Characteristics of Situational Teaching Method and Its Application in Teaching Chinese as a Foreign Language

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Abstract. Situational teaching method is based on the needs of the teaching content; teachers choose the appropriate teaching situation to the teaching of a teaching method. Situational teaching method has the characteristics of the scene, the authenticity of the emotion, the creative thinking and so on. Situational teaching method has a good teaching effect in teaching Chinese as a foreign language; it not only stimulates the students' interest in learning Chinese, but also achieves the goal of teaching.

Introduction

Vocabulary is the building materials of language, and vocabulary teaching has been occupying, and important position in teaching Chinese as a foreign language. A student’s Chinese level, to a large extent, depends on how much he mastered the vocabulary, vocabulary of the number of students to study the Chinese expression is appropriate, appropriate to have a great impact.[1] Therefore, the teaching of vocabulary has become one of the most important and difficult points in teaching Chinese as a foreign language teacher. For international students, vocabulary learning is the basis for mastering and using Chinese language. But for the students, reading the words, recite the text and cannot stimulate their interest in learning Chinese, but feel very boring. How to improve the students' enthusiasm for learning Chinese and how to improve the effect of Chinese learning has become a problem that teachers often have to consider in teaching Chinese as a foreign language. Situational teaching method is considered to be one of the more effective teaching methods in the teaching of Chinese vocabulary. This paper mainly analyzes the connotation, characteristics, teaching situation and the role of situational teaching method in teaching Chinese as a foreign language.

The Connotation and Characteristics of the Situational Teaching Method

Connotation of Teaching Method

The so-called situational teaching method is a kind of teaching method which is suitable for students to acquire knowledge in a relaxed environment. In the 20th century, the 20th century, the United Kingdom first produced a ability to cultivate spoken language based on vivid scenarios to target language teaching method, that is, situational teaching method.[2] American philosopher Dewey put forward the basic principles of "learning from doing", he believes that "Learn From practice" is "Learn from the activity", "from the experience of secondary schools” He believes that the so-called good teaching must be able to arouse the students' thinking. The so-called thinking is a sensible way to learn, or to say that the teaching process is wise. In his view, if there is no thinking, it is impossible to produce meaningful experience, therefore, the school must provide the experience of thinking can cause the situation, that is, the scene teaching method.[3] Scene teaching method is based on the needs of teaching content, teachers choose appropriate teaching situation to the teaching, which not only stimulates the students' interest in learning Chinese, but also to achieve the purpose of teaching. From the perspective of teachers, teachers in the teaching process to select appropriate teaching methods, greatly influences the teaching effect; from the perspective of the
students, if the process of learning Chinese is active acceptance, active participation, it will achieve the best effect of acquisition. The application of situational teaching method in teaching Chinese as a foreign language is a process of finding problems, analyzing problems and solving problems. Students can not only consolidate the learned knowledge, but also the detection of learning achievements at the same time by repeating and reciting.

Characteristics of Situational Teaching Method

Situational teaching is to set up the props, classroom layout and other methods to simulate the real communication environment, so that students learn to use the new vocabulary, reproduction of the text in the plot, the maximum reduction of the text of the scene.

Scene fidelity. Situational teaching is the teacher through the set of props, decorate the classroom and other methods, to simulate the real communication environment, so that students in the classroom use the words of the students, to reproduce the text of the plot, to maximize the reduction of the scene.

Emotional authenticity. The role of students with their own personal feelings of the students, more fresh, is the individual character and the role of the image of the text combination. Through the role of the play, so that students get a real emotional experience.

Creative thinking. Students in the text interpretation of the text at the same time, adding their own imagination, rather than confined to the text of the story, students use their rich imagination and creativity, the text of the scene and real life link, reflecting the students thinking Of creativity.

Situation and Problems to be Noticed in Vocabulary Teaching of Chinese as a Foreign Language

Scene Setting

Situational teaching method is based on the contents of the vocabulary learned by foreign students, as well as the situation of students themselves, set up a certain scene, so that students use the words conjunctive sentence, the role of the way to play in this scenario. The use of situational teaching method in the teaching of Chinese as a foreign language can be achieved by setting up scenarios such as sitcoms, dramas and debates. We here to develop Chinese primary comprehensive I Lesson 12 "Do you want tea or coffee" for example, look at the vocabulary teaching how to set the scene. The text "Do you want tea or coffee" in the following words:

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\begin{align*}
\text{kāfēi (Coffee)} & \quad \text{hóngchá (black tea)} & \quad \text{lǜchá (green tea)} \\
\text{bēi (cup)} & \quad \text{wèi (place)} & \quad \text{měi cuò (exactly)}
\end{align*}
\]

According to the vocabulary, we can make the following settings:

Creating a life scene. Most of the foreign language textbooks are in the form of dialogue. In learning the words of "Do you want tea or coffee", teachers can prepare tables, chairs, coffee cups and other props, layout of the classroom environment, the creation of a customer in the coffee shop when ordering meals with the dialogue between the waiter Scenes. This scene is familiar to students in their lives, so the show will be very handy.

Role playing. The teacher can divide the students into two groups according to their wishes. One group acts as a waiter, a group acts as a customer, and then two to perform. Students play different roles according to their own, you can play, write scripts, create different scenarios of dialogue. Both to stimulate the students' imagination, creativity, but also improve the interest of students learning Chinese, but also improve the students teamwork.

Problems that Should be Paid Attention to in Scene Setting

Situational choice. To select close to the students are familiar with the scenes of life, to arouse the concern of students. Such as "Do you want tea or coffee", the creation of the scene is that most students understand, but also students in the communication can be encountered. In the selection of scenarios to avoid the choice of students are not familiar with the scenes of life, so as to achieve the purpose of learning.
The context of the setting should take into account the cultural background of the students, to avoid the introduction of the contents of the cultural conflict to the classroom, such as religious beliefs, table manners, eating habits.

The setting of the scene should take the student's present level of study as the reference. American language educator Krashen's "input hypothesis", that is, "i +1" model. In Second Language Acquisition Studies edited by Wang Jianqin, it is mentioned that "the difficulty of inputting the language is slightly higher than the learner's existing ability. If the learner's current level is i, then the language input should have a small jump, “i + 1. ”[4] Therefore, the teacher of Chinese as a foreign language should take into account the current level of the students' language when setting the situation. The content cannot be too difficult nor too simple.

**Take the student as the main body, the teacher is the leading.** The scene teaching method should take the student as the main body, the teacher put in the position of a macro control. Taking the student as the main body does not mean that teachers should give up the leading position in the classroom, the classroom to students. Teachers should play a role in grasping the overall situation, when students encounter problems in activities, teachers should give timely guidance. Because of the different cultural backgrounds of students, there will inevitably be a cultural conflict in the activities, which requires teachers to mediate in a timely manner. In the role of choice, some of the characters are clear, will become the object of choice for most students, this time the teacher played a coordinating role. Therefore, in the situation teaching part, the main body should be given to students, which giving play to students’ enthusiasm, initiative, creativity and also teachers’ leading function.

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**The Role of Situational Teaching Method in the Teaching of Chinese as a Foreign Language**

The situational teaching method links the Chinese vocabulary closely with the daily life of the foreign students through the scenario setting, and makes the words more fresh, so as to attract the students' attention to the rules of using the words. Therefore, the role of situational teaching in vocabulary teaching is more obvious

**To Promote the Completion of Teaching Objectives**

The purpose of vocabulary teaching is to enable foreign students to understand and memorize vocabulary so as to make use of vocabulary in communication. Situational teaching method is the bridge from understanding and memory to practice. Situational teaching method is not only the teaching method used by teachers to teach vocabulary, but also the process of retention of vocabulary learned by foreign students. It is also the test of students 'learning achievement and the evaluation of teachers' present teaching effect. Liu Xun in the "Introduction to Teaching Chinese as a Foreign Language" mentioned "the process of memory, including remember, keep, recognize and reproduce the four basic aspects."In the Chinese vocabulary teaching, these four basic processes used in situational approach is also fully reflected. The process of memorization is the students' knowledge of the pronunciation, meaning and usage of the vocabulary through the explanation of the teacher. The process of retention is the repetition and recitation of the vocabulary learned by the students in the mind to reproduce in certain scenes. Recognition and reproduction process is the students through thinking, imagination in the mind of the scene in the classroom show. The four memory processes are closely linked and inseparable, and also reflects the important role of situational teaching in vocabulary teaching.

**Stimulate Students' Interest in Learning**

Traditional classroom teaching methods to a certain extent, it is difficult to stimulate students interest in learning Chinese, but let students feel that learning is a boring process. Especially in vocabulary teaching, Chinese vocabulary is very large, "mechanical memory" although to help students in a short time to remember a large number of words, but with the increase in learning content and time, most of the words will be forgotten. This requires students to "meaning the
memory" way to remember the word. Situational teaching method will be a series of words in a scenario, which is for students to learn a memory clue. These memory clues are not boring, abstract, but interesting, vivid. Through these memory trails, students are provided with a memory strategy to convey the contents of short-term memory to long-term memory.

**Cultivating Students' Creative Thinking**

In the process of using situational teaching method in foreign language teachers only provides a situation more content requires students to design, including character features, plot cuts. This not only shows everyone's talent, but also cultivates students' imagination, observation and creativity.

**Conclusion**

The situational teaching method in the vocabulary teaching of Chinese as a foreign language can be set according to the text content of a variety of scenarios, in addition to the aforementioned scenarios, including recitation, debate and other forms. No matter what kind of teaching activities the foreign language teachers choose, the purpose is to help the foreign language vocabulary teaching to achieve the best teaching effect. Situational teaching method not only let students learn Chinese vocabulary in the activities, but also improve the students' ability to communicate in Chinese, and give play to their own advantages, stimulate students' interest in learning Chinese.

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