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FACULTY OF EDUCATION**

**THESIS SUBMITTED TO OBTAIN THE LICENCIATURA DEGREE IN  
ENGLISH LANGUAGE TEACHING**

**ORAL PERFORMANCE IMPROVEMENT BASED ON SITUATIONAL TEACHING  
APPROACH IN SEVENTH GRADERS AT CENTRO EDUCATIVO**

**SAINT JOHN BAPTIST**

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### LETTER FROM THE TUTOR

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San José, 07 de junio de 2023

*Destinatario:* Jessica Ramírez

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*Universidad* Hispanoamericana

Estimada señora:

La persona estudiante walter Zumbado Amador, cédula de identidad número 603790764, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado " **ORAL PERFORMANCE IMPROVEMENT BASED ON SITUATIONAL TEACHING APPROACH IN SEVENTH GRADERS AT CENTRO EDUCATIVO SAINT JOHN BAPTIST**", el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de persona tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

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b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

*MSc. Ariel Gustavo Vargas Vindas*

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## Carta del Lector

San José, 9 de junio, 2023

Universidad Hispanoamericana

Sede: Heredia

Carrera

Estimado señor

El estudiante Zumbado Amador Walter cédula de identidad 603790764 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "Oral Performance Improvement Based on Situational Teaching Approach in Seventh Graders at Centro Educativo Saint John Baptist ", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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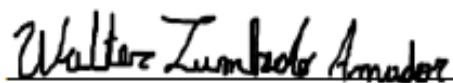
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I dedicate this thesis to my wonderful family, especially my parents, for all of their love, support, and inspiration throughout this process.

## **Acknowledgements**

I want to thank everyone who encouraged me along the process and offered ideas, feedback, and advice in order to develop this research.

# **CHAPTER I**

## **INTRODUCTION**

## 1.1 Introduction

During the last few years, Costa Rican English programs have improved significantly. However, this seems not to have the impact it should have obtained because primary school students at sixth grade are not reaching the band of A2. According to the Common European Framework, this English level states that students are able to communicate in everyday situation with commonly- used expressions and elementary vocabulary. On the other hand, high school students after graduating should have scoped a higher English level (B1-C1) that can permit them to speak fluently in different situations.

Even though, people can think this is not a general phenomenon around Costa Rica, based on a Language Proficiency Test applied during the year 2019 by Ministerio de Educación Publica shows a depressing panorama. The results obtained showed that 70% of the High school students at eleventh grade got a basic English level (A2). It is understandable that, there must be an intervention in primary schools' methodologies to teach English because the results showed a significant English-Speaking deficiency.

Besides, a pandemic in 2020 also appeared to turn teachers' and students' lives upside down, which had to be adapted to fit into what was called "a new reality." Thus, teachers everywhere had to reinvent themselves and relearn to teach in an education modality that they were not expecting. Consequently, even the efforts done to continue teaching, education was affected significantly.

Regarding this, the following research will be based on the Situational Teaching Approach or Oral Approach as it is also known. Method that responds to the necessity of improving the use of English in vary contexts to achieve a meaningful

learning. This approach applies inductive meaning of a word or sentence is derived through situation, and not through translation into target/native language to strengthen the impression of the word originally and situationally (Billows, 1961). In other words, the learner is expected to deduce the meaning of a word/structure from the situation in which it is presented and to use the language learned in the classroom for improving oral communication.

### **1.1.1 Background**

It seems to happen that students are not acquiring effective communication skills because of monotonous classes are still presented in English lessons. However, there are other factors that tend to limit the students' progress with the target language. According to Instan (2015), the exposure to English in class is limited, Spanish is frequently used, vocabulary mastery is deficient, grammatical mistakes are common and learners feel afraid of communicating in English in front of others. In regard, the exposure to English must be the main target of teachers to guarantee the language acquisition *"it is important to keep in mind that the more exposition to the target language the students have the more chances for mastering it. There is a real need to research more in the effect that switching Spanish to English and vice versa affects students' comprehension and language management."* (Solano, 2022, p.87)

This shows that learners do not acquire the language by translating vocabulary into Spanish nor listening a teacher using it to explain an English assignment. Therefore, to guarantee the proper exposure to the target language, active learning is necessary where students are engaged in the learning process.

Lucanus (2017) defines students' oral production is based on Communication that is a process where two people interact between them, one of them is the sender

of the message and the other is the receiver, its main purpose is to transmit a message from one person to another. Although, researchers previously mentioned are alike. They all have pointed at the importance of learners' oral performance improvement as a relevant skill to develop. This does not mean that other English skills (listening, writing, and reading) are not important. However, this is the most noticeable skill people usually request to have well developed.

### **1.1.2 Problematization**

Seventh grade students at Centro Educativo Saint John Baptist located in Alajuela Desamparados have shown, according to English teachers, a reduction of spoken English proficiency. Teachers, during English class with seventh graders, can observe that students are struggling when trying to communicate in English with teachers or classmates.

Furthermore, the learners tend to use Spanish each time they do not know how to say certain words in English or to structure a basic sentence. The lack of basic vocabulary such as classroom language, clothes, colors, numbers, body parts among others is affecting the learners' oral performance. Besides, the incorrect usage of different basic tenses like present, future or past is also provoking speaking difficulties because students cannot convey messages properly.

It is important to mention that uncontrol situations during the years 2019 -2020 have interfered the common development of English classes as well. This is something that now is reflected in students' oral performance because they could not acquire enough knowledge to be able to communicate fluently. Based on this scenario, for enhancing vocabulary knowledge and oral performance, teachers should start implementing a method which consists of assimilating vocabulary

through undergoing real situations where learners must use the target language in real situations or in an active way.

According to Stanford University active learning means students engage with the material, participate in the class, and collaborate with each other. They can help demonstrate a process, analyse an argument, or apply a concept to a real-world situation.

Therefore, the implementation of the Situational Approach will help learners to acquire the target language and to improve oral performance.

### **1.1.3 Problem Statement**

Students in the seventh grade find it difficult to interact with people in English because of a decline in their oral performance.

### **1.1.4 Justification**

At the present time, it is quite important to know more than one language because this permits to have better job opportunities and to meet foreign people as well as other advantages. Hence, many institutions are trying to have the best English methodologies to teach students to communicate using a second language. Saint John Baptist is not left behind because it is always enhancing methodologies and programs. However, coronavirus disease has provoked in the institution a remarkable problem in English learning and now students are reflecting the consequences of two years on pandemic.

Therefore, this investigation will be done to assist students to get enough self-confidence and to improve oral communication. This will also provide benefits to the institution because the population is going to be well prepared in the management of English as a second language.

As Benjamin Franking said, *“Tell me and I forget, teach me and I may remember, involve me and I learn.”* According to this quote, this research is going to permit to overcome problems currently happening. Due to the implementation of an approach that guarantee oral performance improvement by having an active process of English learning.

Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2004). Another important part for improving oral performance is the learners' vocabulary knowledge. In this regard, teachers will obtain an advantage among others because this approach guarantee students to learn the vocabulary instructors teach them.

To sum up, the bilingual institution, teachers, and students are going to obtain the credits of this research conducted. Saint John Baptist is going to be widely recognized by making bilingual students, second, the teacher will have a method that permits easily acquisition of vocabulary and implementation of it. Finally, improvement of students' oral performance.

## **1.2 Research Question**

What is the effectiveness of using the Situational Teaching Approach to improve Oral Performance in seventh graders at Centro Educativo Saint John Baptist during the second trimester of 2023?

### **1.3 General and Specific Objectives**

#### **1.3.1 General Objective**

a) To analyze the effectiveness of using the Situational Teaching Approach to improve Oral performance at Centro Educativo Saint John Baptist during the first trimester 2023.

#### **1.3.1 Specific Objectives**

- a) To determine the instructional methods used with seventh graders in English- speaking classes through an observation.
- b) To study the variables that affect the fluency on seventh grade students at Centro Educativo Saint John Baptist.
- c) To identify spoken communication learning issues students present during the activities performed during the lessons.
- d) To evaluate the outcomes of an oral post-test following the implementation of the situational teaching approach.

### **1.4 Scope and Limitations**

#### **1.4.1 Scope**

Students who study at Centro Educativo Saint John Baptist in Alajuela Desamparados, have been characterized by having a good English level in seventh grade. However, learners are currently presenting vocabulary knowledge deficiency as well as oral communication. Therefore, the purpose of carrying out this research is to help students overcome this situation and to improve oral performance. Thus, this population can recover from two years where Covid-19 affected the education of this bilingual institution.

Furthermore, teachers who work in this institution are going to be benefited because they will obtain a powerful tool to implement in English lessons. This means teachers are going to avoid investing too much time finding other activities or approaches to help students acquire vocabulary and improve communication.

#### **1.4.2 Limitations**

Some English teachers do not like to have other colleagues in their class, so they tend to avoid being part of any conducted observation or interviews. Besides, students do not behave as usual as every day when other teachers are observing them. That can turn into a limitation for conducting an investigation in the classroom.

# **CHAPTER II**

## **THEORETICAL FRAMEWORK**

## **2.1 Theoretical-context conceptual**

During the 1600s to the 1900s, learning a language was viewed as largely an academic activity, hence it was truly only for extremely wealthy or highly educated people. However, education currently is available in many countries, and it is obligated and free to human beings. Furthermore, language instruction began to shift toward our contemporary communicative methods and academics began using their discoveries to assist individuals in learning second languages. Since then, dozens of distinct methods have emerged in educational programs until recent times but not all of them have lasted as the Situational Teaching Approach has. The impact of this approach has been long lasting, and it has shaped the design of many textbooks and courses, including many still being used today. As a recent British methodology text states, "*This method is widely used at the time of writing and a very large number of textbooks are based on it*" (Hubbard et al. 1983, p.36).

## **2.2 Historical Situational Teaching Approach Background.**

The evolution and growth of the Oral Situational Approach is stretched across 1920s to 1960s. It quickly gained popularity as an upgrade over the outmoded Direct Method, which was a monolingual, inductive, demonstrative, and pronunciation-focused approach. The founders of the Oral Approach were – Harold Palmer, A.S. Hornby, Michael West, and other British applied linguists. Harold Palmer tried to use the oral method of instruction while he was in Japan. Besides, Harold Palmer (1917) proposed that there was a universal logic that applied to all languages in the world in an effort to base a more precise and scientific approach, and that it was the role of teachers to comprehend and apply the students' native tongues. When analysing the function of English in India in the 1920s, Michael West concluded that vocabulary

was crucial to master reading and learning foreign languages. These findings prompted academics to put up the first "curriculum design principle" for the teaching of languages. Hence, by transforming grammar into "sentence pattern", Palmer and Hornby hoped to aid pupils in internalizing grammatical rules to enhance their oral performance.

On the other hand, according to Simiyu, there are two main foundations of the Situational Teaching Approach which are:

- *The communicative theory:* The idea mentions three viewpoints on communication. The first step in communication is a series of actions. This pertains to the Situational Teaching Approach, which uses a variety of activities and engagements in the classroom, including narrative, audio-visuals, and games. Second, the theory equates communication with interaction since only two or more people can enable communication; one person can never do so. Students must engage with one another to learn English using a situational method. This contrasts with conventional teaching strategies, which put an emphasis on performance. The theory's third component is the continuity of communication people interact with one another through communication.

Therefore, the goal of the situational teaching style is to guarantee that students understand the material by using real-world examples. The approach, which is based on communicative theory, promotes realism in speaking, reading, hearing, and writing the language since it empowers students to learn English and apply it (Cao, 2017). Due to their love for learning, students actively engage in class discussions, communicate with one another, and assist one another in learning the language while it is being taught.

- *Behaviourist theory of learning*: According to the behaviourist perspective, learning conditions have less of an impact on outcomes than learning processes do (Shao, 2017). This has been referred to be the Situation Language Teaching's foundation. The strategy consists of three main processes: the reception of information and material, cognitive activity on the information through repetition, and application of the information in real-world situations to develop habits. In essence, the theory holds that people acquire behaviours through experience, and recognizes the difference between right and wrong. This usually helps people develop good habits. Furthermore, the three stages are particularly effective for teachers who employ situational teaching. The teacher imparts information to the students orally, the realistic environment the teacher creates through images enables the students to use their cognitive skills to assimilate the information, and the interactions in class through activities facilitate the third process, practice, and habit formation (Yuan & Shi, 2014). Thus, the situational approach is consistent with the claim that favouring analogy over analysis can promote English language learning.

### **2.3 Features of the Situational Teaching Approach.**

Based on Richards & Rogers (2014) the main characteristics of the Oral Situational Teaching Approach are the following (p.27):

- a) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form. When learning is integrated into daily life in a natural conversational manner, learning becomes simpler.
- b) The target language is the language of the classroom. Students begin to feel more comfortable speaking in English when encouraged to do so.

Additionally, students will begin to have more control over the grammar and sound of their sentences.

- c) New language points are introduced and practiced situationally. The emphasis is on learning vocabulary in the target language that can be used to discuss well-known concepts in everyday contexts.
- d) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered. The professor maintains a direct connection between vocabulary and the context of his classroom by ensuring that all word chosen responds to the objective previously specified.
- e) Items of grammar are graded following the principle that simple forms should be taught before complex ones. Raman (2010) advises to keep the structures that need simple engagement by students at the lower levels. Higher levels should be informed of instances where cooperation has a greater scope and quality.
- f) Reading and writing are introduced once a sufficient lexical and grammatical basis is established. The students will have the skills necessary to communicate what they have learnt in writing after engaging in oral activities. It progresses from the instinctive use of patterns in writing to the vocal usage of patterns.

The major objective of situational language teaching includes the correct application of vocabulary and grammatical rules to ensure greater performance on the four fundamental abilities (speaking, listening, reading, and writing). Additionally, the students' automatic control of phrase structures and patterns will enable them to react quickly in speech circumstances.

Richards & Rogers (2014) also listed the role learners and teachers play during the application of the Situational Teaching Approach in English learning. At the beginning, they stated that students play a passive role and that their role is to listen attentively and repeat what they have heard. In addition, the instructor would offer them some instructions to make sure they understood the subject. Due to their lack of classroom participation at this level, it's probable that they will experience some issues with grammar or pronunciation. After that, it is recommended to participate more actively. They'll be able to speak freely and exchange questions with one another.

On the other hand, the role of the teacher tends to be a teacher-centered class where the professor determines the pace. The instructor actively engages the students to help them understand the subject. Besides, the professor can hear any grammatical or structural errors made by the students while they practice, allowing them to speak freely in less structured settings while getting a chance to review them in the courses that follow.

#### **2.4 Situational Teaching Approach Procedures in English learning.**

According to Davies (2010) the steps to apply the Situational Teaching Approach are the following:

- a) *Listening* exercise where the teacher calls the students' attention and repeats a pattern or a single phrase aloud numerous times, generally speaking it slowly at least once (where is the pen?) and separating the words.
- b) *Choral imitation*, in which pupils repeat what the teacher says in large groups or all at once. The teacher should use words like "Repeat" or "Everybody" as well as hand motions to indicate time and tension for this to work effectively.

- c) *Individual imitation* is when a teacher requests that a small group of students each repeat the model, he has provided to assess their pronunciation. Isolation, in which the instructor separates problematic sounds, words, or word groups and applies Techniques 1–3 to them before replacing them in context.
- d) *Building up to a new model*, in which the teacher gets students to ask and answer questions using patterns they already know in order to bring about the information necessary to introduce the new model.
- e) *Elicitation*, this technique involves the teacher getting the class to ask questions, make assertions, or provide fresh examples of the pattern by miming, utilizing prompt words and gestures, etc.
- f) *Substitution drilling* is a technique where the teacher asks each student to mix the examples of the new patterns using keywords (words, pictures, numbers, names, etc.). *Drilling questions and answers* is a technique where the teacher asks one student a question and another responds until most of the students in the class have experienced asking and responding to the new question form.
- g) *Correction* is when a teacher indicates a mistake and asks a student or group of students to make it right by shaking his head, repeating the error, etc. When possible, the teacher attempts to avoid simply fixing the error to teach them to carefully listen to one another, he has the students correct themselves.

## **2.5 Advantages of the Situational Teaching Approach.**

Yu (2012) asserts that a situational teaching technique fosters an environment that is both physically and psychologically conducive to teaching and learning. Students are inspired to learn and stimulated by the joy of research in such a setting. Learning becomes a self-need as a result, which is an important step in obtaining desirable, high-quality education.

In addition, situational teaching enhances the learning process. Students have the ability to influence how they perceive education, accepting it as something positive despite the idea that it is difficult and torturous (Szeto, 2015).

Additionally, cognitive abilities are enhanced since, in the delights of creation, situational education naturally cooperates with the interaction between the two hemispheres of the brain, whose integration increases their functionality (Pennington, 2014). As a result, situational teaching in the classroom deepens students' understanding of modernity and globalization. Activities that increase pupils' awareness of their surroundings and the wider world are a part of the teaching strategy.

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

As Jansen (2020) mentioned, a research methodology simply refers to the practical “how” of any given piece of research. More specifically, it’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

The following elements highlight important traits of the research that was used to develop the methodology. It also describes the information sources and the tools. Besides, a case study was selected as the basis for the methodological framework for this particular research. According to Gay et al. (2009), "a case study is a qualitative research approach in which researchers focus on a unit of study known as a bounded system, such as individual teachers, a classroom, or a school." (p. 426). Therefore, this methodological framework will allow the researcher to achieve an accurate understanding of the topic they are working on and be able to explain the topic to others.

### **3.1 Type of Research**

#### **3.1.1 Purpose (Applied)**

As Reddy C, (2022) mentioned “The main purpose of a research is to get deep into the topic so that something helpful can churn out, which can be helpful for everybody and used in that particular niche sector”. The aims' primary objectives are to advance knowledge and offer the best solutions to some of the world's challenges. In this regard, the main target in this research is to provide the tools to overcome a specific issue affecting someone or something.

In this investigation, the purpose is applied because it looks for solving a problem that is affecting a specific population. This type of research plays an

important role in solving everyday problems that often have an impact on life, work, health, and overall well-being. (Cherry, 2020)

### **3.1.2 Temporal dimension (transversal)**

According to Barrantes (2014), a research has two primary dimensions. The first is the transversal dimension, whose primary objective is to examine events that occur inside a constrained window of time. The longitudinal dimension is the second dimension. The longitudinal, on the other hand, needs a lot of time to investigate events. (p. 86) Therefore, the dimension that best fits the research is the transversal; this is because the research is believed to have only taken four months to develop. The researcher can now see whether the structures being used are assisting the students in becoming better at oral communication throughout this time.

### **3.1.3 Framework (micro)**

Three levels—mega, macro, and micro—can be used to disperse studies. An analysis for a universe is called a mega level. Consider a large private high school where there are numerous groups from kindergarten through eleventh grade. A study that is population-focused is done at the macro level. As an example, all of the school's seventh graders were included in the study. The last step is to focus a micro analysis on a smaller segment of the population. (Barrantes, 2014)

As an illustration, the research was conducted with 7A and 7B as target students. Therefore, this research is distributed in the micro level because it is focused on a specific part of the population from the entire institution.

### **3.1.4 Hypothesis**

According to Mc Combes (2022). "A hypothesis states your predictions about what your research will find. It is a tentative answer to your research question that has not yet been tested". In this regard, the prediction for this investigation is the following:

*Through the use of the Situational Teaching Approach to seventh-grade students, they will improve Oral performance during the English lessons.*

### **3.1.5 Nature of the Investigation**

As qualitative and quantitative studies collect different data, their data collection methods differ considerably. Quantitative studies rely on numerical or measurable data. In contrast, qualitative studies rely on personal accounts or documents that illustrate in detail how people think or respond within society. (Hoover, 2021) Some of the sources commonly used to gather nonnumerical data are interviews, focus groups, documents, personal accounts or papers, cultural records, or observations. In contrast, the quantitative usually compels numerical data to assess casual relationships among variables. Some forms of data collection for this type of study include experiments, questionnaires, surveys, or database reports. Hence, this research must be a mixed nature of investigation because the quantitative and qualitative studies are going to be conducted for obtaining suitable results.

### **3.1.6 Character**

Based on Akhtar (2016), in order to do research, there are various sorts of research designs that can be used in diverse fields. A study's technique should serve as the general foundation. The study design should be created after the exploration's content and problem have been identified and developed, after the thesis has been

properly framed, after all objects have been adequately described, and after generalizations have been adequately characterized. In this regard, this research applied an explicative character because it permits the researcher to complete the plan of the study in a given period and ease getting the ideal solution for the research problem.

## **3.2 Subjects of Information**

### **3.2.1 Population**

According to Bhandari (2022) a population is the entire group that you want to draw conclusions about. Besides, a population isn't always a person in study. It can refer to a collection of whatever you desire to study, such as things, occasions, groups, nations, species, and organisms. However, in this research a population of high school students at Centro Educativo Saint John Baptist is chosen to conduct the investigation.

### **3.2.2 Sample**

A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. (Bhandari, 2022) As mentioned previously, the Saint John School population was selected to carry out the research. Nevertheless, not the whole learners are part of this, only the seventh-grade students distributed in class 7A and 7B.

### **3.2.3 Non-probabilistic sample**

According to Sampieri (2010), in the non-probabilistic sample, the elements do not depend on probability, but they are related to the research or causes that make the sample. Here the process is not mechanical or based in numbers, but it

depends on the decision-making process of the investigator, and they obey to the research criteria. (p. 176)

As a result, the non-probabilistic sample needs that the researcher to decide and choose a population that is appropriate for the research at hand.

### 3.3 Sources of information

In the sources you can find information and important data accumulated throughout the history appropriate to an investigation. As is to be expected, the results of our research will also be integrated into these and will be part of the scientific tradition necessary for future research. (Avello, 2018)

The sources of information can be categorized using several criteria, even though they all share some characteristics. One of the most prevalent categories relates to the quantity of information that they provide are: Primary, Secondary and Tertiary.

#### 3.3.1 First hand Sources

**Table 1**

First-hand sources used in the research process.

<b>Author or Authors</b>	<b>University or Organization</b>	<b>Year</b>
Hoover, L	Grand Canyon University	2021
Itan, A	Yogyakarta State University	2015
Richards, J & Rogers T	Cambridge University	2014
Solano, M	Universidad Hispanoamericana	2021
-	Universidad de Costa Rica	2021

### 3.3.2 Second hand Sources

**Table 2**

Second-hand sources used in the research process.

<b>Author or Authors</b>	<b>Book Tittle</b>	<b>Year</b>
Akhtar, D	Research Social Science: Interdisciplinary perspectives analysis and applications.	2016
Cherry, C	How Applied Research is Used.	2020
Li, A	The Theoretical basis of Situational Teaching Method	2011
Sampieri, R	Application of Teaching Approach into English Class.	2010

### 3.3.3 Third hand sources

<b>Author or Authors</b>	<b>Article</b>	<b>Year</b>
Avello, R	The sources of information and its Evaluation	2018
Li, J	The Application of Situational teaching method	2011
Lucanus, A	Oral Communication skills are important for students	2011
Szeto, E	Community of inquiry as an instructional approach	2015
Zhao, T	Analysis of the application of Situational Teaching method in primary schools English.	2017

### 3.4 Techniques and Instruments

The following techniques and instruments are selected because of being the appropriate tools to carry out the data collection needed. Some of the tools used are two observations, one questionnaire, and an oral test. Therefore, to comprehend how each of them are going to be used, they might be explained in detail.

### **3.4.1 Observation**

When observing learners, it's important that we use a range of different observation methods from running records, learning stories to photographs and work samples. Using a variety of different observation methods can assist you in observing a student's interest, skills, abilities, and needs. It provides a foundation for a learner's individual assessment and planning. (Lorina, 2016)

Thus, the first Observation is aimed to find out the teaching strategies used by the teacher in the classroom in order to determine some teaching strategies implemented in the learning English process.

### **3.4.2 Questionnaire**

It is a research instrument consisting of a series of questions for the purpose of gathering information related to the research being conducted. They can be carried out face to face, by telephone, computer, or post. (McLeod, 2018)

Even so, this instruments can be implemented through different forms, an online questionnaire is going to be used to collect the data to analyse. The purpose of this instrument application is to distinguish the factors that limits learner's fluency and oral communication progress.

### **3.4.3 Checklist**

A checklist is a type of job aid used in repetitive tasks to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task. (Downes, 2021)

A checklist observation might be conducted in order to recognize the problems students' face when having English- speaking activities.

### 3.4.4 Oral Test

Based on Loveless (2022), “the oral exam demonstrates your knowledge and mastery of a subject matter”. In this regard, On this regard, the main target is to observe whether the learners were capable of improving oral performance through the Situational Teaching Approach application.

### 3.5 Operational Variables

#### General Objective

To analyze the effectiveness of using the Situational Teaching Approach to improve Oral performance at Centro Educativo Saint John Baptist during the second trimester 2023.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
1. To determine the instructional methods used with seventh graders in English-speaking classes through an observation.	The instructional method used in English-speaking classes.	The teaching strategy applied by the teacher in English-Speaking classes.	An observation is going to be conducted to determine the teaching strategies	The variable is considered valid if the teacher uses different English - speaking strategies.
2. To study the variables that affect the	The elements that affect the seventh	The factors that limit learners English –	A questionnaire is used to analyse factors	The variable is valid if the findings show

<p>fluency on seventh grade students at Centro Educativo Saint John Baptist.</p>	<p>graders' fluency.</p>	<p>speaking fluency.</p>	<p>that affect students' speaking fluency.</p>	<p>the factors that affect students-speaking fluency.</p>
<p>3. To identify spoken communication learning issues students present during the activities performed in English lessons.</p>	<p>The spoken communication learning issues presented during the English lesson activities.</p>	<p>The issues faced by students during the English-speaking activities developed in class.</p>	<p>An interview is used to find out the communication learning issues presented in oral English activities.</p>	<p>The variable is considered valid if during oral English activities performed by students speaking-English problems are observable.</p>

<p>4. To evaluate the outcomes of an oral post-test following the implementation of the situational teaching approach.</p>	<p>The Oral English performance in seventh grade students.</p>	<p>The result of the students' oral improvements.</p>	<p>An oral test is going to be applied to evaluate the final results after the Situational Teaching Approach application.</p>	<p>The variable is considered valid if the students show somehow considerable progress in oral performance.</p>
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**CHAPTER IV**  
**RESULTS AND ANALYSIS OF DATA**

## **4.1 Diagnostic of the Current Situation**

### **4.1.1 Diagnostic of the Situation**

The researcher uses a variety of tools to compile pertinent data about the population under study in this chapter. Also, it's crucial to make it clear that each instrument is connected to its specific goals. Some of the instruments applied were an observation, a questionnaire, an interview, and a post-test used to observe the results after applying the Situational Teaching Approach.

The first instrument is an observation conducted in English lessons to seventh graders in order to distinguish some of the strategies used by the teachers to enhance the learning process. On the other hand, to find possible factors that are affecting learners' speaking fluency, a self- assessment questionnaire was applied using a digital questionnaire previously prepared. Besides, to identify the learning issues learners present during English lessons activities, it was necessary to interview the teacher. Finally, after applying the Situational Teaching Approach, it was relevant to evaluate learners with an Oral-Post Test in order to observe the progress in oral English performance.

## **4.2 Description of Data**

### **4.2.1 Interview**

In order to know some of the learners' learning issues presented during oral English activities, an English teacher in charge of the class 7A and 7B, was interviewed using eight different opened / ended questions.

#### **4.2.2. Question #1:**

*What are the main problems students face in oral communication (speaking)?*

*Teacher: Some of the problems students tend to present are lack of self-confidence, low vocabulary knowledge, and poor knowledge of English tenses. Besides, some of them tend to have speaking pronunciation problems.*

For question # 1 of the interview, the teacher highlighted the main reasons why her students are having communication difficulties each time they have to participate in speaking activity using the target language.

#### **4.2.3 Questions #2:**

*Do you think that these problems are due to a limited vocabulary or inadequate knowledge of L2 in general?*

*Teacher: For sure limited vocabulary stops learners' improvement, and they sometimes mix the native language with the second language they are learning.*

For question #2 of the interview, based on the teacher's answer, it is clearly that absence of essential vocabulary impedes the improvement of oral communication. Therefore, this brings the second problem which is the usage of the native language (Spanish) to convey messages to others.

#### **4.2.4 Questions #3:**

Are these problems caused, partially, by learners' attitude towards the TL, lack of motivation, self-confidence, or support from teachers? What do you think?

*Teacher: Even if teachers provide constant support to the students, if they have limited English vocabulary, pronunciation problems, and lack of grammar structures, this will make them fail in the language acquisition.*

For question #3 of the interview, the teacher expresses that having constant motivation and support to the students might not have any effect if learners are not capable of using adequate grammar structures, vocabulary, and word pronunciation.

#### **4.2.5. Questions #4:**

*Do you agree that the considerable number of students in class and lack of adequate practice are really responsible for the problems?*

*Teacher: Yes, it is proved that large numbers of students in a class provoke many learning problems and distractions. Besides, some teachers do not apply different learning methodologies in the lesson plans.*

For question # 4, the teacher agrees that considerable number of students in a classroom tend to affect the learning process effectiveness. She also states that absence of different learning methodologies included in lesson plans impacts in the learning of the second language.

#### **4.2.6 Questions #5:**

*Some scholars think that learners have many phonological, syntactic, and morphological complexities that make them unable to express themselves and articulate their ideas fluently. Have you noticed any of these problems?*

*Teacher: Yes, students tend to have fluency difficulties because they have not learned the differences among English sounds, and they do not practice reading during English classes.*

For the question #5, another problem found in the interview was that learners do not know the differences among sounds in English. The students do not even like to read to improve a little bit their pronunciation and to recognize sound's differences.

#### **4.2.7 Questions #6:**

*Does the problem have anything to do with teachers' textbooks/materials and teaching methodology?*

*Teacher: Sometimes material used is not the adequate to practice the four English skills the students must learn. We also have the methodologies used by teachers because they do not consider the students' necessities.*

For the question #6, the teacher highlighted that certain materials used to learn a second language are not proper because they tend to be quite general and do not consider students' learning differences.

#### **4.2.8 Questions #7:**

*Do you think that this problem is due to L1 and L2 interference and lack of similarity between the two languages in terms of their phonetic, semantic, and syntactic systems?*

*Teacher: the native language interferes at the beginning of the learning process, but constantly it does not interfere with it any longer. The problems occur when the learner has vocabulary deficiency, lack of correct grammar structures and poor pronunciation.*

For the question #7, the teacher focuses on common problems she can notice in the classroom which are the vocabulary, pronunciation, and grammar structures.

Therefore, the native language interference sometimes affects the oral English improvement.

#### **4.2.9 Questions #8:**

*From your perspective, how oral communication or speaking can be developed in our department? Any recommendations?*

*Teacher: Increasing students' vocabulary through different methodologies, avoiding monotonous English lessons where the learner is passive in the learning process.*

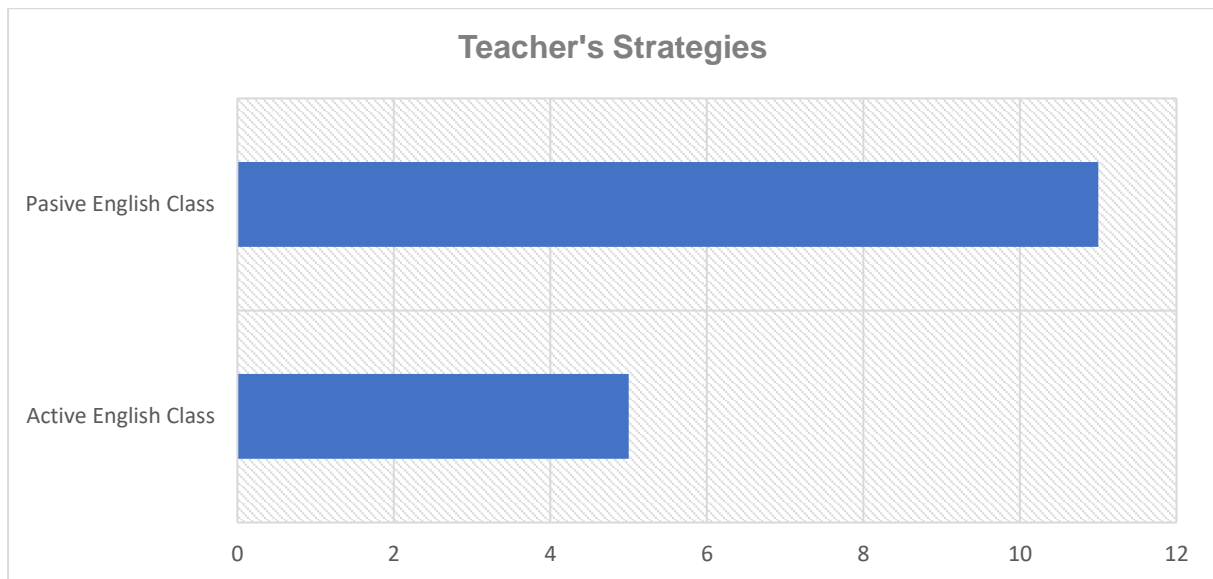
*Besides, the pronunciation learning process might be included in the teachers' lessons plans.*

For the question #7, the teacher provides some of the important points to consider in the process of learning a second language to improve learner's oral communication.

#### **4.3 Observation**

The purpose of the application of this instrument was to determine the instructional methods used with seventh graders in English- speaking classes. It is important to mention that a set of active strategies were used in a check- list to distinguish the ones the teacher implemented in the English lesson.

### Graphic #1 Teacher's Observation



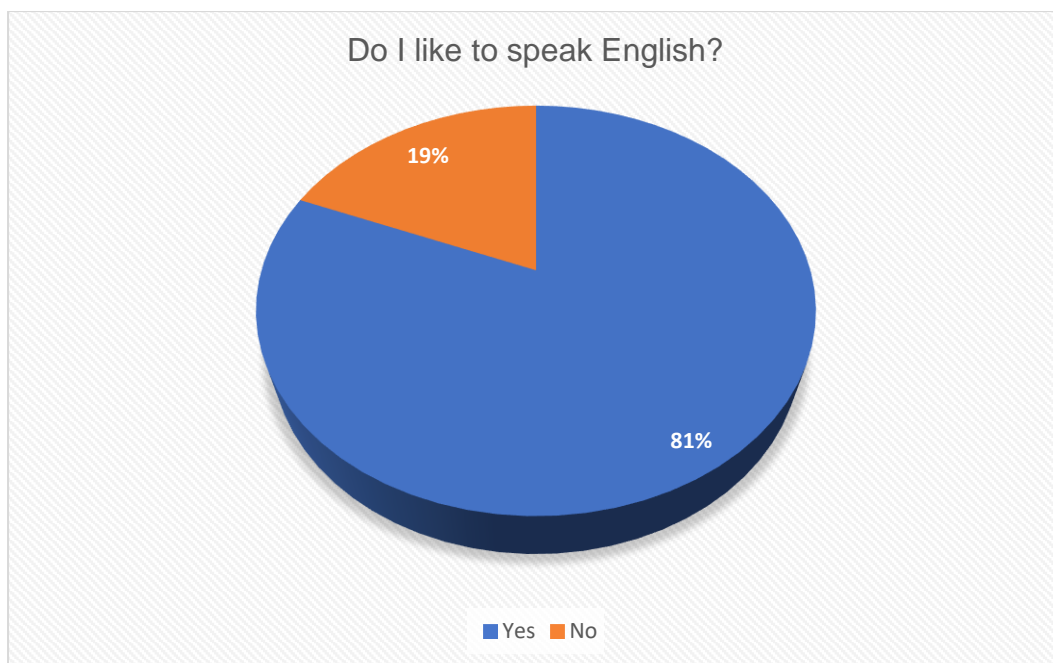
**Source:** Elaborated by the author of this thesis using information from the classroom observation.

In the graphic above, during the observation applied to the teacher, some relevant information was identified because seventh grade students are not having enough exposure to the second language. Even the teacher provides materials the learners need, it is observable that different learning techniques are not used. Besides, the necessary implements to enhance pronunciation and grammar structures are not presented in the learning process. Additionally, the learners do not have an active class participation and have no space to speak as much as they should to improve speaking. In other words, the students tend to listen to the teacher's explanation and then proceed to the completion of a practice individually, in groups or in pairs. Therefore, a great vary of teaching strategies for improving oral communication were not used during English- speaking classes and the content learned was not contextualized quite enough.

#### 4.4 Questionnaire

The graphs below show the findings from the survey taken by 32 participants who were split between classes 7A and 7B at Centro Educativo Saint John Baptist. The questionnaire comprised 10 closed-ended questions with the goal of identifying the factors affecting the English-speaking fluency of seventh graders.

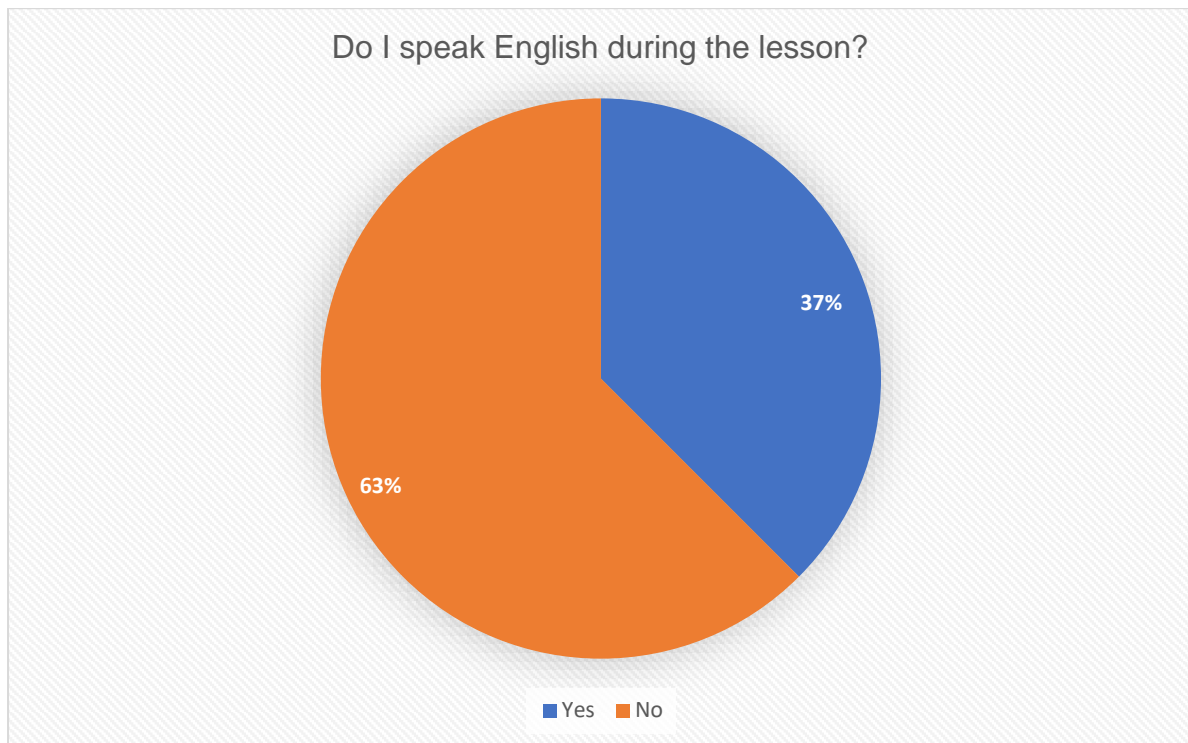
Graphic #2



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

In this graphic is clearly observable that most of the students in the class 7A and 7B like speaking English; it represents an 81% who has a special interest in the language. However, the percentage of learners with no interest of speaking the language is represented with a 19%.

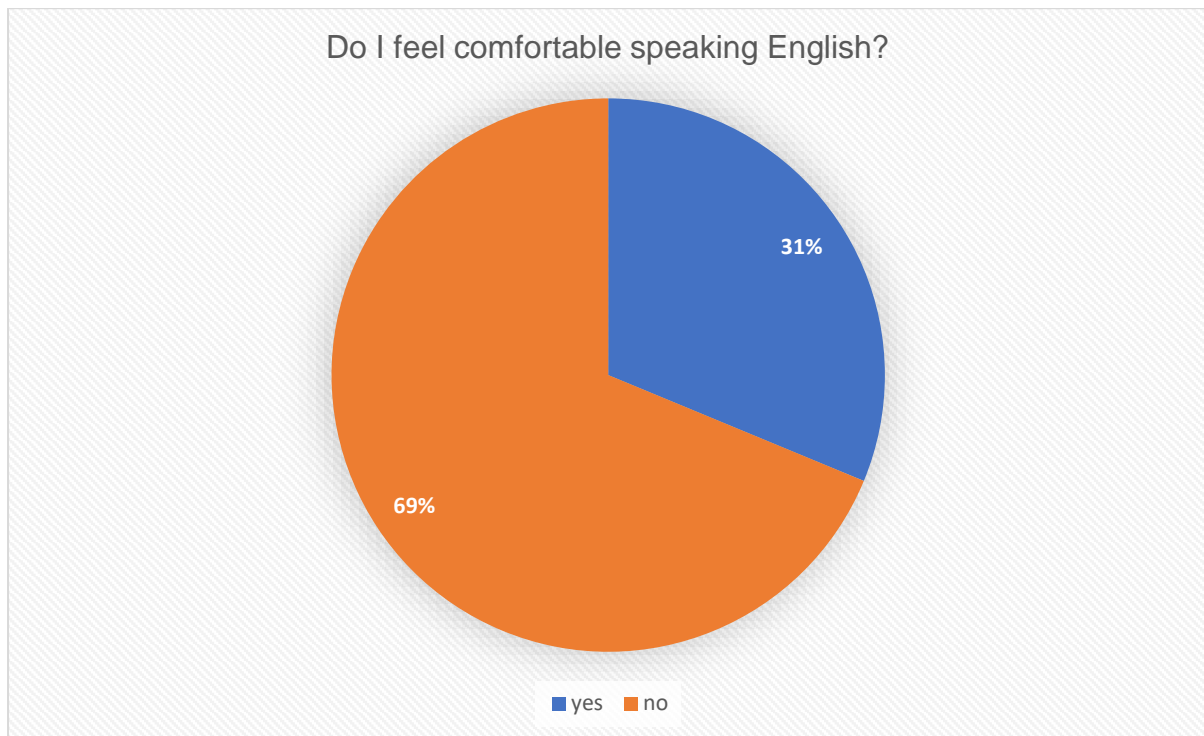
Graphic #3



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The illustration represents the second question of the questionnaire. The results show that 37% of students indicated they utilize the target language in class, whereas 63% of participants said they do not communicate in English during English class.

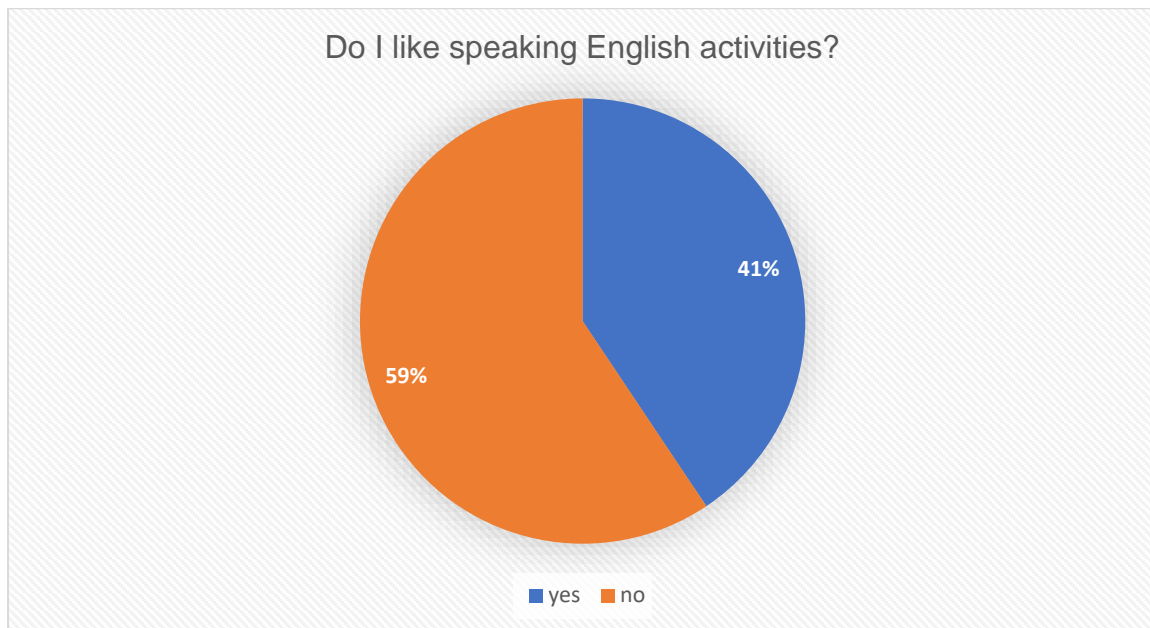
Graphic #4



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

In the questionnaire, the third question shows that 69% of the learners do not feel comfortable using the target language in the classroom. On the other hand, the 31% tend to quite well or comfortable when having the chance to use English.

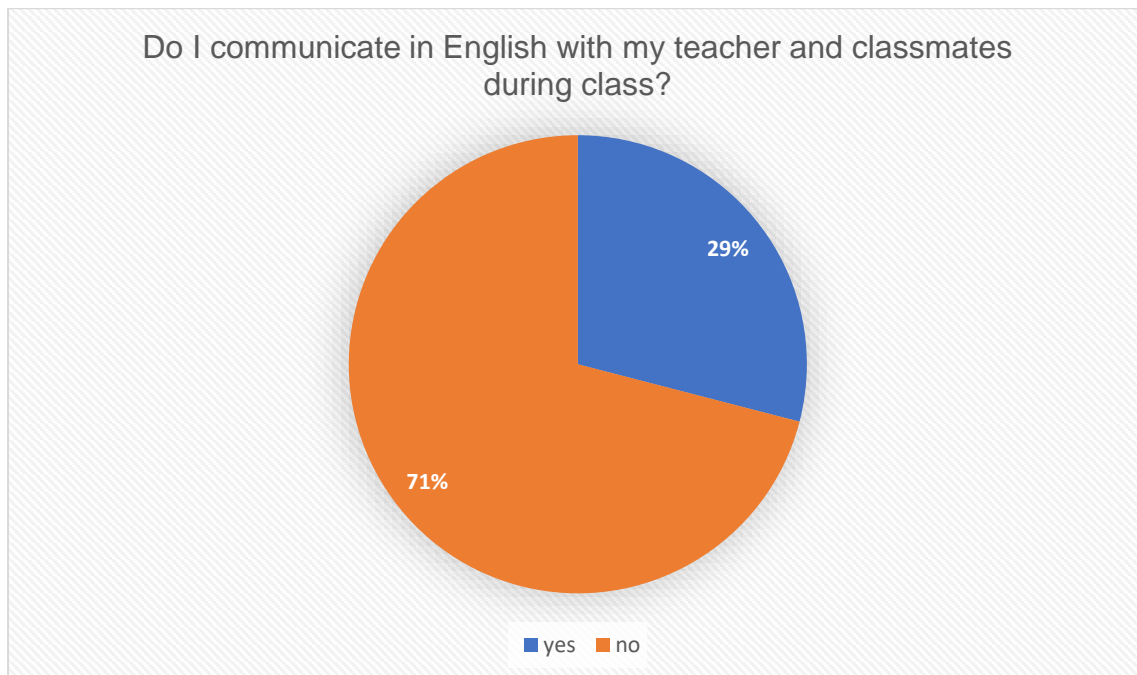
Graphic #5



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

Based on the information gathered in question number four of the questionnaire. In this graphic it is observable that 59% of the participants do not enjoy English activities and the 41% of the learners enjoy being part of activities with the target language.

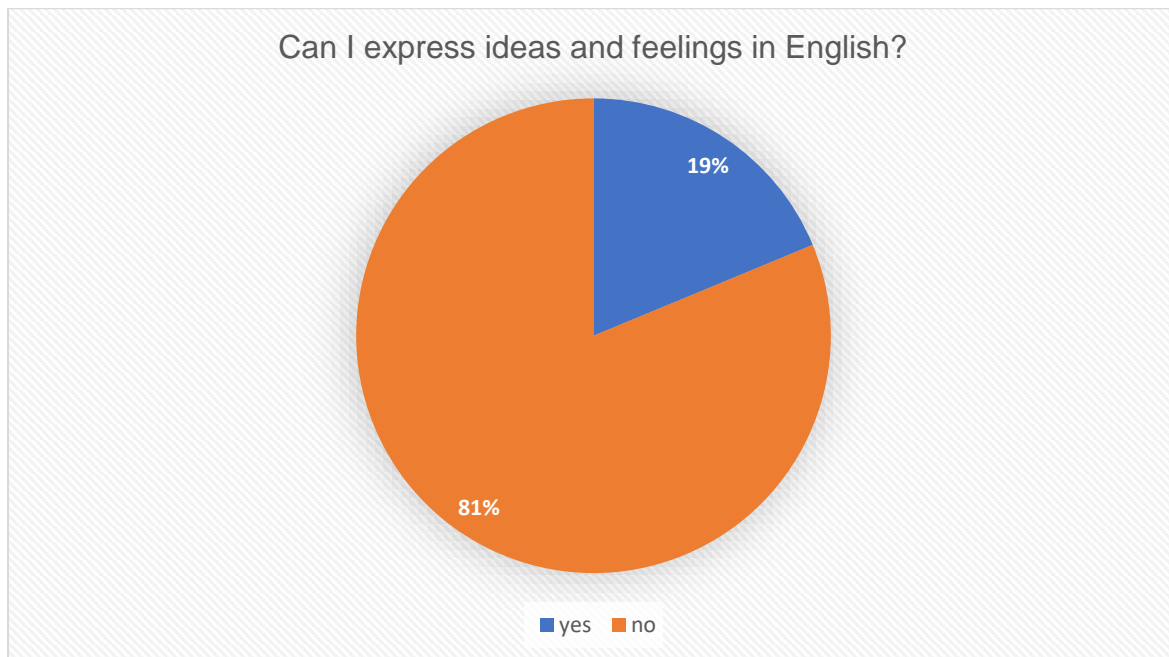
Graphic #6



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The graphic displays the fifth questionnaire question. It shows that only 29% of participants believe they communicate in English with their teacher and classmates, whereas 71% do not.

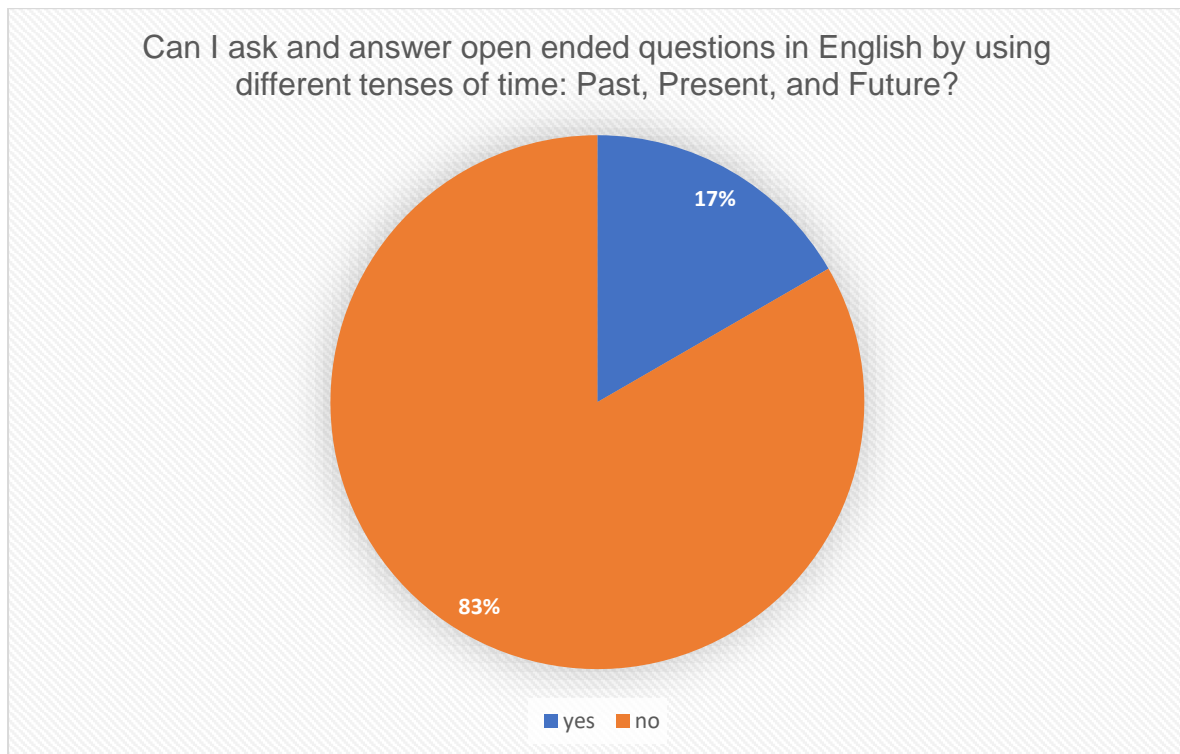
Graphic #7



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The figure reflects the sixth question of the questionnaire. It shows that just 19% of students are able to communicate their ideas and emotions in a foreign language, while the remaining 81% are unable to.

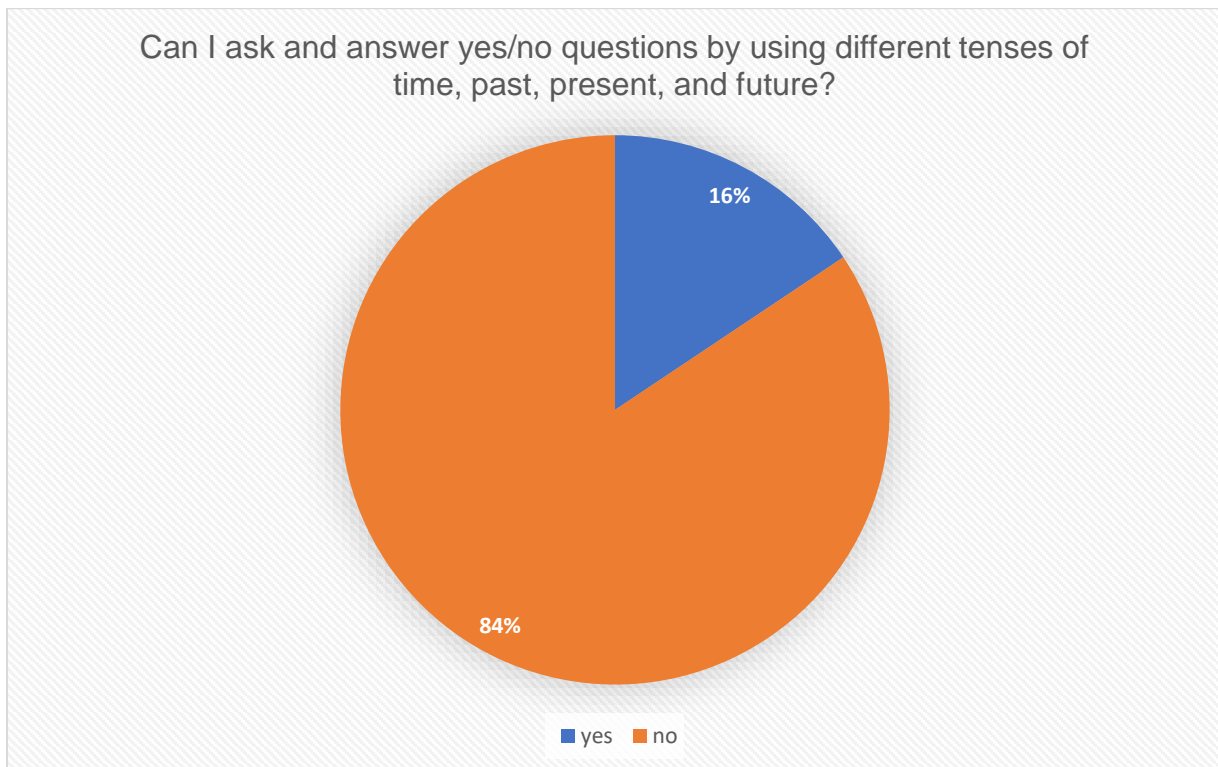
## Graphic #8



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The graphic defines the survey's seventh question. It shows that 17% of the participants think they can use each of the three tenses of time to ask and respond to open-ended questions. In contrast, 83% of the pupils said they are unable.

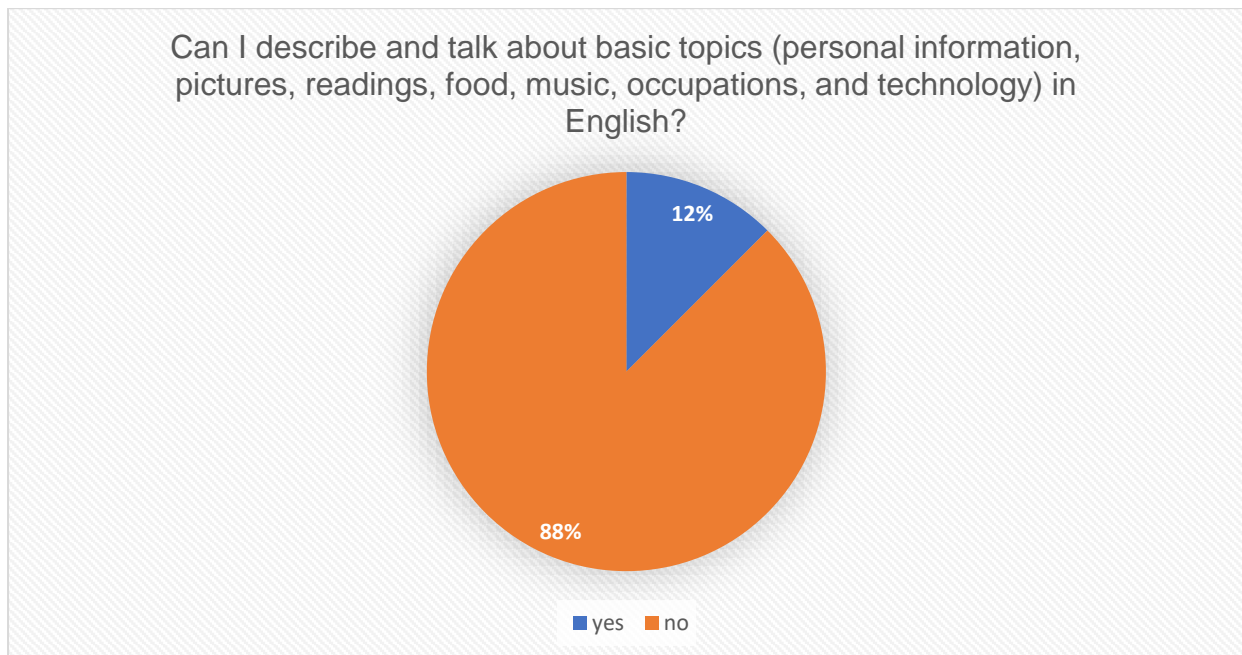
Graphic #9



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The questionnaire's eighth question is shown by the graphic. It confirms that 16% of the students feel they can ask and respond to closed questions utilizing the past, present, and future tenses of time, whereas the remaining participants, who make up 84% of the participants, stated they cannot ask or respond to closed questions.

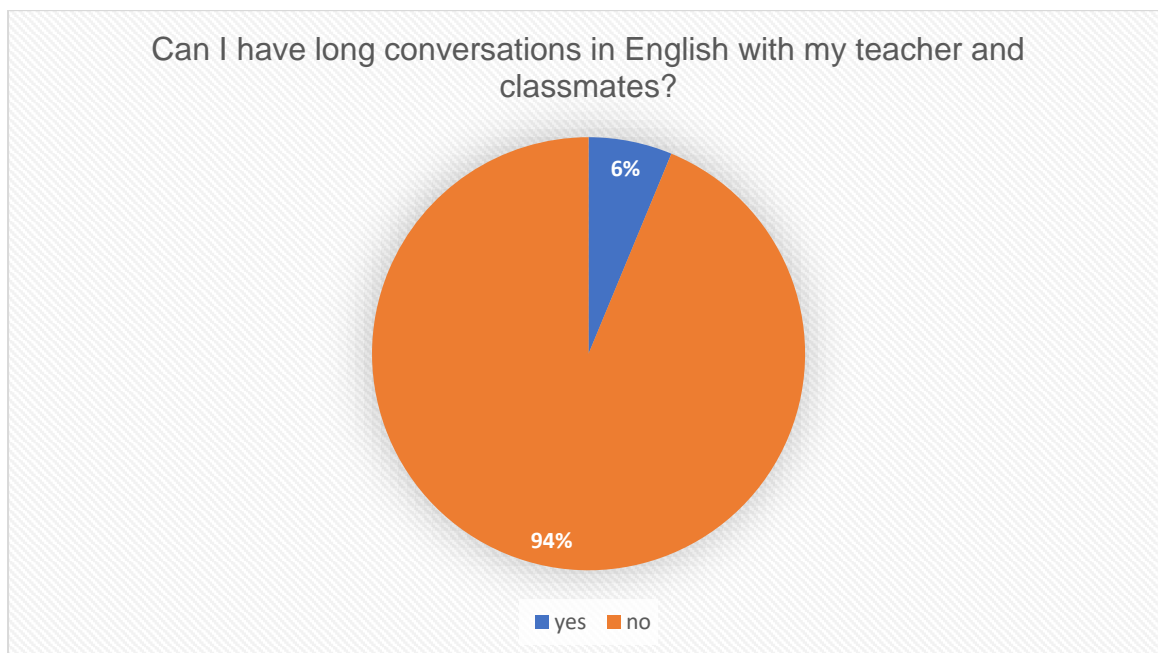
Graphic #10



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The questionnaire's ninth question is shown by the graphic. It confirms that 16% of the students feel they can ask and respond to closed questions utilizing the past, present, and future tenses of time, whereas the remaining participants, who make up 84% of the participants, stated they cannot ask or respond to closed questions.

Graphic #11



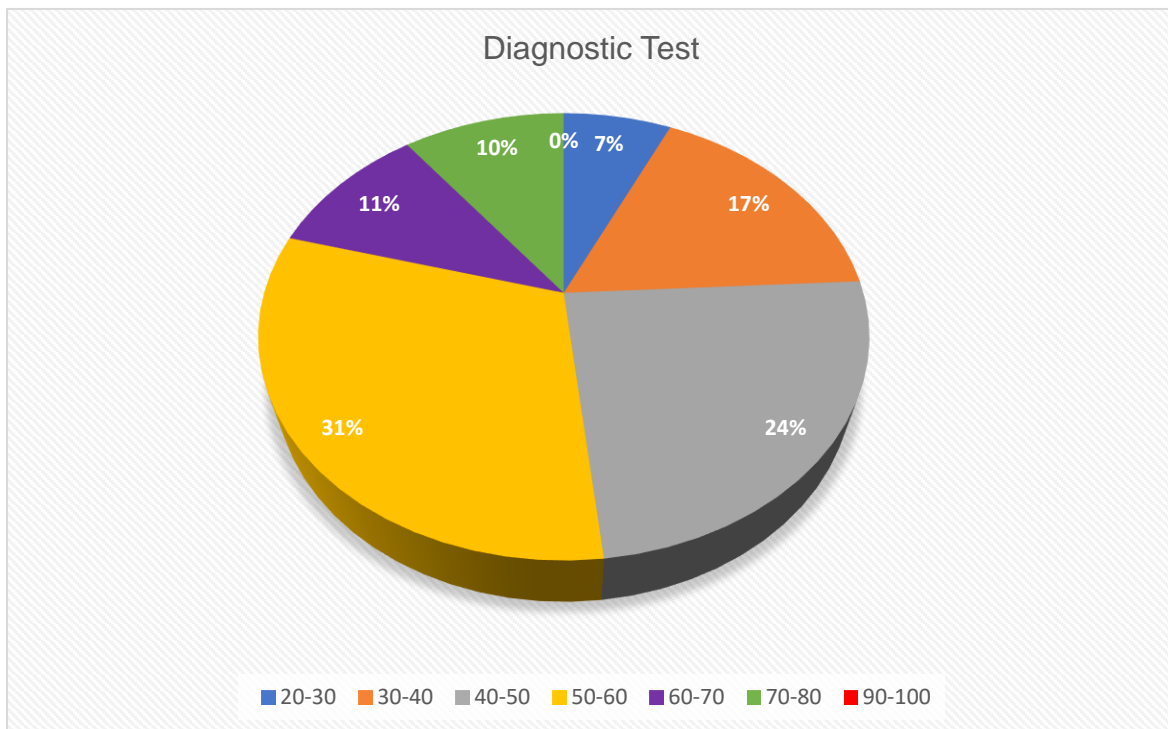
**Source:** Elaborated by the author of this thesis using information from the classroom observation.

The final image illustrates the tenth question on the survey. It demonstrates that 6% of students think they can hold a sustained conversation in English with either their English teacher or their peers. On the other hand, 94% of the pupils said they are unable to.

#### 4.5 Learners' Examinations

The purpose of the examination was to assess the students' knowledge, skills, or abilities with the English language. It is important to mention that a pre- test and a post- test were applied to seventh grade students distributed in 7A class and 7B class. The first test was taken to evaluate the background knowledge of each learner in order to identify the strengths and weaknesses in grammar, vocabulary, and reading comprehension. On the other hand, a post- test was taken for learners to evaluate the final results after applying the Situational Teaching Approach.

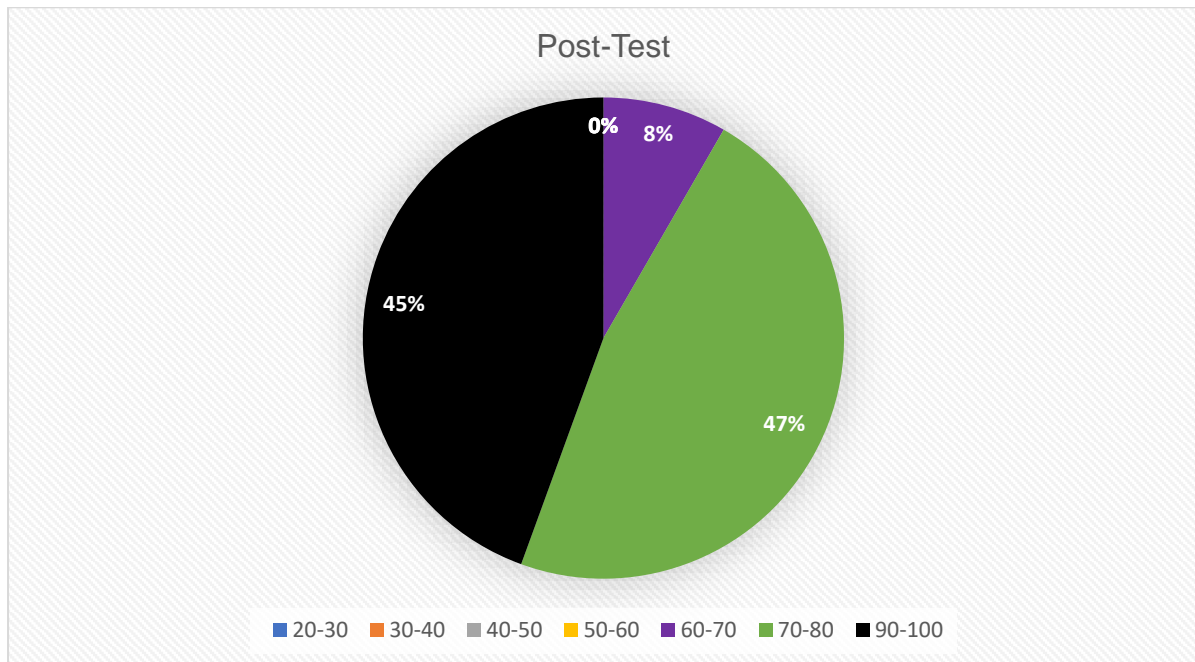
Graphic #12: Pre- Test



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

This graph displays the outcomes of a pre-test; it is clear that the majority of seventh graders did not achieve high marks. According to this graph, 31% of students scored between 50 and 60, 24% between 40 and 50, 17% between 30 and 40, 7% between 20 and 30, 10% between 70 and 80, and 11% between 60 and 70. On the other hand, it is noticeable that nobody scored between 90 and 100.

Graphic #13: Post-Test



**Source:** Elaborated by the author of this thesis using information from the classroom observation.

This graph demonstrates the marked difference between the first exam (the pre-test) and the second exam (the post-test). Any student who received scores between 20 and 60 can be seen on the graph. However, 8% represents the students who received higher marks between 60 and 70, while 45% of the learners received marks between 70 and 80. This graph's final result demonstrates that multiple students received scores between 90 and 100.

## **CHAPTER V**

# **CONCLUSION AND RECOMMENDATIONS**

## **5.1 Conclusions and Recommendations**

The Situational Teaching Approach unquestionably had an impact on this study. One of the most important experiences I have ever had, in my opinion, has been the process of strengthening conversational English as a foreign language through situational instruction. This chapter provides evidence for the findings that were reached during the study process. Additionally, it offers some suggestions that teachers might use to help students strengthen their speaking abilities in class.

### **5.1.1 Conclusions**

At the end of this investigation, it is clearly the situational teaching approach continues producing significant changes with the students it is applied to because most of the time learners improve oral performance. Here comes some of the final conclusion of this research conducted to seventh grade students.

Activities encouraged frequent use of English as a foreign language helped students decrease their usage of their native tongue and increase their knowledge. Additionally, all of the students recognized that they enjoy speaking exercises that require the usage of English.

It was clear that seventh-grade students' speech performance had improved. Because they understood that receiving feedback was a key component of learning, they were able to express themselves without inhibition.

Additionally, they expanded their vocabulary as practice continued. It gave pupils insight into how to pronounce words and phrases correctly, which helped them become more fluent in their language. It also gave students the chance to receive quick feedback on their correctness.

The study concludes that in order to increase students' speaking ability, a creative atmosphere must be created and implemented along with the key components of the Situational Teaching Approach. Additionally, it is crucial that students participate constantly in class activities because a big part of success depends on how comfortable they feel when exposed to real-world situations when they must use the target language.

### **5.1.2 Recommendations**

The researcher has come to a number of recommendations in light of the research done on the Situational Teaching Approach and some of its tactics. First, teachers must thoughtfully choose and arrange pertinent content based on the context of their students. By dealing with issues from real-life, the students would have the chance to not only learn about related topics but also develop technical expertise in them.

Second, it is suggested that teachers begin the learning process with the target language. It indicates that all information should be delivered verbally before being taught in a written form. This would encourage pupils to seek a deeper understanding when looking for solutions on their own. Learning will then be worthwhile as a result.

Professors, on the other hand, ought to continue utilizing drilling, a method of learning through repeated practice, to broaden their students' vocabulary. Setting aside at least 10 minutes each day for vocabulary introduction or reinforcement, drilling, or both, is strongly advised. Professors should consider including this practice with relevant warm-up exercises at the start of each lesson once students are comfortable with it.

Drilling should also be used to introduce essential components. Teachers should ask for them in any spoken activity once learners are aware of them. While it is undoubtedly the case that chunking, or the process of breaking tasks into smaller ones, is necessary to sound like a native speaker, they must be recalled as frequent as possible.

Feedback is crucial, to sum it up. To maintain its effectiveness, it is very advised to administer it promptly. Professors should make the appropriate modifications as quickly as feasible during drilling and chunking. In order to provide students the freedom to express themselves in less regulated conditions while role-playing, teachers should save their feedback until the end of the lesson.

**CHAPTER VI**

**PROPOSAL**

## **6.1 Proposal**

### **6.1.1 Enhancing Learning Process.**

The learning process in teachers' classrooms sometimes can be considered a tough task to carry out. However, this proposal states easy steps to start including in our lesson plans in order to improve effectiveness in teaching.

### **6.1.2 Place of application**

Centro Educativo Saint John Baptist

### **6.1.3 Population**

Seventh Grade students and others who wants to use implement it.

### **6.1.4 General Objective**

To enhance the effectiveness of the teaching and learning process by incorporating the situational teaching approach into classroom instruction.

### **6.1.5 Specific Objective**

To improve student comprehension and retention of information by presenting information in a practical and relevant real-life scenarios.

Steps to enhance the learning process:

- a) Identify relevant real-life situations or scenarios that relate to the English language and literature. For example, you can use current events, popular culture, personal experiences, or scenarios related to the workplace, education, or social interactions.

- b) Design lesson plans that incorporate these real-life situations or scenarios into your teaching materials. You can use these situations as a context for presenting new vocabulary, grammar structures, literary devices, or language functions.
- c) Use a variety of materials and media to support your lesson plans, such as videos, audio recordings, images, news articles, or literary texts. These materials should be chosen to enhance the relevance and practicality of the real-life situations or scenarios.
- d) Encourage active participation and critical thinking among your students by facilitating discussions, debates, role-plays, or problem-solving activities that relate to the real-life situations or scenarios. These activities should challenge students to apply their language skills in practical and meaningful ways.
- e) Provide feedback and support to your students to help them develop their language skills and achieve their learning objectives. This feedback can be given through assessments, peer reviews, or individualized feedback on written or oral assignments.
- f) Continuously evaluate the effectiveness of your teaching approach by monitoring student learning outcomes, soliciting feedback from students, and reflecting on your teaching strategies. Use this feedback to adjust your lesson plans and teaching materials to better meet the needs of your students.

By following these steps, you can effectively implement the situational teaching approach in your English classes and create a dynamic and engaging learning environment that promotes deep understanding and active participation among your students.

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# **Annexes**

## Annex # 1

**UNIVERSIDAD HISPANOAMERICANA**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLES**  
**OBSERVATION CHECKLIST**  
**DOCENTE: WALTER ZUMBADO AMADOR**



Teacher's Name \_\_\_\_\_ Class: \_\_\_\_\_

## Objective:

To determine the instructional methods used with seventh graders in English-speaking classes through an observation.

	Yes	No
The teacher is prepared, and well organized with materials needed.		
The teacher keeps students' attention		
The teacher motivates the students to grab their interest in the subject matter.		
The teacher cares so much about students' necessities.		
The teacher uses different learning techniques based on his students.		
The teacher communicates effectively with a good tone of voice and for better understanding.		
The teacher uses vary visual- aids to explain a content.		
The teacher contextualizes the topics when necessary.		
The teacher provides effective examples before conducting a task.		
The teacher implements audios, conversations, songs, or other mean to enhance leaners' pronunciation and recognition of grammar structures.		
The teacher implements technology in his classes to explain topics.		
The teacher briefly explains a content and then proceed to complete a written practice.		
The teacher permits students to participate actively in class activities or discussions.		
The teacher permits students to work in pair or groups to complete an assignment.		
The teacher provides correct feedback when necessary.		
The teacher provides positive reinforcement		

## Annex # 2

**UNIVERSIDAD HISPANOAMERICANA**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLES**  
**STUDENTS SELF-ASSESSMENT QUESTIONNAIRE**  
**DOCENTE: WALTER ZUMBADO AMADOR**



Student: \_\_\_\_\_ Class: \_\_\_\_\_

## Objective:

To study the variables that affect the fluency on seventh grade students at Centro Educativo Saint John Baptist.

## Instructions:

Read the questions and choose **yes** or **no** depending on you. There are no right or wrong answers since the objective of this instrument is to collect data for research purposes.

	Yes	No
1. Do I like to speak in English?		
2. Do I speak in English during the English lesson?		
3. Do I feel comfortable speaking in English		
4. Do I like speaking activities in English?		
5. Do I communicate in English with my teacher and classmates during the class?		
6. Can I express ideas and feeling in English?		
7. Can I ask and answer open ended questions in English by using different tenses of time: past, present, and future?		
8. Can I ask and answer yes/no questions in English by using different tenses of time: past, present, and future?		
9. Can I describe and talk about basic topics (personal information, pictures, readings, food, music, occupations, and technology) in English?		
10. Can I have long conversation in English with my teacher and classmates?		

## Comments

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**Annex # 3**

**UNIVERSIDAD HISPANOAMERICANA**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**  
**INTERVIEW QUESTIONS**  
**DOCENTE: WALTER ZUMBADO AMADOR**



Teacher's Name \_\_\_\_\_ Class: \_\_\_\_\_

**Objective:**

To identify spoken communication learning issues students present during the activities performed in English lessons.

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1. What are the main problems students face in oral communication (speaking)?
  2. Do you think that these problems are due to a limited vocabulary or inadequate knowledge of L2 in general?
  3. Are these problems caused, partially, by learners' attitude towards the TL, lack of motivation, self-confidence, or support from teachers? What do you think?
  4. Do you agree that the considerable number of students in class and lack of adequate practice are really responsible for the problems?
  5. Some scholars think that learners have many phonological, syntactic, and morphological complexities that make them unable to express themselves and articulate their ideas fluently. Have you noticed any of these problems?
  6. Does the problem have anything to do with teachers' textbooks/materials and teaching methodology?
  7. Do you think that this problem is due to L1 and L2 interference and lack of similarity between the two languages in terms of their phonetic, semantic, and syntactic systems?
  9. From your perspective, how oral communication or speaking can be developed in our department? Any recommendations?

## Annex # 4

UNIVERSIDAD HISPANOAMERICANA  
 LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
 ORAL TEST RUBRIC  
 DOCENTE: WALTER ZUMBADO AMADOR

TOTAL POINTS: 20PTS  
 POINTS OBT: \_\_\_\_\_  
 SCORE: \_\_\_\_\_



Student: \_\_\_\_\_ Class: \_\_\_\_\_

To evaluate the outcomes of an oral post-test following the implementation of the situational teaching approach.

	Poor	Fair	Good	Excellent
<b>Pronunciation</b>	Many errors: poor pronunciation interferes with communication	Several errors: some may interfere with communication	A few minor errors; does not interfere with communication	No pronunciation errors or only an occasional minor error
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Use of Vocabulary</b>	Student rarely uses correct words to answer questions	Student uses a limited number of words from the chapter; most answers are short	Student uses some words from the chapters; some answers are short	Student uses a variety of words from the chapters covered; answers are complete.
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Grammatical Accuracy</b>	Many grammatical errors; break down in communication	Several errors: some may interfere with communication	Responses are mostly correct, with a few minor errors	Responses are grammatically correct, with only an occasional error.
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Fluency</b>	Many long pauses: speech is fragmented or uneven	Several pauses, but student is able to continue	Flow of communication is mostly natural, with only minor pauses	No unnatural pauses; natural flow in communication.
	1 2	3.5 3.8	4 4.4	4.8 5

Observations:

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