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A Study on the Impact of Situational Simulation Teaching on the Application of Translation Strategies among English Majors in Universities

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Abstract: This study investigates the impact of situational simulation teaching on the application of translation strategies among university English majors. Drawing on relevant theoretical frameworks and classroom practices, the research explores how authentic, context-rich learning scenarios influence students' cognitive and metacognitive engagement in translation tasks. The findings indicate that situational simulation enhances learners' strategic awareness, promotes active decision-making, and fosters collaborative problem-solving skills. Through carefully designed tasks, scenario settings, and structured feedback, students demonstrate improved ability to plan, monitor, and evaluate their translation choices. In addition, reflective activities and peer interactions contribute to the development of autonomous learning, enabling students to regulate their own strategy use and adapt to varying translation contexts. The study also highlights implications for curriculum design, suggesting that task-driven, strategy-oriented approaches integrating authentic materials and reflective practices can effectively bridge theoretical knowledge and professional translation practice. Overall, situational simulation teaching offers a promising pedagogical approach to cultivate strategic competence, self-directed learning, and practical translation skills among university learners. The results provide a foundation for ongoing curriculum reform and future research on innovative translation pedagogy.

Keywords: situational simulation; translation strategies; autonomous learning; higher education; translation curriculum; pedagogical innovation

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1. Introduction

With the continuous development of globalization, English has become an essential tool for international communication and plays a central role in the education of English majors at universities. Translation instruction, as a key component of the English curriculum, not only requires students to acquire solid language knowledge but also demands effective application of translation strategies to handle diverse linguistic and cultural contexts. Traditional translation classrooms, however, are often teacher-centered, emphasizing lectures and text-based exercises, which limits student interaction and reduces opportunities for autonomous strategy selection and flexible application. As a result, students may struggle to develop adaptive translation skills that are essential for real-world language use [1].

Situational Simulation Teaching is an innovative, task-driven, and role-playing-based instructional approach that immerses students in simulated real-life language contexts. By engaging in practical activities that replicate authentic communication scenarios, students can enhance both their motivation and strategic competence. In translation instruction, situational simulation provides opportunities for students to actively select and apply cognitive strategies, metacognitive strategies, and compensatory

strategies, promoting more effective problem-solving and improving translation quality. Such an approach emphasizes active learning, learner autonomy, and the integration of theory with practice, which are widely recognized as critical elements in modern language education [2].

Previous research has explored the theoretical foundations of both situational simulation teaching and translation strategy application. Studies indicate that situational simulation can effectively enhance learners' engagement, strategic awareness, and decision-making skills, while research on translation strategies highlights the critical role of cognitive and metacognitive abilities in producing accurate, coherent, and contextually appropriate translations. Despite growing attention to the integration of innovative teaching methods into translation courses, most existing studies remain descriptive or theoretical, and there is still a lack of systematic analysis regarding how situational simulation teaching specifically influences students' use of translation strategies in practice.

Against this background, the present study aims to theoretically examine the impact of situational simulation teaching on the application of translation strategies among English majors in universities. By analyzing the interactions between classroom design, strategy development, and student performance in translation tasks, this research seeks to provide theoretical insights and practical guidance for improving translation instruction. The study is expected to contribute to both the academic understanding of strategy-based translation teaching and the practical enhancement of students' translation competence, ultimately supporting more effective and learner-centered approaches in higher education [3].

2. Theoretical Framework of Situational Simulation Teaching and Translation Strategies

2.1. Situational Simulation Teaching Theory

Situational simulation teaching is an innovative instructional approach that immerses learners in realistic and contextually rich scenarios to engage them in active language practice. Characterized by task-driven design, role-playing, and authentic context replication, this teaching method emphasizes learner-centered participation, experiential learning, and the integration of theory with practice. Drawing on constructivist learning principles, situational simulation allows students to construct knowledge through meaningful interaction, reflection, and problem-solving within simulated real-world contexts. In translation instruction, situational simulation can replicate authentic translation tasks, such as interpreting dialogues, translating cultural texts, or completing role-based translation assignments, enabling students to actively apply strategies, monitor their decision-making, and adapt to linguistic and cultural challenges. By creating an interactive and engaging learning environment, situational simulation teaching not only enhances student motivation and engagement but also provides a practical framework for developing cognitive, metacognitive, and compensatory strategies that are essential for effective translation [4].

2.2. Translation Strategy Theory

Translation strategies refer to the methods and techniques that translators employ to solve linguistic, cultural, or informational problems encountered during the translation process. These strategies can be broadly categorized into cognitive strategies, metacognitive strategies, and compensatory strategies. Cognitive strategies involve direct language manipulation, such as literal translation, free translation, or reorganization of information. Metacognitive strategies focus on planning, monitoring, and evaluating the translation process to ensure accuracy and coherence. Compensatory strategies are employed when linguistic or cultural difficulties arise, allowing students to use alternative expressions or explanatory techniques to convey meaning effectively.

The effective application of translation strategies is essential for producing accurate, coherent, and contextually appropriate translations. Research suggests that strategy awareness and use can significantly influence translation quality, fluency, and problem-solving ability. In the context of higher education, teaching methods that promote active strategy use, such as task-based or situational simulation approaches, can help students develop not only their technical translation skills but also their autonomous learning and critical thinking abilities. By integrating strategy instruction into translation practice, educators can enhance students' capacity to handle complex translation tasks and adapt to diverse linguistic challenges [5].

2.3. The Relationship between Situational Simulation and Translation Strategies

Situational simulation teaching and translation strategy application are closely interrelated, as the former provides a dynamic and authentic context in which students can actively deploy various strategies. In simulated real-world scenarios, learners are required to make real-time decisions about linguistic choices, cultural adaptation, and task completion. This environment encourages the use of cognitive strategies, such as restructuring sentences or interpreting idiomatic expressions, while also promoting metacognitive strategies, including planning the translation approach, monitoring comprehension, and evaluating translation outcomes. Moreover, when students encounter gaps in language knowledge or cultural understanding, they are motivated to employ compensatory strategies, such as paraphrasing, annotation, or explanatory translation, to overcome these obstacles [6].

The theoretical connection lies in the way situational simulation transforms passive knowledge acquisition into active problem-solving practice. By engaging with realistic tasks, students not only experience the practical necessity of strategies but also develop strategic flexibility, transferring skills across different translation scenarios. This interaction highlights the importance of designing learning tasks that balance complexity and authenticity, enabling students to internalize translation strategies effectively. Consequently, situational simulation teaching can be seen as a mechanism that fosters both the awareness and practical application of translation strategies, bridging the gap between theoretical understanding and real-world translation practice [7].

2.4. Theoretical Implications and Conceptual Framework

Building on the analysis of situational simulation teaching and translation strategy theory, a conceptual framework can be proposed to guide translation instruction. In this framework, situational simulation acts as a contextual and motivational foundation, providing learners with immersive tasks that stimulate engagement and strategy application. The framework emphasizes the iterative process of planning, executing, and evaluating translations, where students continuously select and adjust cognitive, metacognitive, and compensatory strategies according to task demands and contextual factors [8].

The theoretical implications are twofold. First, situational simulation enhances students' strategic competence by offering authentic practice opportunities that mirror real translation challenges. Second, it supports learner autonomy and reflective thinking, enabling students to internalize strategies and adapt them to diverse contexts. This framework also provides practical guidance for curriculum design, suggesting that translation tasks should be scaffolded to gradually increase in complexity, integrate authentic cultural content, and incorporate reflective activities. By applying this conceptual model, educators can create a structured yet flexible environment that fosters both skill development and strategic awareness, ultimately improving translation performance and preparing students for professional translation contexts.

3. Research Design and Implementation of Scenario-Based Translation Instruction

3.1. Research Objectives and Questions

The primary objective of this study is to explore how situational simulation teaching influences the application of translation strategies among university English majors. Building on the theoretical framework discussed in the previous chapter, this research aims to examine how scenario-based learning environments can enhance students' strategic awareness, promote flexible strategy use, and improve the overall quality of translation performance. By integrating task-based and interactive methods into translation teaching, the study seeks to provide a pedagogical model that bridges theoretical understanding and practical skill development.

To achieve these goals, the study is guided by the following research questions:

- 1) How does situational simulation teaching encourage the use of cognitive, metacognitive, and compensatory translation strategies?
- 2) In what ways does scenario-based translation instruction affect students' engagement, reflection, and problem-solving abilities during the translation process?
- 3) What instructional practices can effectively integrate situational simulation into translation teaching to foster strategic competence among English majors?

3.2. Classroom Procedures and Strategy Guidance

The implementation of situational simulation teaching in translation courses aims to create authentic communicative environments that mirror real-world translation contexts. Each teaching cycle typically consists of three main stages: pre-simulation preparation, in-simulation translation practice, and post-simulation reflection. These stages are designed to help students understand translation as an active, decision-making process rather than a purely linguistic exercise.

In the pre-simulation stage, students are introduced to a specific translation scenario, such as translating for an international conference, a tourism brochure, or a business negotiation. The teacher provides background materials, source texts, and contextual information related to the communicative purpose and target audience. Students are encouraged to identify potential translation challenges and discuss which strategies—such as adaptation, paraphrasing, or compensation—might be appropriate. This preparatory phase activates their strategic awareness and builds a cognitive foundation for the upcoming simulation.

During the simulation stage, students perform translation tasks under realistic time and communicative constraints. They may work in pairs or groups, assuming different professional roles such as translator, editor, or client. The teacher acts as both facilitator and observer, guiding students to apply translation strategies consciously. For instance, when encountering cultural-specific items or idiomatic expressions, students are prompted to justify their choices using functional equivalence or contextual adaptation. This interactive process highlights the role of metacognitive regulation—students learn to plan, monitor, and adjust their strategies dynamically according to context.

In the post-simulation stage, the focus shifts from performance to reflection. Students present their translated texts and explain the reasoning behind their strategic decisions. Peer feedback and teacher commentary are incorporated to evaluate translation quality and strategy appropriateness. This reflective dialogue helps learners internalize strategy use and develop autonomous problem-solving abilities. The teacher may summarize recurring issues, such as over-literal translation or lack of coherence, and demonstrate alternative strategies.

Through this cyclical procedure, situational simulation teaching transforms the classroom into a semi-professional translation environment. Students are not only exposed to authentic communicative demands but also trained to think critically about their translation process. The combination of guided practice and reflective analysis

enhances their strategic competence, bridging the gap between theoretical knowledge and practical application.

3.3. Learning Outcomes and Observations

The application of situational simulation teaching in translation classrooms has shown notable effects on students' strategic awareness, problem-solving ability, and reflective thinking. Observations from multiple class sessions indicate that students become more conscious of their translation decisions and more capable of articulating the rationale behind their choices. Compared with traditional text-based translation practice, situational simulations provide stronger contextual motivation, which encourages students to use strategies actively rather than passively following linguistic correspondence.

One of the most visible outcomes is the enhancement of cognitive and metacognitive strategy use. During simulations, students frequently plan their translation approach according to the communicative goal, audience expectation, and text function. They learn to predict potential cultural or semantic difficulties and prepare corresponding strategies. While translating under time or situational pressure, they monitor their progress and make on-the-spot adjustments, reflecting improved self-regulation and flexibility. Such metacognitive engagement also leads to greater confidence when tackling unfamiliar or ambiguous source materials.

A second major finding concerns the improvement in collaborative learning and interactional strategies. Since situational simulation involves teamwork and role-playing, students are required to negotiate meaning, exchange ideas, and provide feedback to peers. These interactions stimulate critical discussion on translation norms, equivalence, and stylistic preference. Through negotiation, students refine their understanding of appropriate strategy application in different communicative contexts. The cooperative nature of the task also nurtures a professional attitude toward translation as a socially situated activity rather than an individual linguistic exercise.

In addition, the reflective component following each simulation helps consolidate learning outcomes. Students are encouraged to analyze translation difficulties and justify the strategies they employed, linking practical experience with theoretical frameworks. Teachers observe that students gradually shift from relying on intuition to making deliberate, context-based decisions. Many participants also report that their sensitivity to cultural nuances and pragmatic meaning has improved. Overall, the integration of situational simulation with translation strategy instruction effectively enhances learners' analytical, decision-making, and evaluative skills-core competencies for future translators in professional settings.

3.4. Reflection and Pedagogical Implications

The implementation of situational simulation teaching has generated valuable insights for both instructors and learners in translation education. From the teacher's perspective, this approach demands a shift from knowledge transmission to process-oriented facilitation. Teachers are no longer mere evaluators of translation accuracy but become designers of communicative environments that encourage strategy exploration. Such a transformation requires careful planning of simulation tasks, including scenario selection, role assignment, and reflection design, to ensure that students can engage authentically with real-world translation challenges. Moreover, teachers must provide timely guidance that balances autonomy with structured feedback, helping students recognize the reasoning behind their strategic decisions.

From the students' perspective, situational simulation enhances engagement and self-awareness. Learners experience translation as an active decision-making process, in which they must continuously assess the adequacy and appropriateness of their choices. Reflection after each activity encourages them to connect classroom experience with

theoretical understanding, leading to a more comprehensive grasp of translation strategies. However, some students initially struggle to adapt to the open-ended nature of simulation tasks, especially when accustomed to teacher-centered instruction. Therefore, gradual scaffolding and explicit strategy modeling are essential to support the transition toward independent learning.

Pedagogically, situational simulation offers a dynamic model for training translation competence in higher education. It integrates cognitive, communicative, and affective dimensions of learning, bridging the gap between academic theory and professional practice. The authentic contexts and interactive nature of simulations cultivate not only linguistic precision but also cultural adaptability, teamwork, and critical reflection—all key components of translator education in the globalized era.

In future teaching practice, this method can be further developed through interdisciplinary collaboration and digital technology. Incorporating multimedia materials, online role-play, or virtual translation environments can extend simulation beyond physical classrooms, making it more accessible and flexible. Ultimately, situational simulation teaching represents a pedagogical shift toward experiential, reflective, and strategy-oriented translation training, providing valuable implications for curriculum innovation in English-major programs across universities.

4. Analysis of Translation Strategy Application in Situational Simulation

4.1. The Value of Situational Simulation in Translation Classes

Situational simulation teaching has become an increasingly valuable approach in translation education due to its ability to create authentic, context-rich learning environments. One of its primary advantages is that it enhances students' awareness and practical application of translation strategies. By engaging in simulated real-world scenarios, learners are encouraged to plan, monitor, and evaluate their translation decisions, leading to a deeper understanding of when and how to apply strategies such as adaptation, paraphrasing, or compensation. This active engagement fosters both cognitive and metacognitive development, allowing students to connect theoretical knowledge with practical execution.

Another significant benefit of situational simulation is its ability to stimulate student interest and participation. Unlike traditional lecture-based instruction, which often emphasizes accuracy of final translations, simulation-based tasks require students to actively engage with the material, make strategic decisions, and collaborate with peers. This interactive approach encourages critical thinking and problem-solving, as students must respond dynamically to varied translation challenges presented in each scenario.

Furthermore, situational simulation is adaptable to students of different proficiency levels. Tasks can be tailored to provide appropriate levels of difficulty, ensuring that both novice and advanced learners can benefit. For lower-level students, scenarios may focus on controlled practice and guided strategy application, while higher-level learners can tackle complex tasks that require autonomous decision-making and creative problem-solving.

4.2. Optimization Strategies for Teaching Design

Teachers play a central role in facilitating the effectiveness of situational simulation teaching in translation strategy training. Unlike traditional teacher-centered approaches, situational simulation positions instructors as facilitators, mentors, and observers rather than merely evaluators of translation accuracy. Their primary responsibility is to design authentic and engaging scenarios, guide students in selecting and applying appropriate strategies, and provide constructive feedback that fosters reflective thinking. This shift in role is crucial for creating a learning environment in which students actively experiment with strategies and make informed decisions.

A key component of teacher involvement lies in pre-simulation guidance. Before activities begin, instructors introduce the context, objectives, and challenges of the translation tasks. They highlight potential difficulties in cultural references, idiomatic expressions, or specialized terminology, prompting students to anticipate appropriate strategies. By modeling strategy selection and problem-solving approaches, teachers help students develop a structured framework for tackling translation challenges. For instance, Table 1 illustrates how different translation strategies correspond to specific task types, scenario settings, learning objectives, collaboration forms, and feedback methods. This preparatory guidance enhances students' strategic awareness and reduces anxiety when facing complex or unfamiliar texts.

Table 1. Mapping Translation Strategies to Situational Simulation Tasks, Learning Objectives, and Feedback Methods.

Translation Strategy / Task Type	Description / Scenario	Typical Application	Learning Objective / Skill Focus	Collaboration	Feedback
Cultural Adaptation / Role-play	Adjusting cultural expressions to target language	Translating idioms, culture-specific items	Cross-cultural understanding, strategy selection	Small-group discussion	Teacher-guided reflection
Paraphrasing / Document Translation	Conveying meaning with altered expression	Long or complex sentences	Language processing, strategy choice	Individual + peer review	Written comments + peer feedback
Compensation / Multimedia Translation	Making up for unavoidable meaning loss	Video subtitles, ambiguous texts	Problem-solving, flexible adaptation	Team project	Presentation + teacher feedback
Literal Translation / Technical Documents	Word-for-word translation	Technical or formal documents	Accuracy, professional precision	Individual	Teacher correction
Omission / Addition / Cultural Tasks	Deleting or adding content to maintain coherence	Media translation, subtitles	Discourse coherence, judgment	Pair or group work	Strategy logs + discussion

During the simulation phase, teachers act as facilitators and observers, monitoring students' performance and offering targeted guidance when necessary. When students encounter ambiguous expressions or culturally specific items, teachers may prompt discussion on alternative strategies, such as adaptation or compensation. This immediate feedback supports the development of decision-making skills and encourages reflection on the effectiveness of choices in real time. In addition, instructors foster collaboration by promoting peer discussion and negotiation, reinforcing the social and communicative aspects of translation strategy use.

The post-simulation reflection stage further consolidates learning. Teachers guide students in analyzing translation decisions, identifying effective strategies, and discussing areas for improvement. Structured reflection activities-such as group presentations, strategy logs, or peer reviews-help learners link practice with theoretical principles. Meta-level feedback emphasizes not only translation accuracy but also the reasoning behind strategy selection, reinforcing both cognitive and self-regulatory skills.

Finally, teachers address challenges associated with situational simulation by balancing task complexity with student proficiency, scaffolding activities to match learners' strategic development, and continuously adapting scenarios to maintain engagement and authenticity. Expertise in strategy instruction, classroom management, and scenario design directly impacts the overall effectiveness of the learning experience, ensuring that students apply translation strategies effectively within authentic, context-rich simulations.

4.3. Enhancement of Students' Autonomous Strategy Learning

Situational simulation teaching facilitates the development of students' autonomous learning abilities. By engaging in authentic, context-rich tasks, learners are encouraged to plan, monitor, and evaluate their own translation strategies. This self-regulated approach enables students to develop metacognitive awareness, recognizing which strategies are most effective in different contexts and making adjustments independently.

A key feature of promoting autonomy is the incorporation of reflective activities. Strategy logs, post-task reflections, and self-assessment exercises provide students with structured opportunities to analyze their translation decisions. Through these activities, learners can identify recurring challenges, evaluate the effectiveness of specific strategies, and plan targeted improvements for future tasks.

Peer interaction also contributes to autonomous strategy development. Group discussions and collaborative problem-solving encourage students to articulate their reasoning, compare approaches, and consider alternative solutions. Such collaborative reflection complements individual learning, offering insights that learners may not generate independently.

Situational simulation allows for graded independence in learning. Initially, tasks may be guided by teacher prompts and scaffolding to ensure understanding and prevent frustration. As students gain experience and confidence, they can progressively engage in more complex, self-directed tasks, which further cultivates independent strategy use.

4.4. Implications for University Translation Curriculum Reform

The application of situational simulation teaching in translation classrooms offers significant insights for university curriculum design and reform. One key implication is the need to move beyond traditional lecture-based approaches toward task-driven, strategy-oriented teaching methods. Integrating authentic translation projects, simulated scenarios, and collaborative exercises allows students to actively engage with translation strategies, fostering practical skills alongside theoretical knowledge.

Curriculum designers should consider embedding structured reflective components into courses. Activities such as post-task debriefings, strategy logs, and peer evaluation sessions encourage students to analyze their decision-making processes, identify areas for improvement, and consolidate effective translation strategies.

Teacher training and support are also critical factors in successful curriculum reform. Instructors must be equipped with the skills to design meaningful simulation tasks, provide timely and targeted feedback, and guide students in strategy application. Professional development programs can focus on both pedagogical techniques and practical translation scenarios, ensuring that teachers are prepared to facilitate an interactive and learner-centered environment.

Additionally, situational simulation aligns well with broader educational objectives that emphasize collaboration, critical thinking, and problem-solving. By incorporating scenario-based learning and reflective practice, universities can cultivate graduates who are proficient in translation and capable of independent learning.

5. Conclusion

This study has examined the impact of situational simulation teaching on the application of translation strategies among university English majors. By analyzing theoretical frameworks, classroom implementation, and learning outcomes, the research demonstrates that situational simulation can effectively enhance both cognitive and metacognitive aspects of translation strategy use. Students exposed to simulated real-world tasks were more likely to plan, monitor, and evaluate their translation decisions, reflecting a deeper understanding of strategy selection and application.

The findings highlight several important insights for translation pedagogy. First, situational simulation promotes active engagement and participation, encouraging learners to make informed decisions and respond dynamically to varied translation challenges. Second, the integration of collaborative tasks and reflective activities supports autonomous learning, allowing students to develop self-regulation skills, evaluate strategy effectiveness, and adjust approaches independently. Third, the design of scenarios, tasks, and feedback mechanisms significantly influences the degree to which students can apply strategies effectively, indicating the importance of thoughtful and structured teaching design.

From a broader perspective, the study underscores the potential of situational simulation to inform curriculum reform in higher education translation programs. Task-driven, strategy-oriented approaches that incorporate authentic materials, collaborative exercises, and reflective components can bridge the gap between theoretical knowledge and professional translation practice. Moreover, this teaching method cultivates transferable skills, such as critical thinking, problem-solving, and independent learning, which are essential for students' long-term development in academic and professional contexts.

Although this research primarily focuses on classroom-based implementation, future studies could expand the scope by investigating diverse educational settings, long-term learning effects, and the integration of digital tools to enhance simulation experiences. Additionally, further empirical research involving quantitative measures, longitudinal observation, or comparative studies could provide more comprehensive evidence on the effectiveness of situational simulation in translation education.

In conclusion, situational simulation teaching represents a valuable pedagogical approach for improving translation strategy application, fostering autonomous learning, and preparing students for the complex demands of professional translation. By combining theoretical insight with practical implementation, this study contributes to a better understanding of how innovative teaching methods can enhance translation education and supports ongoing efforts to advance curriculum design and instructional practice in universities.

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