

The Realization of Communicative Competence Cultivation in College English Teaching Based on Digital Situation

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Abstract: The cultivation of English communicative competence should change the previous teaching methods based on the characteristics of colleges and universities. Based on digital situational teaching approach, this paper analyzes the digital situation teaching in developing communicative competence and value, the influence of using SPSS to A class of questionnaire before and after test results for data analysis, midterm, the final exam, according to the final oral test results, the final grade point average of 66.32 points, 9.78 points higher than the midterm grade point average of 56.54 points and 5.52 higher than grade section score (60.8), period of up to the average level in the same grade. This shows that from the class as a whole, the class English communicative ability has achieved a certain degree of cultivation and development.

1. Introduction

With the development of The Times and the new situation of global integration, the frequent exchanges between countries have more and more obvious requirements on communicative competence, which has become one of the indispensable standards to evaluate students' English language literacy. Under the trend of developing vocational education with Chinese characteristics, English teaching in colleges and universities is also striving towards a more practical goal. To cultivate college students' English communicative competence and improve their English language literacy effectively. From the current situation of English teaching implementation, although there is a part of student communication, it is often only in form. Most of the students just take turns to "monologue" instead of "communication", and the communication process lacks collision and sharing of different views. Many students focus on whether their own expression is correct, regardless of other students' reactions; Some students with a weak English foundation had almost zero participation in discussion and communication. As for questions or comprehension barriers in the communication process, few students take the initiative to correct or ask for help. Students never want to speak, do not want to speak, to the last will not speak, the improvement of English communicative ability is not to speak, to seek an effective way to break through the difficulties of English communicative ability training, become the urgent matter of college English classroom teaching.

With the development of information technology, education has gradually ushered in the digital era, and a series of fundamental changes have taken place in the form and content of learning [1]. It is of practical significance to realize the development of college students' English communicative competence by using digital situational teaching. From a theoretical point of view, the quality of students' English communicative ability directly affects their communication and interaction in English classes and their language acquisition [2]. From practical significance, based on the situation teaching to realize the college students' communicative ability training research, on the one hand, to absorb students in English "want to learn but learned about job no dice" ambivalence and "can not learn not learn best" negative attitude, his books to the greatest extent on the content and student life learning experience, to improve the language application innovation, form effective English learning strategies, so as to realize in the true sense of the communication ability of students in colleges and universities to cultivate [3-4].

From digital situation teaching perspective, this paper puts forward with the help of the feasibility of the situational teaching to cultivate the students' communicative competence and value, and through the probe into the status quo of current college students' communicative ability and action research, tries to reveal in college English classroom teaching in training students' communicative competence by some problems, and on the basis of which the intervention strategy of related situation teaching, in order to optimize the classroom teaching while college students' English communicative ability.

2. Method

2.1 Situational Teaching Method

Situational teaching includes the following main factors: enlightening teaching situation; Independent learning around the topic. Situational teaching method is a teaching method commonly used in English teaching, and its teaching effect is widely recognized [5]. This study selects western cultural knowledge as the teaching content, carries out a series of activities such as setting up the situation, introducing the situation, experiencing the situation and expanding the situation, and applies the situational teaching method to students' interests. Situational teaching usually refers to the teacher's conscious choice of the real situation in line with the current teaching theme according to the development needs of students. As an independent teaching theory, situational teaching emphasizes that language learners must solve problems and construct meanings in real situations through active participation and equal cooperation with others. The main viewpoints of situational teaching are embodied in three aspects:

(1) Learner Center. Every learner is the subject of knowledge understanding and meaning construction in situational teaching, and the learning process is a process that requires learners' active participation in the whole process [6].

(2) Situational Center. This situation not only learners to solve the question and significance to construct the platform, and it is learners reflect [7] the embodiment of the spirit world, only in this way the situation, to make the boring abstract language knowledge to become concrete and bright, independent to understand sentences become contact each other, lively and interesting, which solve the problem with a variety of possible.

(3) Problem Center. In the process of problem solving, learners not only automatically complete the integration of old and new knowledge, but also provide learners with a variety of possible best solutions for solving future problems. Situational teaching theory plays an active role in cultivating students' English communicative competence [8].

2.2 Application of Situational Simulation in the Cultivation of English Communicative Competence

In the process of foreign language teaching, practice and practice in communicative context are of great importance. The so-called communication teaching, is that teachers consciously let students in a variety of specific situations with a certain purpose to carry out "real communication". Communicational approaches is not a single and fixed teaching mode:

(1) From the perspective of language, language is used for communication, and all activities revolve around communication. In other words, all instructional design should serve for communication, and all instructional activities should be implemented for communication. The classroom is mainly organized in a task-driven way, and students achieve the purpose of cultivating their language skills by completing the preset tasks of teachers, which emphasizes that students should be provided with as many opportunities to use language in teaching as possible [9].

(2) From the perspective of teaching process, language teaching should be a task-oriented teaching process. Actively participate in the classroom teaching practice, through communication and interaction to achieve the meaning of the consultation, improve the ability of language communication.

Communicative teaching pays attention to the importance of cultivating students' practical

language application ability, and takes this as the ultimate goal of teaching. It encourages students to master language through the use of language, so as to improve their language ability. Communicative teaching attaches more importance to students' linguistic behavior in the real context than to the correctness of grammar, which is helpful to eliminate the phenomenon that barriers, discrimination and coldness between students hinder the development of communicative competence. To implement based on the situation teaching research to cultivate college students' communicative competence, on the one hand, to absorb the student to English "want to learn but learned about job no dice" ambivalence and "can not learn not learn best" negative attitude, his books to the greatest extent on the content and student life learning experience, to improve the language application innovation, form effective English learning strategies, so as to realize in the true sense of college students' communicative abilities training.

2.3 Construct a Scientific and Reasonable Situation and Stimulate Students Communicative Intention

Whether the students are interested in the communicative topic or not is one of the main factors affecting their communicative intention. Therefore, adopting situational teaching in English class and constructing a scientific and reasonable situation is the key to stimulate students' communicative intention and guarantee the teaching effect [10]. The situational topic design should fully consider the characteristics and differences of students. Only the situation that conforms to the level of students' understanding structure and is close to students' life experience and their own emotional experience can infect students in the first time and stimulate their initiative and enthusiasm in speaking English. Although the creation of teaching situation in English classroom may be influenced or limited by certain time and space, teachers should try their best to restore the coherence, purpose and practice of daily real life in the situation.

3. Experiment

3.1 Research Object

This study took 36 students in class A of A school as the research object. A university is a tourism major for the characteristics of the university. On the one hand, the school attaches great importance to the practical training of students' skills. Every semester, students of related majors are arranged to have internships in enterprises. Moreover, the school is equipped with the largest and most complete tourism training building in the city. On the other hand, the school actively explores and comprehensively promotes the practice of student-centered classroom teaching reform based on digital situation.

3.2 Data Sources

The pre-test and post-test questionnaires were distributed and collected successively, and the students were analyzed and compared. At the same time, the students were interviewed to test whether the situational teaching mode can improve the students' communicative ability. Students in class A have A weak English foundation, lack of interest in English learning, and lack of confidence in listening and speaking English. Therefore, they have A negative attitude towards using English to communicate. At the end of the semester, the oral test score was 57.3, which was below the average level of the three classes in the grade (the average score of the grade was 60.1). The students' self-control ability was not strong, and their study habits were not good. But the students are active, energetic and willing to try and share.

4. Discuss

4.1 Teaching Effect Analysis of Situational Teaching Mode

In order to test whether situational teaching mode promotes the improvement of students' communicative competence, data analysis was conducted on the results of the mid-term and final

exams of class A to test the significance of the differences in students' communicative competence before and after situational teaching. For three rounds of action research, students' communicative ability before and after test questionnaire 276, including 276 valid papers, effective rate was 100%, using SPSS based on situational teaching model of communicative ability training teaching of t test before and after test results are shown in Table 1.

Table 1. T Test Results of Communicative Competence Cultivation Before and After Teaching based on Situational Teaching Mode

The Teaching Content	Sig. (Double Side)	Diversity
Western Etiquette	Sig. (Double Side)=.000<0.01	The difference is significant.
Western Idioms	Sig. (Double Side)=.000<0.01	The difference is significant.
Western Holidays	Sig. (Double Side)=.000<0.01	The difference is significant.

By analyzing the above experimental data and statistical results, it shows that class A has A significant difference before and after the teaching activity of communicative competence cultivation based on situational teaching mode, which indicates that the situational teaching mode constructed in this paper has A significant effect on the teaching of communicative competence cultivation in English, and proves the effectiveness and feasibility of situational teaching mode. From the perspective of digital situational teaching, this paper puts forward the feasibility and value of using situational teaching to cultivate college students' communicative competence.

4.2 Comparative Analysis of the Results of the Middle and Final Oral Cxams of Class A

The mid-term and final exams will be oral exams. The scores of students in the mid-term and final exams were collected, and the paired sample t test was conducted by using Excel and SPSS. The results are shown in Figure 1.

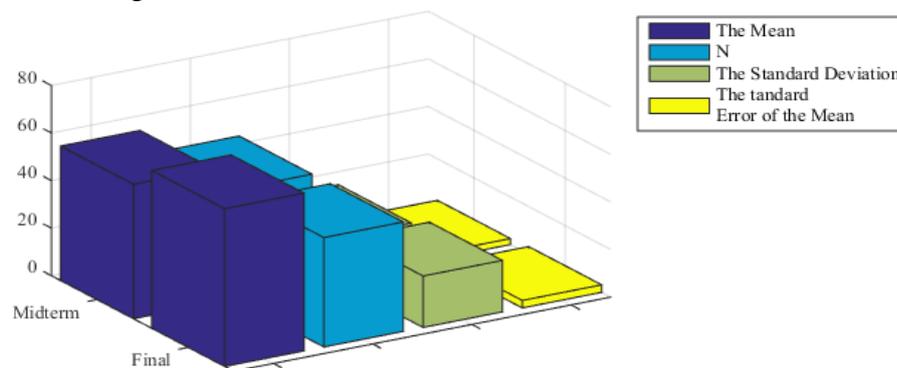


Figure 1. Sample Statistical Results of Oral English Test Results in the Mid-term and Final of Class A

That can be analyzed as shown in figure 1, the significant probability of t test $p = \text{Sig. (2 - tailed)} < 0.01$, and the final grade point average of 66.32 points, the mid-term grade point average of 9.78 points higher, significant difference before and after, shows that students in both the cultural knowledge and has very obvious progress in reading ability. The students' English reading ability is gradually improving, and the English reading ability is also a kind of communicative ability, which further indicates that the situational teaching mode which cultivates students' communicative ability has effectively improved their communicative ability. Generally speaking, the results of theoretical research and practical research show that situational teaching model can promote the cultivation of students' communicative competence. By improving students' reading comprehension ability in English teaching, it greatly promotes the development of students' communicative competence. Through the use of situational teaching mode in the teaching of western culture, students' interest in English learning is enhanced, and their positive thinking and independent inquiry ability are developed.

Conclusion

From the Angle of view of the situation teaching, this paper puts forward with the aid of digital feasibility of situational teaching to cultivate college students' communicative ability and value, and through the probe into the status quo of current college students' communicative ability and action research, reveals the college English classroom teaching in training students' communicative competence by some problems, and on the basis of which the intervention strategy of related situation teaching, in order to optimize the classroom teaching while college students' communicative ability. In the course of the action research on the cultivation of communicative competence of secondary vocational students based on situational teaching, there are certain limitations and deficiencies. First of all, the research object of this study is relatively single, with only one class as the research object, lacking the comparison with other classes taught by other teachers. Secondly, it is difficult to take into account all the details in the observation of students' communication and interaction in the situational classroom. Finally, because language ability requires a long time of language learning and accumulation, the time of this action research is limited, and students' language ability makes little progress. It requires long-term efforts and efforts to make situational teaching an effective tool for cultivating students' communicative ability.

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