

The Application of Situational Teaching in High School English Grammar Teaching: Takes Attributive Clauses as an Example

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Abstract: Grammar is a key and challenging task in high school English teaching and also a critical period for many high school students grammar learning. Currently, grammar instruction still remains at the stage of mechanically inputting rules and example sentences without providing students with appropriate and contextually relevant situations that are close to life. In light of this, this paper explores the application of situational teaching methods in the teaching of attributive clauses based on contextual learning.

Keywords: Situational Teaching; Grammar Teaching; High School; Attributive Clauses; Applied Research

1. Introduction

1.1 Background of the Study

Situation research has received a certain degree of attention domestically. In terms of teaching, Liu analyzed and studied the application of situational teaching methods in junior high school English education, effectively integrating situational teaching methods with unit themes in English textbooks, proposing that situational creation should align with unit themes to assist students in practicing sentence patterns and other language skills [1]. At the same time, by utilizing diverse multimedia teaching tools, students are engaged in syntactic exercises, enhancing their grammar learning efficiency and ultimately improving their English proficiency; in practical implementation, specific observations are made on how situational teaching methods can be genuinely applied in English grammar classes. Wei and Liu primarily analyzed and studied how to better integrate multimedia courseware to create individual English grammar learning scenarios for students,

significantly optimizing classroom learning efficiency [2].

1.2 Purpose and Significance of the Study

This article will approach the topic from the dual perspectives of "theory and practice" in situational teaching, exploring how to effectively apply situational teaching methods in high school English grammar classes in our country, while incorporating the psychological characteristics of high school students into grammar teaching. By leveraging situational teaching methods, a positive classroom learning atmosphere that integrates English grammar instruction will be created, optimizing grammar education and ensuring that students roles as subjects are fully realized in situational teaching activities [3]. This will cultivate students English proficiency and ultimately enhance their initiative and enthusiasm for learning. Consequently, this approach not only promotes the improvement of English grammar teaching outcomes but also achieves the goal of refining English grammar teaching practices [4].

2. An Overview of Situational Teaching in High School English Grammar Teaching

Regarding the meaning of situational teaching, most scholars believe that it is "in a grammar class, teachers design specific contexts closely aligned with the age and cognitive level of the students in the class, starting from teaching needs, integrating teaching content and actual teaching situations, designing contexts of appropriate difficulty that are close to students lives, transforming abstract language rules into tangible language use, thereby helping students understand grammatical rules and achieve specific teaching objectives." Therefore, in actual grammar teaching, teachers should closely follow the textbook content to design specific contexts and proceed with context construction in line with the teaching rhythm

[5]. At the same time, actively use multimedia, physical objects, and other teaching tools to integrate rich texts, sounds, images, video materials, etc., into grammar teaching, encouraging students to complete corresponding tasks through language output, mastering grammatical rules in simulated contexts, and improving their English proficiency.

3. The Significance of Situational Teaching in High School English Grammar Teaching

First, under the pressure of advancing to higher grades, the "score-oriented" teaching style exists in a large number of high school English classrooms, which leads many teachers to merely follow traditional teaching methods and then use the "sea of problems strategy" to have students repeatedly practice this grammar rule, followed by explanations of the questions by the teacher. The entire teaching process is dull and stagnant, completely ignoring the students primary role in the classroom. Although high school students English proficiency has improved to some extent compared to middle school students, considering the overall situation, grammar learning remains challenging for high school students. Therefore, such English grammar teaching classrooms, where teachers input more and students output less, and there is a lack of interaction between teachers and students, will not only fail to improve students English learning abilities but will also intensify their aversion to English, eventually leading to a dislike for learning over time [6].

Second, according to the requirements of the Senior High School English Curriculum Standards (2020 Edition), teachers should innovate their classroom teaching models, specifically combining the content of the meaning, form, and usage of relevant grammar, guiding high school students to create good teaching conditions through various methods such as autonomous learning, cooperation and exchange, and practical inquiry. Based on this, in order to change the past "cramming" style of grammar teaching, senior high school English teachers should create contexts that are closely related to students lives, present new language content within these contexts, focus on students emotional cognition, and make full use of information resources outside the classroom, enabling students to master

language skills through interaction.

Finally, applying situational teaching to high school English grammar classes can help students understand abstract rules and improve learning outcomes. Teachers, based on target grammar and students cognitive levels and the development of their thinking abilities, fully utilize situational teaching methods to create appropriate contexts. Students not only need to understand these grammatical rules but also engage in language-based communication with their peers in the same context, thereby truly acquiring the ability to observe, analyze, and apply grammatical knowledge. This approach maximizes the transformation of students English learning thinking from sensory to rational, fostering their core competencies in the English subject.

4. Application of Situational Teaching in High School English Grammar Teaching

4.1 Create Context with Multimedia

Nowadays, with the rapid development of science and technology in our country, multimedia has permeated into the teaching of various disciplines and is gradually gaining recognition from more and more front line teachers. By leveraging multimedia, teachers can integrate teaching content by searching for relevant materials online to recreate their lessons, and audio, images, and videos provide conditions for teachers to conduct engaging teaching, making English classes less monotonous and dull as they used to be, fully stimulating students interest in autonomous learning and their desire to explore. However, it is worth considering that when teachers use multimedia in teaching, they should not simply transplant online content into their classrooms but should "take the essence and discard the dross" of multimedia content to ensure the effectiveness of high school English grammar classes. Moreover, teachers should recognize that multimedia is merely an auxiliary tool in the classroom, and they must maintain control over the overall direction of the class, guiding students through the use of multimedia.

For example, when explaining that-clause attributives, teachers can collect relevant image materials online to help students practice this grammatical point. In one picture, a student asks the teacher a question, and the teacher patiently explains to him, "This type of

problem you got wrong is likely to appear in exams." Through the context provided by the image, students can more easily understand the sentence "The question that you got wrong is likely to be on the exam." Similarly, in another picture, at a dinner table, the mother says to her child, "Don't waste these rice grains that the farmer has worked hard to grow." In this context, the sentence "These rice that were painstakingly cultivated by farmers must not be wasted." will be more vivid and concrete for the students to absorb.

In addition to presenting images, teachers can also play relevant movie clips during the introduction phase. After students watch the clips, teachers can select the lines involving attributive clauses from the clips and represent them on the blackboard, emphasizing the headword and the subordinate clause (conjunction + sentence) with bold font to guide students in learning [7]. For example, when teaching the lesson "After Twenty Years" from Unit Unit4 Developing Ideas of the compulsory course one of the Foreign Language Edition for senior high school, "A policeman who is checking the area sees a man outside a shop." is a typical example of a headword being an attributive clause introduced by who. After extracting this sentence, teachers should mark the key points, such as A policeman who is checking the area sees a man outside a shop. And encourage students to try to understand the meaning of the sentence through the content presented in the movie clips, thereby experiencing the usage of attributive clauses.

4.2 Create Situations Through Role-Playing

English is ultimately a language and language originates from life, therefore, role-playing is undoubtedly an excellent way to recreate life situations [8]. Students can not only independently transform static grammatical points and sentences learned in class into dynamic practices of pronunciation and intonation, but also gain a deeper understanding of textual information production, which helps improve their communicative competence. Given this, to enhance the effectiveness of high school English grammar classroom teaching, teachers should efficiently utilize role-playing as a situational method, fully leveraging their role as facilitators in the classroom, returning the

initiative of the classroom to the students, enabling them to truly engage in the class and better grasp grammatical knowledge in real-life contexts.

For example, when teaching the required English textbook for high school students in the compulsory course one, Unit3 Like Father and Like Son of the Foreign Language Edition, teachers can make good use of this dialogue. They can divide the students into groups of four, assigning each student to play the roles of narrator, grandfather, father, and son, respectively. The teacher can then select passages from the text that contain a large number of attributive clauses for the students to read in groups and conduct detailed analysis of the sentences containing attributive clauses until the students master this grammatical point. For instance, in the grandfathers line, there is the phrase: "Yes, and you have found the career that suits your talents." The teacher can guide the students to understand that when the antecedent is a noun and the article serves as the subject in the sentence without any special words, the choice of the article should be considered. Through this dialogue exercise in the text, students will be able to effectively apply what they have learned in this lesson when encountering similar grammatical situations in the future, thus firmly grasping the key points of attributive clauses.

4.3 Grammar Teaching Through Problem Situation

The ancients once said: "Ask the channel how it can be so clear, because there is a constant flow of fresh water from its source." This tells us that in doing anything, we should be clear about the original intention behind our exploration. Especially when it comes to learning, most high school students believe that studying is a tedious, boring, and long-term endeavor, often not knowing why they are studying or what the purpose of learning is, which leads to many students possibly putting in effort without receiving equivalent returns, ultimately resulting in a dislike for learning. We often say that curiosity is the driving force for students to learn efficiently and persistently. Under the influence of curiosity, students initiative is greatly enhanced, making them enthusiastic about exploring knowledge. Therefore, teachers should be good at asking questions to students, but it is important to note

that the questions should be within the students zone of proximal development, not too difficult but still open to thought, to avoid undermining the students confidence.

For example, when teachers are teaching the Unit6 Using Language section of the compulsory one course in the Foreign Language Teaching Edition for senior high school English, focusing on attributive clauses with "prepositions + relative pronouns," they can select sentences from the Understanding Ideas textbook that contain this grammatical point for detailed explanation to the students. For instance, in the sentence "These terraces were built by the local Zhuang and Yao people, to whom Guangxi is home." the teacher can first ask the students if they can find the preposition + relative pronoun in the sentence, and then guide the students to reconstruct the sentence as "These terraces were built by the local Zhuang and Yao people. And Guangxi is home to the local Zhuang and Yao people." When this sentence is presented to the students, the teacher can then ask: "Do you know who whom refers to?" At this point, the students will easily say: " whom refers to the local Zhuang and Yao people." Afterward, the teacher can have the students construct similar attributive clauses. In other words, teachers should pose questions to the students in a step-by-step manner, gradually increasing in difficulty and depth, ensuring that the questions are coherent to truly guide the students in deeply understanding this grammatical point.

Furthermore, in the sentence "Building the terraces therefore meant that they could increase the areas in which they could grow the rice.", the teacher first asks the students their first question: "Can you find the preposition + article in this attributive clause?" At this point, due to the previous example sentence learned, the students can quickly answer: "in+which". Immediately after, the teacher asks the students to reconstruct the sentence themselves; students with better English scores can reconstruct the sentence as "Building the terraces therefore meant that they could increase the areas. And they could grow the rice in the area." Speaking of this, the teacher asks the students again: "What does which refer to here?" Most students can answer: "It refers to the area." The above two questions area process of consolidating the

previously explained grammatical points, and the third question is an in-depth study of "preposition + relative pronoun" attributive clauses. The teacher immediately asks: "Students, do you think in which can be replaced by other words? If so, what is the word?" Most students are momentarily unsure about the correct answer upon hearing this question and need detailed explanation from the teacher: "Since the headword is area, it belongs to the place category of the five major categories of articles. And the relative clause does not function as a component, so the adverb where is chosen. That is to say "in + someplace=where". After explaining this, the teacher should also inform the students that in attributive clauses, when/where/why can be converted into preposition + relative clause, but not all "preposition + relative clause" can be converted into when/where/why.

From the explanation of the above two examples, it is not difficult to see that problem situation teaching follows the principle of gradual progression, gradually increasing the difficulty for students. Especially for abstract teaching difficulties like grammar, knowledge should be broken down and thoroughly explained to students bit by bit to prevent students from developing a fear of difficulty and causing difficulties in grammar teaching [9].

4.4 Innovate Teaching Activities

In addition to the situational teaching methods mentioned above, teachers can also adopt many other more innovative ways in class to mobilize students enthusiasm for learning English.

For example, teachers can organize "Reading Sharing and Exchange Meetings" leading students to read classics together encouraging students to share good words and sentences they encounter during the reading process the whole class can appreciate the grammatical points in the sentence together using this method not only can consolidate the grammatical points students have previously mastered accumulate more complex sentence expressions to improve language expression skills but also cultivate students English thinking enhancing their own English proficiency In The Little Prince "The grain, which is also golden ,will bring me back the thought of you. And I shall love to listen to the

wind in the wheat..." appears as a non-restrictive attributive clause introduced by which through this sentence teachers can explain relevant grammatical points to the students.

Furthermore, teachers can initiate a "free talk" session at the beginning of class where students can freely choose any topic to deliver a 2-3 minute speech, encouraging them to use recently learned grammar to write their own speeches, thereby fully mobilizing students initiative and allowing them to boldly speak English while consolidating the application of relevant grammatical points. For example, when teaching Unit1 of the compulsory high school English textbook published by Foreign Language Teaching and Research Press, students may have some feelings and insights about their newly started high school life, and take advantage of the free talk opportunity to share with the entire class:

Last week I entered the senior high school, which I had been looking forward to. After a weeks stay in the school, I found senior high school is quite different from the junior school that I miss very much. In junior high school, I felt all the subjects were easy. However, until now, I still felt puzzled about maths and physics which are too difficult to learn them well. English is also hard, as there are many difficult sentences that I often cannot understand. Teachers are strict but they don't teach us like my former teachers who were always kind and patient. As a result, I haven't got used to my life in senior high school. I hope I can be accustomed to it soon [10].

5. Conclusion

In summary, teachers should make full use of situational teaching methods for grammar instruction, especially high school English teachers, who face significant academic pressure in high school life. How to engage students in English learning with interest is an urgent issue that needs to be addressed. Situational teaching methods consider students emotional needs and align closely with their daily lives, providing them with a better learning experience, ultimately achieving grammar instruction. At the same time, front line teachers should strive to innovate and develop other diverse situational activities to present grammar points in more innovative ways, such as multimedia scenarios, role-

playing scenarios, and problem-solving scenarios, to better serve teaching.

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