

# On the Effectiveness of English Teaching in Junior Middle School from the Perspective of the Creation of Situation

Ranran Hou

Shanxi Normal University, Taiyuan 030000, Shanxi China

**Abstract:** Under the guidance of constructivism learning theory and situated cognition theory, this study takes the teaching videos of high quality English classes in junior middle school as the research subjects. It is found that there are some problems in the creation of situations in junior middle school English classroom, such as the ambiguity of teaching situation, the simplicity of teaching situation and the inadequacy of communication in situation. Furthermore, it puts forward the corresponding and effective strategies to improve the teaching effect of the creation of situation. This study provides a reference for teachers to create a good teaching situation.

**Keywords:** The Creation of Situation; Junior Middle School; English Teaching; Effectiveness

## 1. Introduction

For a long time, “time-consuming and inefficient” has perplexed our foreign language teaching (Wei, 2015). It is motivating students to take the initiative and dynamically participate in the class that counts. However, some teachers’ clear understanding of the teaching content and objectives still does not solve such problems in terms of the hardware conditions created by the situation. As a result of the above background, the research on the creation of situation in junior middle school English language courses is brought up.

## 2. Theoretical Basis

### 2.1 Constructivism learning theory

In the 1990s, constructivism learning theory began to rise; Piaget and Vygotsky were the pioneers of the theory. They proposed the theory of epistemogenesis (Piaget, 1977) and the theory of psychological development<sup>[1]</sup> (Vygotsky, 1978).<sup>[2]</sup> As a further development of cognitive school, constructivism learning theory abandons the passive connection of students in traditional learning theory. In the constructivism learning theory, “situation” is one of the four elements of the learning environment (Luo, 2015).<sup>[3]</sup>

### 2.2 Situated cognition theory

The “situation” of created situation is essentially an environment of optimization, which is an environment that encourages students to move in. William J. Clancey (1995) believes that knowledge is not an abstract concrete object, but an activity based on social context; knowledge is an interaction constructed in the process of interaction between the individual and the interactive environment.<sup>[4]</sup>

## 3. The Problems Existing in the Creation of Situation in English Teaching in Junior Middle School

Lesson Presentation:

Ambiguity of English teaching situation

Teaching Content: Unit10 I’d like some noodles.

Present a picture of a certain restaurant to lead in the topic and some new words. The teacher presents food pictures and plays the tape. The teacher gives the basic sentence pattern. A: What kind of ...would you like? B: I’d like..., please. A: What size would you like? B: I’d like a small/medium/large bowl.

The teacher asks students to work in pairs, imagining they are in a restaurant. One person is the waiter, and the other one is the customer. Then let them perform the conversation in front of the classroom.

A: What kind of noodles would you like?

B: I’d like beef and tomato noodles, please.

A: What size would you like?

B: I’d like a small/medium/large bowl.

Show three bowls of noodles in picture. Ask: What ingredients are in these noodles?

In the introduction of western diet, western food culture and China should be compared, so as to carry out the conversion between

the two. Due to the lack of clarity in the teaching situation created by the teacher, students are still unable to really understand the knowledge points in the situation.

Simplicity of English teaching situation. Teaching content: Unit 7 Will people have robots?

The teacher shows some robots' pictures to students. According to these, let students make a sentence: I will have a robot in my home. And by copying the example, students make two another sentences when it is in the future.

Everything will be free. Books will be on computer.

From these three sentences, students can see the structure. Then, the teacher gives the definition of the simple future tense. That is, it indicates the action or condition of the future. Next, the teacher guides students to change all kinds of forms. The positive form: will + the basic form of verb + (object) + other elements

E.g. People will have robots in their homes. The negative form: will not= won't

E.g. People will not (=won't) have robots in their homes. The general question: put will in front of the subject of the sentence and end with a question mark.

E.g. Will people have robots in their homes? Yes, they will. / No, they will not.

Present some pictures to instruct students to make some sentences by using "there will be"

There are some deficiencies in situation teaching in this lesson. First, teachers' preparation for classroom materials is slightly inadequate. The second is that the situation creation form is relatively single, not combined with the game and other forms to create the situation. Third, situation teaching of some teaching links do not work well.

Insufficiency of communication in English teaching situation. The above activities are designed by the teachers are close to the students' life and current cognition. But the teacher does not grasp the time of the classroom activities well, resulting in a small number of students' participating. Communication's function is not well realized.

## 4. The Countermeasures for the Improvement of the Effect of the Creation of English Teaching Situation

### 4.1 Designing the situation according to the teaching goals and content

Creating situation is wished to seek for the shared effects and better realize the teaching goals for junior middle school, so the situation targeted is set up carefully, and combine closely with the content of the text to improve students' ability of autonomous learning and cooperative communication in the appropriate situation. According to the contents, the teachers create situations by the way of showing objects, pictures, models and other methods to inspire students' divergent thinking and cultivate students' ability of language perception.<sup>[5]</sup>

### 4.2 Diversifying the creation of English teaching situation

(1) Using objects and props to create situations. If the teacher created the situation of ordering meals in this class, it attracted the attention of the students as soon as. It is close to the life experience of the students, and in line with the junior middle school students' cognitive level and psychological development level.<sup>[6]</sup>

(2) Using excellent songs to create situations. It is very rapid for junior high school students in physical and psychological growth. For that reason, teachers should actively make the most use of these excellent songs to create situations, stimulating students' motivation, and helping students' concentration.

(3) Using game activities to create situations. Immersed into the game, all students excitedly participate in the game activities. In the game activities, teachers should create different situations, where they have learned unconsciously, and let students master language knowledge and use language knowledge in the game, which actively guide students to participate in situation's activities.

(4) Using role-playing to create situations. When using role play to create situations, teachers could organize students to perform in different roles which integrate the vocabulary, grammar and sentence patterns taught in the classroom into specific situations, where the students choose the roles they like in the situations created by teachers.

## 5. Conclusion

Based on constructivism learning theory, situated cognition theory and the analysis of the creation of the situation, the reasons for the above issues in situation's creation are that instructors do not appreciate the creation of situation deeply enough, the teaching task is too heavy, and the created situation's time is limited. Therefore, teachers should not only deeply learn and master the ideas and principles of creating situation, but also take students as the main body in the class of situation and constantly optimize the method of creating situations to erect a good learning situation for student.

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## Brief introduction about the author:

Ranran Hou (1995-), female, Han nationality, Lvliang, Shanxi Province, master's degree candidate, research on Foreign linguistics and applied linguistics.