

Situational Setting in English Grammar Teaching in Senior High School

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Abstract: As the law of language use, grammar guides the application and practice of language. A strong foundation in grammar improves reading and writing skills. Therefore, mastering grammar skillfully plays a positive and effective role in improving students' language ability. However, the current English grammar teaching in senior high schools in China faces many problems. First of all, the necessity of grammar teaching has been ignored to some extent. In practical teaching, most teachers prefer to let students constantly expand their vocabulary, and pay more attention to grammar; Secondly, although some teachers have a certain understanding of the importance of grammar, it is difficult to organize teaching activities scientifically, resulting in the situation that students' enthusiasm for learning grammar is not high and grammar is difficult to learn.

Keywords: High school English; Grammar teaching; Situation settings I. Introduction

1. Introduction

Grammar is used regularly in any language, and English grammar is no exception. As the internal rules of grammar knowledge, grammar plays an important role in guiding the use of language. In the comprehensive use of listening, speaking, reading, and writing, the grammar is carried out throughout. As a language, English is inseparable from the composition of grammar, and the improvement of its application ability is also deeply affected by grammar. In English teaching, grammar teaching is one of its main contents. That is to say, grammar teaching not only teaches students grammar rules, but also guides students to express their thoughts and communicate accurately on the basis of being familiar with grammar rules. At the same time, it is mentioned in the "New Curriculum Standards for General High School English" that English grammar teaching is one of the important components in the English teaching process, and the primary goal of English grammar teaching is to improve students' comprehensive language ability. The foundation and key of students' communicative competence are English grammar and English language application ability. The cultivation of English grammar ability depends on English grammar classroom teaching. It is precisely because of this that the importance of English grammar teaching is irreplaceable, whether from the teaching objectives of the "New English Curriculum Standards for Senior High School English" or from the function and purpose of English grammar teaching.

2. Case Analysis of Situation Setting in Senior English Grammar Teaching

2.1 A case setting example in English grammar teaching in high school

2.2.1 Scenario setting principle

Through communication with the teachers of Senior High School A, it can be found that the main principles they follow when setting situations in grammar teaching are shown in Figure 2.1:

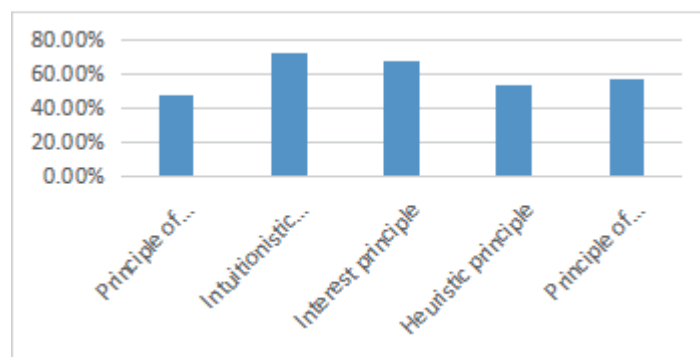


Figure 2.1 A Principles of Situation Setting in Senior High School English Grammar Teaching

Analysis of Figure 4.1 shows that 47.45% of teachers said that they would attach great importance to the principle of authenticity when teaching English grammar. Teacher L who recognized the principle of authenticity believed that the situation design must be as

close to the real life as possible, so as to better It can also enhance students' understanding of knowledge. For example, after explaining attributive clauses to students, it will arrange practical application scenarios for students: choose one person from parents or friends, and use as many attributives as possible. Clause to describe it. Students can easily write wonderful sentences close to life, and deepen their understanding and mastery of attributive clauses in practice.

2.2.2 Scenario setting method

72.0% of teachers can use music to create a pleasant atmosphere in the classroom, because they can use music to create a pleasant atmosphere for English teaching. High school students like listening to songs and singing. In English teaching, music is a situation creation method that can effectively mobilize students' enthusiasm. The video integrates image, sound and text. The image is vivid and the language is rich. Students have created a real and vivid language environment, which can effectively mobilize students' various senses, let students see their own shape, hear their own voice, feel the charm of language and culture, and feel as if they are in it.

As for problem scenarios, 78.5% of teachers said that they would create problem scenarios in relation to real life in grammar teaching. This method is mainly based on the familiar life situations of students, and creates opportunities for students to practice language so that they can feel The practicality of language in life is more helpful to arouse students' interest and enthusiasm in learning. 81.3% of the teachers indicated that they would use local materials in grammar teaching and use the classroom situation to set the problem situation. For example, in the teaching of attributive clauses, teacher H can use the attributive clause to call the students when they answer the question, and use Sentences like "Can the girl who wears glasses and a red coat in group four tell me the answer?" can not only successfully attract the attention of the whole class, but also allow students to experience the modification function of attributive clauses in real situations ; 82.6% of teachers indicated that they would use stories to create situations to set problem situations in grammar teaching. Teachers would use classic fairy tales, fables, literary works or self-made short stories to create situations, and use target vocabulary or The grammar and sentence patterns are arranged into these events.

3. Suggestions for Situation Setting in English Grammar Teaching in Senior Schools

3.1 Giving Language Authenticity

Different from the traditional grammar teaching method that consolidates grammar rules through repeated practice, the situational teaching method should pay more attention to excavating various materials around students, find students' interest points, and apply them to classroom grammar teaching. The starting point for teachers to prepare lessons is no longer to prepare grammar rules or grammar points directly, but to spend more time thinking about how to design the usage scenarios of the grammar rules and the activities based on this scenario. Teachers should try their best to allow students to use their existing knowledge freely and repeatedly in their designed activities, and to understand the main points of target grammar while actively participating in classroom activities. This kind of grammar learning method that gets rid of mechanical memory can effectively avoid students' weariness, stimulate students' learning motivation, strengthen their thinking activities and emotional activities, and improve the comprehensive ability of language use.

3.2 Bringing energy to Grammar Classes

The situational teaching method is applied to English grammar teaching in high school. The focus is on students' learning of grammar items, the starting point is students' application of grammar items, and the starting point is the creation of effective situations. The creation of the situation should be based on the developmental needs of students, echo and resonate with students' emotions, so as to promote students to fully and actively develop their language literacy through their own perception, experience, exploration and discovery.

And the form of activity, whether it is brainstorming, interaction at the same table or group cooperation, students become the main body of the activity, which effectively promotes the further development of the activity, fully stimulates the divergent thinking of the students, and activates the original knowledge of the students , while giving the classroom vitality, it can effectively help students construct new knowledge.

For example, in the simple present tense we just talked about, we use these three steps, step, I do the action first, and ask myself what am I doing? I am drawing. What are you doing? What is he doing? In the second step, the teacher says that the students do it, you can give instructions, or you can practice in groups; in the third step, the teacher does it, the student says, the teacher does the action, asks the student, and the student answers, or you can Ask students to perform on stage, and other students answer. In this way, the acquired knowledge can be better consolidated.

4. Conclusion

High school English is an important course in high school, and English grammar teaching is the most important. English grammar in high school can not only improve students' English language knowledge, but also help them better cross-cultural learning and master English language, culture, humanistic quality and emotional value. The situation setting in the classroom can guide students to carry out personalized learning, gradually cultivate the expression ability of English language knowledge, and improve the efficiency of classroom teaching. For this reason, this paper chooses to study the situation setting in senior high school English grammar teaching, and the main research conclusions are as follows.

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