a better understanding and mastery of the knowledge they have learned.

Second, it is necessary to choose an appropriate situation. When designing scenarios, teachers should determine appropriate scenarios based on the actual situation of students and the content of the teaching materials. When designing scenarios, teachers should not only focus on the content related to knowledge but also on that related to other subjects. In addition, teachers should also pay attention to designing based on students' actual lives to ensure that the scenarios are more realistic.

Third, the dominant position of students should be highlighted. In classroom teaching activities, students are the main body of learning knowledge. Therefore, teachers must involve students in classroom teaching activities. Finally, teachers can also combine some game activities to stimulate students' enthusiasm and initiative for learning.

During the classroom teaching process, teachers should pay attention to guiding students to conduct independent exploration. Then, teachers should give students a certain amount of time and space for autonomous learning to enable them to conduct independent inquiry learning. During this process, teachers can utilize modern educational technology means such as multimedia to enhance students' ability and effectiveness of autonomous inquiry learning.

Finally, after the classroom teaching activities are over, teachers can adopt appropriate evaluation methods to stimulate students' motivation and enthusiasm for learning. Firstly methods such as group mutual evaluation and self-evaluation can be adopted to enhance students' mastery of the knowledge they have learned. Secondly, evaluation gauges, evaluation forms and other methods can be adopted to enhance students' assessment of their mastery of the knowledge they have learned. Finally, appropriate reward methods can also be adopted to stimulate students' interest and enthusiasm for learning.

4. Teaching Reflection

In the learning process of the English subject, students mainly master English knowledge through memorizing it. Therefore, in the teaching process, teachers should pay attention to the application of situational teaching in junior high school English teaching, enabling students to fully utilize situations to promote their understanding and mastery of English knowledge. Of course, teachers should also pay attention to the following points in the specific application process: First, situational teaching is a special teaching method. Teachers should not use it as a single teaching method, but should select appropriate situational content based on the content of the teaching materials and the actual situation of the students. Secondly, situational teaching is a relatively complex teaching method. Teachers need to pay attention to its combination with other teaching methods and means to achieve the mutual integration of multiple methods. Thirdly, in the process of English teaching, teachers also need to focus on stimulating students' interest and enthusiasm for learning English, thereby promoting students' understanding and mastery of English knowledge. Fourth, in the actual teaching process, teachers should focus on cultivating students' abilities of autonomous learning and inquiry-based learning.

5. Conclusion

In conclusion, under the current educational background, traditional English teaching can no longer meet students' learning needs. Therefore, in actual junior high school English teaching, teachers should actively apply situational teaching methods to enhance students' learning efficiency and quality. Teachers should utilize the situational teaching method to stimulate students' interest in learning, encourage them to actively participate in the classroom, and at the same time, fully leverage students' dominant position in the classroom to enhance their enthusiasm for learning. In addition, in actual situational teaching, teachers should also pay attention to using reasonable ways and methods to enhance students' understanding and mastery of knowledge. Therefore, in future teaching, teachers should constantly innovate teaching methods and models to enhance teaching efficiency and quality. It is believed that with the continuous advancement of the new curriculum reform, junior high school English teaching will achieve better results.

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