

The Influence of Situational Learning Participation in Foreign Language Teaching on Active Learning

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Abstract: With the development and transformation of educational concepts, language teaching is also undergoing significant changes. In a diversified society, foreign language teaching in university classrooms should also break the traditional single teaching mode, focus on students' knowledge and emotional needs, design effective teaching processes, improve teaching effectiveness, and also pay attention to the cultivation of students' good ideological character. The teaching design based on the theory of "Situational Learning: Legitimate Edge Participation" can not only help students master language skills, but also enhance their practical application abilities, understand the cultural mechanisms behind language, and promote students' active learning. This article explores the positive effects of situational learning in foreign language teaching on active learning through the analysis of micro lesson cases.

Keywords: situational learning, active learning, participation in practice

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1.The Transformation of Language Teaching

In recent years, with the continuous development and transformation of educational concepts, learning perspectives and language teaching methods have also been constantly changing to meet new social needs. The transformation of learning philosophy is mainly reflected in the emphasis on student subjectivity and lifelong learning. The traditional teaching model emphasizes the teacher as the leader, while modern education places more emphasis on cultivating students' autonomous learning ability and creative thinking while taking students as the main body, enabling students to adapt and grow in a diversified and rapidly developing environment. Many changes also mean that teachers should pay more attention to students' personalities and interests, design teaching content and methods based on students' characteristics and learning needs, in order to stimulate students' learning motivation and interest.

In terms of language teaching methods, traditional grammar translation methods are gradually being replaced by modern language teaching methods such as communicative approach, situational teaching method, and task-based teaching method. These methods place greater emphasis on cultivating language proficiency, emphasizing students' communication and interaction in a real language environment to improve the effectiveness and practicality of language learning. At the same time, with the development and popularization of science and technology, new teaching methods such as online teaching and mobile learning are gradually being applied to language teaching, providing students with more convenient and diverse learning resources and environments.

Overall, with the changes in learning perspectives and language teaching methods, educational and teaching models are constantly innovating and advancing, enabling students to better adapt to the needs of social development and cultivate outstanding talents with greater creativity and practical abilities. This article will analyze a micro lesson design case based on the theory of "Situational Learning: Legitimate Edge Participation" and explore the impact of situational learning on active learning.

2.Situational Learning: Legitimate Edge Participation and Active Learning Theory

2.1.Situational Learning: The Theory of Legitimate Marginal Participation

This theory was proposed by sociologists Jean Lave and Etienne Wenger, emphasizing that learners acquire knowledge and skills through participating in community practice activities. In this learning method, learners learn

n in practical situations, gradually mastering the required skills and knowledge through observation, imitation, and participation in activities, and becoming members of the community (learning practice community).

In Japanese language teaching classrooms, the theory of "situational learning: legitimate marginal participation" can be practiced by simulating daily life situations. For example, teachers can design a familiar living situation for students to play different roles, such as restaurant servers or new members of clubs. By simulating daily scenarios such as ordering dishes, checking out, and applying to join clubs, students can practice using Japanese to communicate in similar real-life situations. Students can learn practical Japanese language skills and expressions through role-playing and interaction, enhancing their language and communication abilities.

This situational learning approach can not only help students master language skills, but also enhance their confidence and practical application abilities. Through practice and reflection, students are able to better adapt to Japanese communication in real-life situations, making their learning outcomes more profound and lasting.

2.2.Active Learning Theory

The theory of active learning emphasizes that learners should actively participate in learning activities, actively explore and construct knowledge during the learning process. The theory of active learning suggests that learners should acquire knowledge through their own efforts and participation, rather than simply passively receiving information from teachers or textbooks. And it emphasizes that learners should participate in problem-solving, discussion, and collaboration during the learning process, in order to better understand and master knowledge.

Situational learning is an important derivative concept of active learning theory, which aims to encourage learners to actively participate in learning activities, improve learning outcomes and motivation. Therefore, situational learning has a positive impact on active learning.

3.Analysis of promoting students' participation in situational learning

The conditions for promoting students' active participation in situational learning are multifaceted, involving various aspects such as learning environment, teaching methods, and personal factors of students. The following specific conditions:

3.1.Create a positive learning environment

Creating a positive learning atmosphere: As a member of learning activities, teachers should strive to create a positive, safe, and supportive learning atmosphere, so that students can feel comfortable and willing to actively participate in learning. This includes respect and encouragement for students, as well as openness and tolerance towards different perspectives.

Provide authentic contexts: In order to help students better understand and apply knowledge, teachers should try to provide authentic contexts that are close to students' lives, so that students can learn and practice in a real environment.

3.2.Design challenging and appropriate tasks

Clear task objectives: Teachers should design clear and challenging task objectives for students, so that they can clarify their learning goals and have the motivation to achieve them. However, it should be noted that the designed challenging tasks should be appropriate and considered in conjunction with the students' level and characteristics.

Tasks should be related to students' interests and needs in order to stimulate their learning interest and motivation, and make them more willing to actively participate in learning.

3.3.Adopting multiple teaching methods

Interactive teaching: Teachers should try to use interactive teaching methods, such as group discussions, role-playing, speeches, etc., to encourage students to actively participate in classroom activities, improve participation and oral expression ability, and gradually build confidence.

Personalized teaching: Teachers should pay attention to students' individual differences and needs, adopt personalized teaching methods and strategies to meet the learning needs of different students and improve their learning outcomes.

3.4. Provide timely feedback and evaluation

Clear evaluation criteria: Any learning activity must not lack feedback and evaluation processes in order to achieve the ultimate effect of the learning process. Teachers should provide clear evaluation criteria and methods for students, and provide timely feedback and evaluation, pointing out their strengths and weaknesses, so that students can understand their learning progress and performance. And provide specific suggestions and guidance to help students improve and enhance.

From this, it can be seen that the conditions for promoting students' active participation in situational learning are multifaceted, and teachers need to make efforts in multiple aspects. At the same time, teachers also need to pay attention to individual differences and needs of students, adopt personalized teaching strategies and evaluation methods, in order to maximize students' active learning and comprehensive development.

4. Case Study - Application of Micro Course Videos in Oral Teaching

In addition to the main textbook, various multimedia materials are also widely used in modern language teaching classrooms, which can present learning content to students more intuitively and vividly, playing a good auxiliary teaching role. Micro lesson videos, with their realism and vividness, can simulate real language environments and are one of the easily accepted learning methods by students. Students can learn independently outside of class, and teachers can also play relevant videos in class as supplementary materials. Allowing students to personally perform micro lesson skits further provides them with a real Japanese language context, allowing them to use their learned Japanese for dialogue in role-playing. Micro lesson short drama shooting is more interesting and interactive. Students participating in the filming can learn Japanese in a relaxed and enjoyable atmosphere, increasing the fun and motivation of learning. This positive learning attitude helps to improve students' learning efficiency and outcomes. Not only did it deepen their understanding and memory of the Japanese language structure, but it also deepened their understanding of language usage scenarios and interpersonal relationships.

4.1. Analysis of Teaching Objectives and Learning Situation

The teaching target of this micro course is undergraduate Japanese major students. Students have already mastered a considerable amount of Japanese vocabulary and grammar in daily Japanese intensive reading and grammar courses, and are able to apply their language knowledge to simple Japanese expression and communication in Japanese comprehensive expression courses. Moreover, prior to the content of this lesson, students had already learned Japanese sentence structures for expressing positive emotions such as gratitude, happiness, and anticipation. Among the many topics of oral communication, teaching positive content such as expressing gratitude and encouragement is relatively easy to design, but there may also be negative emotions such as rejection, negation, and dissatisfaction when communicating with people around in daily life. In teaching with the theme of appropriately conveying negative emotions such as "anger and dissatisfaction" to others in Japanese, the author designed and produced micro lesson video shorts for students to participate in performances. While learning authentic Japanese expressions in the shorts that are close to students' daily life situations, it also cultivates students' ability to think from others' perspectives in order to achieve effective communication. At the same time, guide students to maintain a positive attitude as much as possible when dealing with negative emotions, cultivate their ability to handle negative emotions, and thus establish a correct outlook on life and values.

4.2. Analysis of Micro Course Content and Design Ideas

By involving students of different levels, a collaborative learning community is built to understand the application of language knowledge in real-life language scenarios. Encourage students to transform the grammar vocab

ulary stored in their brains - "inert knowledge" - into "productive knowledge" obtained through practical application in daily life. According to relevant teaching theories, the micro course content is designed as follows:

Scenario 1: Negative emotional expression in friendship relationships

The two students (A and B) participating in the performance in this scene are set as familiar friends in their character relationships. A and B will conduct a practical survey together, with A as the team leader and B responsible for creating the presentation materials. 20 minutes before the deadline for submitting the coursework, A found that the coursework had fewer pages and B did not include the photos taken during the survey process. A requested that B immediately include the photos. B expressed dissatisfaction to A, stating that there were only 15 minutes left before the deadline to remake, and A had not previously mentioned using photos.

In this scenario, A and B are familiar friends, and B's use of Japanese is also a way of expressing dissatisfaction to acquaintances, although it is more direct, it still contains meaning.

Scenario 2: Expressing dissatisfaction to senior students

In this scene, A is the senior and B is the junior. Because the day before the event, A asked B to bring the camera tripod from home to school for use. The next day, B took a long ride from home to school to bring the tripod. A said he had borrowed it from the school library, but forgot to tell B. B expresses dissatisfaction to A at this time. As a senior, B is very subtle and tactful when expressing dissatisfaction to A. I didn't directly blame A for forgetting to tell her that I had borrowed the tripod, but instead said, 'Just confirm it myself in advance.'

Through the above two scenarios, the language usage characteristics of different interpersonal relationships can be compared. In addition to students participating in performances who can personally experience the psychology of characters, students watching micro lessons can also resonate, understanding language knowledge and the social and cultural mechanisms behind language better.

Firstly, through the language application of A, students can understand the subtle and subtle expression of negative emotions, which not only appropriately conveys their dissatisfaction to the other party, but also takes into account their psychological feelings. By teaching this language usage method, students can be guided to think about whether they have experienced friction and conflicts with people around them in their daily lives. If they can communicate with appropriate language and methods, it can avoid causing more unpleasantness and accumulating more negative emotions.

Secondly, consider the behavior of A in the first scenario and the way B thinks in the second scenario.

In the first scenario, A's explanation to B was not detailed enough, and A thought it was "natural to use photos" and believed that B would also think the same way. But everyone's living environment and way of thinking about problems are not the same, which is natural for A and not necessarily the same for B. At this point, teachers should guide students to learn how to put themselves in others' shoes, so as to make communication and interaction with others smoother and avoid misunderstandings and conflicts. The way of thinking of B (junior sister) in the second scenario is also worth considering. Although B feels that A (senior) forgot to tell her that the tripod has been borrowed and she doesn't need to bring it to school, it is indeed negligent. Although B is dissatisfied with A, he is also reflecting: he should have contacted and confirmed before departure. Through B's way of thinking, students can be guided to reflect on their own problems rationally or adjust their mentality appropriately when they encounter friction or conflicts with people around them in life, which helps to avoid conflicts or better solve problems.

By allowing students to participate in the above two short drama scenes, not only did it stimulate their learning interest and sense of immersion, but it also enabled them to improve their Japanese oral expression ability through practical operation, while also incorporating elements of ideological and moral education. The design of the entire micro course aims to improve students' Japanese oral expression ability and understanding of social and cultural mechanisms through situational learning. Through the necessary support and guidance provided by teachers, students are ensured to actively participate and achieve good learning outcomes.

5.The impact of situational learning participation on the quality of active learning

The impact of situational learning on the quality of active learning is profound. Situational learning emphasizes learning in real or simulated situations, which can provide students with rich perceptions and experiences, thereby promoting their active learning. Through the analysis of the above cases, the impact of participation in situational learning on active learning can be summarized as follows:

5.1.Enhancing learning motivation:

Situational learning stimulates students' interest and curiosity in learning by placing them in meaningful contexts closely related to their lives. This contextualized learning approach makes it easier for students to resonate and engage more actively in their studies.

5.2.Promoting knowledge understanding and application:

Situational learning enables knowledge to no longer be isolated, abstract symbols, but meaningful entities combined with specific contexts. In such a learning environment, students are more likely to understand the connotation and extension of knowledge, and can apply the learned knowledge to solve problems in practical situations. The process of understanding and applying this knowledge is proactive and positive, which helps to improve the quality of students' learning.

5.3.Promoting cooperative learning and social interaction:

Situational learning often requires students to collaborate with others to complete learning tasks together. This collaborative learning approach not only promotes communication and interaction among students, but also helps cultivate their team spirit and collaboration skills. Meanwhile, social interaction also provides students with more opportunities for learning and development.

5.4.Improving the transferability and flexibility of learning:

Situational learning emphasizes transferring learned knowledge to new contexts and solving different problems. This learning method enables students to apply their learned knowledge more flexibly and adapt to constantly changing environments and situations. This transferability and flexibility are important features of active learning and also reflect high-quality learning.

This article analyzes a micro lesson case designed based on the theory of "Situational Learning: Legitimate Marginal Participation". It can be concluded that by creating real Japanese communication situations in Japanese language teaching and guiding students to participate in situational learning, students' active learning quality and language application ability can be effectively improved. In future classroom teaching, we will continue to explore such topics in depth.

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