

Influence of Situational Teaching Method on Improving Primary Students' Interest in English Learning: A Case Study of — Grade Six Students in Zhangjiakou Weihua Primary School

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Abstract: In this paper, the "situational teaching method" is a teaching method teachers apply to achieve the teaching goal and accomplish the teaching task by setting the situation. Theoretically, this method can help to arouse the enthusiasm of teachers and students to participate in class teaching, stimulate and promote students' interest in learning, and accomplish teaching efficiency effectively. This paper reports on a study that examined the implementation of situational teaching method in a primary English class. Based on questionnaire survey and data analysis of experimental class and control class, the author attempts to explore the effectiveness of situational teaching method on the improvement of pupils' interest in English learning, taking Grade six students of Weihua Primary School as the research object. The effectiveness of the situational teaching method is verified by the results. It is hoped that the results will contribute to the practice and reform of English teaching in primary schools.

Keywords: Situational Teaching Method; Pupils; Interest in English learning; Influence

Published: July 18, 2024

1. Introduction

Since the reform of basic education curriculum in China, English teaching has made

great progress. The teaching concept of basic education is quality education. It is the curriculum goal of constructing the curriculum framework for the students' lifelong development and comprehensive language use ability. Based on the development of affective attitude, learning strategies and cultural awareness, students are trained to use English as a comprehensive language. Its basic idea is to advocate taking the student as the main body, and with student's life is closely linked.

Weihua Primary School is to be joined with another school, and its teaching scale and teaching quality are not as good as those of Lu Xun Primary School in Zhangjiakou City. ^[1]In English classroom teaching, teachers' sense of situational teaching is not strong. Most teachers still adopt the most traditional teaching method, and few teachers use situational teaching. In order to check the students' mastery, the teacher usually tests the students with the form of reading proficiency. In order to achieve their teaching goals, they ask students to read mechanically, and there is no emotional communication ^[2]. In traditional English teaching, the classroom atmosphere is dull. The lack of interaction cannot stimulate students' interest in learning and fail to complete the teaching goal of cultivating students' ability of oral English expression. Under such circumstances, educators must change their teaching methods.

Nowadays the development of the situational teaching method in our country is entering into a new stage of teaching innovation and rapid expansion and increasingly becomes the important engine to stimulate the students' demand, promote the upgrading of the traditional education and develop modern education service industry. ^[3]In recent years, under the circumstance with vigorously promoting the integration of information technology and education by our government, the education reform accelerate the pace to develop the information technology as well as the demand of the teaching of the teacher is increasingly becoming strong. Many private and public schools have achieved good achievement in developing situational teaching method. Many training institutions also use situational teaching methods to offer a variety of courses, for example: situational talking. ^[4]And the situational talking in our countries are emerging with different distribution patterns. There are face-to-face courses and distance education. The situational teaching method, as a new type of teaching method influences many aspects of the students and has the crucial meaning for the development of numerous students and schools. At the same time, it also brings some impact and challenges to the traditional teaching. ^[5]

In China's current development, so to speak, situational teaching method is an opportunity and also a challenge. Therefore, we need to urgently analyze the cause of the our education's development bottleneck of the situational teaching method in practice, and summarizes the problems which are need to be solved during the situational teaching method further development by learning the successful experience of domestic and foreign.^[6]At the same time, the application range of our country current situational teaching method is single, and also we need to urgently expand the scope of situational teaching method through the analysis of the situational teaching method successfully applied field, especially in the class. Given that condition, this thesis will propose some referenced suggestion and this is another innovative point and hopes to make some help to the development and further study of situational teaching method.^[7]

2. Literature Review

2.1 Domestic Research

In our country, situational teaching method is not the product of modern times, but has been since existing in ancient times. It inherits the heuristic teaching method of Confucius, who is the most famous educator in our country. At the same time, it means that it belongs to a kind of teaching situation, which is difficult to realize that if you really want to understand without taking action. Therefore, teachers need to give students timely inspiration, so as to help students learn better.

In China, the study of English situational teaching method has started since the 20th century. Zhang Shiyi, the first applied expert of foreign language teaching method in China, is mainly based on the research of situational teaching method. He has been studying on his teaching and research since the 1920s, and gradually developed the theory of English situational teaching. He thinks that.

The essence of language is the human organism for a response to the situation, so the essence of learning language problem is to learn a language with the ability to respond to situations and response English learning is unsatisfactory, the main reason is that we avoid situations and only in a narrow range around to the language.^[8]

He pinpointed: "In the practical teaching, apply the situational principle to the English teaching materials, and make full use of the phonograph, the slide, the film and other creation scenarios".

Brown points out that language communication should adopt the strategy of how words, according to the specific situation, rely on language specific message; it becomes a prerequisite for both sides communicate. The word "situation" requires characters, events, field, time, points, circumstances, context and social text, and the collection of all kinds of cattle in the inner and outer layers. In the process of foreign language teaching, students need to understand the specific situation in the real language situation or simulation situation.

Li Jilin believes that situational teaching method is "from the dialectical relationship between emotion and circumstance, emotion and speech, emotion and reason, emotion and all-round development, creating a typical scene and arousing children's warm emotions". A teaching model combines emotional and cognitive activities. The starting point and practical entry point of the theoretical of situational teaching are situation. From the point of view of subject teaching, "situation" is actually a subject teaching and living environment which is optimized by emotion regulation as a means to promote the student' s active participation and overall development.^[9]

The core of situational teaching is "situation", which places the important aspects of students' interest, specialty, ambition, attitude, values and so on in the teaching of subject. Through the creation of various vivid and concrete living environments, it has been drawn closer the distance between subject teaching and students' real life, and makes the dead knowledge a living life, open up a realistic way for the students to participate actively and develop their own initiative.

In recent years, many experts and scholars have carried out research on situational teaching, which has brought great enlightenment to English teaching. Chen is based on the students' curiosity, their ability to understand and accept new things. And they are easy to be attracted by interesting things to carry on the situational English teaching in primary school, and put forward three kinds of situational teaching methods: "life style", "question type" and "interesting type" teaching situation. Situation teaching method can better lead students into the classroom, bringing them into the atmosphere of English learning, improving the efficiency and quality of English classroom teaching. In front of the students, teaches create a wholesome teaching atmosphere and show the teaching contents intuitively, vividly. Through his own practical teaching experience in English teaching, Sun illustrates the specific content of the textbook content of situational

teaching in English teaching. In the "silent" into a living object, full of sound and color language scene, boring words, grammar, sentence, in a real, three-dimensional environment in English that accelerates language internalization. This teaching form is more in line with the psychological characteristics and learning rules of primary school students. It can attract students to actively participate in activities and enhance their understanding and knowledge, so as to achieve the purpose of learning for practical purposes. Li Dongsheng thinks that.

The use of situational teaching in primary school can not only activate classroom atmosphere, stimulate students' interest in learning, forge students' language ability, but also cultivate students' thinking ability and space imagination ability, make students learn in a relaxed and pleasant environment, develop good learning habits, produce language internalization, and learn English, thus laying a good foundation for students to learn English further.

Du indicates in the paper that interest is the dynamic mechanism of learning activities, which can effectively keep students in active and excited state and actively participate in teaching activities. Yao points out that.

The difficulty of situational creation is mainly reflected in two aspects: on the one hand, teachers should formulate an optimal training goal for students' intelligence development in the "recent exhibition area". On the other hand, the difficulty of creating problem situation should be hierarchical.

Teachers should create problem situations of different difficulty and give consideration to students with different cognitive levels, so that each student can find the problem situation in his or her "proximal development area" and think about it, and explore and improve him or her.

From the above findings, we can see that the situational teaching research design has its own characteristics, but the research on teaching is mainly aimed at domestic English learners, so the conclusion is more consistent with the characteristics and needs of domestic learners.

2.2 Research Abroad

The most widely accepted definition of situational teaching and learning is put forward to a national research project, funded by the office of education and adult education and

the office of national school work. Situational teaching and learning does not mark a new approach to teaching and learning, but rather combine different but related methods to form a system that has the following characteristics:

a. Link the learning content to the learner's experience; b. Encourage students to learn actively; c. Be able to give students the opportunity to learn independently; d. Encourage the construction of the meaning of individualization from individual experience and collective experience; e. To evaluate the results of learning in real situations and to explain the meaning of pluralism from an individual's perspective. These features provide a conceptual basis for situational teaching and learning and help to define it.

Early foreign educators, Socrates, Rousseau, Dewey and Sue Home Linksys have all advocated and practiced situational teaching. As the word, "teachers dedicated the whole soul to the child". They have left the experience and thinking of situational teaching in their educational treatises and teaching practice. Socrates' "midwife", is through the conversation between teachers and students to create a special situation to make students independent thinking to solve the problem, and the essence of this kind of teaching method is seemingly simple positive thinking to inspire students' activities, then gradually developed into embryonic Situational teaching method. In his famous educational work, the enlightenment thinker Rousseau records examples of teachers who purposefully use the situation of nature to lead their students to learn and think. In this book, there is a saying: "The problem is not to teach him all kinds of learning, but to cultivate his interest in learning, and when that interest is fully developed. Teach him the method of learning to ask. During this time, he will gradually develop the habit of paying lasting attention to the same thing." There are three key words in Rousseau's passage, "interest, method, habit," cannot be separated from these words. Without interest, there will be no motivation. Dewey first puts forward the use of the word "situation" in the sense of pedagogy. He thought that "thinking originated from the situation of direct experience", which is an important factor in the development of thinking. The fundamental reason for the failure of traditional education fails to set up the situation of thinking for the students.

We advocate that there must be an actual situation of experience as the beginning of thinking," he puts forward five steps of exercise thinking: "The problem is the situation in all aspects, the assumption is made and the inference is made, and the test is actively

carried out.

The child grows between the individual and the environment, that "the prepared environment" is the core of education, it is composed of two parts: one is the physical environment, another is a human environment.

In conclusion, the study of language teaching by foreign scholars shows that, in most cases, teaching in a certain situation is beneficial to the students' language learning. In classroom teaching, due to students' individual differences, teachers should use various teaching methods comprehensively, combined with context to teach, and help students accurately grasp the meaning and usage of new words, and make language teaching more effective. Western scholars have realized that it is easy to disconnect the learners' learning and living environment by inculcating knowledge as symbols, when they have established a belief and a way of thinking about the symbols they recognize. However, setting up a situation can support learners' learning goals and promote their learning (Leigh 4). From the middle of 1980s to the present, with the study of situational cognition and situational learning theory, western situational teaching has been continuously developed and perfected.

2.3 Summary

The above research has mentioned the benefits of the situational teaching method, but rarely focuses on the impact of situational teaching method on primary school students. This paper attempts to do research into it.

2.4 Situational Teaching Method and Its Effect

The theory and practice of situational teaching has a long history. In different periods educators have different understanding and practice of situational teaching, especially until 21st century. People pay more and more attention to teaching and education. With the implementation of the new curriculum reform in China, basic education requires the overall development of students and quality education, and the application of situational teaching in various disciplines is gradually increasing.

Situational teaching is that in the course of teaching, the teacher has the goal of introducing or creating a vivid scene with certain emotion, so as to cause the students to have a certain attitude experience, thus helping the students understand the teaching materials and enable the students to develop their The core of the situational teaching

method is to stimulate students' emotion. Situation teaching, it is in the refining and further processing of society and life after the influence to the students. Such as role models, vivid language descriptions, in-class games, role-playing, poetry recitation, painting, gymnastics, music appreciation, tourism, etc., are all in the context of the concrete image, and there must be a subtle implication.

Situational teaching method encourages teachers to conform to the characteristics of teaching materials. The students' age background and living environment create fresh and rich language situations, and the teaching contents are placed in a larger language environment, so that students can master the language in the experience situation and use it in the actual situation. However, there are many problems in the application of situational teaching method. In the modern society, with the rapid development of science and technology, it is even more necessary to reflect the new technology and concept in situational teaching in time. The situational teaching in this study is a teaching method. Teachers apply achieve the purpose of teaching, to create a certain scene or atmosphere, cause students' emotion and interest so that students can understand and grasp exactly what they want to learn.

3. Research Design

The study mainly adopts a questionnaire survey. This chapter first defines two research questions to be discussed, then introduces the subjects and instruments. The specific research process, how to operate one by one according to the steps, and finally the method of data analysis are described in detail.

3.1 Research Questions

- a. What do students and teachers know about situational teaching?
- b. Can situational teaching enhance students' interest in English learning? If so, how can we improve it?

3.1 Subjects and Instruments

3.1.1 Subjects

Two classes of grade six in Yingcai primary school were recruited as subjects for this study during this semester. The total number of students in each class is 37.

3.1.2 Instruments

In order to investigate the interest of students and teachers in situational teaching method, two questionnaires and test papers were administered to each of subjects.

3.1.3 Procedures

Two classes were pretested in October 2017. The test paper was carried out at the same time at the beginning of the October 2017. The results pretest have proved that there was no significant difference in English scores between two class.

The present study adopts the method of comparative study in teaching. The control class took the normal courses. And in the experimental class, according to the students' life situation, teacher used situational teaching method by multimedia participation and work in pairs. In the experimental class, according to the specific curriculum, the teacher designed 1-2 periods in each unit to use the situational teaching method.

Before the class began, teacher should understand their life experience. In *Practical Guide to the Teaching of English as a Second or Foreign Language*, there are a lot of ingredients related to the daily life of the family, such as family members, fruits, stationery and so on. Teachers should be good at understanding and collecting the life materials of students' interest, actively creating an English learning environment in class, so that students will be willing to participate in the classroom and use language in real situations. Teachers should actively develop the resources other than teaching materials, and make effective use of situational teaching methods to carry out teaching, such as books, newspapers, audio and video materials, network video, etc. We advocate the origin of life education because we oppose Tao Xingzhi's behavior of "reading dead books, rote reading, and reading dead".

Teachers should also fit students' life in the lead-in, and vividly import them, arousing their thirst for knowledge. At the same time, teachers must realize that students are the resources of teaching (Wilkins 18), and students can learn from the understanding of their own life. Teachers can grasp the students' individuality and common characteristics, designing different import methods, such as: play a game or sing a song, etc. As long as students are placed in a situation of interest, they can effectively stimulate their desire to learn and express themselves, acquiring English in a subtle way, and internalize the external book knowledge into their own knowledge accumulation.

During the past three months, the control class took the normal courses. After the experiment, the post-test was conducted. Through experiments and research, the achievements of experimental class were promoted obviously than those of the control class.

4. Results and Analysis

Based on the analysis of pre-test scores, the author employed SPSS24 to explore the effect of situational teaching method on students' English achievement. Moreover, this paper analyzes the students' and teachers' views on situational teaching methods by means of questionnaire analysis.

4.1 Pre-test Results and Analysis

The pre-test paper is a simulated test paper in the next year of the sixth grade of the PED version. The test paper was completed in 90 minutes, with a total of 100 points. The teacher marked papers. SPSS was employed for data analysis. The independent sample t-test was carried out. If there are significant differences in the results of the two classes, would show that the students' levels of the two classes were not equal. Under such circumstance, they would not be suitable for the study.

The results of the analysis are shown in Tables 1 and 2.

Table 1 Descriptive statistics of pre-test of the two classes

Class	N	Mean
1	37	74.88
2	37	74.56

Table 2 T-test results of independent samples of pre-experimental scores of two classes

Independent samples Test

	Lewene's Testfor Equality		T-test for Equality of Means								
	F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error or difference	lower	upper		
Equal Variance	0.05	0.819	0.3	92	0.765	0.34	1.137	-1.91	2.591		
Assumed											
Equal Variance					0.3	91.94	0.765	0.34	1.133	-1.91	2.291
assumed											

Table 1 shows the descriptive statistics for the first two classes of the experiment. It can be seen that the mean (74.88) of Class 1 is similar to that (74.56) of Class 2.

The results of the independent samples T-test are given in Table 2. The test of homogeneity of variance F-measure is 0.052, the corresponding P value is 0.819 greater than 0.05. A result in equal variance under the assumption of Fang Chaqi, the T value was 0.300. The probability is 0.765, much higher than 0.05, indicating there was no significant difference between two classes. Therefore, the first class was arranged to be the experimental class, while the second class, the control class. Traditional teaching method was adopted in the control class, while the situation teaching method in the experimental class.

4.2 Post-test Results and Analysis

In the semester, students studied the same teaching materials. At the end of the experiment, the students in the control class and the experimental class took part in the final examination. It was found that the scores of the experimental class and the control class were different.

The results were obtained through spss24 analysis.

Table3 Description statistics of post-test of the two classes

class	N	Mean
experimental class	37	82.98
control class	37	77.99

Table 3 gives two classes' average score of post-test results. It shows that the average score of the control class is 77.99 points, and that of the experimental class is 82.98 points. Obviously, the experimental class' grade is higher, which proves that situational teaching method goes well.

Table 4 The results of independent sample T test of the results of the experimental class and the control class

Independent samples Test									
Lewene's Testfor Equality		T-test for Equality of Means							
F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error or difference	lower	upper	

Equal	7.201	0.09							
Variance			-7.9	92	0	-6.915	1.871	-8.65	-5.184
Assumed									
Equal									
Variance			-7.9	78.66	0	0.34	1.133	-8.65	-5.18
assumed									

Table 4 shows the results of the independent sample T-test of the post-test grade of the two classes. The F value of the homogeneity test of variance is 7.201, and the corresponding P value is 0.009, which is less than 0.05. It can be considered that the variance of the difference between the two classes is not equal. When the assumption of homogeneity of variance is not established, the T value of the score comparison is -7.935, and the accompanying probability is 0.000, which is less than 0.05. That shows there is a significant difference between the two classes. In another word, after the experiment, there were significantly different in achievement between the experimental class and the control class. Achievements of the experimental class were improved obviously due to the application of situational teaching method, which has proved that the situational teaching method had an impact on the students' English learning, and can greatly improve the students' English academic performance.

4.3 Analysis of Questionnaires

4.3.1 Student Questionnaire

The author sent out 36 questionnaires and recovered 36 (P41 for more details). All 36 questionnaires are valid.

Table 5 Statistics of students' questionnaire results

Question number \ Option	A	B	C	D
1. Does the teacher bring cards, wall charts, objects, stick figures, or homemade teaching AIDS to class?	28	6	3	0
2. Does the teacher use computers, tape recorders, projectors, etc., in class?	20	9	7	1
3. Does the teacher sing or listen to English songs or nursery rhymes in class?	17	10	9	1
4. Does the teacher make rich expressions, gestures, movements, sing or dance during the class?	18	12	6	1
5. Do you like to play English games?	27	5	5	0
6. Will the teacher lead you to play games or have group competitions in class?	16	13	6	2
7. Do you receive encouragement from your teacher in class (verbal compliments, nods and smiles, etc.)?	15	14	5	3
8. Have you ever been criticized by a teacher in class?	3	5	18	11
9. Do you like to tell stories or impersonate characters in English?	22	10	3	2
10. Do you have a chance to act out the situations in the text in class?	17	10	5	5

Question1 is the investigation of teachers' use of visual aids in teaching. From the survey results, we can see that some students think that teachers often use visual aids in teaching. This is easy for students to understand and satisfy students' curiosity, so they are widely used in teaching.

Questions 2 to 4 make good use of multimedia, ballad and body language in the

teaching process to make the teaching lively and interesting, so does the sixth graders, who are interested in the contents of the class and then actively learn the vocabulary and sentences.

Question 5 is a survey of students' interest in the game, obviously most students love to play games. Question 6 shows that the teachers can use competition, because the students have different basement, so the results are so vary. I suggest that teachers should do games and competitions at the start and in the end of the course. Let students to prepare in advance, and eventually achieve the mastering of knowledge.

Question 7 and 8 are the survey of teachers in classroom evaluation, teachers pay more attention to the praise to students. Because most of the students reported that teachers often praise themselves in the classroom in the survey. This is a people-oriented performance for student development. Compared to praise, criticism to students is very few. Only a very small number of students are often criticized.

Question 9 is a survey of students' liking in English situational teaching. Most students like English storytelling or role-playing. Question10, half of students are often able to do role-play or tell stories. We can see that teachers pay more attention to training students' oral expression ability in class.

4.3.2 Teacher Questionnaire

In order to understand the English teachers' opinions on Situational Teaching Method, the author sent out 10 questionnaires to all the 10 English teachers involved (see P44), and 10 copies of questionnaires are all effective.

Table 6 Statistics of teachers' questionnaire results

Question number \ Option	A	B	C	D	E
1. What do you know about situational English teaching in primary schools?	5	3	2	0	\
2. What is your attitude towards situational teaching?	6	3	1	0	\
3. What do you think of the situations provided in the current	4	3	3	0	\

English textbooks for primary schools?					
4. What do you think is the most important reason for the difficulty of creating language situations?	2	2	3	2	1
5. You create language situations to teach while preparing lessons.	2	4	2	2	0
6. In addition to the textbook, are there any other materials that you would gather for context creation?	2	4	3	1	\
7. In classroom teaching, do you use physical objects or homemade teaching AIDS to create language situations that fit the teaching content?	3	2	2	2	\
8. Do you use pictures, audio, video and other means to create language situations in classroom teaching?	3	2	2	2	\
9. In classroom teaching, will you create language situations based on students' real life?	3	2	2	2	\
10. In classroom teaching, do you use body language, expressions, gestures, movements and other forms to create situations that inspire students to think?	4	3	2	1	\
11. In classroom teaching, do you ask students to role-play according to the textbook situation or self-created life situation?	5	3	2	0	\
12. In the classroom teaching, will you make simple language communication according to the actual situation in life?	5	3	2	0	\
13. In classroom teaching, do you create problem situations to inspire students to think?	5	2	3	0	\
14. In classroom teaching, will you create language situations	1	4	2	3	\

based on students' answers and performance to guide and inspire students to do things with language?					
15. Do you think students are interested in the various teaching situations created in the classroom?	3	2	2	2	\
16. Do you use situational teaching methods to promote the understanding and use of words and sentences in books?	4	6	0	0	\

From the questionnaire, we can see that questions 1 and 2 reflect teachers' understanding of the situational teaching method, and most of the teachers in our school have received formal education, have the professional knowledge of situational teaching method. However, in the class, they still prefer using the traditional teaching method.

Questions 3 and 4 are around the current version of the difficulties in the teaching material and teaching. In the daily teaching, more difficulties appear. Due to student's poor proficiency and different learning ability, the teacher cannot satisfy the need of each student in teaching. Besides, teaching time is tight, the teacher has no time and energy to elaborate the course.

Questions 6-14(shadows) involve the way of creating the situation to fit students practice, and expressing the situation. According to the teachers' teaching experience occasionally create situations, guide and inspire students.

Questions 5-16 investigate the teachers' attitudes and effects of students' participation in situational teaching. The students are interested in the different situations created by the teachers, and are willing to participate in the situational activities, which can help to promote students' understanding and application of book knowledge. Situational teaching conforms to the requirements of the new curriculum, fully mobilizes the students' learning enthusiasm, encouraging them to study. The good teaching result can be obtained by setting the appropriate situation according to the students' age characteristics and psychological characteristics, so as to arouse the students' emotional resonance.

5. Conclusion

The paper studies the impact of situational teaching method on improving primary students' interest in English learning. The author chose two parallel classes of Grade six, in Zhangjiakou Yingcai primary school, one as experimental class and the other as control class. The two classes were pre-tested and past-test, and then the results of the two classes were analyzed through SPSS. Meanwhile the author administered questionnaires to students of these two classes and English teachers in that school. Based on the empirical study, data analyses were done, and the effectiveness of situational teaching method on improving primary students' interest in English learning has been verified.

The author finds out the theoretical basis of situational teaching by consulting materials, and thus has a new recognition of situational teaching. Through these questionnaires, the author finds out that situational teaching method has the following advantages. 1. Situational teaching makes the classroom pleasant and energetic. So that students like English classroom. 2. Situational teaching pays attention to the all-round development of students and provides students with suitable situation. 3. Situational teaching provides students with more opportunities for linguistic practice and improves students' comprehensive language competence.

As to the research process and methods of this study, there are still some limitations. 1. Concerning the randomness of the subjects in the questionnaire, actually the investigation process is affected by situation.

2. Different forms of situational teaching in class, due to certain time constraints, cannot be listed. 3. The results of the survey may also be protected by some psychological tendencies of teachers or students, so that the results of the questionnaire may be biased toward the positive.

It is suggested that future study can be about the content of situational creation, and different forms of situational teaching and the diversity of situational teaching evaluation, and teachers' self-promotion.

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