

# The Application of Situational Teaching Method in Middle School English Reading Classes

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**Abstract:** With the deepening of the new curriculum standards and quality education in the secondary education stage, secondary school English teaching no longer only focuses on students' English grades and vocabulary reserves, but also emphasizes the cultivation of students' English application ability. English reading is an important part of middle school English education. In order to improve the quality and effectiveness of middle school English reading teaching, teachers should use emerging teaching methods such as situational teaching to further stimulate students' interest and enthusiasm in English learning. This article will analyze the application value and principles of situational teaching methods in middle school English reading classes and explore the application strategies of situational teaching methods in middle school English reading classes.

**Keywords:** Situational teaching method; Middle school English; Reading instruction

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## 1. Introduction

The middle school stage is crucial for students to form a solid English knowledge system and core English literacy. English reading is an effective way for students to learn English knowledge and broaden their English horizons. However, in traditional English reading class teaching, some teachers have outdated teaching methods, which make students feel that English reading learning is boring and their potential English language abilities cannot be fully discovered. Therefore, teachers should actively introduce emerging educational concepts, such as using situational teaching methods to create teaching scenarios that are closely related to students' daily lives or interests, allowing students to complete English reading learning through entertainment and education, thereby improving the teaching quality of middle school reading classes, cultivating students' good English reading habits and laying a solid foundation for their future English learning <sup>[1]</sup>.

## 2. The application value of situational teaching

### 2.1. Stimulate students' interest in learning and improve learning efficiency

Due to the fact that learning scenarios are more closely related to students' daily lives, vivid and interesting

English scenarios can help students enter middle school English reading classes more quickly. At present, with the continuous deepening of the new curriculum reform, every high school English teacher should combine the teaching content. At the same time, teachers can connect the actual learning situation with the interest preferences of students to create specific English situational tasks to optimize the design of teaching content and learning tasks to stimulate students' interest and enthusiasm in English learning. After a period of learning, students have a clearer understanding of the effects that can be achieved after learning and actively completing the small tasks created by the teacher in English scenarios, achieving their English knowledge and ability improvement unconsciously. It should be noted that when designing English reading class scenarios, teachers should emphasize the cultivation of students' core English literacy, change the previous focus on exam scores and further improve students' English learning efficiency <sup>[2,3]</sup>.

## **2.2. Promote the reform of middle school English teaching**

In the process of applying the situational teaching method to middle school English reading class teaching, teachers will innovate the application of role-playing and situational dialogue, allowing students to apply their learned English knowledge in specific English scenarios. Through the input of English knowledge and the output of the English language, students' English reading and language application abilities will be enhanced, promoting middle school English teaching to be more in line with the requirements of quality education. In addition, traditional high school English reading classes often focus on explaining English grammar and sentence patterns, neglecting students' English application abilities. By introducing situational teaching methods, teachers can guide students to change the limitations of rote memorization of English words and grammar in the past, thereby better understanding and mastering English vocabulary, grammar and cultural knowledge, promoting innovative development of middle school English teaching reform and cultivating more new era middle school students with good English knowledge and cross-cultural awareness <sup>[4,5]</sup>.

## **3. The application principles of the situational teaching method**

### **3.1. Creating teaching scenarios based on actual learning situations**

At present, some teachers only directly copy the content of the textbook when designing English reading lesson scenarios rather than adjusting and improving based on the actual learning situation of students. This can easily lead to the educational value of English reading texts not being fully understood, making the application of scenario teaching method in middle school English reading lesson teaching not in line with expectations. In addition, some teachers have incorporated too many personal opinions and viewpoints when designing scenarios, which does not align with students' physical and mental development and deviates from the original intention of scenario creation. In this regard, teachers should fully understand the current teaching progress and students' English proficiency and then create a scientific and efficient teaching scenario for middle school English reading classes <sup>[6,7]</sup>.

### **3.2. Continuously improving the quality of situational teaching design**

When creating situational teaching, some teachers only search online for teaching cases of concentrated English reading classes and apply them simply, without fully leveraging the advantages of situational teaching, let alone exploring the teaching content at a deeper level. In addition, some English teachers overly rely on their own teaching experience, fail to keep up with the pace of the times and are not very proficient in using situational teaching, resulting in relatively average quality of situational teaching design. In this regard, teachers should actively learn and absorb advanced educational concepts. When referring to excellent situational teaching cases,

they should combine the characteristics of the students in the class they teach, carry out local transformation and thus achieve the best effect of situational teaching <sup>[8]</sup>.

### **3.3. Emphasize the authenticity and fun of the situation**

On the one hand, when conducting situational teaching in middle school English reading classes, teachers should ensure that the designed scenarios are what students may encounter in their daily lives rather than fabricated, so that students can better understand and introduce specific scenarios. Students can better integrate their English knowledge with situational tasks to improve their English reading comprehension and application abilities. On the other hand, the creation of scenarios should focus on fun. Teachers can use role-playing, English games and other methods to help students complete English reading learning in joyful situations. In addition, teachers should also follow the principle of interactivity when conducting situational teaching. They can guide students to deepen their understanding of English reading texts and cultivate their teamwork and communication skills through group cooperation, discussion and other means of mutual communication and sharing with classmates <sup>[9]</sup>.

## **4. The application strategy of the situational teaching method**

### **4.1. Create an intuitive teaching scenario for middle school English reading classes based on teaching content**

After entering middle school English learning, students gradually realize that middle school English learning is more difficult than primary school English learning and some vocabulary and grammar knowledge are difficult to remember and apply. Many students' interest and enthusiasm in learning English also decrease. Especially in high school English reading classes, many teachers only guide students in translation and grammar without guiding them to think about the connection between reading texts and textbook knowledge, as well as the help of English reading in improving their own English core literacy. As time passes, this has caused a disconnect between English reading teaching and textbook content while also hindering students' enthusiasm for English learning, limiting their English reading level and learning effectiveness. In this regard, teachers should introduce situational teaching into middle school English reading classrooms, combine teaching content and English reading texts, create intuitive teaching scenarios, quickly concentrate students' attention, create a good English reading classroom atmosphere, and stimulate students' interest in learning English reading. For example, when conducting English reading classes on animal themes, teachers can first use multimedia teaching methods, using various teaching resources such as pictures, audio and videos to carry out classroom activities, allowing students to follow the teacher's rhythm through intuitive visuals and audio and carry out efficient classroom teaching activities. Besides, teachers can make the class more interesting by allowing them to observe animal appearances, habits and behaviors that distinguish humans in the videos. English video playback is a form of audio reading teaching and this intuitive situational teaching can fully stimulate students' learning enthusiasm. In the teaching process, teachers provide effective guidance to students, making them interested in learning English reading and motivating them to actively engage in English reading, thus cultivating good habits of English reading <sup>[10,11]</sup>.

### **4.2. Creating situational questions to enhance students' awareness and ability of autonomous English reading**

Based on past teaching practices in high school English reading, setting up situational questions in the classroom can help students better integrate into the teaching scenarios created by the teacher and engage

in independent thinking in the scenarios, improving their reading ability. This is very beneficial for students in their future English reading learning. In traditional exam-oriented education, English reading classes are usually taught by teachers from beginning to end on the podium, and students tend to memorize mechanically. Although this teaching model can effectively improve students' English grades, it overlooks the cultivation of their core English literacy. Therefore, teachers can assign some situational questions to students based on creating teaching scenarios, allowing students to naturally develop good English thinking and reading abilities through thinking and exploring specific problems. For example, when teaching the English reading text "Fishing With Birds," the teacher can first ask a question: "Fellow students, have you heard of using birds to fish? Can you describe the scene if you have seen it?" Then, let the students think about "How to use birds to fish?" This can fully unleash their imagination and let them think about the problem on their own. Finally, the teacher introduces the corresponding reading text, "Fishing With Birds." By assigning situational questions and encouraging students to think through them, not only can it exercise their independent thinking, but it can also help students form an awareness of independent learning during the English reading process, thereby further improving their English reading ability<sup>[12]</sup>.

### **4.3. Creating real-life scenarios to enhance students' practical English reading skills**

The teaching content of each course is derived from knowledge in daily life and is a series of learning activities based on real and daily life. The ultimate goal of middle school English education is to enable students to better apply their learned English knowledge in daily life, thereby solving various problems encountered in reality. Therefore, in middle school English reading classes, teachers should create "dialogue life" scenarios based on students' daily lives. Thus, helping students closely integrate English learning with daily life to achieve the teaching goal of cultivating students to engage independently in English reading. In previous English reading classes, whether it was the reading texts in English textbooks or homework, many of them were disconnected from students' daily lives. Students could not generate emotional resonance while reading, making it difficult to arouse their interest and initiative in learning, resulting in low efficiency in English reading learning. Therefore, teachers should stand from the perspective of middle school students, understand and analyze their daily lives and create life-oriented teaching scenarios that are closely related to their daily lives. In addition, before students read English texts, teachers should create real-life scenarios, such as using English dialogues to guide students to explore the English text so as to immerse themselves in the English reading text. Teachers can also organize students to discuss whether the scenarios in English reading texts are the same as the students' own real lives and how they differ. Teachers can create real-life learning scenarios for students, allowing them to actively explore the connection between English reading and their actual life and then independently engage in English reading<sup>[13,14]</sup>.

### **4.4. Innovate gamified scenarios to enhance students' English reading comprehension and mastery abilities**

In middle school English teaching, there are many difficult knowledge points that cause difficulties for students in English reading and affect their application of English. In this regard, teachers can innovate gamified scenarios to enable students to complete English knowledge learning in a game. For example, when reading an English reading text with the theme "I like noises," if one cannot grasp the meaning of the text well, it will lead to a lack of understanding of the text content. At this point, the teacher can introduce a fun game teaching scenario and use the interpretation of characters to give students a comprehensive understanding of the English environment and specific content in the text, thereby broadening their thinking. Firstly, the teacher should inform the students of the context of the text. Relevant English sentences are usually used when ordering at

a restaurant. When the restaurant staff asks you what you want to eat and what your taste is, you can use the corresponding sentences in the text. With the teacher's explanation, students can understand the context of the English reading text well. Secondly, in order to help students better understand and apply their English knowledge, teachers can divide them into two large groups: one is the hotel staff, and the other is the hotel guests. In game-based teaching, students are asked to interpret English reading texts intuitively and concretely, enabling them to understand the main idea of this English reading text quickly. At the same time, teachers can also cultivate students' body language and communication skills in these game scenarios, thereby further promoting the development of their comprehensive qualities<sup>[15]</sup>.

## 5. Conclusion

In summary, the application of situational teaching methods in middle school English reading teaching has important practical significance. Teachers should keep up with the times and innovate the application methods and means of situational teaching in middle school English reading classes. Through intuitive, problem-based, life-oriented and gamified application methods, the study aimed to further improve the quality and effectiveness of English reading teaching in secondary schools, comprehensively enhance students' comprehensive English application abilities and lay a solid foundation for their future English learning.

## Disclosure statement

The author declares no conflict of interest.

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