Research of Situational Teaching Method in Urban Planning Professional English Teaching Reform

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Abstract: Under the trend of internationalization, based on the academic features of urban planning, this paper illustrates the benefits of using situational teaching method in urban planning teaching progress. Then it expounds the content and feature of the four aspects in situational teaching method, those are teaching topic module settings, diversification of teaching design, diversification of teaching ways and network teaching resource database. The paper discusses the application of situational teaching method in the professional teaching, which focuses on the teaching reform.

In order to make urban planning subject better face the trend of internationalization, and satisfy the society to cultivate professional talents in the 21st century, and meet the demand of stronger international competitiveness of foreign-oriented talents, professional English, as a kind of important and convenient language medium, will occupy a more important position in study and communication[1]. Teaching level of professional English has become the important measure to the internationalization degree of college teaching. There-recognition of the role of professional English and making teaching reform has become an important subject to concern in many colleges and universities. But recently, professional English ability in urban planning subject, on the one hand, is from the original foundation of English learning, on the other hand is through school little professional English training course. Due to the course construction is not mature, plus teaching time-limit as an objective reason, as well as the insufficient recognition of students, "read + translation" as a single transmission type of teaching way makes professional English teaching cannot achieve good effects[2]. Therefore, this article tries from the characteristics of urban planning subject, to change the traditional teaching mode, to explore reform and practice of the application of situational teaching method to the urban planning professional English teaching, in order to break through the limited classroom space and time limit, to maximum improve teaching effects.

The Definition of Situational Teaching Method and Characteristics of Urban Planning Subject

To achieve the purpose of teaching materials, based on the contents of teaching materials and students characteristics, situational teaching method is creating scene for teaching content, vivid displaying the teaching content, so as to improve the students' learning interests, to stimulate their learning initiatives and active thinking, then guide students to actively participate in teaching activities, actively construct knowledge framework. For the urban planning subject, due to the mother conceived in architecture, with the progress of science and technology, city modernization level and complication of urban functions, urban planning is changed from material planning to comprehensive planning for the social, economic and ecological environment.

In terms of the cultivation of thinking ways, the urban planning subject trains students the physical image of thinking and theoretical logic of abstract thinking in teaching process which is in consistency of using image display in situational teaching method.

In the process of professional practice, because the research’s object is a large system involving natural, political, economic, social, technology and art, as well as construction implementation and administration, which needs multi-disciplinary cooperation. As a result, the use of situational
teaching method can simulate professional cooperation in the working process, so that the students learn professional knowledge effectively in the process, effectively strengthen the professional communication skills, cultivate the students' cooperation consciousness and cooperation ability. At the same time, through the use of a variety of media and resources, situational teaching method treats student's according to their different basis, characteristics and habits, which to promote the development of the students' ability in many ways, and tap students' potential to the greatest extent.

In the cultivation of professional ability, the teaching process not only pays attention to students' ability of macroscopic decision making, or medium comprehensive coordination ability, but also must have a micro ability of specific engineering problems[3]. Through setting a variety of teaching methods and teaching links, situational teaching method creates the practice of the macro, mise and micro work scene into classroom teaching content, in order to strengthen students’ basic knowledge and skills, to cultivate innovative thinking and hands-on ability.

Explore Reform Practice of Main Content of the Professional English Teaching in Situational Teaching Method

Situational teaching method in reform practice of professional English teaching aims at students’ education, with purpose on "gain knowledge, form ability, perfect quality". It not only emphasizes the use of English knowledge within materials, but also pays attention to the cultivation of the communication ability. Specific teaching practice is mainly manifested in the following aspects:

1) Enrich the teaching contents, create situational teaching topic

Setting scene topic is characterized by teaching module, and the module is created first based on urban planning course in progress. Corresponding to the progressive specialized courses, the module will enrich the teaching contents. Refer to the teaching concept of CBI (content-based instruction) in recent years, according to the scene "modular" and “diversified contents” criterion, situational teaching method is formed to several independent stages.

Setting situational teaching topic needs to pay attention to reflect progressive structure based on innovation ability training. The teaching scene arranges according to the course teaching plan step by step. In the progress of teaching, the content goes from design case gradually to the difficult theoretical vocabulary and sentence patterns, which demands higher professional transition. It improves students' innovative consciousness and multi-dimensional understanding of architectures and cities, and guides students to speak English as a medium to master professional knowledge.

a. The first stage of professional English: The scene theme settings are mainly composed of architectural aspects. It is mainly about the basic knowledge of all types of buildings and architects’ representative works. From English basic skills such as listening, speaking, reading, writing and translating, it expands architectural professional English vocabulary and grammar, and then further improves understanding and practical skills of the basic professional knowledge.

b. The second stage of professional English: The scene theme settings began to focus on urban planning, such as locating residential area, urban public, center place, historical streets protection etc. Using progressively accumulated knowledge motivates students' active learning consciousness, and expands areas of knowledge, in order to combine with knowledge in teaching material. During this process, the teacher helps students further understand the purpose of professional English learning.

c. The third stage of professional English: The scene theme settings pays more attentions to the integration of theory teaching, such as urban planning system, management and system, and urban design, urban landscape, etc. Do highlight the word "new" in the process, and strive to reflect the latest trends in the professional fields. This stage emphasizes systemic training, and use targeted and practical professional English topic in teaching course , such as project summary, base analysis, design analysis and drawing expression, or architectural design, urban design, urban planning, landscape design etc. this method effectively improves students' ability in architectural professional English, open their minds, and strengthen the professional knowledge learning.
2) The diversification design of teaching process

Education theory indicates that: the students' learning process is under the created situation by teachers, getting help from the existing knowledge and experience, take the initiative to explore and actively communicate, then create new knowledge’s structure in the process. The emphasis is putted on the learner's initiative, practical, creative, and social skill. Therefore, in the process of teaching, the teachers set diversified phases, such as thematic discussion, lecture, and training films demonstration and so on. This kind of teaching methods can effectively stimulate students' cognitive thinking for desire and interest, also make students be “active participants”.

In the scene module, the teachers adopt different scenarios for organic combination, design the specific-purpose teaching, and emphasize "standard and diversity" characteristics. Standardized characteristics embodies the teaching request must be completed, but diversity characteristics perform in the factors for auxiliary and extension. The diversity of the concrete teaching course mainly consists of following three parts. The main part includes situational text, vocabulary and essential reading, as well as project practice; Auxiliary part includes topical vocabulary, fast reading of professional literature, etc.; Extension part includes topics’ conversation practice, topic films demonstration, special investigation practice, after-school homework exercises.

For example, the teaching course sets a scene for residential district planning. Firstly, use the theory and abroad examples of urban residential district planning and related literature for deep understanding and the vocabulary teaching. After team work for the special topic investigation, each team is responsible for the overall layout, road system, landscape, etc. Then write a topic investigation report. Or ask students do the English presentation according to their curriculum design results, or write English directions for the related scheme design. Or make English oral discussion through demonstration and settled issue, in order to effectively improve the students' learning initiative and participation. So, this kind of teaching method can cultivate students’ ability of "listening, speaking, and reading, writing and translating" as well as in basic English. Through the diversity design for topic scene, students' English application ability can be further improved.

3) The diversification of teaching means

a. Using multimedia

On the basis of the computer information technology, modern teaching mode uses multimedia fully in the situational teaching. Graphics, sounds, animations and video are used in production of teaching courseware, and create a good scenario teaching environment and learning atmosphere, strengthen the reality of communication and presence, so as to improve the depth and width of teaching. Situational teaching pays attention to scene imaging and creation cultivation, which also are professional teaching characteristics.

b. Role transformation

Around the teaching topic, the teacher simulates the actual working process such as special investigation report, design presentation and other real situations, and let the students come out to present. By students ask questions for students, and teachers ask questions for students, the teacher guides the student to feel to English as the medium of professional communication process from the listening, speaking, etc. situational teaching trains students' flexibility and resilience thinking in English language.

c. Group work

The most important of Language learning is communication. Situational teaching pays attention to group cooperation, in order to provide more opportunities for communication. The situational teaching puts importance to the cultivation of students’ basic qualities in English language, and maximum extend the students' self-learning ability. Situational teaching methods both attach importance to students' individual behavior and team cooperation. Team work conducts research and report writing, classroom demonstration in whole process of training. For example, classroom discussion topic is city public buildings "what is a city landmark", as well as residential area planning “characteristics of the urban residential area “and so on. Then in English language, the group put forward their own views and understanding, with the aim to strengthen cooperation and communication between the students.
d. Creating situations teaching network resource

Electronic resources organized for professional English teaching topic are useful materials for diversification of situational teaching, which can be applied to network teaching forward. Electronic teaching resources mainly consist of three parts, the first part is the teaching content in classroom, including the text words and teaching courseware. The second part is the auxiliary teaching parts, concretely consist of architecture, urban planning, landscape planning, real estate and other related professional vocabulary teaching courseware and other extensive reading literature; The third part is the teaching extension, mainly includes multimedia tutorials of the architecture and urban planning, as well as related professional website path name etc.

Conclusion

With the improvement of China's internationalization, the urban planning professional English will be more widespread used in the practice of international cooperation projects in the future. In practice of urban planning professional English teaching reform, situational teaching method combines education teaching theory and practice. The real scenario simulation offers students more effective learning opportunities, and embodies the practical characteristics of professional English. Because this teaching method closely attaches urban planning professional training target, it strengthens the course in the special position in the construction of subject system, and creates education concept under the guidance of the teaching content by topic modular and diversified teaching design. The use of diversified teaching methods can better coordinate the relationship between images of teaching content and situation settings.

Situational teaching method of urban planning professional English, from the aspects of time and space, effectively guides the students' autonomous learning, which is an effective method of teaching both in professional field and in English language.

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