

摘 要：本研究将情境教学法运用到七年级英语词汇教学中，通过设置对照组和实验组，选取学生人数都为 48 人的七年级两个班级，共计 96 名学生进行实验研究。采用测试、问卷、访谈等方式，探索研究情境教学法能否改善七年级英语词汇教学现状，提升学生词汇教学的效率及积极性，提高英语成绩。基于数据和分析，笔者可以初步得出结论：通过情境教学，学生能更有效地激发学习词汇的兴趣和提高记忆和运用单词的效率，学生在学习词汇上也变得更加主动。

关键词：情境教学法；英语词汇教学；七年级英语

1. Introduction

1.1. Background of the research

Vocabulary serves as the fundamental in language, and it plays a pivotal role in English learning. The English Curriculum Standards for Compulsory Education (2022 edition) explicitly states that junior high school students should acquire and utilize approximately 1,600 words related to relevant topics for effective communication and expression. Additionally, they should also engage with 100 to 300 words within the context of relevant subjects, along with a certain number of idiomatic expressions or fixed collocations based on practical circumstances.

Vocabulary learning encompasses more than mere memorization of word pronunciation, form, and meaning; it also entails understanding word formation knowledge. Moreover, it involves comprehending and expressing information and opinions pertaining to various topics through listening, speaking, reading, watching, and writing activities.

However, during my internship in a junior high school, I found a majority of English teachers in this school still adopt the traditional methods like Grammar-Translation Method and teachers intend to take control of the class dominantly while the students are obliged to practice using the vocabulary in a mechanical way.

Therefore, traditional teaching methods like Grammar-Translation Method lack sufficient teacher-student interactions, which accordingly is not conducive to cultivating students' creativity and inquisitive spirit in exploring the mysteries of vocabulary. As an alternative, English vocabulary teaching in junior high school should focus on educating students to master various meanings and usages of core

words in order that students can flexibly make appropriate use of the target words based on the contexts and topics. The situational teaching method refers to the stage where teachers proactively create well-prepared scenarios that purposefully introduce vivid scenes imbued with emotional elements or employ specific teaching aids. This method enables students to comprehend and utilize language effectively by actively engaging in interactions, which not only deepens students'd understanding but also fosters their comprehensive development across intellectual and psychological domains.

1.2. Purpose of the research

Through two tests: pre-test and post-test, questionnaire and interview, this study analyzes the implementation of situational teaching method in Grade -Seven English vocabulary teaching, and explores students' attitude towards situational teaching, willingness to participate in situational teaching activities and learning effect after participating in situational teaching. After collecting and comparing the data, the effectiveness of situational teaching is further discussed.

Therefore, the purpose of this thesis is firstly to explore the effectiveness of the situational teaching methods.

1.3. Significance of the research

The theoretical significance of this study lies in the prove of the feasibility and effectiveness of situational teaching method.

The situational teaching method obeys the psychological principles regarding the rules of physical and mental development of students in Grade-seven. The effect of meaningful memorization is better than that of mere repetition of mechanical memorization. From the information processing theory, memorization is encoding, and it is better to input information encoded according to one's own experience system. Junior high school students begin to have the desire and curiosity

to learn, in order to help students better understand vocabulary, teachers can create interesting situations according to the physical and mental characteristics of them, increase students' enthusiasm for learning and effectively carry out vocabulary teaching.

The practical significance of this study lies in the effects brought to students' English ability with the application of situational teaching method

Vocabulary teaching is an important part in the process of English teaching. Without a sufficient accumulation of vocabulary, students will struggle to comprehend texts and then fail to elevate their language learning to an applied level. The understand and use of one's vocabulary directly impacts the development of listening, speaking, reading, and writing ability. Situational teaching methods can help arouse Student's interests by creating situations that students are willing to experience, then may make some good effects in English learning. Under traditional teaching methods, that is dully memorizing the lexical meaning of English words, most students lack the abilities to apply vocabulary and get tired of learning English.

2. Literature Review

2.1. Situational Teaching Method

2.1.1. Definition of Situational Teaching Method

The concept of situated teaching was first proposed by Brown, Collins, and Duguid (1989) in *Situated Cognition and the Culture of Learning*. They assume that knowledge only has its meaning in the context in which it is produced and applied and can never be isolated from its own situations. The best way to gain knowledge is to do it in context.

In a conclusion, the key of situational teaching method is to create relevant

situations where students can practice new knowledge. In this way, it can improve students' learning enthusiasm and motivation.

1.1.1. Previous studies on Situational Teaching Method aboard

Since the 1990s, Situated Cognition and Learning has become a hot topic in the field of cognition and learning abroad which not only conforms to the development and enrichment of learning theories, but also meets the needs of school teaching.

Dewey (1990) asserts that the acquisition of knowledge cannot be divorced from the direct experiences in social practice. Therefore, students require to be taught how to extract knowledge from practice.

David H. Jonathan (2015) investigated learning in authentic contexts and conducted empirical studies on the design and implementation of student-centered learning environments in *Theoretical Foundations of Learning Environments*.

1.1.2. Previous studies on Situational Teaching Method at home

Jin Yuefang (2005) believes that only by creating a learning environment close to the real situation for students, which students imitate and stimulate their learning interest and then actively participate in the situation, can students better understand, master and apply knowledge.

Li Xiuwei and Han Yin (2006) focus on students' personal experience in learning from the perspective of experiential teaching. They emphasize that teachers cannot replace or stifle students' exploration of knowledge, and teachers should try to create games or real social life situations for students, so that students can actively participate in activities to explore and learn. They also point out that in the teaching process, great attention should be paid to students' experience of learning activities and individual differences.

Li Jilin (2017) combined various educational and scientific theories and successively applied situational teaching to the teaching of writing, reading, mathematics and other courses. She summarized the basic principles of children's

active learning from the psychological tendency of children, and finally realized the cross-border of national cultural classics and constructed the Chinese-style children's situational learning paradigm .The combination of emotional activities and cognitive activities is the core concept of children's situational learning

2.2. Situational Teaching Method in vocabulary teaching

2.2.1. Previous research abroad

The translation method is the most commonly used approach, but despite its efficiency, it can be monotonous and may lead to learner disinterest during the learning process. This drawback has led Ur (1996) to oppose the use of the translation method, arguing that it confuses students when they analyze and differentiate synonyms, making it difficult for them to find exact equivalents in their first language. Compared to the translation method, the context-based approach has gained favor among numerous scholars. Wallace (1982) suggests incorporating visual materials into vocabulary teaching as a means of explaining new words. Additionally, teachers should encourage students to combine contextual cues with visuals in order to infer word meanings. In addition to this approach, many Western researchers are particularly interested in lexical chunks teaching. Nattinger and Decarrico (1992) propose a theory emphasizing the significant role of lexical chunks in language instruction. Lexical chunks refer to pre-assembled phrases and sentence patterns that adhere to grammatical rules throughout language development. They are more frequently used than single words and align better with natural language usage.

2.2.2. Previous research at home

Huang Qun (2010) proposed the strategy of incorporating context into English vocabulary teaching, which proved to be effective in facilitating students' acquisition of new words. By employing various situational contexts, he achieved favorable outcomes.

Dong Yuejun (2011) conducted a study on integrating English vocabulary

teaching with reading context. The findings indicated that learning new words within a reading context enhances students' comprehension and enables them to infer the meanings of unfamiliar words, thereby promoting the efficiency of English vocabulary learning.

Tian Zhiyun (2011) advocated for learning and memorizing new words through contextual support based on research findings. Situational association strategies can be employed when acquiring new words in context, while teachers should also provide guidance on learning strategies.

Wang Zhenzhen (2017) investigated the correlation between situational methods and college students' vocabulary proficiency, revealing that utilizing situational approaches can enhance college students' vocabulary abilities.

Sun Zheng (2011) and Liu Wenjie (2014) examined the application of situational teaching in English vocabulary instruction at higher vocational colleges, highlighting that poor English foundation, low interest in language learning among these students, as well as unscientific learning methods are significant obstacles hindering their acquisition and retention of English vocabulary knowledge. The implementation of situational approach has yielded remarkable results.

Teng Min (2020) conducted a study on the application of the situational approach in junior middle school English vocabulary instruction. The findings indicate that the utilization of this approach has a significant impact on vocabulary acquisition. Drawing from her investigation into the prevalence and students' perceptions of situational teaching, she concluded that its implementation in vocabulary instruction is not widespread. Initially met with skepticism, students' attitudes underwent a substantial transformation after experiencing situational teaching, gradually developing a preference for this pedagogical method.

3. Research Design

3.1. Research questions

By means of tests, questionnaire and interview, this study aims to investigate the efficacy of the situational teaching method in grade-seven vocabulary instruction. The specific research questions are as follows:

(1) Can the implementation of situational teaching method enhance students' acquisition of vocabulary and English ability?

(2) To what extent does the utilization of situational teaching method foster students' engagement and enthusiasm towards vocabulary learning?

3.2. Research subjects

The experiment lasts for 2 months. The participants are students of grade seven from two ordinary classes in a public school in Baisha Siyuan middle school. The experimental class is Class 4 with a total of 48 students, in which boys and girls each account for fifty percent. The control class is Class 5 with also a total of 48 students including boys and girls accounting for fifty percent. The overall academic performances of the students in two classes are approximately equivalent and they show a little learning enthusiasm. The textbook used is the PEP Grade-seven textbook, and English exercise book is subscribed as supplementary learning materials. The content of daily homework mainly comes from words copy, exercise of textbook and One Lesson One Practice or other English teaching supplementary materials.

3.3. Research instruments

3.3.1. Tests

There are two lexical tests: the pre-test and the post-test used in the

experiment to determine whether situational vocabulary instruction has a beneficial impact on students' vocabulary competence. The same paper should be completed by students in both experimental and control classes, and tests are corrected using the same criteria. The purpose of pre-test is to determine each student's proficiency in English as well as any notable variations between them, and that of post-test is to gauge how much the students' lexical competence has improved.

1.1.1. Questionnaires

There are twenty-eight questions in the questionnaires about the attitudes, habits, motives, and opinions of the students regarding their learning about the vocabulary teaching and the situational teaching method. Students in the experimental class receive the questionnaires after this experiment. They ought to choose the best options based on their unique set of circumstances. The experiment's outcomes can attest to whether or not there have been significant changes in the attitudes and practical use and grasp of vocabulary learning.

1.1.2. Interviews

The purpose of the interviews is to monitor the students' emotional development and get timely input to improve the experiment designs. Six students in 3 pairs at various proficiency levels in the experimental class are chosen to participate in the interviews. If they are chosen to take part in the interviews, they must provide a description of their present educational circumstances. Students can also talk on whether they have significantly improved and share their learning attitudes. Chinese is the language of communication during the interviews, which are done informally to give the impression that they are informal to release students. With interviews the author try to find out if teaching situational vocabulary helps students be exposed to vocabulary learning and English in a productive way. It is known if there is a favorable affect on students' motivation and attitudes toward learning.

3.4. Research procedures

3.4.1. The preparation stage

While students in the experimental class are required to complete the pre-test addressing vocabulary learning, students in control class also need to finish it as part of the preparatory process to check the average level of the two classes, ensure the experiment's validity and confirm that there are no notable disparities between the students in the two courses. The questions of the pre-test are mostly taken from monthly English assessments. To determine the students' ability, a thorough analysis of the obtained scores is required. Moreover, the questionnaire about students' past English learning is expected to finish by students in the experimental class only. Thus, the author can determine students' views regarding vocabulary acquisition and their existing learning interests by examining the questionnaire findings.

In order to get accurate and trustworthy test results, the author tells the students prior to the pre-test that although this is just a regular exam in class, they still need to be serious so that they would focus intently on the test. The author applies the same quality of correction to the exam papers for both the experimental and control class.

3.4.2. The experimental stage

In the control class, the author uses the translation method and students grasp the vocabulary by reading and reciting its lexical meaning. In the experimental class, the author presents the vocabulary with situations created deliberately and elicits relevant topics that students are familiar with or fascinated with as the basis of the class activities. Furthermore, the author creates a language-rich environment in which students are allowed to express their viewpoints as long as they are willing to do so. In the intricately constructed scenarios, such narrative and situational dialogues, students employ a wide range of terminology. The author mimics the

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。

如要下载或阅读全文，请访问：

<https://d.book118.com/907112000054010014>