Application of Situational Teaching Method in Primary Oral Teaching of Chinese as a Foreign Language

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Abstract

With the acceleration of our country's internationalization process, international students from all over the world are constantly pouring into China, with different purposes to learn Chinese. In international students' daily life, it is impossible to completely avoid using Chinese, especially spoken Chinese. However, in actual teaching, we found that many teaching methods in oral Chinese classes are either very similar to reading and writing classes, or there are too many blind activities and games, which is very detrimental to the improvement of Chinese learning and oral communication skills of international students. In recent years, the application of situational teaching method of second language teaching has attracted increasing attention. How to use situational teaching method correctly to improve students' oral expression ability and Chinese level is particularly important.

Key words: Situational teaching; Chinese as a foreign language; Oral Chinese

I. INTRODUCTION

In recent years, our country's economy has developed rapidly, the international status has gradually improved, and the exchanges with other countries in the world have become increasingly close, attracting more and more international students to study in China. For international students, they are not only studying, but also understanding Chinese culture. In international students' daily life, it is impossible to completely avoid using Chinese, especially spoken Chinese. Proficient oral Chinese expression not only have a pivotal meaning in achieving inter-deal purposes, but also enhance the closeness between international students and Chinese people, and further stimulate their interest in learning Chinese. As a teacher, what kind of teaching methods can impart knowledge to students vividly, how to extend the memory time of the knowledge learned by students as long as possible, how to help the students to achieve the purpose of understanding, mastering and applying, is really a question that must be explored all the time. However, in actual teaching, we found that many teaching methods in spoken Chinese classes are either very similar to reading and writing classes, limited to follow-up, retelling, and recitation; or there are too many blind activities and games, and knowledge points are ignored. This is not conducive to the improvement of Chinese learning and oral communication skills of international students. Brown, Collin and Duguid (1989) were the first to combine situation and teaching. They believed that knowledge cannot exist independently, and that knowledge cannot be learned without some specific situations related to it. This paper is the pioneering work of situational teaching method, and systematically expound the theory of situational cognition and learning firstly (Chen, 2015). Hilary McClellan (1996) elaborated her views on situational learning based on previous studies. She linked

people's cognitive activities and situational learning from cognitive psychology, emphasizing that only in situation cognitive activities can be carried out (Cui, 2008). David H. Jonassen (2015), a well-known expert in the field of instructional design in the United States, believes that "student-centered learning is carried out under the guidance of situational learning theory. It is necessary to use the situational content of school learning and life to create simulations of real activities." He emphasized that in a situational environment, learners will try to analyze and solve various problems when they recognize the practical utility of knowledge, and the behavior of learning is born (Cheng, 2016). Research has found that the correct use of situational teaching is an effective way to improve students' oral expression ability and Chinese proficiency (Zhang, 2014).

Through the exploration and application of the situational teaching method in primary oral Chinese teaching, especially the creation of student-related and realistic situations through performance or intuitive means, students can truly integrate into the classroom, which can help to improve the teaching effect, activate the classroom atmosphere, and make abstract language learning lifestyle, make students no longer confined to books, stimulate their emotions, mobilize their enthusiasm and reduce anxiety, further to help students from different countries understand the differences between their mother tongue and Chinese in conversation, and improve students' speaking rate. It can be seen that the situational teaching method plays a pivotal role in the primary oral Chinese class.

2. RESEARCH METHODS

2.1 Research Content
(1) To analyze the current situation and necessity of the situational teaching method in the primary oral Chinese teaching as a foreign language.

(2) To explore the effect of the situational teaching method in the primary oral Chinese teaching as a foreign language.

(3) To find out the suitable strategies for situational teaching in primary oral Chinese teaching as a foreign language.

2.2 Research Purpose
(1) To encourage teachers to improve their ability of reform and innovate teaching methods, and strengthen the classroom teaching effect of primary oral Chinese as a foreign language.

(2) To promote students from passively accepting knowledge to active learning exploration, mobilize students to participate in classroom activities and concentrate on learning, and improve their oral Chinese expression and cross-cultural communication skills.

(3) To create a good classroom atmosphere, eliminate students' psychological barriers, and stimulate their motivation for learning.

2.3 Research Methods
A. Classroom Observation Method
The teacher directly participate in the implementation of primary oral Chinese teaching as a foreign language, fully understand the classroom situation, record the classroom teaching process, carefully observe the students' classroom learning, and obtain teaching feedback as soon as possible.

B. Interview Method
The author conduct face-to-face interviews with some students and teachers, to gain in-depth understanding of the situation and effect of the situational teaching method used in primary oral Chines teaching , as well as teachers and students' views on it.

C. Case Analysis Method
 Through the analysis of situational teaching cases on various topics, successful cases and failure cases are screened out. And through case comparison analysis, the success and failure of the situational teaching application are found, which provides a basis for subsequent reflection and summary.

2.4 Research Plan
2.4.1 Primary Stage
On the basis of collecting and reading a large number of related documents, the author combine and summarize the existing research and literature, consult a large amount of theoretical knowledge of primary oral Chinese teaching as a theoretical basis for the research of this topic, and use literature analysis method for theoretical induction and summary.

2.4.2 Research Phase
According to the sorting and analysis of the preliminary materials, situational model and interview outline suitable for the research of this topic are firstly designed, to make it consistent with the current situation of oral Chinese teaching for foreign students in our university, and then the following steps are implemented.

a. To Design Teaching Plans and Create Situations
The teacher can create real situations for teaching in the primary oral Chinese class, such as displaying objects, pictures, stick figures or multimedia (for example, PPT); or use music to create situations, mobilize students' enthusiasm, and live teaching atmosphere; or create situations through performances; or also create real story scenes based on specific oral training content, to set up a scene and simulate teaching in the scene. Through such situations, students are highly engaged, value the opportunity to show themselves, simulate the real situation through performance. They will truly experience the situation in the text, and enhance the initiative of learning Chinese.

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b. To conduct Classroom Observations

By observing the actual situation of the students in the classroom, the teacher guides the students to enter the corresponding situation, fully understand the classroom situation, record the classroom teaching process, carefully observe the students' classroom learning, and obtain teaching feedback in the first time.

c. To Conduct Interviews

When the classroom teaching is over, the teacher conduct face-to-face interviews with some students and teachers to gain insight into the situation and effect of the situational teaching method used in primary oral Chinese teaching, as well as teachers and students' views on it.

d. To analyze the Case

To analyze the situational teaching cases of each topic in the teaching process in detail, and find out the situational teaching strategies suitable for the primary oral teaching of Chinese as a foreign language.

2.4.3 Summary Stage

According to the effective data obtained in the teaching experiment process, the materials will be sorted and analyzed, and an experimental report will be formed, in order to put forward certain guiding opinions or suggestions for the future oral Chinese teaching as a foreign language.

3. TEACHING IMPLEMENTATION

The research strictly follows the teaching objectives and different teaching contents to create different situations to cultivate students' sentiments, inspire students' thinking ability, and enhance students' language ability. Through the analysis and research of new words, texts, language points and exercises in *Conversational Chinese 301*, we formulate specific methods that should be used separately, and the length of time the students should be given in oral practice when situational exercises being carried out, etc., finally the following commonly used situational methods are sorted out.

3.1 Objects, Actions, Expressions Situational Method

There are about 800 new words in the book *Conversational Chinese 301*. Most of the new words can be displayed in objects or pictures. The most intuitive method is to display the situation through physical stimuli, actions, and expressions. The teacher use the method which is simple and time-saving, can quickly give students the most intuitive experience. For example, when students learn colors, the teacher can point to all the colors in the classroom and repeat them in Chinese. Students can easily understand and master them through visual experience. When learning clothes, the teacher can use the various styles of clothes on students as physical references to arouse students' curiosity. When learning verbs, the teacher can use actions to help students comprehend. For example,

when learning "open", the teacher makes the verbs to open the door, turn on the light, and open the window, and add the antonym "close", so that students can master the expression of two actions at the same time. When learning words that describe mood or emotions, the teacher can make corresponding expressions which students can easily understand, such as happy, angry, and sad expressions.

3.2 Multimedia Display Situational Method

Displaying situations through multimedia is also one of the situations that teachers often create. When introducing a new class, the teacher can use multimedia to play videos or music related to new knowledge, create a situation to attract students' attention, bring students into new scenes, and let them experience in advance. What's else, music is no borders. Even if people cannot communicate through language, music can connect people who don't know each other. Similarly, in oral Chinese classes, there are many times when students will have inattention. If teachers can use music to create situations and mobilize students' enthusiasm, the teaching atmosphere will be more lively. Of course, how to arrange the time for this teaching method is also more important. In teaching practice, it is usually more appropriate to use music to introduce texts or end a certain knowledge point. Creating a situation through music can not only shorten the distance between teachers and students, let each other have more topics, but also establish a certain degree of intimacy and trust. And playing the video brings double stimulation to students' vision and hearing, arouses students' interest, and creates a relaxed classroom atmosphere.

3.3 To Describe the Situation Through Language

Use simple and easy-to-understand or the language that students have mastered to create vivid situations for students, which not only allows students to understand knowledge points, but also allows students to review old knowledge points. In the book *Conversational Chinese 301*, each lesson has a corresponding language point, and some sentence patterns are difficult to understand. Students often only know Chinese characters and do not understand why they say this or how to use them. At this time, the teacher's explanation in English is often not deep enough. It is more appropriate to explain with some simple words in Chinese. For example, the teacher gives a situation of "Mary has a cold" and asks students to set up a conversation based on this situation. The conversations created by students are as follows:

> Doctor: What's wrong with you?
> Mary: I seem to have a cold.
> Doctor: What do you feel?
> Mary: Dizziness, fatigue, sneezing, runny nose.
> Doctor: I will prescribe you some medicine first.
> Mary: Okay, thank you!

3.4 To Set the Situation Through Games and Performances

Teaching practice is an important indicator to test the success of the lesson. The situational teaching method

make the exercise activities rich and interesting, by setting the situations through games and performances. For example, some voices are easy to be confused by students, so the teacher can set up a "passing words game" and tell the first student a certain syllable in a low voice, and ask him to pass it backwards in turn. Then the last student said the syllable aloud. This will not only help teachers to understand students' grasp about the situation, but also make students relax and enjoy the class. Performance is also a commonly used teaching method in situational teaching, especially in conversation teaching, where students use role-playing to reproduce the text scene to help them understand and memorize the text. Students can also adapt the texts and conversations according to the teacher's requirements and set up a communication scene to complete conversation exercises.

Creating situations through performance is a more effective teaching method for international students, for this method is easily welcomed by students, they are very engaged and value the opportunity to show themselves. In addition, students can simulate the real situation through performances, so that they can truly experience the situation in the text. During the performance, they can also enhance their initiative in learning Chinese. *Conversational Chinese 301* are presented in the form of dialogue, which are basically scenes that often appear in life, such as invitations, praises, hobbies, etc. all can be operated in class. In addition, this kind of dialogue exercise is not just a boring retelling of the text, but also strengthens the students' autonomy and choice. Students can use the sentences or language points that appear in the text, or they can create the second time and replace them with their own expressions, coupled with corresponding action expressions, so as to vividly reproduce the content of the text and achieve the purpose of flexibly mastering the knowledge they have learned .

3.5 To Create a True Storyline

The so-called creation of real story scenes here is to set up a scene according to the specific oral training content, to simulate teaching in the scene. The teacher can set up appropriate scenes according to the teaching materials to change spoken Chinese from passive to active. The teacher mainly play a guiding role. In the learning process of creating a scene, the teacher plays the role of narration, and allows students to play differently according to the situation at the time. The teacher does not need to follow the text step by step, and it is better to transform into their own language. The results show that the classroom activeness degree in this way is much higher than that of purely teaching.

There are two ways to acquire language, one is subconscious acquisition, that is, what you see and hear in daily life. The other is conscious learning, that is, knowledge learned through classroom teaching. Many linguists believe that the subconscious acquisition is more important than conscious learning. The environment is the best assistant for language learning. Through the teachers' lectures and the combination with simulated reality, the communication can be used in life so that what you have learned can be applied. For declarative articles such as "Today is Monday", "I am a Chinese", "What is the date today" and other declarative articles, teachers can explain them in a question and answer format.

(1) The teacher asks: What day is today?
Student nnswers: Today is Monday.
(2) The teacher asks: Which country are you from?
Student answers: I am Chinese.
(3) The teacher asks: What is the date today?
Student answers: Today is June 6th.

Of course, in the teaching process, the model of the teachers ask and students answer is also applicable to classmates and classmates, such as questioning the color words:

(1) Student A: What color do you like?
Student B: I like red.
(2) Student A: Do you like red?
Student B: I like red.

4. IMPLEMENTATION RESULTS

Through the implementation of the situational teaching method, the effect of primary oral Chinese teaching as a foreign language has been significantly improved. The students have a deeper impression of what they have learned and a higher degree of mastery.

4.1 The Situational Teaching Method Can Activate the Classroom Atmosphere and Stimulate Students' Enthusiasm for Learning Chinese

Through the teaching practice we find that the use of situational teaching method in oral Chinese teaching can not only activate the classroom atmosphere, but also stimulate students' enthusiasm for learning Chinese, cultivate students' thinking ability in language learning, make students happily learn Chinese, and deepen their understanding of language information. The input and understanding can be used flexibly in real life. Of course, this kind of teaching method is very demanding for teachers. Teachers must use the situation appropriately and profitably, and create the situations according to the teaching goal and plan. The creation of the situation must be understood by students and meet the cognitive needs of them. The use of situational teaching method can make oral Chinese lessons lively and interesting combined with actual life, and has a certain practicability. However, the time for an oral class is very short, so how to use the time correctly and efficiently is one of the key aspects of classroom organization. Many students who speak good Chinese do not learn from the oral class, but are based on the surrounding Chinese environment and the usual help from the Chinese.

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4.2 Students Like the Situational Teaching Method, for by Using This Method, Their Chinese Proficiency Is Significantly Improved

Through interviews, it is found that students are more satisfied with the teacher's use of situational teaching methods and classroom effects. Many students are satisfied with the primary oral Chinese class. More than 95% of the students say that the oral Chinese class is one of their favorite courses. Students like teachers to use situational teaching methods to carry out teaching activities. Most students report that they like situational exercises and performance situations. They are very interested in this method and will spend a lot of energy on learning. Many situational activities closely related to life, such as situational exercises, can help them adapt to the Chinese environment more quickly. After learning, students' Chinese level has been greatly improved, and they can basically use Chinese to communicate, learn and deal with simple problems encountered in life. According to students, the methods used by teachers in teaching make oral Chinese not too difficult. They are more willing to communicate with Chinese and speak Chinese.

4.3 The Application of Situational Teaching Method Has Obvious Effect in Teaching, Teachers and Students

Through the practical research of situational teaching method in teaching, it is found that it has played an obvious role in teaching, teachers and students. The first is the teaching aspect. Through the application and reflection of the situational teaching method in the primary oral Chinese, it is proved this method is conducive to improve the teaching effect and enlivening the classroom atmosphere. To combine diversified situations with oral teaching can further enrich the theoretical research of situational teaching methods and improve the mode of oral situational teaching. Secondly, on the teacher's side, studying the theory and method of situational teaching and its practical operation in teaching can provide teachers of Chinese as a foreign language with more teaching options, and improve their ability to manipulate objects, pictures, and multimedia. Therefore, from the teacher's point of view, it is of special significance to study how to correctly use situational teaching in the classroom. The third is for students. Situational teaching can help to make abstract language learning into life, so that students do not need to be limited to books. They can flexibly use the knowledge in daily life, to learn more than just the single knowledge from books, to avoid the emergence of students' pragmatic ambiguity and inappropriate expression. Students are most interested in situational topics commonly used in daily life. The survey find that students are very interested in the topic of *Conversational Chinese 301* because they often encounter them in daily life. And also because of the topic of daily life situations, students can find resonance in similar situations in their mother tongue or in Chinese life

situations, which will deepen the expression of Chinese in this situation. Therefore, it stimulates students' interest in learning, helps them to understand Chinese cultural knowledge, and improves the quality of oral Chinese teaching.

5. SUMMARY

Teaching researchers at home and abroad are working hard to explore good teaching methods, continuously improve teaching methods, and improve teaching efficiency. In terms of language teaching, it is especially important to cultivate students' independent communication skills, so that students can express themselves freely. The situational teaching method is a proper combination of life and learning, practice and theory, making full use of modern media technology to make students interested and master the Chinese language. This shows that the situational teaching method plays an irreplaceable role in teaching Chinese as a foreign language. However, the situational teaching method has a certain effect on the teaching effect, and it also varies with the teaching content. And also the use of situational teaching method is not suitable for all articles; teachers should choose teaching method according to the content and nature of the text. The simple and intuitive content is more impressive after using the situational teaching method, and students have a high degree of mastery, such as simple basic vocabulary. However, about the relatively difficult language points and expressions, the usage of situational teaching method have a significant effect in the class, while long-term teaching effect is not ideal due to the influence of the forgetting curve. Therefore, teachers of Chinese as a foreign language should strive to explore better teaching methods and skills in practice, so as to keep pace with the times, so that more international students can learn Chinese in joy and carry forward Chinese excellent traditional culture.

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