

(Review Article\*)

## The Integrated Application of Communicative Approach and Situational Teaching Method in Business English Teaching

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### Abstract

With the prevailing trend of economic globalization, Business English has become an important language tool for people to pursue international business activities. Business English is a branch of English for specific purpose, which is different from general English on teaching method. As a result, the exploration of suitable teaching methods is of great importance. The thesis makes a comprehensive summary about the distinction and the inner connections of Communicative Approach and Situational Teaching Method, analyzes the merits and demerits of them in teaching by reading the books and literature research on the subject, and comparing the collected materials. The Communicative Approach and the Situational Teaching Method can meet the requirements of Business English to the most degree. The Communicative Approach can inspire the positivity and initiative of the students, improve the practicality and purpose of language, and develop their innovating sense. As for the Situational Teaching Method, it is a good method to change the boring atmosphere of the class into a wonderful language environment. This thesis explores the integrated application of Communicative Approach and Situational Teaching Method in Business English teaching by taking the advantages of them to strengthen the enjoyment and interactivity, so then enhance the effect and quality of English teaching. The analysis and exploration of the application of Communicative Approach and Situational Teaching Method in Business English teaching provides certain reference significance in improving the Business English teaching mode, and even the whole English teaching system.

**Keywords:** Business English teaching; Communicative Approach; Situational Teaching Method

### Introduction

English is the largest language in the world, as well as the most important tool for the communication of trade between the countries in the world. For a long time, the teaching of English in China has been focusing on the infusion of basic knowledge, and the instruction of the meaning of the words, the sentence structures, the grammar points, and so on, but the training of the ability of student's English application has been ignored. While Business English, as a kind of special language, highly meets the requirements of world economic and trade communication, since it combines the convenience and mobility of English, at the same time, it contains a professional application, and it attaches the great importance to context and situation.

There are many teaching methods of English, like the Direct Method, the Communicative Approach, Task-based Language Teaching, the Situational Teaching Method, and so on. All of them have their own advantages in English teaching, and among of them, the Communicative Approach and the Situational Teaching Method can meet the requirements of Business English to the most degree. "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (Littlewood, 2010). Communicative Language Teaching with the characteristics of social environment and the color of culture, is a product of language teaching reform, only the teachers continuously improve the level of teachers' language and teaching skills and take the students as the center on the basis of language knowledge and communication skills, can they achieve a good teaching effect in the teaching field.

With the continuous deepening of China's reform and opening up policy, especially after China becomes a member of WTO ( World Trade Organization) , international trade competition is becoming increasingly fierce. Many foreign trade enterprises have begun to use e-commerce as a product sales platform.

As a new industry in the information age, e-commerce has expanded to all parts of the world, for our foreign countries. The existence of trade enterprises provides a vast space. Under the background of e-commerce, it is the main problem for Chinese universities to realize the innovation and reform of business English teaching mode. The analysis and exploration of the application of Communicative Approach and Situational Teaching Method in Business English teaching provides certain reference significance in improving the Business English teaching mode, and even the whole English teaching system.

### **The Introduction of the Communicative Approach and the Situational Teaching Method**

The Communicative Approach and the Situational Teaching Method are the two popular teaching methods nowadays. And both of them have their own definitions as well as theoretical sources.

#### ***The theories and definitions of the two methods***

Communicative Approach, also known as Conceptual Method, is based on the function of language. It is a kind of teaching system that aimed at developing language communicative competence in a specific social context. While the Situational Teaching Method is to link the language with the learners in the specific circumstances, not to emphasize the fixed teaching objectives, not to come out with the unified teaching requirements, but to lay stress on the students' initiative to explore and master the knowledge in the interaction of various factors through the guidance of the teachers.

#### ***The theories and definitions of Communicative Approach***

There are two basic theories of Communicative Approach. Linguistically, it is based on the sociolinguistics that was risen in 1960s and appeared an upsurge in 1970s, especially the theory of Communicative Competence of Hymes, a sociolinguist, as well as the Functional Language Theory and Discourse Analysis Theory of Halliday, a functionalist linguist. The Communicative Approach suggests that language is the system which expresses meaning, and the basic function of it is social communication (Anderson J, 1993) . While psychologically, it is based on the theory of Chomsky, the representative of Mentalistic, who thinks that the linguistic behaviors of human are so much more complicated than the behaviors of the animals, and only with the innate ability of human, can the linguistic behaviors make sense. It suggests that the learning motivation and enthusiasm of stu-

dents are the most important factors to master knowledge and skills, and the content and activities of learning are supposed to be associated with the experiences and the communicative needs of the students to make the learning effective (Brumfit, C. J. and Johnson, K, 2003).

*The theories and definitions of Situational Teaching Method*

Situational Teaching Method, which is also called Audio-Visual Method. "All knowledge begins with the senses," said Comenius, the Czech educator. Situational teaching method is a kind of teaching method that offers plenty of examples to linguistic function and activates the knowledge of language through the designed scenes and sights of the particular situation that is real or almost real, so as to achieve the teaching purpose (Zhang, 2017). Psychologically, Situational Cognition Theory is one of the theoretical bases of Situational Teaching Method, and linguistically, it is based on the Language Acquisition Theory, the Constructivism Theory, Linguistic Situation Theory and Systemic Linguistics. In a word, these theories suggest that people have to learn from various occasions systematically to master a language.

The so-called scenario is the sum of all internal and external conditions in which people deal with communicative activities. Specifically, it refers to the social environment in which language is used to exchange information. According to linguist Fuss, language environment is an indispensable factor in human communication activities. The mastery of language function depends on the actual situations. Teachers should try to combine the actual situations of the students, create the communicative scenes, let the students have the feeling of being in the scenes personally, and enhance the students' interest and impression (Zang, 2017). The creation of scenarios not only means to create conditions for students' language learning, but also to effectively promotes the coordinated development of students' thinking ability and other qualities. It guides the students to understand and use these abilities by reproducing the teaching materials or newly created situations, and realizes the training of the ability in the environment that simulates the real scenes or is closer to the real scenes. Since specific language is used in certain situations, the creation of scenarios will certainly help students to use the language in real situations.

*The advantages and disadvantages of Communicative Approach and Situational Teaching Method*

The Communicative Approach emphasizes the cultivation of students' language ability, uses real and authentic language materials, and encourages students to contact and use foreign languages as much as possible through sentence patterns and situations. The Situational Teaching Method stimulates students' participation and learning desire with its intuition, interest and vividness. The application of the situation in the grammar teaching has changed the former simple grammatical clause memory style of learning, put the boring grammatical clauses in the realistic environment, provided the students with the space of the practical use of language, and made the tedious grammar learning lively. This fits in with the mental characteristics of the students.

*The advantages and disadvantages of Communicative Approach*

The Communicative Approach can improve the activeness of students, and changed the situation in which students behavior passively in the class, and it offers students many chances to practice their English with lots of materials about real situations, most importantly, it improves the practicality and purposiveness of language, and that means more chances for Chinese students to find a better job, with the development of economic globalization. However, it doesn't handle the teaching problem about grammar knowledge, it focuses on communication rather than the usage of language, in other words, it teaches students to express, but it doesn't always teach them how to express correctly.

### *The advantages and disadvantages of Situational Teaching Method*

The Situational Teaching Method offers students a context, which is important, because context is the environment that language depends on to survive and develop, and it is also the environment that language communication relies on, it helps students understand the language. And of course, it also stimulates learning enthusiasm and it makes it easier for teachers to find the problems (Wu, 2016). It has its own drawbacks, too, it focuses on language forms, but ignores the cultivation of communicative competence.

Both of them have their own basic theories and histories. Listening, reading and writing are an integral whole. In the teaching of communicative law, teachers should focus on the four skills at different stages and lead the listening and speaking, but if they do not read and write, the main function can only stay on the shallow level and cannot penetrate into the actual study. The Situational Teaching Method can stimulate students' enthusiasm for teaching participation and enable students to think quickly and actively. At the same time, it can improve the enthusiasm of students in classroom teaching, and enable students to feel the fun of learning mathematical knowledge. They are scientific and advanced teaching methods, and they can help a lot, even with the disadvantages. And it is necessary to find a way to combine them by integrating their advantages and make the most of them.

### **The Distinction and Inner Link of the Communicative Approach and the Situational Teaching Method**

As two kinds of teaching methods, the Communicative Approach and the Situational Teaching Method have their own features, on the one hand, they focus on the different aspects of learning English, while on the other hand, there are something in common between them, and it is possible to combine both of them to achieve the goal of getting a better method to learn English.

#### ***The distinctions of the Communicative Approach and the Situational Teaching Method***

Communicative Approach is a teaching system based on language function items, which is used to cultivate communicative competence in specific social contexts. And Situational Teaching Method is guided by students' independent inquiry learning based on cases or scenarios, so as to improve students' ability to analyze and solve practical problems.

#### ***The difference of practice content***

The Communicative Approach and the Situational Teaching Method are important means of practice in foreign language teaching, both of them are emphasized in the practice and the training in the process of English learning. However, according to their respective theoretical basis, the contents they practice is very different. The content of the practice of the Situational Teaching Method gives priority to the sentence pattern, together with grammar, words, and other key basic knowledge. Teachers design the content of the course on the basis of the grammar difficulty, and prepare the teaching plans in advance (Zhao & Liu, 2013). As a result, there is nothing students can do but to accept knowledge in a passive way. While the Communicative Approach focuses on the contents that are about the mind, and the activities of functional communication. It emphasizes in the use of real language materials in textbooks. In the class, the teachers try to offer a situational teaching environment by simulating the real context, and encourage students to express their own thoughts in English to reach the goal of communication through some activities in the class. During the process of practice, the focus of teachers are the situational teaching environment and the fluency in expression of the students, rather than grammar, sentence structure, pronunciation. Therefore, the students are able to play an active role in the class.

### *The difference of training emphasis*

The training emphasis are different, when the educators of foreign language applies the two methods. The Situational Teaching Method pays attention to whether the students can express correctly, while the Communicative Approach focuses on the content that the students express. The training emphasis of Situational Teaching Method is the structure which is based on the framework of basic English knowledge, when using this method, what the teachers mainly consider is that students are supposed to lay a good language foundation for themselves. Only the students master the basic grammar knowledge, can they acquire a better application of language (Zhu, 2016). Therefore, during the practice of the students, once the teacher found the mistakes of students, they want the mistakes can be corrected immediately to help the students learn the pronunciation, the intonation as well as grammar accurately. While in the use of the Communicative Approach, the teachers regard English as a tool, aiming to cultivate the ability of the students to use different language styles in various situations, to achieve the aim of communication. Phonetics and grammar are not the foci of the Communicative Approach. It's not necessary for the teachers to have to rush to correct the mistakes that the students make. Therefore, the content of Communicative approach is more extensive, the form of it is more diverse than Situational Teaching Method, and the students can master more and better.

### *The difference of teaching steps*

There is a big difference between the Situational Teaching Method and the Communicative Approach. In Situational Teaching Method, teachers are supposed to introduce the new knowledge, mostly the sentence patterns, to the students, following with the practice of the sentence patterns. After the continually practice, the students are able to form good language habits, and are capable of expressing the special scenes or a special event by choosing some vocabularies and sentence patterns from the knowledge that they have learned.

While as for the Communicative Approach, the teaching order is completely different. Communicative Approach has four steps. The first step is to have some communicative activities with the language materials that they have known, secondly, to introduce the language programs that are needed to achieve some effective communication activities. And if necessary, design some exercises for individual project. In the class, the teacher organizes the students to carry out the communicative activities through various means of teaching contents which are based on the actual needs of the students.

### *The difference of main factor*

The Situational Teaching Method mainly regards the teachers as the main factor, while the Communicative Approach regards the students as the main factor, that is to say, they are essentially different in this aspect. Teachers who use the Situational Teaching Method are supposed to prepare the record of the content of the class in advance, and teach on the basis of the degree of their own capabilities, the teaching quality of them and their own understanding of language knowledge, the teachers are not only the organizer in the process of students' learning, but also the pilot of the effect and the ability of the student, which means that the teachers can help and guide the students to play an active role in the learning process. The main factor of the Communicative Approach (Tan, 2013), however, is the students, it regards the students as the key factor in the learning process, in other words, the teachers design the course on the basis of the reality of students, trying to ensure that the students can keep a correct attitude during the learning process by arousing the learning enthusiasm of students. The Communicative Approach focus on the cultivation of the students' practical ability to ensure that students are able to use what they have learned.

### ***The inner link of the Communicative Approach and the Situational Teaching Method***

Even there are many different aspects between the Communicative Approach and the Situational Teaching Method, there are still some common things. For example, both of them aim to improve the effect of teaching and trying to provide a better learning environment for the students. In addition, they are both helpful to cultivate the interest of the students to learn, which means a lot to learning a language. Most importantly, they are both trying to achieve their teaching aims by designing and take the advantage of the scenes or a situational teaching environment which are based on the real situations in real life.

Both the Communicative Approach and the Situational Teaching Method have their own features, the different parts of them are all important to English learning, and together with all the different parts of them, the teachers are able to take more aspects into consideration and offer a better learning environment. And the inner link of them, in other words, the thoughts or the assumptions that based on the scenes in real life, makes it possible to combine both of them to get a better teaching method.

### **The Analysis of Current Situation and Teaching Requirements of Business English in China**

Business English, as a special subject, is more and more important for the development of economic globalization. And China, as a country which plays an important role in the world, in order to have a good communication and achieve the economic trade with western countries, is supposed to take business English seriously. What's more, considering that there are so many different things between China and other countries, the teaching of business English in China has its own special requirements.

#### ***The analysis of current situation of Business English in China***

The economic development of our country is becoming more and more globalized, and the economic, educational, cultural, scientific and technological aspects of our country are becoming more and more closely related. The design of Business English is also very extensive. It is not only used in external trade, but also involved in various fields. English is used in any foreign communication.

#### ***The uncertainty of teaching target***

The department of education in our country has not built a kind of certain rules for the teaching of Business English, the subjective meaning of Business English, the factors of development, the design of course, the purpose of education, the program of teaching, the requirements of inspection, none of these is given any specific provision, and that makes different colleges and universities use different ways in developing courses, different schools develop this course on the basis of the different ways of understanding and their own conditions, and there are a lot of schools which are lack of the teachers, they don't have the teachers with specific and professional knowledge, but only some normal English teachers to teach Business English, so that students just learn a language, rather than learn from the perspective of business English, the students study the course in this kind of unprofessional way cannot meet the demand of social market.

#### ***The lack of sufficient qualified teachers***

Many colleges now have courses in business English, but there are no professional teachers of Business English, but only some teachers that teach English purely, which makes the students cannot acquire the professional knowledge about this course. Only the schools strengthen the building of the school's faculty, can they train specialized and great asset of Business English, just as the

old Chinese saying goes, "A great teacher produces a brilliant student", and only the professional teachers with high quality of Business English can inspire the students with that. Nowadays, the teachers that teach Business English in universities in our country are at different levels, therefore, the quality of teachers of Business English needs to be improved while training highly qualified students of Business English. When the schools arrange the teachers to teach Business English, either should they use the teachers that teach English purely or those who only teach business courses, the teachers of Business English should have a high quality of teaching experience as well as the good command of foreign etiquette knowledge. The most important thing is they need to understand professional knowledge and have management experience. Business English has high requirements for the teachers, and only in this way can the schools cultivate specialized personnel that are suitable for the national economic development.

*The high proportion of skilled course*

At present, with the development of economy, the economic market needs various kinds of talents, the schools can't use a single teaching method, the subjects that set up by the schools are all interrelated, and so is Business English. The diversification and multilevel are the features of Business English courses, it is of great help for the students to acquire the knowledge of related subjects, to enlarge the students' eye shot, to help the students get the information from several aspects, and to raise the foresight for the global economy of the students. Different schools have courses of Business English, and they all aim to cultivate different levels of talents. During the process of teaching, not only should they try to simply improve students' English, but also focus on the training of the students' language skills as well as business knowledge, to cultivate interdisciplinary talents for the society.

***The requirements of Business English Teaching in China***

Business English is designed to cultivate high end skilled talents with good ideological and moral quality, professional quality, cultural quality and psychological quality, with strong English application ability, and familiar with basic theoretical knowledge and business processes in the field of international business.

*The reinforce of the reform of course system*

The course system has a great impact on the general effect of teaching and the overall goals, it is directly related to the mastery of structural knowledge and the comprehensive quality and ability of students. While cultivating talents of proprietary, simultaneously, the schools should also ensure the cultivating purpose of Business English, the design of courses is mainly based on the training target. Under the background of economic globalism, the schools need to have a new understanding of the training objectives of Business English, to build a new course system according to the new target, to optimize and reform on the basis of existing courses and to cultivate the popular and international talents of Business English.

*The improvement of the teaching means and methods*

Traditional ways of teaching also limit the cultivation of students' abilities. The schools are supposed to use multimedia technology to achieve the reformation of teaching methods, that is to say, to use modern teaching facilities for Business English teaching through taking full advantage of the equipment that are supplied by schools. Not only can they increase the entertainment of the class, but also they can show the teaching content of Business English vividly, to improve the quality of teaching. It can improve the ability of the students in listening, reading writing, and speaking, it also cultivates their own ability to solve problems independently in Business English.

*The reinforce of the training purpose and the rationality of the curriculum*

In strengthening the training of professional talents, the teachers can still use the traditional English teaching habits, take different methods to stimulate the enthusiasm of the students, and use a large amount of time for the study of teaching professional knowledge, to make students fully understand Business English. Besides, to use different ways of teaching, and regard the students as the center of the class, give the fullest expression to their initiative, and the teachers teach in a supplementary manner, to maximally cultivate 'the comprehensive ability of the students (Tang, 2015). Now many colleges and universities don't have reasonable courses, so they should enhance the connection between the courses, to arrange professional teachers to teach the students, and to improve the diversity of courses to inspire the students with high comprehensive quality.

With development of social economy, the requirements of discipline construction about Business English are also higher and higher. However, the development of Business English in our country is restricted by objective conditions, consequently, the schools and teachers should choose the correct and reasonable way of cultivating talents to effectively improve the quality of the professional talents of Business English, and make them more suitable to the development of the global economy.

**The Application of the Communicative Approach and the Situational Teaching Method in Business English**

Both Communicative Approach and Situational Teaching Method are applied in teaching of Business English. And they have their own methods or principles of application, which makes them more different in some way.

*The basic principles of the Communicative Approach in English teaching*

The teachers who use Communicative Approach should remember and even make a good use of the following three basic principles.

Firstly, all activities reflect the function of communication. The teaching in English with Communicative Approach regards the communicative goal as the center and the first principle (Brown H. D, 2007). In the field of hearing, communicative activities can be referred to the characteristics of hearing weather forecast, it can practice the oral English by asking the ways, as for the field of reading, it can be characterized by a series of instructions, and for the writing part, it can be characterized by writing a cover letter in writing, and so on. Secondly, they should try to rebuild the process of communication. Trying to recreate the process is an important symbol of Communicative Approach that makes it different from other teaching methods. Therefore, the exercises in classes strive for the improvement of the ability of students to judge the mood and attitude of others, and to improve their language responsiveness. Thirdly, the teachers can't correct every single mistake (Bygate M., Skehan P. Swain M, 2001). One of the obvious characteristics of Communicative Approach is that it is more tolerant to students' language mistakes, especially the grammar mistakes. That will prevent the students from speaking out because they are afraid of making mistakes. However, that doesn't mean that the Communicative Approach is not to correct students' language mistakes. The mistakes of the students must be corrected, but the keys are what needs to be corrected, when to correct, how to correct, and who to correct.

*The application of CA in Vocabulary*

The significance of a course in English vocabulary for language learning is also evident. The aim of vocabulary teaching is therefore to enlarge the students' vocabulary, or, in other words, to increase the number of lexical items which they can understand and use. Vocabulary instruction is

complicated in that the conditions of language learners are themselves complicated. There are beginners' classes, intermediate classes and advanced classes. Then there need be techniques for teaching vocabulary at various levels of instruction.

Which words do students most need to learn? This is what we need to think about before teaching any lesson. There has been a long tradition of research into what vocabulary will be selected, or what vocabulary will provide the best return for learning, the majority of these pieces of research have been word frequency, or frequency counts, that is, and how often a word occurs in normal use of the language. Frequency counts have provided lists of the most frequent and widely used words of a language. It has been pointed out that we need to help beginners learn a relatively small number of highly frequent words so well that they become automatic, sight vocabulary. The often repeated finding of frequency counts has been that the most frequent 2,000 or no more than 3,000 headwords account for at least 85% of the words on any page of any book no matter what the subject matters. These words are necessary product or active items to be learned thoroughly enough to use in the students' own writing and speech. The number of 2,000 is also an acceptable threshold for preparation for independent reading, using carefully chosen texts. As for independent reading, the adequate vocabulary needed is something like 5,000. Laufer discusses the L2 vocabulary knowledge needed for minimal reading comprehension and concludes that: the turning point of vocabulary size for reading comprehension is about 3,000 word families. "Since a word family contains a base form plus its inflected and derived forms (write writes, writer, writing, etc.) this increases the total amount to about 5,000 lexical items. Knowing about 2,000 word families gives near to 80 percent coverage of written text. However, to fully understand a text this ratio (4) of unknown words to known words is no sufficient to allow reasonably successful guessing of the meanings of the unknown words. At least a vocabulary of about 3,000 words needed which provides coverage of 95 percent of a text before one can efficiently lean from context with unsimplified text. The significance of the number of 2,000 or 3,000 or so is that these words provide a basis for comprehension.

#### *The application of CA in English writing class*

Wallace Douglas, as the founder of the process teaching method, once pointed out that "writing is a process, and the teacher should teach a step in the process of writing."

In the course of the teaching of writing, the teacher should "teach it to fish" rather than "teach it to fish". In the teaching of writing, the teaching content is melted, the teaching content is arranged with specific communicative function items, and the teaching content is made according to the actual needs of the students, so that the students can write content and methods in communication.

There is a summary and Reflection on the organization and refinement of language. (1) At the present stage of content mining, college students' English writing, apart from language problems, is more of a lack of writing content and lack of depth. This is not related to the lack of life experience and the lack of deep thinking about the topic of writing. In traditional English writing teaching, emphasis is placed on the form of language, while the content of writing is neglected. How to guide students to think and excavate writing materials is difficult to solve in traditional English writing teaching, and it needs to be realized through communicative activities.

#### *The application of CA in oral language*

Spoken language is the language that people communicate face-to-face, and is the most frequently used communication tool in human society. Compared with written language, the prominent feature of spoken language is reciprocal. It is impossible to master the spoken language as a person to study in written language, but must have the object of communication. More than two collective

learning is essential to the improvement of the spoken language. People who use oral communication have face-to-face exchanges, and the speaker and listener communicate with each other and make prompt suggestions and supplements. The second characteristic of spoken language is immediacy, unplanned and unprepared (unplanned). Because most of the spoken language is extemporaneous to communicate with people, and most of the content of the conversation is not complete sentences, with repetition, omission and pause. Spoken language is more dependent on specific situations and occasions than in written language (contextualization). In the process of using spoken language, interpersonal communication, speaking objects and groups have a great influence on personal language. The same thing is different in different occasions, time, and different objects. Oral English is always associated with social factors.

Spoken language is a skill. People's first impression of each other in everyday conversation comes from their fluency and acceptability. However, in traditional classroom teaching, English teaching is regarded as a professor of grammar and vocabulary, while neglecting the cultivation of skills. As Bogote said, the most basic difference between knowledge and skill is that both can be understood and memorize, but only skills can be acquired through imitation and training.

### ***The principles of Situational Teaching Method in English teaching***

There are some important principles of the Situational Teaching Method that the teachers are supposed to keep in mind. The first principle is about interest, interest is the best teacher, and it is the students' language learning motivation. Learning without interest will kill students' learning enthusiasm, and their personality, and it makes students become passive (Zhang, 2015). Only based on the interest, can the learning of the language offers students fun and even arise a greater enthusiasm of learning. Therefore, when using the Situational Teaching Method, the teachers should pay attention to enhancing the interest of the method itself, so as to motivate the enthusiasm of students to participate in learning. The second one is practicality, the purposes of the application of the Situational Teaching Method are to stimulate students' interest, improve the students' language proficiency, if the teachers only pay attention to the sense of interest, the lessons will not be effective. Only the teachers find the best combining site between the actual teaching content and students, can they design a more practical situation, to let students enter the specific scene and have a situational dialogue actively and happily? This deepens students' understanding and application of the language knowledge, at the same time, it can also make students enjoy the fun of it, and get more enthusiasm and motivation. The third one is diversity, there can be varieties of scenes, such as role-play, stick-figure, gaming scenarios, real scenes and the scenarios created with modern information technology, and so on. Teachers should continuously innovate, realize the diversification of scene, and constantly give students the sense of freshness, to attract the attention and to arise the enthusiasm of students.

### ***The application of STM in listening***

Because of the far gap between the habits and customs of the East and the west, there is a deviation between the basic English knowledge and the self-customs of the students at the university stage. In the course of listening to the English materials, students can not truly understand the contents of the words and sentences, causing the normal English communication to be hindered. Under such educational background, the listening practice at the university stage needs to be coordinated with the language situation. Before the creation of the situation, the teacher should pay attention to the introduction of the difference culture, ensure the students to change the inherent Oriental thinking, listen and analyze the meaning of the words in the situational teaching mode. In the course of English listening practice, the situational teaching model can be combined with pictures and move-

ments. Teachers can draw the key patterns according to the relevant listening materials to ensure that students can complete the deep understanding of the dialogue under the guidance of the graphic instructions, and can also make pictures as the key point of English memory, according to the way of self-thinking. To build a framework for English dialogues.

In the situational teaching model, in addition to the combination of sound and picture, teachers can also use body language to simulate a more real listening environment, choose the life stories and scenes suitable for the university according to the syllabus and materials, and assign different life roles to different students, and make them integrate with body movements and facial expressions. To encourage students to inspire students to experience the role of situational creation in English Listening Teaching in interesting environment and authentic performances.

#### *The application of STM in speaking*

English, as a speaking language, is a key step for students to learn English. No matter in pronunciation, reading or sentence questions and answers, we should ensure comprehensiveness and daily life, and train students' fast and standard pronunciation in scenario creation. Teachers can set up language partners in groups and provide different situational dialogues for students to dramas. In the university class, the curriculum can be divided into different stages, such as material learning, language performance, and so on. This model can change the current situation of the boring vocabulary Recitation in English classes, stimulate students' desire for English learning, and use English language to perform and display themselves, in order to stimulate the students' English language potential and talent.

#### *The application of STM in reading*

English reading ability is the main training content of College English, which determines whether students can explore and understand the English language world more deeply in their future life and work. Therefore, in the process of training students' reading ability, we must choose to fit in with the actual situation and have a fragment of the language environment. Students are encouraged to understand the general content of the article by means of general reading. Secondly, teachers show the storyline in the way of action and text, and guide the students to contact the context content and give hints to guess the basic meaning of the new words. Finally, it helps the students to carry out the English thinking series and the reading transition to promote the students to read independently under the influence of the creation of the situation, so as to ensure that the thought of English can be displayed in the reading. Rote learning is not effective and makes students waste a lot of time and energy. In actual English teaching, quite a few words can be taught in real terms, cards and simple strokes, and simple game teaching can also be carried out. This is the preferred form of teaching for students. Students are willing to accept it, and will cooperate actively to improve their learning efficiency. In the process of teaching, teachers can also use hand gestures, movements, expressions, etc., or allow students to make gestures, movements and expressions based on English words. Such teaching forms make abstract words into concrete behavior and things, deepen their perception and memory of words, make the dull way of memory become flexible, and make dull content vivid.

#### *The application of STM in writing*

In College English teaching, writing is the key to exploring the ability of students' vocabulary organization and associative ability. The basic purpose of the teaching of business English writing is to combine "teaching, learning, and doing" to improve the students' writing ability fundamentally, so that students can have a place in the fierce social competition. However, in independent colleges, the basis of students' American language is relatively weak, and the content of the course is boring, so the class of business English writing course itself is not good to carry out. Therefore,

teachers should be in the classroom design, make full use of their brains, let the students experience the various steps of business activities in the simulation of real situations, and use the knowledge they have learned to make them realize the significance of the knowledge they have learned in the future work, and lay the foundation for the future work position. Then, how to create a vivid and effective scene in the business writing class?

Teachers should create a pure English environment in teaching, adhere to the authentic and standard English to carry out classroom teaching, the three elements of English Writing Teaching: students, English to the environment and the environment, from the students in the environment to connect the new language material, and the learning of word workers.

In the process of university writing, thinking ability is also the key to determining the level of writing. With the promotion of the situational teaching mode, the university classroom has the nature of life and emotion, so the English language is no longer a separate word, sentence and article, but it has become an interesting, knowledgeable and characteristic communication way, and the students' language thinking is active and active. In this way, English writing articles can be guaranteed rich language soul and creation. Creative thinking.

As mentioned above, the two methods have their own principles, which make them scientific and reasonable. And these basic principles ensure them to help teachers as well as the students in a good way.

#### ***The exploration of the Comprehensive Application in Business English***

Even comparing with the traditional teaching methods, the Communicative Approach and the Situational Teaching Method have many advantages, they still have some drawbacks, and it would be a wonderful thing if the two methods can be combined with their advantages to get a better teaching method.

#### ***Problems of Communicative Approach and Situational Teaching Method in English teaching***

The Communicative Approach attaches great importance to the language communication itself, it emphasis on pragmatic competence, but it kind of ignores the importance of academic knowledge(He, 2016), like grammar knowledge, while the main purpose of Situational Teaching Method is to let students to learn and accept the language knowledge, but it lacks of exercise and practice, as a result, what students get is still the dumb English, they still can't express themselves in English properly and fluently(Canale, Swan, 1985).

#### ***Feasible solutions of the problems***

As for the solutions of the problems, there are three suggestions in this thesis. Firstly, regard students as the center and the main body of the language learning to ensure the participation of the students, make the students learn the knowledge in participation, and accept and digest the knowledge in the activities, whether in Communicative Approach or Situational Teaching Method. Secondly, put cultural background as the premise of language learning to improve the authenticity of learning materials (Cai, 2014). Considering the great trend economic globalization and the specialty of Business English, the teachers are supposed to introduce many different cultural information for the students, and even take the cultural factors into account when designing the scenes or the plans to provide the learning environment as real as possible, so as to the students are able to absorb and understand the Business English better (Henning, G, 2001). Thirdly, make full use of the multimedia materials to ensure the diversity of learning materials. Only the teachers make sure of the diversity of the materials, can they attract students' attention continuously? Besides, that makes it much easier and convenient for the students to know more about different business information in different countries with various culture. Intercultural communication in Business English vocabulary. Business

English is a special purpose English used in international business activities. The cultural differences in business vocabulary are directly reflected in business negotiation, advertising, product introduction, and the acquisition, communication and cooperation of business information. Teachers should make every opportunity to make use of all the opportunities to contact the cultural background of the language they have learned, to cultivate the students' cultural awareness of the time, and to learn to think about the problems in the cultural angle of the language they have learned.

Cultivating students' awareness of intercultural communication can help students expand their vocabulary, master certain guessing rules and overcome their fear of difficulties. For example, the names of foreign companies are generally simple, easy to remember, and often reveal the business scope of the company, such as "EasyJet" is the name of a British airline, and from the word "yje" we can guess that the company's business is related to aviation; similar to "DominoFxa", "City Gir". Network "wait. The students know something about the naming rules of foreign companies, and they reduce the fear of business and improve their business reading ability.

Before the group discussion, the teacher can provide the website of the famous company for the students to collect and integrate the information, so that the students who lack the business background can understand the real business knowledge in close distance, and provide the real material for the later vocabulary learning and application, and the business vocabulary memory is no longer by rote. It has greatly enhanced students' learning enthusiasm and learning efficiency. The practical teaching experience shows that the application of communicative approach to the teaching of business English vocabulary has played a role in attracting students' attention to stimulate students' interest in learning and encouraging students to participate actively. It helps to improve the mastery of business English vocabulary and reduce their forgetting rate. However, because business English is involved in a wide variety of aspects, the teaching of business English vocabulary should not only rely on one kind of teaching method, but to use a variety of vocabulary acquisition strategies and use a variety of teaching methods to help students to deepen their understanding of professional vocabulary and improve students' ability to memorize vocabulary and practice.

Finally, make a combination of Communicative Approach and Situational Teaching Method, to learn and consolidate the knowledge, and to complete the input of language by Situational Teaching Method to ensure the absorption of the knowledge(Katarzyna Piątkowska, 2015), at the same time, to practice and exercise, and to complete the output of the language through the Communicative Approach, to improve pragmatic competence and communicative competence.

### **Conclusion**

Firstly, the thesis finds out the distinction and inner link of Communicative Approach and Situational Teaching Method, this two kinds of teaching methods are totally different in the aspects, including the practice content, the training emphasis, the main factor and teaching steps, however, they are both helpful to cultivate the interest of the students to learn, which means a lot to learning a language. More importantly, they are both trying to achieve their teaching aims by designing and take the advantage of the scenes or a situational teaching environment which are based on the real situations in real life. Secondly, the thesis explores the comprehensive application of this two kinds of methods in Business English by taking the advantages of them, and it offers some feasible solutions of the problems that the methods are confronted with in English teaching.

The thesis still has some limitations. For example, it just simply illustrate the application of the two methods in English teaching or Business English teaching, but it doesn't explain specifically the different aspects of language learning, like words, sentence structures, grammar points, listening

comprehension, reading comprehension and writing skills. And it doesn't give some specific information about how to use the methods properly during the teaching process, like when to use, what kind of materials are proper to be used. And there is not enough information about the different cultures, which are the reference when the teachers design the courses.

Considering the limitations that mentioned above, there are some suggestions for further study and survey. Firstly, some more specific details are needed to be offered of the different requirements of different parts, such as grammar points, writing skills and even translating skills in Business English teaching. Besides, it should offer more details about the cultural information so as to design the scenes as real as possible during the teaching process. And maybe some examples or some real data will be helpful.

The analysis and exploration of the application of Communicative Approach and Situational Teaching Method in Business English teaching provides certain reference significance in improving the Business English teaching mode, and even the whole English teaching system. It may help the teachers who teach Business English strengthen the enjoyment and interactivity, so as to improve the effect and quality of Business English teaching. And with the suggestions above, it can be a better way about the teaching in Business English, and to cultivate more and more Business talents that are suitable to the development of international trade.

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