



# An Exploration of the Application of Situational Teaching Method in the Classroom Teaching of Secondary English Vocational Education in the New Era

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**Abstract.** In the context of the new period, secondary vocational education, especially secondary English education, is facing the need for innovation. Traditional teaching methods, focusing on one-way knowledge instillation and mechanical memorization, have been difficult to meet the goal of enhancing teaching efficiency and students' learning outcomes. Contextual teaching method, by providing rich perceptual materials and creating diversified vivid scenes, stimulates students' creative thinking and learning interest, and at the same time promotes the development of knowledge understanding and thinking ability. Based on this, this paper discusses the application value of contextual teaching method in vocational education of English in secondary school, and puts forward specific application strategies, aiming to improve the language use ability and vocational literacy of secondary school students.

**Keywords:** contextual teaching method; secondary English; vocational education; classroom teaching

## 1 Introduction

In the context of the current era, secondary vocational education is experiencing remarkable growth, and the state has successively issued key guiding documents such as the Decision on Accelerating the Development of Modern Vocational Education and the National Vocational Education Reform Implementation Program. Given the role of English as a fundamental subject in secondary education, teachers' improved teaching efficiency and students' enhanced learning outcomes have become the core objectives of English teaching innovation. If we still rely on traditional teaching methods, which focus on one-way knowledge inculcation and mechanical memorization, it will be very difficult to improve the efficiency and quality of classroom teaching. Therefore, teachers need to actively adjust their teaching strategies and implement practical contextualized teaching methods to break through the bottleneck of English teaching. For students, the implementation of contextual teaching can help enhance their confidence in English learning and further ignite their enthusiasm for learning English.

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D. Rad et al. (eds.), *Proceedings of the 2024 5th International Conference on Mental Health, Education and Human Development (MHEHD 2024)*, Advances in Social Science, Education and Humanities Research 857, [https://doi.org/10.2991/978-2-38476-271-2\\_89](https://doi.org/10.2991/978-2-38476-271-2_89)

## 2 Connotation of Contextual Teaching Approach

Contextual teaching method originated in the early 20th century, American scholar Dewey emphasized that teachers should play the role of guide and facilitator in teaching, guiding students to learn in the environment with practical value<sup>1</sup>. After that, scholars Olga A. Drozdova and Kwo-Chen Leea pointed out that the establishment of authentic language contexts is a crucial prerequisite for foreign language teaching<sup>2,3</sup>. In the course of continuous development, situational teaching method is defined as: in the process of teaching, the teacher provides students with rich sensory materials and creates diversified vivid scenarios in order to increase the connecting points of knowledge in the students' brains, stimulate students' creative thinking, promote the understanding of knowledge and cultivate their interest, as well as to develop the students' thinking ability. By organizing and analyzing the current existing information, it can be found that it is mainly used in the following aspects in the field of education (see Table 1 for details).

**Table 1.** I Exploration of the application of contextual pedagogy in the field of education

Fields of Application	Teaching Principles	Teaching Strategies
English Grammar Teaching	Authenticity, Fun, Variety	Creating real situations, game teaching
Elementary school language teaching	Authenticity, fun, variety	Utilizing life scenes, role-playing, music and art
Children's education	Combination of emotional and cognitive activities	Cultural penetration, emotional and intellectual harmonization, symbiosis of subjects
Internet+Education	Reasonable selection and application of resources	Proper use of Internet resources
Middle School Language Teaching	Diversified teaching contexts	Combining Knowledge and Elements to Create Contexts
Moral and Rule of Law Teaching	Adaptation of students' learning conditions	Choosing appropriate teaching strategies

## 3 Analysis of the Value of Contextual Teaching Method in Secondary English Vocational Education Classroom Teaching

### 3.1 Enhancing Students' Interest in Learning

By simulating the real or creating a language-using environment close to the actual one, contextual teaching method can effectively enhance secondary students' interest in English learning<sup>4</sup>. In this teaching mode, students are no longer passive recipients of

knowledge, but active participants, who can experience the actual use of language in simulated situations, thus stimulating learning motivation. For example, through role-playing or simulated business negotiation, students are able to feel the fun and practicality of language learning in the process of using English for communication. This interactive and practical teaching method can attract students' attention and improve their learning motivation better than the traditional lecture method.

### **3.2 Enhance Students' Practical Ability**

Secondary education focuses on the cultivation of students' vocational skills, and the application of contextual teaching method in this field is especially important. By setting up language use situations related to students' future careers, such as hotel service, tourism, etc., students can communicate in English in simulated work scenarios, which not only exercises their language use ability, but also enhances their vocational skills. In addition, contextual teaching can also cultivate students' teamwork spirit and problem-solving ability, which are important qualities indispensable in the future workplace.

### **3.3 Promote the Development of Students' Critical Thinking**

Critical thinking is a core component of 21st century skills, and contextual teaching method encourages students to think and analyze independently by providing problematic situations. In the teaching process, teachers can design some open-ended questions to guide students to examine the problem from different perspectives and put forward their own insights. This method helps students form the habit of independent thinking and develop their ability to analyze and solve problems. When discussing a universal social issue, teachers can then set up situations with different positions, so that students can learn to analyze different points of view critically in mock debates, thus promoting the development of critical thinking.

### **3.4 Cultivate Students' Intercultural Communication Skills**

In the context of globalization, intercultural communication skills are equally important for secondary students. The contextual teaching method can combine multicultural elements and design communication situations containing different cultural backgrounds, so that students can learn how to respect and understand different cultures in simulated cross-cultural communication. Through such teaching activities, students can not only improve their language skills, but also enhance their cultural sensitivity and adaptability, laying a good foundation for future work in a multicultural environment. For example, teachers can arrange students to simulate business people from different countries and conduct simulations of international business meetings, and such activities can enable students to learn cross-cultural communication skills in practice.

## **4 Exploring the Application Strategies of Contextual Teaching Method in Secondary English Vocational Education Classroom Teaching**

### **4.1 Create and Rely on Authentic Language Use Situations**

In secondary English vocational education, creating authentic language use situations is the core of contextual teaching method<sup>5</sup>. Therefore, in teaching practice, teachers need to analyze students' professional background and future working environment in depth, and design teaching contexts on this basis. For example, for students majoring in tourism, they can simulate the reception of travel agencies, tour guides and other situations; for students majoring in hotel management, they can simulate the front desk reception, room service and other scenes. Through these contexts which are closely related to their specialties, students can understand and master the relevant vocational skills while learning the language. In addition, teachers should encourage students to actively participate in situational simulation activities, through role-playing, group discussions, mock interviews and other ways, so that students can apply what they have learned in practice. This kind of active participation can dramatically increase students' engagement and motivation to learn, as well as develop their problem-solving and teamwork skills. By creating and relying on real-life language situations, contextual teaching method can bring positive effects to the classroom teaching of vocational English education in secondary schools, improve students' language ability and vocational literacy, and lay a solid foundation for their future careers.

### **4.2 Teachers Change Their Roles and Innovate Teaching Methods**

In the new era of vocational secondary English education, teachers' role change and teaching method innovation are crucial to the implementation of contextualized teaching method. Teachers are no longer just the transmitters of knowledge, but the organizers, guides and facilitators of learning activities, so teachers need to change from the traditional lecturers to the guides of learning. This means that teachers need to design open-ended questions to stimulate students' curiosity and desire for inquiry, and guide them to find answers through discussion, research and cooperation. At the same time, teachers also need to innovate teaching methods according to their changing roles, adopt diversified teaching methods to adapt to the requirements of contextual teaching method, and utilize information technology, such as online resources and multimedia tools, to enrich the teaching content and increase students' interest in learning. Through video, audio and simulation software, teachers can create a more vivid and interactive learning environment for students, making learning more intuitive and interesting. Through the change of teachers' roles and the innovation of teaching methods, contextual teaching method can play a greater role in vocational secondary English education, improve students' motivation and ability to learn, and cultivate their comprehensive quality to adapt to the future workplace.

### 4.3 Student-Centered Design of Teaching Activities

In the new era of vocational secondary English education, the application of contextual teaching method emphasizes the design of student-centered teaching activities. This design strategy aims to let students play the main role in the teaching process, and improve their language skills and vocational literacy through participation and experience<sup>6</sup>. Teachers need to understand students' interests, learning styles, and career plans in order to design personalized learning contexts. In addition, teachers can also invite students to participate in the design of teaching activities, so that students can put forward their own learning needs and suggestions, and teachers can better adjust the teaching content and methods to meet the actual needs of students. At the same time, the process of students' participation in teaching design is also a kind of capacity development, which can exercise their critical thinking, teamwork and leadership. Student-centered design of teaching activities can not only improve students' motivation and participation, but also cultivate their independent learning ability and lifelong learning ability, laying a solid foundation for their future careers.

### 4.4 Timely Evaluation and Establishment of Feedback Mechanism

Timely evaluation and effective feedback mechanism are key factors in improving teaching quality and students' learning effectiveness when implementing contextual teaching method in vocational secondary English education. This strategy not only helps students understand their own learning progress, but also promotes teachers to continuously optimize teaching methods. First of all, evaluation should be carried out throughout the entire teaching process, including pre-course preparation, classroom participation, post-course assignments and project presentations. Through self-evaluation, peer evaluation and teacher evaluation, we can get a comprehensive understanding of students' learning progress and results, and keep abreast of their mastery of the teaching content, as well as their specific performance in language use and vocational skills. For example, teachers can design classroom quizzes or oral expression tasks, and collect students' learning feedback through these activities so as to adjust teaching strategies. Secondly, establish feedback mechanisms and ensure that they are timely and specific. Encourage students to self-reflect after class and record their learning process and feelings through journals, audio recordings or videos. Teachers, on the other hand, provide specific and constructive feedback, pointing out students' room for progress and directions for improvement, and helping them clarify their next learning goals. Through the establishment of timely evaluation and effective feedback mechanism, contextual teaching method can play a greater role in secondary English vocational education, help students better master English knowledge and improve vocational skills.

## 5 Conclusion

This paper analyzes in-depth the application of contextual teaching method in secondary English vocational education. Through the creation of authentic language-using situations, the change of teachers' roles, the design of student-centered teaching activities,

and the establishment of a timely evaluation and feedback mechanism, contextual pedagogy can effectively improve the quality of secondary English classroom teaching and students' vocational skills. The implementation of these strategies not only enhances students' motivation and engagement in English learning, but also helps to cultivate their independent learning ability and lifelong learning consciousness, laying a solid foundation for their future careers in a multicultural environment.

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