



**THE USE OF CLASSIN PLATFORM THROUGH SITUATIONAL  
APPROACH FOR ENGLISH GRAMMAR ACHIEVEMENT OF  
GRADE 5 CHINESE STUDENTS**

**BY  
CHEN YAO**

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Assoc.Prof. Marut Patphol, Ed.D.  
Examination Committee Chairperson

Techameth Pianchana, Ph.D.  
Member

---

Asst.Prof. Nipaporn Sakulwongs, Ed.D.  
Member and Advisor

Approved by Graduate School

(Prof. Suejit Pechprasarn, Ph.D.)

Dean of Graduate School

August 13, 2024

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Chen Yao  
Researcher

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 Thesis Advisor : Asst.Prof. Nipaporn Sakulwongs, Ed.D.

### **Abstract**

This study was devoted to comparing grade 5 Chinese students English grammar achievement before and after using ClassIn Platform through Situational Approach, and also to examining their satisfaction with this learning method. In this study, 30 students in the fifth grade of an elementary school in Xi'an City, Shaanxi Province, were practically taught. The whole experimental process was divided into pre-test before the experiment, teaching during the experiment and post-test, questionnaire survey, and statistical analysis after the experiment. Through the analysis of the questionnaire survey and the analysis of pre-test and post-test of the grammar scores, it was found that there was a significant difference between the pre-test and post-test scores, with the average score of the pre-test being 3.80, and the average score of the post-test being 12.53, the average difference being 8.73. The results of the questionnaire survey showed that the students were very satisfied with the use of the ClassIn Platform through the Situational Approach in the English grammar class. Therefore, the results of the study suggested that the use of ClassIn Platform through Situational Approach improved grade 5 Chinese students English grammar achievement.

(Total 116 pages)

**Keywords:** Classin Platform, Situational Approach, English Grammar, Learning Satisfaction, Grade 5 Students

Student's Signature ..... Thesis Advisor's Signature .....

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# CHAPTER 1

## INTRODUCTION

This chapter provides an overview of the study's background and rationale; research objectives; research questions; research hypothesis; scope of the study; conceptual framework of the study; operational definitions and limitations of the study.

### 1.1 Background and Rationale of the Study

English is becoming more and more popular around the world, with people from different linguistic backgrounds communicating with each other in English the vast majority of the time, to the point where the number of non-native English speakers has surpassed the number of native English speakers. English has in fact become a global lingua franca (Zhou, 2020). China, as a populous country, the number of English-speaking people has reached 43 million (Jenkins, 2015), and English education has become an issue that has been paid much attention to in order to better help the next generation adapt to and learn English.

In English language education, the elementary school level is of the utmost importance. Elementary school is an important stage for children to develop and expand their knowledge base, and it is also the primary stage of English learning and the key stage for the cultivation of English proficiency. Lenneberg (1967) put forward the Critical Period Hypothesis in his book *The Biological Basis of Language*: the brain can easily and naturally acquire language from the age of two to adolescence (around 10-12 years old) due to the influence of the language acquisition mechanism in the brain. Therefore, as the key stage of language acquisition, it is very important to develop students' comprehensive language skills and oral communication skills in

English in elementary school. Elementary school lays the foundation of language, and only a solid foundation can prepare students for future learning.

Wang (2018) stated that the elementary school stage is the peak of children's language development, and by the upper elementary school stage, students' thinking begins to enter the operational period, and they gradually have the ability to categorize, understand cause and effect, and other abstract concepts; in other words, they begin to have the ability to apply rules to understand linguistic phenomena. In addition, as the number of years of study increases, children become more influenced by acquired habits and prior learning experiences and become more dependent on systematic learning. Therefore, teachers who give grammatical stimuli at the right time according to the developmental process of children's linguistic cognitive abilities can help students to develop good language skills.

English grammar is one of the foundations of making sentences with words in English, and enhancing students' interest in learning English grammar so as to improve the quality of their English grammar learning and exercising students' practical movement of English grammar knowledge can help students' English learning in the future (Dai, 2018). Therefore, it is necessary to instill students with grammar knowledge systematically and scientifically from the upper elementary school stage.

Grammar is the description of language structure, with grammar, language units like words and phrases can be combined into sentences (Shu, 2009). Whereas the purpose of English education is to want to teach students to use English correctly and meaningfully, teachers need to teach grammar as a rational and dynamic system (Hu, 2000). But how to teaching English grammar correctly is also an issue that needs to be explored. As Chen, Wang, and Qiu (2007) stated, grammar is essential in teaching English as a second language to primary school students, but due to the living environment and age of primary school students, we should not treat them the same as native language learners or adults. Grammar should be taught, but in a moderate, flexible and interesting way.

Tao (2022) discussed that English in elementary school is a language subject, and its real function is to communicate, communication, which is also the main function of English as a world language. However, in reality, the time and space for primary school students to come into contact with English is very limited, basically in the elementary school English classroom, where some English teachers are still accustomed to teaching English and communicating with students in Chinese, which makes it difficult for students to deeply experience English from a linguistic point of view. The characteristics of English in terms of expression, expression habits and other aspects will also make students confused with the content of language learning, making students feel that they can not learn, which in turn affects their interest in learning English. English is a language, and the process of learning English should be active and positive, not something that can be learned by direct memorization and recitation. As English teachers, they should help students to understand and use English, and help them learn to use grammar correctly within the scope of comprehension. However, in the actual teaching process, a large number of surveys show that there are many problems in the teaching of grammar in elementary school. Students are afraid of learning English grammar, and they find it boring and useless, so they are not willing to learn English grammar. There are also a lot of grammatical errors in homework and exams, because they do not understand the rules of grammar and can not use the correct grammar, and they often make a lot of mistakes in their oral expressions, and their sentences are reversed, which makes it difficult for people to understand them.

At present, there are too many problems in teaching English grammar at elementary school level mainly because both students and teachers belittle the status of grammar in elementary school English teaching, and English teachers have a single mode of teaching (Wang, 2020). English teachers all regard vocabulary memorization and oral communication skills as more important, thinking that students will naturally know this language if they listen and speak more, so they avoid teaching English grammar. Most teachers only teach students the vocabulary and sentences in the textbook and skip the grammar. Some teachers even tell their students that grammar is not important and that they do not need to understand it, as long as they can speak the

sentences themselves. This is very detrimental to laying a solid foundation for students to learn grammar in elementary school. As for teachers who emphasize on grammar teaching, the method of teaching is too single, the teacher still adopts the traditional method of indoctrination in class, letting the students memorize the grammatical structures and rules, while the students do not understand and can not use these grammars, then there will be a dull atmosphere in the classroom, and the students will lose their confidence and motivation in learning English. In most cases, teachers lack the awareness of motivating students to participate in English activities, and only focus on students' mastery of the theoretical knowledge of English textbooks, so students lack a sense of honor and self-confidence in learning English textbooks, and are unable to lay the foundation for their participation in English learning activities later on. At the same time, in the elementary school English classroom teaching, teachers are used to stand in the position of the dominant, authoritative to explain English knowledge, students are in the state of passive learning English knowledge, which not only can not stimulate students to explore the English knowledge of the subjective initiative, but also let the students participate in the English classroom there is a certain degree of fear, resistance to the psychological, is not conducive to improve their English subject thinking ability, practical ability. Teachers only unilaterally explain the knowledge of English textbooks, the lack of English stories, English scenarios into the lack of students to participate in the exploration of knowledge of English textbooks internal motivation, English learning efficiency needs to be improved.

Language learning is greatly influenced by the language environment. Fang (2022) stated that the English subject lacks language environment in students' daily learning and life, which will lead to many students feeling certain difficulties in learning English in elementary school, and then reluctant to learn English. The learning of English grammar requires students to utilize it with understanding, so it is more necessary to improve the quality of English classroom so that students love to learn English and take the initiative to learn English. According to the output hypothesis of Merrill (2008), English learners need a lot of comprehensible input, i.e., reading and listening content, and a lot of output, i.e., speaking and writing. Therefore,

English teachers should provide students with a large amount of grammatical comprehensible input, and set up English education activities scientifically around the physical and mental developmental characteristics of primary school students, so as to improve the quality of English classroom activities.

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training (The Central People's Government of the People's Republic of China, 2021). And the implementation of this policy promotes the reform of elementary school English teaching nationwide, as well as the diversified and innovative development of elementary school English teaching work in the new era. Under the new reform, English teachers have to pay more attention to and learn to use different pedagogies to improve their teaching quality.

In order to improve the quality of English teaching in Chinese elementary school, many researchers have begun to conduct a lot of studies in the field of elementary school English education. Among them, Situational approach is favored and accepted by more teachers and students. Because life and education are inseparable, teachers should start from life situations in the teaching process and guide students to understand, memorize and master knowledge points in real life. Tao (2022) stated that Situational approach is a new student-centered teaching method highly respected under the new curriculum reform, and it is also very suitable in elementary school English teaching. Situational approach is different from the traditional teaching method in that it is not a single teacher's explanation, and students are no longer passive recipients of knowledge, but the main body of classroom teaching. In elementary school English teaching, Situational approach allows the teacher to purposefully create an image and intuitive situation for the students according to the students' situation, such as life situation, performance situation and so on, so as to attract the students' interest, let the students learn English happily, like to take English classes, and learn more actively.

Sun (2023) stated that the English foundation of primary school students is generally relatively weak, teachers can try to create more vivid teaching scenes based on the support of multimedia platforms in teaching practice. Teachers can let students perceive the influence of English context on language communication in different scenarios, so as to really realize the internalization of English knowledge and make students gain good learning sense in English learning and communication. Teachers can systematically interpret the content of the English curriculum, construct vivid and interesting classroom teaching scenarios, and then build a multimedia teaching guidance model to provide students with corresponding guidance support and template reference for the application of English language in different scenarios, so as to further exercise students' core English literacy.

The improvement of teaching methods is of course very helpful in solving the problems that have arisen in primary English education in China. But based on the rapid development of information technology in the present post epidemic era, education also needs to develop with the progress of the times. Zhu (2023) discussed that Internet technology and multimedia technology provide new ideas for elementary school English teaching. Information technology not only provides a platform and space for English teaching, but also provides rich resources and opportunities for language learning and use across time and space. Therefore, teachers need to build an informatized teaching environment to accomplish effective interaction between teachers and students on the Internet platform and diversified social media.

Among the various science and technology education platforms, ClassIn platform was chosen for this study. ClassIn platform is an online classroom product built from educational scenarios, and its products and services have been expanded to include teaching management, online and offline integrated teaching, online meetings, etc. ClassIn platform's interactive teaching tools (one-click grouping, small blackboards, question answering machines, trophies, etc.) and a variety of interactive courseware and teaching resources can help teachers better create life situations in the classroom and realize teacher-student interaction. ClassIn platform's interactive teaching tools (small blackboard, quizzer, trophies, etc.) and a variety of interactive courseware and teaching

resources can help teachers better create life situations in the classroom and realize teacher-student interaction. Peking University, Oxford University Press, British Council, Pearson, etc. are using ClassIn platform for online and offline teaching.

ClassIn platform can help teachers to realize teaching in many aspects:

Before class, teachers can use audio, video, pictures, courseware and other resources to create a rich and interesting introduction to the class and attract students to want to learn.

During the lesson, teachers can use one-click grouping, drag-and-drop interactive blackboards, question and answer machines, trophies, and other tools to create a positive, contextualized teaching environment.

After class, it can help teachers set up scenario-based assignments including paper correction, test papers, audio and video, or assign classroom boards as review materials for students, and also realize group work after class. Automatic statistics and powerful homework correction functions can also reduce teachers' workload.

There are also researchers working on the use of ClassIn platform, but most of them focus on subjects such as math and physics. For example, Xu (2023) investigated how to use ClassIn platform for physics online and offline teaching. Fan (2023) investigated how to use ClassIn platform for math online teaching. And Tian (2022) investigated how to use ClassIn platform for chemistry instruction. There are only two studies on English language teaching (Chen, 2021; Kong, 2019), and even more so, there are no studies on teaching English grammar in elementary schools. Based on this, this study attempted to fill the gap in the literature by examining and seeking answers for the first time, which combined the Situational approach and the use of the ClassIn platform for teaching English grammar in elementary school grade 5 students. And explored the students' satisfaction with their learning, and hoped to motivate elementary school English language teachers to devise a better and more advanced approach to teaching grammar skills.

## 1.2 Research Objectives

1.2.1 To compare grade 5 Chinese students English grammar achievement before and after using ClassIn platform through Situational approach.

1.2.2 To examine grade 5 Chinese students' learning satisfaction towards using ClassIn platform through Situational approach.

## 1.3 Research Questions

1.3.1 Would the use of ClassIn platform through Situational approach help to improve the English grammar achievement of grade 5 Chinese students?

1.3.2 Would the grade 5 Chinese students be satisfied after using ClassIn platform through Situational approach in learning English grammar?

## 1.4 Research Hypotheses

1.4.1 The use of ClassIn platform through Situational approach would improve grade 5 Chinese students English grammar achievement.

1.4.2 There would be a high level of learning satisfaction towards the use of ClassIn platform through Situational approach by grade 5 Chinese students.

## 1.5 Scope of the Study

This study was conducted in a central elementary school in Lintong District, Xi'an, Shaanxi Province, China. There were four grade 5 classes in the study school with 30 students in each class. Therefore, the researcher selected 30 students from one of the classes through a cluster random sampling. The researcher used a mixed method approach to test their grammar achievement using ClassIn platform through Situational approach and found out the students' learning satisfaction in using ClassIn platform through Situational approach to improve their grammar achievement.

### 1.5.1 Location of the study

The researcher conducted this study at a central elementary school in Lintong District, Xi'an, Shaanxi Province, China, which met the average educational standards for Xi'an, Shaanxi Province. According to the 2023 statistics, the school consisted of about 60 teachers and 1,100 students. Of these, there were a total of 120 fifth-grade students.



Figure 1.1 Location of the study

Source: Baidubaike, 2022

### 1.5.2 Population

Population: The target population for this study consisted of four classes in grade 5 at an Elementary School with an average of 30 students per class. The participants were within the age range of 10 to 11 years with varying levels of English proficiency. The sample population was homogeneous in terms of teachers, learning materials, age, ability and gender.

### 1.5.3 Sample

Sample: Used a cluster random sampling, the researcher selected 30 participants from one of four classes for the study with mixed genders and mixed English language abilities.

### 1.5.4 Content of Lesson plans

In this study, the researcher developed four lesson plans based on the grammar points of Unit 5 in the People's Education Press Grade 5 English textbook. The researcher developed pre-test and post-test and four lesson plans, one lesson plan for two 45-minute lessons, made a total of eight lessons. The lesson plans were completely based on the curriculum standards. The researcher did a pre-test before the first lesson, the middle eight lessons were taught using the ClassIn platform through Situational approach, which consisted of teaching vocabulary needed for grammar and teaching and practicing grammar instruction, and the last was a post-test to test the students' improvement for their grammar. The lesson plan is shown in Table 1.1.

Table 1.1 Lesson Plan

Lesson Plans	Time	Topics	Teaching methods
Pre-test			
Lesson Plan 1	1 <sup>st</sup> class (45min)	Learn vocabularies required for the grammar	The teacher says the words and students find the words in a scene created by the teacher. Watch the video to find words and fill out the KWL form.
	2 <sup>nd</sup> class (45 min)		One student says the word and the other students find the word in a scene created by the teacher.
Lesson Plan 2	3 <sup>rd</sup> class (45 min)	Learn and practice grammar “There is a/an ____.”	The teacher says the sentences while moving the pictures to create the scene. The teacher says the sentence and the students move the pictures according to the sentences to create the corresponding scenario.

Table 1.1 Lesson Plan (Cont.)

Lesson Plans	Time	Topics	Teaching methods
	4 <sup>th</sup> class (45min)		The class says the words and the teacher finds the words in a scene created by the teacher. One student say the sentence and other student move the picture to create the appropriate scenario based on the sentence.
Lesson Plan 3	5 <sup>th</sup> class (45min)	Learn and practice grammar “There are Number____.” “There are many____.”	The teacher says the sentences while moving the pictures to create the scene. The teacher says the sentence and the students move the pictures according to the sentences to create the corresponding scenario.
	6 <sup>th</sup> class (45min)		The class says the words and the teacher finds the words in a scene created by the teacher. One student say the sentence and other student move the picture to create the appropriate scenario based on the sentence.
Lesson Plan 4	7 <sup>th</sup> class (45min)	Presentation	Teacher show her house picture by using ClassIn platform. Teacher use “There is/are____.” grammatical sentences to describe her house.
	8 <sup>th</sup> class (45min)		Students design their dream house and describe their rooms using grammatical sentences.
		Post-test	

## 1.6 Conceptual Framework

There were three variables in this study, one independent variable and two dependent variables. The independent variable was the use of ClassIn platform through Situational approach to teach English grammar, and the dependent variables were the students' English grammar achievement and their satisfaction with the use of ClassIn platform for teaching, respectively. The following figure illustrates the framework structure of this study:

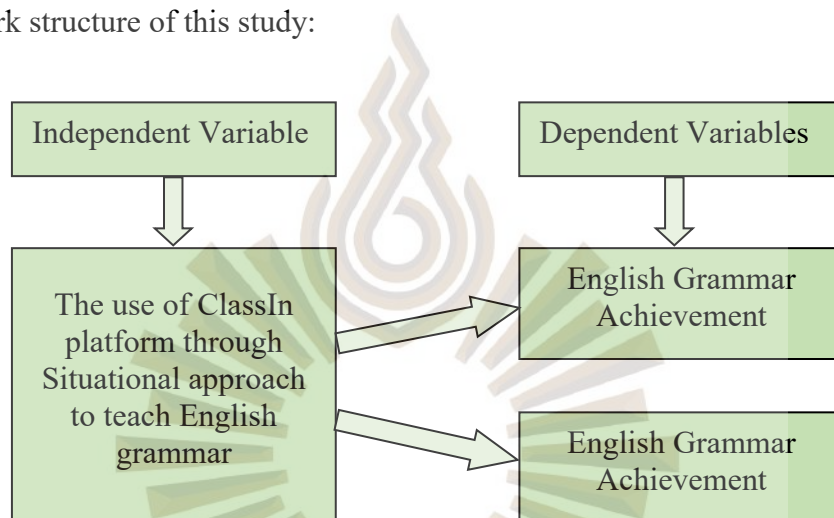


Figure 1.2 Conceptual Framework

## 1.7 Limitations of the Study

1.7.1 This study was limited to 30 grade 5 students in a school in Shaanxi Province. Different regions and different grades may have different findings.

1.7.2 The time of this study was limited, so the teaching grammar points were relatively simple, so different grammar points may present different results.

1.7.3 The scenarios set using Situational approach may vary greatly according to different teachers. Therefore, the scenario settings was suitable only for the research population in this study.

## 1.8 Research Terminologies

**Situational Approach** is to require teachers in the teaching process with the help of objects, pictures, slides, multimedia, performances and other teaching aids and teaching tools to the content of the teaching of visual, vivid situation to show, to achieve the purpose of teaching a teaching method. For example, if the topic of the lesson is hospitals, the teacher can use the help of doctors in white coats, syringes, stethoscopes, medicines, thermometers, and other objects or pictures, or even play hospital-related videos and audio recordings of hospital treatments, etc., to establish a direct connection with the students and to help the students resonate with their own experiences in order to achieve the purpose of comprehension. This teaching method can cause students' attitude experience, help students to understand knowledge, master skills, and make students' mental function development. In this study, pictures and multimedia were used to create visual scenarios, so that students can touch and move the pictures themselves or according to their peers' prompts in vivid scenarios, and practiced and perceived grammar and used it according to the new scenarios they had set up. This study was conducted using the following five steps:

- 1) Warm up and greet students, introduce themselves to each other.
- 2) Let the students learn how to use ClassIn platform with the topic that related with the Situational approach.
- 3) Lesson developed by let the students learn the new vocabulary from the ClassIn platform through Situational approach.
- 4) Closure by using the KWL form to check the understanding of the students.
- 5) Assigned homework which used Situational approach on ClassIn platform.

**ClassIn Platform** is a leading EdTech application that provides innovative and interactive online and hybrid classroom solutions for educators, schools, and businesses. It is also the first ever online teaching software designed with the use of cloud technology. It provides online education solution with multi-channel video, audio, interactive teaching and learning experiences. It is an online classroom with a

real-time face-to-face teaching experience. With hundreds of lectures, students also can take the course they need anytime, anywhere. This study was downloaded the ClassIn platform application to the computers used in the participant's classroom, and the participant would also be able to download ClassIn platform on a cell phone or tablet for subsequent homework completion.

**English Grammar Achievement** refers to the grammar point "There is/are....." in the fifth unit of the grade 5 English textbook of the People's Education Press. In this study, the Situational approach was used to teach the participants the grammar "There is/are....." on the ClassIn platform. The participants were compared before and after using this grammar through reading and writing.

**Students' Learning Satisfaction** refers to students' feelings or attitudes towards their participation in learning activities, reflecting the extent to which they enjoy learning activities and the extent to which their needs are met or their goals are achieved. In this study, students' learning satisfaction referred to students' interest and motivation, the engagement and the learning efficiency after using ClassIn platform through Situational approach. Therefore, students' learning satisfaction was measured through a questionnaire.

**Grade 5 students** refer to a randomly selected class of 30 students out of four grade 5 classes in a central elementary school in Lintong District, Xi'an City, Shaanxi Province, China.

## 1.9 Significance of the Study

1.9.1 Using ClassIn platform through Situational approach could improve students' grammar learning.

1.9.2 This study gave educators who need more choices in teaching English grammar using ClassIn platform and Situational approach, and also helped educators to enrich and improve this teaching method.

1.9.3 This study provided educators with the idea that the use of technology in combination with different traditional teaching methods could achieve different results, and hoped that more educators were willing to discover new technologies, discover more traditional teaching methods, and combine them to create newer and more effective teaching methods.



## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter briefly explains the core concepts and related studies designed into this study, as well as the relevant national and international literature and related theories that support this study, using the history of English language teaching in elementary school in China and the domestic elementary school English curriculum, the importance of and challenges encountered in teaching English grammar in elementary school, as well as the Standards for Teaching English Grammar in Primary Schools, Situational Approach, and ClassIn platform as the theoretical background.

#### **2.1 Overview of the History of English Language Teaching in China**

Shen (1993) proposed in his study, which was further explained by Hu (2021) that from 1949 to 1956, because of the relationship between China and the former Soviet Union, which led to the fact that Russian was used as the mainstream language in all Chinese schools, English teaching was not popular, and even if English was taught in Chinese universities, primary and secondary schools, and colleges, they all used the English teaching method of Intensive Reading, which would teach the textbook of the In this method, the text in the textbook will be explained one by one according to the sentence structure, and vocabulary and grammar are usually learned by direct translation and forced memorization. A complete lesson is usually divided into four stages:

In the first stage, the teacher reads the text to the students and then asks them to read the text aloud.

In the second stage, the teacher translates the whole text into Chinese sentence by sentence and then asks the students whether they understand the meaning of the whole text.

In the third stage, the teacher selects important vocabulary and important sentence patterns in the text as the knowledge points, tells the students the meaning of the text in Chinese by direct translation, and then gives one or two examples to the students to learn the vocabulary and grammar.

In the last stage, the teacher will ask the students a few questions according to the plots or important grammatical points in the text, let the students look at the book to find out the answers, and then explain these questions and answers.

Between 1957 and 1965, with the dissolution of the former Soviet Union, English began to become one of the dominant languages. Teachers also began to use equipment such as cassettes to teach with the advancement of technology, and most classes were taught using the Substitution drills method, in which the teacher asked questions and gave a few options for the students to answer. But many teachers realized that memorizing sentence structure was more effective than teaching grammar rules (Hu, 2005).

The decade of the Cultural Revolution, from 1966 to 1977, was a period of decline in Chinese education. Universities and other schools were all forcibly closed, and of course the teaching of English was terminated. It was not until 1977 that China decided to reopen primary, middle and high schools. Then in April 1981, the Education Bureau decided to make English one of the compulsory subjects in primary and secondary schools. And English majors and English for Specific purposes were established in universities. Strict requirements were also set for English teaching, with clear teaching standards for pronunciation, vocabulary, grammar, reading ability, listening ability, writing ability, speaking ability and translation ability. Thus English education has officially entered a new era in China. Many English teachers realized that the teaching method of direct translation could not meet the needs of language users, so the teaching method of Extensive Reading was introduced, but most English teachers at that time were still mostly users of the direct translation method (Hu, 2021).

## 2.2 Contemporary Chinese English Curriculum Standards

### 2.2.1 English Language Curriculum Standards for Compulsory Education in China (2022 Edition)

Compulsory education curriculum plays a very important role in cultivating national talents. With the needs of the times, technological progress is changing rapidly, the Internet and other new media are developing very rapidly, people's life and learning styles are changing, and the environment in which children and adolescents are growing up is also changing, so the curriculum standards need to keep pace with the times. On March 28, 2022, the government released the latest standards for all subjects in the compulsory education stage. The curriculum content structure has been optimized, academic quality standards have been developed, and the fundamental task of teaching students how to behave and establish correct values and outlooks on life has been taken into account. The standards for the English language subject have been changed accordingly.

Ministry of Education of the People's Republic of China (2022) issued that the English standard should conform to the following six concepts.

- 1) Take the cultivation of newcomers of the times with ideals, skills and responsibilities as the starting and ending point.
- 2) Based on the reality of English teaching at the stage of compulsory education in China, take full account of the differences in students' learning conditions, learning abilities and learning experiences, and establish a gradual grading system according to the developmental progression of English proficiency.
- 3) The content of the curriculum is theme-led, incorporating the requirements of language knowledge, cultural knowledge, language skills and learning strategies, and is presented in units.
- 4) The learning concepts of learning through experience, applying in practice, and innovating through transfer should be used to advocate students to learn around real situations and real problems.

5) Evaluation should be carried out throughout the whole process of teaching and learning in English language teaching.

6) To give full play to the function of modern information technology, innovative use of digital technology and online teaching platforms, and start online and offline integrated teaching.

The 2022 version of the new English program standards indicated that the English program for compulsory education is divided into three segments with corresponding levels of objectives for each segment. Level I suggests the objectives to be achieved in the 3rd to 4th grade band, Level II suggests the objectives to be achieved in the 5th to 6th grade band, and Level III suggests the objectives to be achieved in the 7th to 8th grade band. There is continuity, sequence and progression among the objectives. The content of the English curriculum consists of themes, discourse, language knowledge, cultural knowledge, language skills and learning strategies. Themes are set in accordance with the comprehension ability of the age of the students at that stage, and they are all around the students. The discourse contains dialogues, interviews, narratives, songs, web pages, advertisements and so on. Language knowledge includes phonetics, vocabulary, grammar, parts of speech, and other important foundations for developing language skills.

This study set up the teaching program in strict accordance with the new English curriculum standards (2022 version) for compulsory education in China, and the Situational approach used was fully taken into account the students' learning abilities and learning experiences, so that the students could learn through experience. The use of the ClassIn platform in this study was also in full compliance with the English curriculum standards, which required that modern information technology be brought into full play.

### **2.2.2 English Grammar Standards for Compulsory Education in China (2022 Edition)**

The new English curriculum standards (2022 version) stated that knowledge of English grammar includes lexical knowledge and syntactic knowledge. Lexical knowledge is concerned with morphological changes in words, such as the number of nouns and the tense of verbs. Syntactic knowledge is concerned with sentence structure, such as the types of sentences, constituents, and word order. In language use, grammatical knowledge is a unity from form to meaning and then to use, which directly affects the understanding of language and the accuracy of expression.

Ministry of Education of the People's Republic of China (2022) indicated that teachers should do the following in the process of teaching English grammar:

1) Pay attention to students' different learning needs and use a variety of teaching methods to stimulate students' interest in learning. Design learning activities of different levels of difficulty for students with different levels of ability and different learning styles.

2) Provide students with learning materials that are meaningful. Develop students' English learning skills through gradual and progressive ways such as perception, experience, application and practice, such as audio recordings, videos, pictures and songs to give students repetitive input and consolidation, avoiding mechanical following and memorization.

3) Students should be given the opportunity to organize and summarize what they have learned with the help of charts and graphs, etc., and encouraged to use learning resources actively.

The Situational approach in this study was completely in accordance with the English grammar standards, created different scenarios for students under different topics to stimulate students' interest in learning. The use of the ClassIn platform was also been in line with the use of meaningful learning materials, such as pictures, videos, etc., for students as proposed in the standards.

### **2.2.3 Grade 5 English Grammar Standards for Compulsory Education in China (2022 Edition)**

According to the English curriculum standards (2022 version), the grammar of the fifth grade is divided into three main categories: word classes, word formation and syntax. Among them, word classes include ten major word classes such as nouns, verbs, adjectives, adverbs, pronouns, number words and so on. And word formation contains four methods such as synthesis and derivation. Syntax involves sentence types such as declarative and interrogative sentences, verb tenses such as general present tense, present progressive tense, and general past tense, and basic sentence structures such as simple sentences such as existential-present and subject-predicate sentences. These grammars are the most basic syntactic structures for learning English, and if a good foundation can be laid in elementary school, subsequent English learning can be achieved with very good results in very little time. This study used the ClassIn platform through Situational approach to test students' grammar achievement and students' learning satisfaction based solely on the above mentioned fifth grade grammar standards, with selected presentational sentences as examples.

## **2.3 English Grammar**

### **2.3.1 Definition and Significance of English grammar**

Wilkins (1927) said that without grammar very little can be conveyed. This shows the importance of grammar. There is also Wang (2010) defined grammar, as a set of rules for choosing words and putting words together to make sense, plays a significant role in language teaching. Without grammar, language does not exist. Therefore the study of grammar is very important. Learning grammar builds sentence structure and expresses the complete meaning. Just learning vocabulary and building up vocabulary does not convey the full meaning and may make the person who understands listen as if they understand and then as if they do not. Only by using grammar to link the vocabulary together with sentence structure can it be easier for people to understand. Xiao (2023) also showed in her study that the learning efficiency

accompanied by professional lectures on grammar is superior to the experience gained by actual communication and solid practice. After all, summarizing on our own requires a lot of time for trial and error, while the syntactic structures summarized by our predecessors can help us easily understand how to use them.

Combined with the above research, this study believed that the teaching of grammar is very necessary, and the study of the newest and most practical methods of learning grammar that are most suitable for students. Only when grammar is taught well, students will be interested in learning grammar and pay attention to it, thus achieve the purpose of helping English language use.

### **2.3.2 The challenges of teaching and learning English Grammar in China**

Chinese and English are very different languages, whether in terms of grammatical structure and vocabulary, or pronunciation and writing system. From the point of view of the grammar to be analyzed in this study, Chinese is a subject-predicate-object language, which usually adopts the subject-predicate-object order. English, on the other hand, is a subject-predicate-object language, which usually adopts the subject-verb-object order. Chinese usually uses changes in words (e.g. verb tense, number of nouns) to indicate grammatical relationships, while English relies more on word order and auxiliary verbs. Therefore, in China, where students are native speakers of Chinese, most of them lack knowledge of the cultural background of English and other elements, making it difficult for them to master expressions that conform to correct English in a real sense.

Xiao (2023) pointed out in her study that the current situation of English teaching in China, the teaching of grammar has a lot of problems for the following main reasons:

- 1) Most Chinese students learn English in a Chinese context. English teachers are all Chinese teachers who use Chinese as their daily communication. In their spare time, teachers use Chinese to communicate with students, and even English teachers teach and explain in Chinese during class. As a result, the students' exposure

to English is very short, and there is no way for them to form a complete knowledge of the structure of English sentences, so they can only rely on the grammatical structures given by the teacher in class to analyze them on their own. Without a lot of grammatical input and output, grammatical structures are just conceptual definitions for students, which are difficult to understand, not to mention applying grammatical structures to output their own sentences.

2) English teachers' teaching concepts are biased. Some teachers have teaching concepts that emphasize scores and belittle skills. These teachers pay a lot of attention to the pursuit of scores and promotion rates, and in the process of explaining grammar, they only think about how to improve students' English test scores, so they keep emphasizing how to teach students to do the right test questions and get high scores in class. Instead, the main task is how to help students understand grammar and use it.

3) Most teachers neglect grammar teaching. In China, English teachers take memorizing vocabulary and sentences as their main task and neglect teaching grammar, and even some teachers avoid teaching grammar because they are not professionally competent themselves and are not clear about grammatical structures. In the long run, students will also weaken English grammar, thinking that memorizing vocabulary and sentences is enough and there is no need to learn grammar.

4) Teaching methods are not new and teaching is boring. Some English teachers rely too much on textbooks and use the direct translation method to teach, and they often let students memorize sentences and grammatical structures, which leads to students' resistance to English grammar, unwillingness to learn grammar, and the belief that grammar learning is boring. Just like in traditional English grammar teaching class, students in the classroom are at best memorizing grammatical knowledge and practicing mechanically, and their learning subjectivity cannot be effectively played. Some teachers do not have the awareness of using information technology and do not rely on the current conditions of information technology to create an English grammar learning situation for students. There are also teachers who have adopted new teaching modes, but there is little change in the content and methods, and students still lack a sense of freshness.

This study argued that there were so many problems in teaching English grammar in China, and finding better ways to teach English was a problem that cannot wait. This study tried to find out new teaching methods that were suitable for students to learn English grammar nowadays and helped to solve some of the problems in teaching English grammar in China.

## **2.4 Situational Approach**

### **2.4.1 Definition of Situational Approach**

Intarpanich (2013) discussed that Situational Language Teaching emphasized on spoken language teaching in the beginning; the target language is the language of the classroom, and new language points are introduced and practiced situationally. Cheng (2017) stated that Situational approach is a way for lecturers to make students understand and deepen their mastery of the teaching content from situational participation and experience by carefully arranging situations in the teaching design and organization sessions according to the content taught. Sun (2022) defined Situational approach as a teaching method in which the teacher introduces or creates and designs vivid scenarios according to the teaching objectives in the teaching process, so that students can experience the attitude in the scenarios, so that students can have a deeper understanding of the teaching content, and at the same time, realize the best teaching effect.

In this study, the Situational approach was a teaching method that used multimedia such as pictures, audio and video, or physical objects to create real-life scenarios for students to access and understand, and helped them understand and learn new knowledge on the basis of their existing cognitive foundation.

### **2.4.2 Advantages of Situational Approach**

With the development of the times, the need for constant updating of teaching methods has increased. Educators gradually realize the importance of innovative

classroom models. Situational approach as a teaching method that can attract students' interest is slowly accepted and liked by teachers and students. Kang (2023) in her study, said that Situational approach starts from the common situations of students, which creates a sense of realism and makes it easier for students to become involved in it. This approach not only attracts students' attention and inspires them to think and explore, but also guides students to apply what they have learned to real life and enhances their language using ability.

Lin (2021) stated that students learn very passively and ineffectively in the traditional teaching mode. Situational approach breaks the traditional teaching mode, which is characterized by the integration of listening, speaking and acting, and its key point is to stimulate students' interest in learning English. Teachers try to use objects or visual aids in classroom teaching to create scenarios to arouse students' motivation or inspire their thinking. Situational approach attaches importance to students' emotional feelings, which absorbs the essence of traditional teaching methods and combines the laws of human psychological activities revealed by modern psychology, integrating intuition, inspiration and emotionality, representing the development trend of modern teaching methods.

Therefore, this study believed that Situational approach could be applied to the teaching of English grammar, through the real situation created by the teacher, students could better understand and use English grammar.

### **2.4.3 Situational Approach in English Grammar Instruction**

Huang (2021) suggested that in elementary school, students are exposed to grammar knowledge that is relatively basic and superficial. These grammatical knowledge is often practical and not extended. Therefore, English grammar teaching in elementary school should not focus too much on theoretical and formulaic knowledge points, not to mention the rote-learning mode of teaching, forcing students to accept knowledge passively. Teachers should be good at finding topics and creating situations when teaching

grammar, so that students can actually experience how grammar points are used, and thus be able to happily master grammar knowledge by themselves in the experience.

The English Standard for Compulsory Education in China (2022 version) also stipulated that teachers should innovate teaching methods, update their teaching concepts, and build appropriate Situational approaches in teaching to guide students to learn English and improve their English literacy. And many researchers also use Situational approach in teaching English grammar. Li (2023) discussed that every student has certain differences in cognitive patterns, memory ability and comprehension level due to innate or acquired reasons. Teachers who carefully observe and analyze the actual situation of students choose the appropriate context. By creating real-life examples or simple and easy-to-understand examples, combining students' thinking and practice, and strengthening the connection between grammar knowledge and real life, they can stimulate students' curiosity, prompt them to take the initiative to learn English grammar, and improve the quality of students' learning and learning efficiency. The scenarios set by teachers can make English life-like, bring students closer to English grammar learning, improve students' ability to use grammar, turn abstraction into concrete, and enhance students' perceptual cognition and rational thinking.

Elementary school students are young and have poor mechanical memory, but they are willing to explore. The use of some prompts, such as pictures, body language, information sheets, key words and so on, can fully mobilize them to participate in classroom activities and conduct grammar drills. Grammar learning itself is not the ultimate goal of language learning; learning grammar is for better learning and use of language. Situational approach can help teachers to integrate the corresponding grammar knowledge into a complete situation, so that students can perceive it, learn it and apply it, so that English grammar learning can be liberated from rote memorization (Ren, 2023).

Combined with the above studies, this study believed that created authentic situations using Situational approach was helpful for elementary school students to learn English grammar. Real-life situations could firstly make students interested and make the class less boring; secondly, they could help students understand how the

grammar was used in life within the scope of their existing knowledge; thirdly, they could let students try to practice using English grammar in real-life situations by themselves to achieve the purpose of language use.

## **2.5 ClassIn Platform**

### **2.5.1 Introduction of ClassIn platform**

ClassIn platform is an online teaching and learning platform of YiOu Education, adhering to the concept of student-centered teaching and learning, assisting educators to implement professional teaching and helping learners to acquire lifelong learning ability. ClassIn platform follows the proven educational theories, and uses the power of technology to assist educators to continuously improve the efficiency of teaching and learning and teaching results. ClassIn platform creates a global one-stop platform for teaching and learning, and is committed to exploring ways to integrate the Internet and education to realize unlimited resources. ClassIn platform meets the needs of students, teachers, schools, districts and other different demand-side needs, and supports the mixing of documents, papers, boards, homework templates, microclasses and other teaching resources. ClassIn platform not only meets the needs of online classes, but also helps educators to acquire lifelong learning capabilities by using the power of technology. ClassIn platform not only meets the needs of online classes, but also realizes the education concept of integrating online and offline, where offline classrooms and online classrooms complement and promote each other, gradually forming a new teaching mode and realizing the combination of scaled teaching and personalized learning.

Fan (2023) conducted a survey that revealed Tencent Meeting, Dingtalk, Tomorrow Advancing Life (TAL), I-chaoxing and ClassIn platform are top five online live platforms. This shows that after actual use, most of the schools think that ClassIn platform is more suitable for teaching and learning in schools. This shows that after actual use, most of the schools think that ClassIn platform is more suitable for

teaching and learning in schools. Including Peking University, Tsinghua University, Oxford University Press are using ClassIn platform.

### 2.5.2 Advantages of ClassIn platform

ClassIn OMO (2021) organized the multi-scenario application of ClassIn platform for nearly 30 types of courses. Among them, nine subjects can be taught, including language, math, English, physics, history, etc.; nineteen types of quality cultivation courses are involved, such as Chinese as a foreign language, art, chess, programming, mind mapping, etc. ClassIn platform also comes with the following tools and so on for teachers to choose from:

1) Support rich teaching resources, such as courseware resources, homework resources, test paper resources, etc. Teachers can also create their own courseware, homework resources, test paper resources, and so on. Teachers can also create their own courseware, assignments, test questions, etc. and upload them to the cloud for use.

2) With professional teaching tools, such as question and answer machine, robbing answer machine, small blackboard, random selection and other interactive tools; there are also screen sharing, software screen casting, auxiliary camera and other auxiliary tools; physics experiments, chemistry experiments, teaching materials and other teaching application tools.

Wang (2022) did research specifically on ClassIn platform, which showed that ClassIn platform fully meets its own classroom needs, and the effective application of ClassIn platform to the classroom contributes to the innovation of the current network teaching mode, improving teaching efficiency and the effect of interactive learning feedback from students. ClassIn platform has unique advantages of customized interface and convenient operation, as well as powerful interactive functions and personalized teaching functions. It also has a board writing function that helps teachers convey the process of drawing and writing, and uploading and moving pictures can create the scenarios that teachers want.

Kong (2019) indicated that nowadays the English classroom should utilize modern information technology to design an innovative classroom teaching mode with diversity, openness, fun and dynamism based on the learning situation and teaching objectives. The use of information technology can create a vivid English classroom atmosphere for the whole classroom, and English knowledge is no longer taught in a boring and single way, but presented in a diverse and interesting way, such as the use of images, sounds and animations to transform static English knowledge into dynamic video or sound display, so as to bring the students a unique experience in the English classroom. The various tools provided by ClassIn platform can precisely meet the needs of English teaching. ClassIn platform provides a variety of tools to meet the needs of English teaching.

In conclusion, ClassIn platform not only has a resource library containing text, pictures, tables, videos and other forms, but also a variety of professional teaching tools for teachers to use in the classroom, these teaching aids not only help teachers to realize online teaching, but also combine online and offline teaching, so as to make the teaching in line with the development of the current era and to meet the students' interest in learning at this stage.

### **2.5.3 Application of ClassIn platform in English Grammar instruction**

Teaching English grammar is boring, so how to use the ClassIn platform to make the classroom interesting and make students interested and willing to learn is part of the purpose of this study, and part of the purpose is to simplify the complex and difficult grammar and make it easier for students to understand instead of memorizing and remembering the immovable grammatical formulas. The teaching toolkit developed by the ClassIn platform can help English teachers achieve what they need in teaching. platform has developed a teaching toolkit that can help English teachers to realize what they need in teaching, and its interactive electronic blackboards with a variety of functions can also provide sufficient technical support for the English teaching classroom.

Pan (2022) discussed that ClassIn platform, as one of the ways of practicing smart classroom, abandons the single dull teaching method, gives play to students' learning autonomy, and stimulates students' interest in independent inquiry. Teachers use the electronic blackboard to be driven by problematic tasks, and students use the toolbar group discussion to complete the characters on the learning plan through a series of processes of practicing, discussing, cooperating, exploring and evaluating. Interactive platform teaching helps to form a good learning atmosphere of teacher-student interaction and student-student interaction, so that grammar learning is no longer boring and students can really learn something.

The interactive teaching platform is supported by the teaching tools. The icons, functions and usage of the teaching tools in the ClassIn platform are listed in Table 2.1 below. (The location of the tools on the interface is slightly different between the computer version and the cell phone version and the ipad version, but the pictures and functions are the same.)

Table 2.1 Functional description of ClassIn platform teaching tools



Num.	Pictures of tools	Function	Methods of use
1		Switch to normal mouse	Left-click to switch states.
2		Drag and Drop Whiteboard Image	Left-click and drag the image anywhere on the whiteboard.

Table 2.1 Functional description of ClassIn platform teaching tools (Cont.)



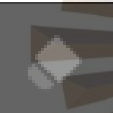

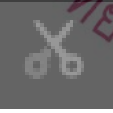
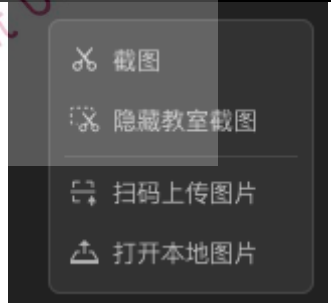
Num.	Pictures of tools	Function	Methods of use
3		Painting Brush	 <p>Left-click to switch to the brush, as shown in the picture above, drop the color palette to choose the brush thickness, size and color, as well as to choose any shape of the frame.</p>
4		Eraser	Left-click to switch to the eraser and erase what the brush has drawn.
5		Typewriting	Left-click to switch to text input, typing at the keyboard to display to the board
6		Screenshot	

Table 2.1 Functional description of ClassIn platform teaching tools (Cont.)


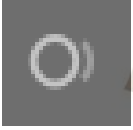





Num.	Pictures of tools	Function	Methods of use
6 (Cont.)			 <p>Left-click to take a screenshot, or upload a picture.</p>
7		Laser Pen	Left-click to switch to a laser pointer, which is more visible wherever the mouse goes.
8		Cloud Drive	Left-click to open the cloud drive, select their own computer files or cloud drive files.
9		Toolbox	

Table 2.1 Functional description of ClassIn platform teaching tools (Cont.)

Num.	Pictures of tools	Function	Methods of use
			Left-click to open the toolbox, which contains tools such as dice, answering machine, small blackboard, timer, timer, grabber, random selection, physics and chemistry experiments, Go small blackboard, ruler tool, geometry and other tools.
10		Chat box	Left-click to view chat box messages and type in chat.
11		Student Administration	Left-clicking allows teacher to manage student actions such as handing out medals, muting, raising hands to answer, and giving permission to use tools.

Source: Researcher

In summary, these teaching tools can accomplish interactive teaching methods, which can help English teachers to realize teacher-student interaction and student-student interaction, create a student-centered classroom, and also simplify and make the complex English grammar more interesting, so that the students can understand it better, and use it more in learning, learning by using it.

## 2.6 The use of ClassIn platform through Situational approach for English Grammar

As early as 1950, Hornby (1950) mentioned in his research that language learning needs to be drawn from objects, relationships and activities that are familiar to students. These familiar objects are easier for students to understand and remember, so this is what the Situational approach is trying to achieve, using familiar objects to simulate real-life scenarios so that students can learn the language.

Li (2018) discussed that Situational approach turns students learning the language into using the language. Authentic conversation scenarios provide students with a better understanding of the environment. For foreign language learning, teachers need to bring teaching materials to the classroom to create an authentic environment for language learning. However, the fact is that in China, most classes take place in the classroom, and the objects in the classroom are very limited, perhaps involving whiteboards, tables, chairs, etc., and do not include all the objects in life. Moreover, very few schools in China are willing to move the classroom to other venues, and it is unrealistic to change the setting of the English lesson for each topic. Therefore, it is necessary for teachers to use technology to bring objects from life into the classroom, so as to achieve the goal that there is no limitation to any topic, and teachers can create corresponding real situations for students.

This is the era of information technology, and there are a variety of software and platforms that enable teachers to create authentic language situations in the classroom. However, different topics require different technologies, and teachers cannot download and use one software or platform for every topic they need to use. For example, if a teacher needs to learn a noun and needs a picture, he or she downloads or uses a picture tool; if he or she needs audio and video, he or she downloads audio and video software; if he or she needs courseware, he or she downloads and uses a tool for creating courseware. Once all these programs are downloaded, and all of them are needed for a particular lesson, then all of them need to be opened at the same time, which can lead to computer lag or poor operation, poor switching, etc. ClassIn platform can compensate for these problems, not only uploading pictures, but also typing and drawing on the pictures. ClassIn platform also supports uploading and using courseware, audio, video, etc., which can be operated under the same interface, which is convenient and simple. Teachers can use different functions according to different teaching topics and course design.

In conclusion, the learning of English grammar needs Situational approach to enable students to achieve the purpose of simple comprehension and rapid language use, and nowadays, in the age of information technology, the rich teaching resources and

diversified teaching tools of ClassIn platform are needed to achieve the purpose of creating real-life scenarios. Therefore, combine ClassIn platform and Situational approach for teaching English grammar is a very necessary attempt, which may achieve the purpose of making grammar teaching interesting and making students willing to learn English grammar actively.

## **2.7 Related Theories**

### **2.7.1 Constructivism**

Piaget put forward the constructivist learning theory, that the learner for knowledge and information "construction" is active. Constructivist learning theory should give full play to the students' subjective initiative, so that students can acquire knowledge through independent learning, in the process of independent learning, the brain's understanding of knowledge to construct knowledge system, so as to form a knowledge structure that combines the students' subjective needs and their own experience. This way of knowledge construction, the teacher should provide a learning environment, create interest and link knowledge illustrations (Huang, 2018).

Doll (1993) stated in his book that constructivism emphasizes "student-centeredness" and believes that learning is not a process in which knowledge is simply passed from teacher to student, but rather a process in which students construct their own knowledge. Students do not simply passively accept knowledge, but actively select, process and deal with external information according to their own experiential backgrounds in order to acquire their own meanings. True understanding can only be constructed by the learners themselves on the basis of their own experiential background, depending on the process of learning activities in a given situation. Otherwise, it is not understanding, but rote memorization and passive replicative learning. Curriculum is shaped by the behavior and interactions of the participants.

The interactive teaching method of teacher-student interaction and student-student interaction is based on constructivist learning theory, which can stimulate students' initiative and creativity so as to achieve the purpose of improving teaching efficiency. Yuan and Li (2017) believed that interactive teaching can be categorized into five types based on the criteria of interaction specific representations. First, questioning and stimulation, that is, the teacher guides students' thinking and promotes the progress of the course by asking questions about the key issues in the teaching materials; second, thematic discussion, which combines thematic method and discussion method, and starts from a certain teaching topic and guides the students to discuss about the issues; third, case teaching, based on cases, the teacher puts forward a certain case, plays the roles of a designer and a motivator, and encourages the students to have a The fourth is the practice teaching method, that is, to create conditions for students to participate in practice, hands-on operation, to find ways to solve problems; fifth is the scenario simulation method, the teacher restore the specific situation in the textbook, the students simulate a position or play a role in the context of the skills training or situational experience. Among them, situational simulation method and practical teaching method as two important teaching methods in the interactive teaching mode, play an inestimable role in teaching practice. Constructivism believes that knowledge survives in concrete, contextual, and perceptible activities, rather than abstract symbolic generalizations that can be transferred to various contexts, as the traditional view of teaching suggests. Thus, constructivism requires that learning be done in real or real-like contexts, and that learning can only be truly understood if it is combined with contextualized social and practical activities. It can be seen that constructivism, while emphasizing contextualization, focuses on the relationship between learning and practice. Talking on paper does not enable students to produce deep understanding, and it is necessary to make the abstract symbols and words in books internalized and absorbed by students in practice, so that they can be reasonably relocated and applied in life, and to accomplish the educational goal of cultivating practical talents required by the modernization of education. Teachers for the teaching content is easy to make people touch the scene of the part, set up a high degree of simulation of the situation, let the students in the specific situation to make their own independent judgments and

choices, in order to make the students to the abstract knowledge concretized, so as to deepen the memory and understanding, but also to enhance the future in the social practice of problem-solving ability, truly learning to use.

The researcher believed that Situational approach was right in line with the constructivist learning theory, which is learner-centered and allow students to independently understand the new content on their own by combining their existing experience and knowledge through situations created by the teacher in order to achieve the purpose of learning. Therefore, the importance and relevance of constructivism as the theoretical foundation of this study is self-evident. In other words, in order to realize the application of Situational approach to the elementary English grammar teaching classroom, constructivist learning theory plays an irreplaceable role as a theoretical cornerstone.

### **2.7.2 I Do We Do You Do model**

Fisher and Frey (2007) mentioned the I Do We Do You Do model, which is a kind of scaffolding teaching model, or can be said to be a progressive teaching model. The I Do We Do You Do model changes the teacher-centered to student-centered, and the whole steps from the teacher's demonstration to the hints to the student's practice are all gradual. The I Do We Do You Do model transforms teacher-centered teaching into student-centered teaching.

Shaun (2015) explained that the I Do We Do You Do model is a series of steps from the teacher giving instructional instructions to having the student complete them independently. In the I do stage, the teacher needs to explain to the student how to do it; in the We Do stage, the teacher does part of the steps and then helps the student with the rest of the steps; and in the You Do stage, the student independently completes all the complete steps or You Do stage, where students complete all the steps independently or show the teacher their own understanding.

This study was related to the I Do We Do You Do model, which helped to make all grammar practice activities clearly after the teacher had explained English grammar. The teacher demonstrates how to do the grammar activity, then helps the students to practice it once, and finally the students complete the activity independently. This model helps students to fully understand how to do the activity after several demonstrations, and the repeated demonstrations also strengthen students' memory and help them to better understand and use English grammar.

## **2.8 Related Research**

### **2.8.1 International research**

#### **2.8.1.1 ClassIn Platform**

Because ClassIn platform is an online teaching platform that developed rapidly in China only after the outbreak of the New Crown Virus, there are very few foreign studies on ClassIn platform. Only a few studies contain the following aspects:

(1) Interactive research on online teaching platform. Niu (2023) selected ClassIn platform to analyze the interactivity of the online platform while considering the different class sizes.

(2) Research on the ethical imbalance of online teaching classrooms in China. Fan (2023) conducted questionnaire surveys and interview tracking for students and parents to compare the use of live online classrooms in Chinese university, middle and elementary school education year by year, and to analyze the factors affecting online classrooms.

(3) A study of synchronous online second foreign language writing courses. Wang and Huang (2022) conducted a study of second language learners taking writing courses in ClassIn platform.

From the above studies, there were very few foreign studies on ClassIn platform and there were not any studies related to English grammar teaching in elementary school. Therefore, this study might enable more researchers to see the

advantages of ClassIn platform for English grammar teaching, so that more researchers were be willing to continue to study ClassIn platform in depth and discover more teaching possibilities.

#### 2.8.1.2 Situational Approach

Situational teaching method originated in the 1930s and was founded by British structuralist linguists and has been applied to English language teaching in a large number of cases. There are a lot of researches on Situational approach in foreign countries, and the researcher categorizes the researches on Situational approach to English language teaching in the past five years into the following contents according to the degree of relevance:

(1) Using Situational approach to teach vocabulary. There are many foreign researchers who apply Situational approach to vocabulary teaching. Masna and Martaputri (2020) conducted this study in elementary school and concluded that the advantages of using this method were enhancing students' motivation, and creating an effective teaching-learning process. Martaputri (2020) investigated the advantages of using Situational approach in teaching vocabulary and the challenges faced by English teachers in using Situational approach in teaching vocabulary. The results of the study showed that the use of Situational approach can increase students' motivation and create an effective teaching and learning process.

(2) Using Situational approach to target the teaching of spoken English. Luqyana et al. (2023) in her study analyzed the effectiveness of Situational approach in teaching speaking skills in middle school. The results of the study showed that most of the students improved in the area of speaking skills after using the situational language pedagogy employed by the researcher and the teacher in the classroom. Situational language teaching method is an effective method to help students improve their speaking skills and increase their self-confidence.

(3) The main features of Situational approach in foreign language teaching. Sarimsoqov (2019) in his study reviewed and summarized the Situational approach and analyzed that Situational approach has a great influence on

foreign language learning, the skills and abilities formed in the implementation of situational training will be necessary in the professional activities of students.

According to the above studies, situational approach has a great help to English teaching, but they were all focused on vocabulary and speaking, and there was a lack of research on English grammar. Moreover, these studies were based on the traditional classroom and do not use any technology. Therefore, this study analyzed whether Situational approach could help students' English grammar by using technology and combined it with Situational approach to teach English grammar.

## **2.8.2 Chinese Research**

### **2.8.2.1 ClassIn Platform**

Wang (2022) widely used a variety of formal online teaching platforms for experimentation, after comparing the advantages and disadvantages that ClassIn platform meets most of the needs, and selected ClassIn platform to analyze its characteristics, and concluded that ClassIn platform can realize the two-way interaction between teaching and learning, and its rich multimedia resources can stimulate students' interest in learning and enrich their learning experience. The above research proves that ClassIn platform has a good role in teaching and can meet the teaching needs.

Pan (2022) used ClassIn platform for English grammar teaching throughout the study and concluded that the teaching using ClassIn platform is student-oriented, breaking through the traditional grammar teaching mode, allowing students to make full use of information technology to integrate and optimize teaching resources, mastering grammar knowledge in an interactive and interesting classroom, and improving the quality of grammar teaching. The quality of grammar teaching is improved. The above research proves that ClassIn platform helps to teach English grammar, but the above research is for high school students, and students of different

ages may have different effects, and ClassIn platform may not necessarily be effective for primary school students to learn English grammar.

Kong (2022) used ClassIn platform to teach English reading in elementary school in his study and concluded that the integration of information technology and elementary school English teaching is an innovation that can improve students' learning ability. The above study proves that ClassIn platform meets the needs of elementary school English teaching and can be used as a teaching tool to help students learn. However, the above study is again for English reading skills and does not showed that it is helpful for English grammar.

Therefore, this study might fill the gap in the above research by using ClassIn platform to teach English grammar to grade 5 primary students, and analyzed whether it could help them learn English grammar effectively and improved their satisfaction in learning English grammar.

#### 2.8.2.2 Situational Approach

There are many studies in China about applying Situational approach to English language. Liu (2021) showed in his research that Situational approach is very important to English language teaching, both in the preparation of textbooks and in the actual teaching process. Situational approach is divided into many kinds of teaching methods, such as physical situational approach, performance situational approach, game situational approach and so on, all of which are designed to maximize students' learning initiative and can help students participate in the classroom.

There are also many researches for teaching English grammar. Sun (2022) taked "used to" grammar in the fourth unit of the ninth grade English textbook as an example and adopted Situational approach to teach it, and the results showed that Situational approach is very helpful to students' English grammar learning.

Xu (2022) discussed that the Situational approach to junior high school English grammar teaching, analyzed the relationship between Situational approach and grammar teaching, and concluded that Situational approach is of high value in the junior high school English grammar classroom in the new era, and that junior high school English teachers need to raise their awareness of Situational approach, combine classroom and extracurricular activities, and create a good teaching environment for grammar teaching, so as to help students master English grammar knowledge. English Grammar Knowledge.

Ding and Xiao (2022) explored the application of multimedia-assisted Situational approach in high school English grammar and concluded that high school English teachers should innovate the approach and use various ways to create teaching scenarios to change the boring teaching atmosphere, to stimulate the students' interest in learning English, and to help students learn English grammar.

The above studies showed that Situational approach can be applied to English grammar teaching and have a good impact on it. However, the above studies are all about teaching English grammar to middle school and high school students, and there is a lack of related studies about teaching English grammar to primary school students, and there are many different ways of multimedia-assisted Situational approach. This study chose one of them, using ClassIn platform, to teach English grammar to elementary school students through Situational approach, hoping that it can help students to improve their English learning, and show other researchers that there can be more ways to teach English grammar to elementary school students, and that it can be combined with technological teaching, and that Situational approach can be created so that students can learn happily.

## 2.9 Conclusion

It has been proved by many researchers that grammar is crucial to English language learning, and effective grammar learning can help students build sentence structure and let them combine words together to express their meanings in an organized way, so grammar teaching is also a very important part of English teaching. And now it is the era of information technology, according to some research results, teachers urgently need to update their teaching methods, keep pace with the times, and improve the classroom teaching results effectively with the help of technological teaching methods. However, although most scholars have realized this and done a lot of research on grammar teaching, the research on the use of the Internet and multimedia for grammar teaching in the current technological information age needs to be explored urgently. In addition, elementary school is an important stage to lay a foundation for students to learn English, and only by laying a solid foundation in elementary school can students learn English with half the effort. However, there is very little research in the field of English grammar teaching in elementary school, and it is all focused on the traditional classroom, and there is a very obvious gap in the research on the use of technological teaching methods for teaching English grammar in the elementary school level. The results of some studies showed that Situational approach plays a very good effect on students' English grammar learning, and ClassIn platform also greatly improves students' interest in learning, and its teaching tools help teachers to solve a lot of problems. Therefore, this study was adopted ClassIn platform as an emerging technological tool and combined it with Situational approach to create real-life scenarios for students to learn English, and then compared the achievement of English grammar learning before and after Chinese fifth-grade students, and examined the English grammar learning satisfaction of Chinese grade 5 students using ClassIn platform through Situational approach.

## CHAPTER 3

### RESEARCH METHODOLOGY

The purpose of this study was to use ClassIn platform through Situational approach to improve grade 5 Chinese students' English grammar achievement and to increase students' learning satisfaction. In this chapter, the researcher will describe the research methodology in terms of research design, participant and sample selection, data collection instruments, validity and reliability of the research instruments, and data analysis.

#### 3.1 Research Design

This study was conducted through quantitative methods. The researcher obtained the experimental data through pre-test and post-test, as well as questionnaire to the students.

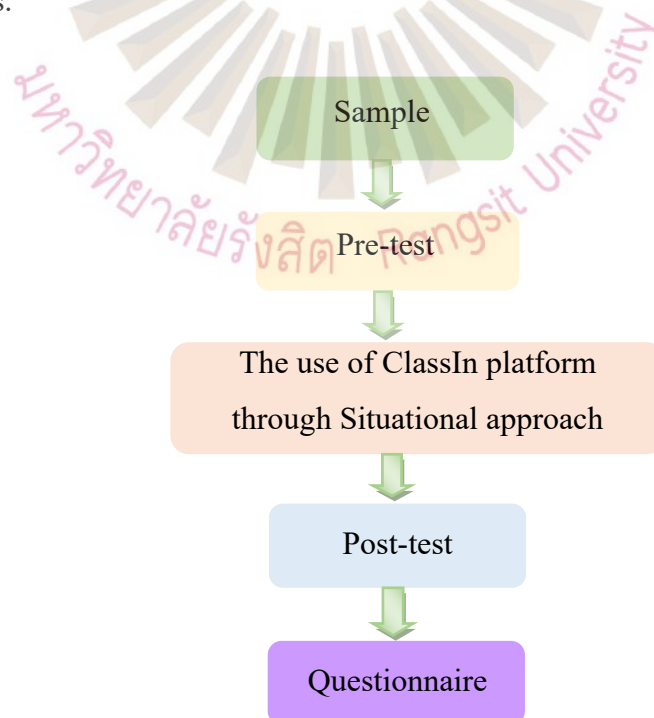


Figure 3.1 Research Design of the Study

This study used ClassIn platform through Situational approach to teach English grammar to grade 5 Chinese students, tried to create a real English grammar learning environment by using pictures, audio and video, etc., to improve students' English grammar achievement and increase their learning satisfaction. The pre-test and post-test were used to detect the improvement of English grammar achievement, and the questionnaire was used to detect the students' learning satisfaction.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population of this study included 4 classes in a primary school in Shaanxi Province, China. The age range of the participants spanned from 10 to 11 years old, and the participants contained a variety of genders and different levels of English grammar and learning skills.

### **3.2.2 Sample group**

The researcher used a clustered random sampling method to select one of the classes of 30 students in a primary school in Shaanxi province. The students in this class were mixed gender and had different English levels of achievement and different learning abilities.

### **3.2.3 Location**

This study was conducted on grade 5 students in a primary school. The school is located in Shaanxi Province, China. There were about 60 teachers and 1100 students in the school. Among them, there were a total of 120 students in the fifth grade. According to the national curriculum standards, all students in all grades are required to take English courses.

### 3.3 Research Instruments

Three instruments was used in this study to collect quantitative data. These three instruments included four lesson plans, English grammar achievement tests (pre-test and post-test), and a questionnaire.

#### 3.3.1 Quantitative Data Collection Instrument

##### 3.3.1.1 Lesson plans

The researcher developed lesson plans based on the grammar points of Unit 5 in the People's Education Publishing House fifth grade English textbook. There were two achievement tests (Pre-test & Post-test) and four lesson plans, included two sessions in each plan. Each lesson was 45 minutes long, made a total of eight lessons. The lesson plans were based solely on the curriculum standards. The researcher used the Situational approach to teach English grammar on the ClassIn platform, which involved teaching vocabulary needed for grammar and teaching and practicing grammar. The vocabulary and grammar involved in the lesson plans were all based on the national English curriculum standards, which were fully in line with the English language level of primary 5 students. The lesson plans are shown in Table 3.1.

Table 3.1 Lesson Plan

Lesson Plans	Time	Topics	Teaching methods
Pre-test			
Lesson Plan 1	1 <sup>st</sup> class (45min)	Learn vocabularies required for the grammar	The teacher says the words and students find the words in a scene created by the teacher. Watch the video to find words and fill out the KWL form.
	2 <sup>nd</sup> class (45 min)		One student says the word and the other students find the word in a scene created by the teacher.

Table 3.1 Lesson Plan (Cont.)

Lesson Plans	Time	Topics	Teaching methods
Lesson Plan 2	3 <sup>rd</sup> class (45 min)	Learn and practice grammar “There is a/an ____.”	The teacher says the sentences while moving the pictures to create the scene. The teacher says the sentence and the students move the pictures according to the sentences to create the corresponding scenario.
	4th class (45min)		The class says the words and the teacher finds the words in a scene created by the teacher. One student say the sentence and other student move the picture to create the appropriate scenario based on the sentence.
Lesson Plan 3	5th class (45min)	Learn and practice grammar “There are Number ____.” “There are many ____.”	The teacher says the sentences while moving the pictures to create the scene. The teacher says the sentence and the students move the pictures according to the sentences to create the corresponding scenario.
	6th class (45min)		The class says the words and the teacher finds the words in a scene created by the teacher. One student say the sentence and other student move the picture to create the appropriate scenario based on the sentence.

Table 3.1 Lesson Plan (Cont.)

Lesson Plans	Time	Topics	Teaching methods
Lesson Plan 4	7th class (45min)	Presentation	Teacher show her house picture by using ClassIn platform. Teacher use “There is/are ___.” grammatical sentences to describe her house.
	8th class (45min)		Students design their dream house and describe their rooms using grammatical sentences.
		Post-test	

### 3.3.1.2 English grammar Achievement Tests (Pre-test and Post-test)

The researcher was conducted a pre-test and a post-test for the sample group to assess the proficiency in English grammar. The test questions followed the course outline and syllabus exactly and the test contained various aspects involving the vocabulary of the grammar learned, the meaning of the grammar learned, and how the grammar learned was used. In order to ensure fairness and to make the results more convincing, there were two teachers including researcher who assess the scores of each participant, and the other teacher was a English teacher from the same school. After the assessment, the scores given by the two teachers were added together and the mean score was calculated. There are 15 questions including 5 multiple-choices, 5 fill the blanks and 5 sentence writing questions. The total score of the grammar test in this study is 20 points. (See Appendix C)

### 3.3.1.3 Questionnaire

In order to find out the students' satisfaction after using ClassIn platform through Situational approach to learn English grammar, the researcher designed a questionnaire to detect the students' feedback. The questionnaire was divided into two parts. The first part simply collected information about the students, and the second part set up 3 dimensions of statements, the 3 dimensions included

detecting the students' interest and motivation after using ClassIn platform through Situational approach to learn English grammar; students engagement after using ClassIn platform through Situational approach to learn English grammar and the efficacy after using ClassIn platform through Situational approach to learn English grammar. There were 5 statements for each dimension, made a total of 15 statements for the entire questionnaire. Each statement was scored on a 5-point Likert scale ranging from 1 to 5. 5 means strongly agree; 4 means agree; 3 means neutral; 2 means disagree; and 1 means strongly disagree. Before the participants scored each statement in the questionnaire, the teachers translated and explained it in their native language to ensure that the students scored it with full understanding.

### **3.4 Validity and Reliability of Research Instruments**

#### **3.4.1 Validity**

Content validity refers to the degree of agreement between what a scale actually measures and what it is intended to measure. Content validity is an important indication of the quality of a scale. The Index of Item Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) was used to assess content validity during the development phase of an item. Content experts rate individual items based on the degree to which they measure the specific objectives listed by the test developer. The expert will evaluate each item by scoring the item +1, 0, and -1. +1 =clearly measured; -1 =not clearly measured; 0=not clearly. If the assessment results in an IOC score between 0.67 and 1.00, the item is suitable for use. If the score is below 0.67, it needs to be modified or even deleted.

In order to better measure the content validity of the lesson plans, achievement tests, and questionnaires. The researcher was asked three professionals to evaluate the lesson plans, achievement tests, and questionnaire by using item goal congruence. The result showed that all instruments were validated with a score of 1.00.

### 3.4.2 Reliability

Cronbach's alpha is very common for measuring of the reliability of psychological or educational tests, which is used as an indicator of the reliability of a test by estimating its internal consistency according to a certain formula. It is the most commonly used reliability index in social research and measures the reliability of the "sum" of a group of synonymous or parallel tests. In this study, the Cronbach's alpha was used to measure whether the test items meet the reliability criteria.

Usually the Cronbach's alpha has a value between 0 and 1. If the Cronbach's alpha does not exceed 0.6, it is generally considered that the internal consistency reliability is insufficient and needs to be deleted or modified; when it reaches 0.7-0.8, it indicates that the scale has a fair amount of reliability, and when it reaches 0.8-0.9, it indicates that the reliability of the scale is very good. In this study, the result indicated that the scale was very reliable with a score of 0.98.

The researcher piloted the English grammar achievement test on a different group of 30 students of grade 6 and then analyzed the results by using KR-20. The result showed that was 0.93, so the reliability were very satisfactory.

The internal consistency criteria are shown in the table 3.2 below:

Table 3.2 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Taber, 2018

## **3.5 Data Collection Procedures**

### **3.5.1 Ethical Approval**

In order to be able to conduct the study in an elementary school in Shaanxi Province, the researcher obtained official authorization from the school. And considering that the age of the participants was between 10-11 years old, the researcher also obtained the consent of the school authorities and the parents or guardians of the students.

### **3.5.2 Confidentiality**

The researcher kept all students' personal data and questionnaires confidential throughout the study. In addition, after the study completed, all data were completely deleted in strict adherence to research ethics.

## **3.6 Data Analysis**

In this study, the researcher checked the students' English grammar achievement through the data obtained from the pre-test and post-test. The data obtained from questionnaires were used to analyze the students' satisfaction after using ClassIn platform through Situational Approach.

### **3.6.1 English Grammar Achievement Test**

In this study, the researcher used descriptive statistical analysis and paired sample t-test to analyze the English grammar test. The researcher administered a pre-test and a post-test to 30 students with the same test questions on both tests. The scores from the pre-test and post-test were compared to see the difference in the students' grammar scores. The researcher analyzed and presented the specific pre-test and post-test data comparisons in chapter four.

### 3.6.2 Questionnaire

In order to detect the change of students' satisfaction towards English grammar learning after using ClassIn platform through Situational Approach. The researcher collected the questionnaires of those 30 students after using ClassIn platform through Situational Approach. And used SPSS to analyze the data from students' questionnaires. The researcher meticulously analyzed all statements using statistical descriptions such as frequency, mean, and standard deviation to derive comprehensive insights. All results were analyzed based on the following range of mean scores:

Table 3.3 The Range of Mean Score Interpretation

Mean Score Range	Students' Satisfaction Level
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 - 1.80	Lowest

Source: Research Gate, 2019

## **CHAPTER 4**

### **DATA ANALYSIS AND RESULT**

This study used a quasi-experimental design to compare Grade 5 students before and after use ClassIn platform through Situational approach to learn English grammar, and it also investigated students' satisfaction after use ClassIn platform through Situational approach. Pre-test, post-test and questionnaire were used in the study. The data results of the study will be explained and illustrated as follows:

- 4.1 Analysis of English grammar achievement test scores
- 4.2 Analysis of questionnaires

#### **4.1 Analysis of English Grammar Achievement Test Scores**

The results of the study presented in this section can answer the first research question, would the use of ClassIn platform through Situational approach help to improve the English grammar achievement of grade 5 Chinese students? The results of the study were obtained by analyzing the English grammar achievement test scores of the pre-test, which was conducted before using of ClassIn platform through Situational approach, and the post-test, which was conducted after using of ClassIn platform through Situational approach. The same test questions were used for both the pre-test and the post-test, and the researcher used a sample t-test to compare and analyze them. The comparison was based on mean, standard deviation and inferential statistics with a significance level of  $p < 0.5$ .

#### 4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group

The researcher gave the pre-test to the participants, 6 participants scored above the pass mark of 12, while the majority of the participants scored lower than 12, with 9 participants scoring only 6 points and even 2 participants got 5. The scores of the students after the post-test conducted by the researcher had improved a lot. The highest score was 20 and the lowest score was 7.

Table 4.1 below shows the pretest and posttest scores of the sample group. It showed that the English grammar achievement had improved significantly after using ClassIn platform through Situational approach.

Table 4.1 Student Pre-test and Post-test Scores

Student	Pre-test Scores (Full score = 20)	Post-test Scores (Full score = 20)	Increase in test score	Difference %
1	6	11	5	16.67%
2	6	13	7	23.33%
3	14	18	4	13.33%
4	7	11	4	13.33%
5	16	19	3	10.00%
6	6	11	5	16.67%
7	5	7	2	6.67%
8	6	9	3	10.00%
9	12	18	6	20.00%
10	11	16	5	16.67%
11	7	10	3	10.00%
12	9	15	6	20.00%
13	6	9	3	10.00%
14	7	9	2	6.67%
15	9	17	8	26.67%
16	7	10	3	10.00%
17	7	10	3	10.00%
18	7	10	3	10.00%

Table 4.1 Student Pre-test and Post-test Scores (Cont.)

Student	Pre-test Scores (Full score = 20)	Post-test Scores (Full score = 20)	Increase in test score	Difference %
19	17	20	3	10.00%
20	11	18	7	23.33%
21	6	9	3	10.00%
22	6	9	3	10.00%
23	5	7	2	6.67%
24	16	17	1	3.33%
25	10	14	4	13.33%
26	8	10	2	6.67%
27	19	20	1	3.33%
28	7	10	3	10.00%
29	6	9	3	10.00%
30	6	10	4	13.33%
Mean Scores	8.83	12.53	3.7	12.21%

#### 4.1.2 Pretest- Posttest comparison

Table 4.2 Paired Sample t-test

Group	Pre-test		Post-test		Mean Difference	T	P-Value
	$\bar{x}$	SD	$\bar{x}$	SD			
Sample Group	8.83	3.92	12.53	4.12	12.53-8.83 = 3.70	-11.61	<.01
Significance level (p): $\leq 0.05$ -significant							

The researcher used paired sample t-test to analyze the scores of pre-test and post-test. The mean of the pre-test is 8.83 with a standard deviation of 3.92. The mean of the post-test is 12.53 with a standard deviation of 4.12. The difference between the two means is 3.70 and the significant value is less than .01. This means that after using ClassIn platform through Situational approach, the students' English grammar achievement has improved significantly. Figure 4.1 below shows the comparison between the mean scores of pre-test and post-test.

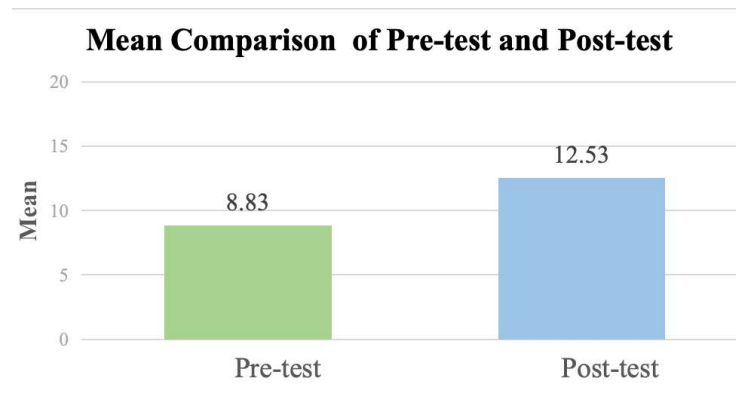


Figure 4.1 Graphical Representation of Pre-test and Post-test Mean

## 4.2 Analysis of Questionnaires

Questionnaires were collected in order to find out the students' learning satisfaction after using ClassIn platform through Situational approach. The questionnaire consisted of 3 parts: Part A-Interest and Motivation, Part B-Engagement, Part C: Efficacy of ClassIn platform through Situational approach. The researcher statistically described the results of the questionnaire based on mean and standard deviation.

Table 4.3 below shows the results of the survey questionnaire on the interest and motivation aspects after using ClassIn platform through Situational approach. As can be seen from the table, students gave high ratings to all five items listed. Students highly agreed that using ClassIn platform through Situational approach was interesting. Item 1 has the highest mean value of 4.47 and item 5 has the lowest mean value of 3.83 which still indicates that the students were interested and motivated to learn by using ClassIn platform through Situational approach. Students have interest in the use of ClassIn platform through Situational approach.

Table 4.3 Mean and Standard Deviation (Part A: Interest and Motivation)

	Interest and Motivation	Mean	SD	Description
1	The process of learning English grammar using ClassIn platform is fun.	4.47	.63	Highest
2	Learning grammar no longer bores me after using ClassIn platform.	4.37	.67	Highest
3	Learning grammar doesn't seem so hard to me.	4.30	.65	Highest
4	The lessons inspire me to practice and engage with English grammar outside of class.	3.90	.85	High
5	English lessons motivate me to explore more about the English language.	3.83	.75	High
	Average	4.17	.71	High

As shown in Table 4.4, students have strong engagement with the use of ClassIn platform through Situational approach. Based on the mean and standard deviation, all items were rated highly with the highest mean of 4.50 and the lowest of 4.33. This proves that there is an extremely high level of student engagement with the use of ClassIn platform through Situational approach, which can lead to a positive attitude towards learning.

Table 4.4 Mean and Standard Deviation (Part B-Engagement)

	Part B-Engagement	Mean	SD	Description
6	ClassIn platform provides variety of fun and enjoyable activities for English grammar.	4.43	.63	Highest
7	Learning English grammar through ClassIn platform makes me feel like I am in an open class.	4.47	.63	Highest
8	Tools in ClassIn platform are useful and effective.	4.50	.63	Highest

Table 4.4 Mean and Standard Deviation (Part B-Engagement) (Cont.)

	Part B-Engagement	Mean	SD	Description
9	ClassIn platform offers me opportunity to practice grammar even without teacher.	4.33	.61	Highest
10	ClassIn platform provides me to practice English grammar without stress and pressure.	4.43	.63	Highest
	Average	4.43	.62	Highest

Table 4.5 shows the mean and standard deviation of Part C-Efficacy of ClassIn platform through Situational approach. From the data, it can be seen that students rated item 11 very high with a mean score of 4.50, and they did not score as high on item 15, but 3.87 still affirms that the use of ClassIn platform through Situational approach can help students learn English grammar very well.

Table 4.5 Mean and Standard deviation (Part C-Efficacy of ClassIn platform through Situational approach)

	Efficacy of ClassIn platform through Situational approach	Mean	SD	Description
11	ClassIn platform is simple, fast and smooth to use.	4.50	.63	Highest
12	ClassIn platform tools are the benefits to help me engaged.	4.47	.63	Highest
13	ClassIn platform offers a lot of situations, make me easily can understand the grammar.	4.47	.63	Highest
14	ClassIn platform is one of the best for English grammar learning.	4.33	.66	Highest
15	ClassIn platform allows self-practice without a teacher's support.	3.87	.78	High
	Average	4.53	.67	Highest

Among the 3 parts, Part C-Efficacy of ClassIn platform through Situational approach had the highest mean score of 4.53. Part B-Engagement followed with 4.43. Part A: Interest and Motivation had the lowest mean score of 4.17. The mean score of the overall questionnaires was 4.38, which was among the highest. Therefore, most of the Grade 5 Chinese students expressed great satisfaction with the use of ClassIn platform through Situational approach.



## CHAPTER 5

### CONCLUSION DISCUSSION AND RECOMMENDATIONS

This chapter summarized and described the study according to the following sequence:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

#### 5.1 Conclusion

The purpose of this study was to achieve the following objectives:

- 1) To compare grade 5 Chinese students English grammar achievement before and after using ClassIn platform through Situational approach.
- 2) To examine grade 5 Chinese students' learning satisfaction towards using ClassIn platform through Situational approach.

Therefore, the researcher conducted the research for grade 5 students using ClassIn platform through Situational approach in a primary school in Xi'an, Shaanxi Province, China. To better compare the students' English grammar achievement before and after, the researcher conducted a pre-test and a post-test, and used a paired t-test for statistical analysis. To find out the students' learning satisfaction, the researcher used a questionnaire and analyzed the data to draw the following conclusions:

##### 5.1.1 English Grammar Achievement

In order to study the use of ClassIn platform through Situational approach whether can help to improve the English grammar achievement of grade 5 Chinese

students, the researcher administered the English grammar achievement pre-test and post-test to all participants.

Then after analyzed the results by paired t-test, the results were obtained as shown in Table 4.2: the mean score of the post-test, 12.53, was significantly higher than that of the pre-test, 8.83, with a difference of 3.70 mean scores. and the standard deviation, 3.92 for the pre-test and 4.12 for the post-test, with a significant value of less than .01 for the standard deviation, which indicated that the use of ClassIn platform through Situational approach help to improve the English grammar achievement of grade 5 Chinese students.

In the pre-test results, the highest score among the students was 17 and the lowest score was 5. In the post-test results, there was a significant improvement in the students' scores, the highest score being a full score which is 20 and the lowest score being 7. Each student showed different degrees of improvement, with the highest improvement in scores reaching 8 points and the lowest improvement in scores is 1 point. This result indicated that all students improved their scores to varying degrees.

Based on the huge difference between the mean scores of the pre-test and post-test, it can be concluded that the use of ClassIn platform through Situational approach can help to improve the English grammar achievement of grade 5 Chinese students. So that means the first objective of this study has been achieved and also the first hypothesis (The use of ClassIn platform through Situational approach will improve grade 5 Chinese students English grammar achievement) is valid.

### **5.1.2 Satisfaction of the Students**

In order to study the students' satisfaction after using ClassIn platform through Situational approach, the researcher used a questionnaire. The questionnaire was divided into three sections, Part A is Interest and Motivation, Part B is Engagement, and Part C is Efficacy of ClassIn platform through Situational approach, with 5 items in each section, thus the questionnaire featured a total of 15 items. Each

item was scored using a 5-point likert scale and after collecting the questionnaire, the researcher statistically analyzed the questionnaire.

For Part A the results showed that students scored the highest mean score of 4.47 for item 1 (The process of learning English grammar using ClassIn platform is fun) and most of them found the ClassIn platform very interesting. Item 2 (Learning grammar no longer bores me after using ClassIn platform) also had a high mean score, which indicated that learning grammar using ClassIn platform through Situational approach was not boring at all. Item 5 (English lessons motivate me to explore more about the English language), on the other hand, scored the lowest relative to the other items at 3.83, but the results still showed that using ClassIn platform through Situational approach for English grammar lessons can increase students' interest in learning English. Overall, students thought that using ClassIn platform through Situational approach to learn English grammar is interesting.

The results of Part B showed that students can be very motivated to learn English grammar using ClassIn platform through Situational approach. Item 8 (Tools in ClassIn platform are useful and effective) scored the highest major score of 4.50, with most students finding the tools of ClassIn platform very useful and helpful. Item 9 (ClassIn platform offers me opportunity to practice grammar even without teacher) scored the lowest at 4.33, which indicated that most students agreed that using ClassIn platform through Situational approach allowed them to practice grammar without the help of a teacher. Overall, students expressed active participation in using ClassIn platform through Situational approach to learn English grammar.

The results of Part C showed that students scored the highest mean score of 4.50 for item 11 (ClassIn platform is simple, fast and smooth to use), and most of them thought that ClassIn platform is easy and fast to operate. Item 15 (ClassIn platform allows self-practice without support from teacher) had a lower score of 3.87 compared to the other items, but this still indicates that ClassIn platform can be implemented for self-practice. From the overall results, students thought that using ClassIn platform

through Situational approach can be a good way to achieve the purpose of learning English grammar.

## **5.2 Discussion**

In this study, the researcher used the grammar achievement test scores and questionnaires to prove that the use of ClassIn platform through Situational approach does improve English grammar scores and also student satisfaction is high. Therefore the purpose of this study is also reached, and how the two research questions raised in this study were solved will be discussed in detail below.

### **5.2.1 Students' English Grammar Achievement Test**

The first finding of this study is that grade 5 Chinese students' English grammar achievement improved greatly after using ClassIn platform through Situational approach. By taking the pre-test and post-test of the experimental students, the average difference is 3.70, with a significant p-value less than .01, which means that most of the post-test scores of students are significantly higher than their pre-test scores, and that the use of ClassIn platform through Situational approach can effectively help students learn grammar and improve their grammar achievement.

In addition, the English grammar achievement scores of the students increased from 1 point to 8 points, and each student's score improved to a different extent. The researcher believes that this is related to the interest, interest is the best teacher of learning, the teaching method is interesting, students will be interested and more willing to learn, of course, scores will be improved accordingly. The teacher set up the scenario to match the students' scope of understanding this is also an influencing factor. If the students can understand easily, of course they can learn and their performance will improve. As Tao (2022) explained, Situational approach is not a single explanation from teachers, and the students are not passive receivers, but the main body of the classroom teaching. Therefore, the life scenes created by the teacher according to the interests of students are visual and can attract their interests and

make them willing to learn. And the willingness to take the initiative to learn will lead to different levels of achievement.

But with such a wide range of progress across students, researcher believes it has to do with the students' own comprehension and linguistic gifts, as well as according to Atlantic University (2021), No learning style fits all the students. Some students prefer to learn on their own, some prefer to learn while experiencing, and some prefer to have the teacher input the summarized and generalized learning directly to them. Overall, using ClassIn platform through Situational approach significantly improves grade 5 Chinese students English grammar achievement.

In addition, Pan (2022) in a similar study also proved that ClassIn platform conducting grammar teaching allows students to improve their performance, students can master grammar in the classroom of interactive and interesting, and improve the quality of grammar teaching. And the study conducted by Xu (2022) on Situational approach also proved that Situational approach creates a good teaching environment for grammar achievement and helps students to master English grammar achievement. This means that the use of ClassIn platform can improve English grammar achievement of students and the use of Situational approach can also improve their English grammar achievement.

Therefore, this study can conclude that the use of ClassIn platform through Situational approach can improve grade 5 Chinese students English grammar achievement.

### **5.2.2 Students' Satisfaction**

The second finding of this study is that grade 5 Chinese students had a higher level of satisfaction with English grammar achievement after using ClassIn platform through Situational approach. The students thought using ClassIn platform through Situational approach is a fun, motivating and impactful way to learn English grammar. In order to explore the learning satisfaction, the researcher conducted a questionnaire.

The results of the questionnaire showed that out of a total of 15 items, most of the items were rated "highest" and only 4 items were rated "high". This means that the students found using ClassIn platform through Situational approach was very interesting and meaningful to help them learn English grammar. This finding is consistent with Wang's (2022) result that rich multimedia resources can stimulate students' interest in learning and fulfill the teaching needs. The same result as Sun (2022) was also obtained that Situational approach is very interesting and meaningful to help students learn English grammar.

The study also found that students felt that learning English grammar using ClassIn platform through Situational approach was not boring, so they were willing to take the initiative to learn English. The researcher believes that this has to do with the environment in which students live nowadays. Technology has infiltrated all aspects of our lives and there is digital content everywhere around us, which is usually more vivid and interesting. For example, traditional picture books need to be described through text and static pictures, but in e-books, animation, sound effects and interactive elements make the story more vivid, which can better attract children's attention, and students are more interested and willing to learn actively. This is in line with Fang's (2022) findings that many students feel difficulty in learning English and in turn are reluctant to learn English. And improving the quality of English classroom can make students love to learn English and take the initiative to learn English. Overall, using ClassIn platform through Situational approach can make students have high satisfaction and willing to learn actively.

### **5.3 Recommendations**

In this study, it was found that the use of ClassIn platform through Situational approach can improve grade 5 Chinese students English grammar achievement, and that students had a high level of satisfaction with using ClassIn platform through Situational approach. Therefore, based on the findings of this study, the researcher makes the following recommendations.

### 5.3.1 Recommendations for Implementation

1) Since the results of the study proved that using ClassIn platform through Situational approach can improve English grammar achievement and also students had a high level of satisfaction. Therefore, using ClassIn platform through Situational approach can be used to teach English grammar in other grades. But it is necessary to create a lesson plan that suits the students according to the curriculum standards and students' characteristics and so on.

2) In this study, the use of ClassIn platform through Situational approach in a primary school in Xi'an, Shaanxi Province can improve the English grammar achievement of grade 5 students. So it is suggested that other schools can adopt this teaching method to teach English grammar.

3) The use of ClassIn platform through Situational approach to improve students' English grammar achievement in this study involved not only written exams, but also a lot of oral practice of grammar in the course of the lessons, and the students' questionnaire survey had a high level of satisfaction, so it is recommended that using ClassIn platform through Situational approach can be used for practicing oral English while learning English grammar.

### 5.3.2 Recommendations for Future Research

There are some limitations of this study, the researcher will now address them. And also the researcher would like to make some recommendations for those who want to continue their research in this area.

1) This study was limited to 30 grade 5 students in a school in Shaanxi Province. Different regions and different grades may have different findings, therefore, the sample can be expanded and similar studies can be conducted in different grades, which can ensure more reliable findings.

2) From familiarization to using ClassIn platform through Situational approach learning grammar, to explaining the grammar, understanding and applying it. Each of these steps requires a lot of time for the teacher to get used to it and for the students to adapt to it. However, because of the limited time for the experiment, the results

will be affected to some extent. In order to get more reliable data, it is recommended that the research period be extended for a longer period of time.

3) There is not much difference in the use of ClassIn platform in experimental teaching, but the scenarios set using Situational approach may vary greatly according to different teachers. Therefore, the differences in scenario settings may also affect students' learning outcomes, homework quality and test scores to a certain extent.

4) The time of this study is limited, so the teaching grammar points are relatively simple, so different grammar points may present different results. It is suggested that more experimental studies can be conducted using different levels of grammar points to test the reliability of the findings.



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## Certificate of Approval

### Xinfeng Primary School, Administrative Department

Subject: Approval to collect data for M.ED thesis

Dear Sir/Madam,

I'm currently enrolled in the master of education in curriculum and instruction at Rangsit University, Thailand. I'm conducting a research on "THE USE OF CLASSIN PLATFORM THROUGH SITUATIONAL APPROACH FOR ENGLISH GRAMMAR ACHIEVEMENT OF GRADE 5 CHINESE STUDENTS". This research requires students' participation. The instruments involved during the pre-test and post-test, questionnaire for obtaining the required data. Therefore, I would like to request permission from the administration to allow me to collect data at this school where the names and the identities of students will be kept confidential and undisclosed.

Yours Sincerely,

Chen Yao, Student

Rangsit University, Thailand.

Since the study requires the data for analysis purpose, Chen Yao would collect data from this school. There are several conditions that must be followed.

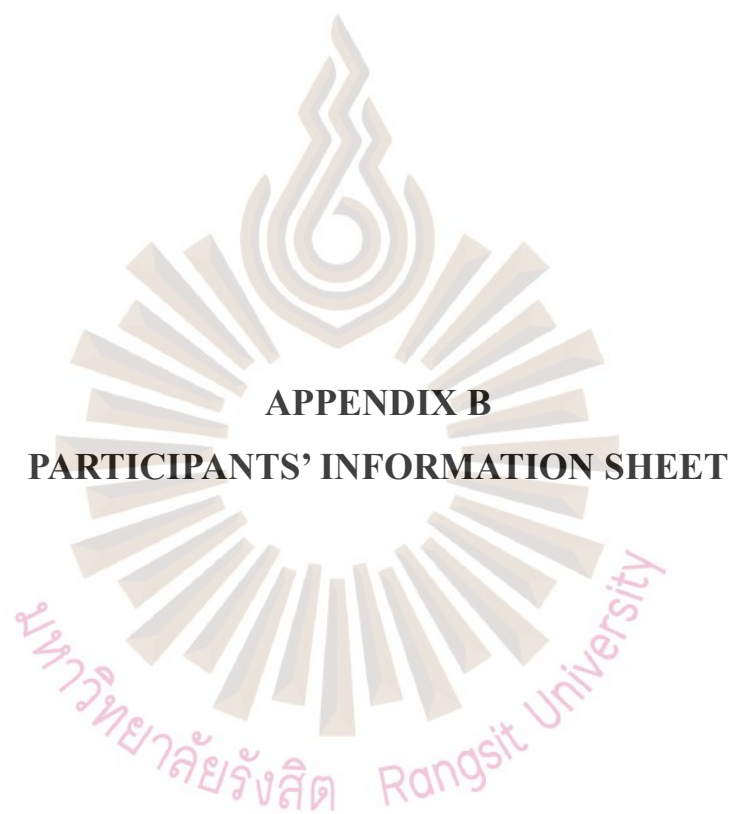
Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Following the prior mentioned document have been reviewed and approved by the administration of Xinfeng Primary School.

Signature:  Date: 2024年1月30日

Xinfeng Primary School Administrative Department





**APPENDIX B**  
**PARTICIPANTS' INFORMATION SHEET**



## Participant's Legal Guardian Information Sheet

### Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

**Research School:** Xinfeng Primary School, China

**Name:** Chen Yao    **Student ID:** 6509900

**Studying University:** Survadhep Teachers College of Rangsit University, Thailand

### Research Title:

THE USE OF CLASSIN PLATFORM THROUGH SITUATIONAL APPROACH FOR ENGLISH GRAMMAR ACHIEVEMENT OF GRADE 5 CHINESE STUDENTS

#### 1. What is the purpose of the study?

To compare grade 5 Chinese students English grammar achievement before and after using ClassIn platform through Situational approach. To examine grade 5 Chinese students' learning satisfaction towards using ClassIn platform through Situational approach.

#### 2. Expected results

The use of ClassIn platform through Situational approach will improve grade 5 Chinese students English grammar achievement. There will be a high level of learning satisfaction towards the use of ClassIn platform through Situational approach by grade 5 Chinese students.

#### 3. The number of participants in the study will be a class.

#### 4. Research procedures



The researchers will collect the data in four steps. First, participants will undergo a pre-test. Second, participants will receive a English grammar course by using ClassIn platform through Situational Approach. Third, a post-test is conducted at the end of all courses. Fourthly, after the use ClassIn platform through Situational Approach, a questionnaire survey will conducted to examine satisfaction with the English grammar achievement.

#### 5. Duration

The research period will be 4 weeks, 8 courses.

There is no possible risk in her research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and data from the study are true and valid. The school also allow students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Chen Yao), who is enrolled at Rangsit University in Thailand to research her thesis.

Signature:  Date: 2024年1月30日

Xinfeng Primary School , Administrative Department

มหาวิทยาลัยรังสิต Rangsit University



## Grammar Achievement Test

### Pre-test & Post-test

**Grade: 5    Subject: English    Skill: Grammar    Total score: 20**

#### 1. Please choose the correct one. (1 point each)

- 1) There is \_\_\_\_ egg.  
A. a    B. two    C. an    D. are
- 2) There is \_\_\_\_ stove.  
A. a    B. two    C. an    D. are
- 3) There \_\_\_\_ a pillow.  
A. are    B. is    C. an    D. one
- 4) There \_\_\_\_ three dogs.  
A. are    B. is    C. an    D. one
- 5) There \_\_\_\_ many flowers.  
A. are    B. is    C. a    D. one

#### 2. Please fill the blanks. (2 points each)

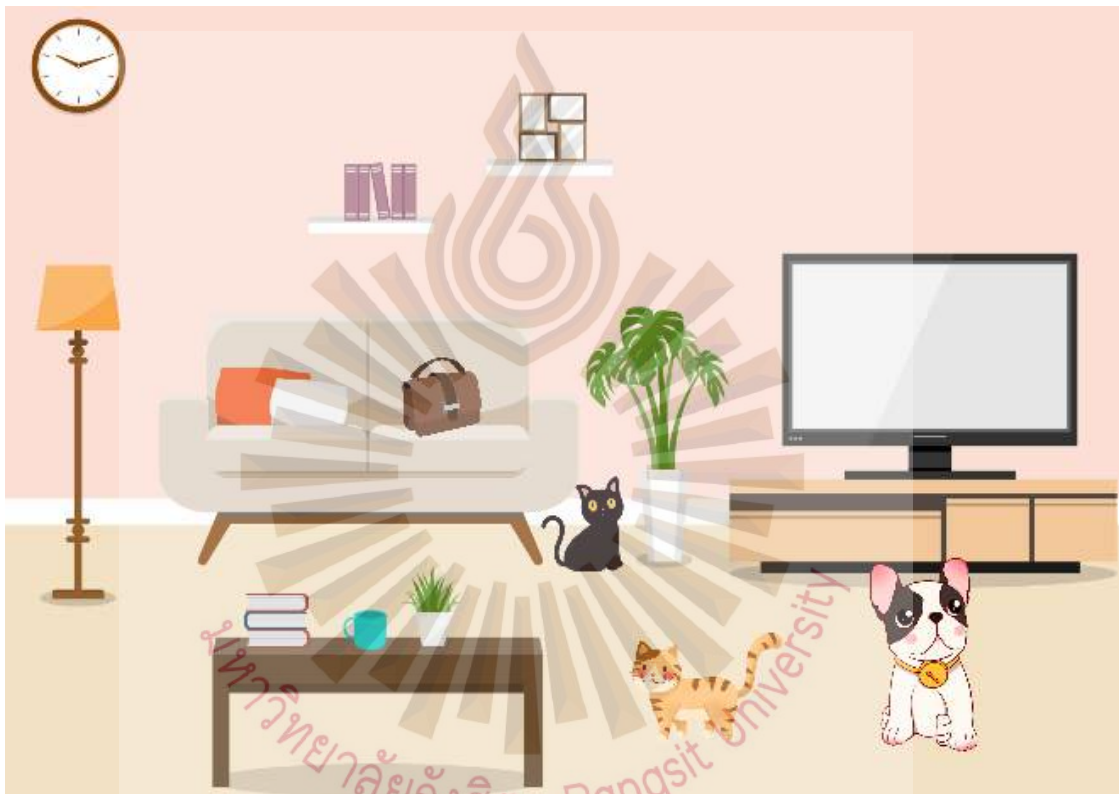
- 1) There are two \_\_\_\_\_.



- 2) There \_\_\_\_\_ a table.
- 3) There \_\_\_\_\_ many people.
- 4) There is \_\_\_\_\_ apple.
- 5) There are many \_\_\_\_\_.



3. Please look at this picture, write 5 sentences using “There is/are\_\_\_.” (5 points)



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Rubric for Grammar Achievement Test

Criteria	4	3	2	1
<b>Punctuation</b>	Understand and use basic punctuation such as commas, periods, question marks, etc. in all cases.	Understand and use basic punctuation such as commas, periods, question marks, etc. in most cases.	Understand and use basic punctuation such as commas, periods, question marks, etc. in half cases.	Cannot understand and use basic punctuation such as commas, periods, question marks, etc.
<b>Lexical property of a word</b>	Understand and use noun, verb, and adjective conjugations, etc. in all cases.	Understand and use noun, verb, and adjective conjugations, etc. in most cases.	Understand and use noun, verb, and adjective conjugations, etc. in half cases.	Cannot understand and use noun, verb, and adjective conjugations, etc.
<b>Singular and plural of a noun</b>	Understand and use the singular and plural of nouns and the use of “a” “an” in all cases.	Understand and use the singular and plural of nouns and the use of “a” “an” in most cases.	Understand and use the singular and plural of nouns and the use of “a” “an” in half cases.	Cannot understand and use the singular and plural of nouns and the use of “a” “an”.
<b>Sentence Structure</b>	Understand and use basic simple sentences and basic sentence components such as subjects and predicates in all cases.	Understand and use basic simple sentences and basic sentence components such as subjects and predicates in most cases.	Understand and use basic simple sentences and basic sentence components such as subjects and predicates in half cases.	Cannot understand and use basic simple sentences and basic sentence components such as subjects and predicates.

The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต Rangsit University" is written in a semi-circle below the logo.

**APPENDIX D**

**IOC FOR GRAMMAR ACHIEVEMENT TEST AND RUBRICS**

มหาวิทยาลัยรังสิต Rangsit University

### Item Objective Congruence for Grammar Assessment

- ◆ Rate +1, if the item clearly matches the stated objectives.
- ◆ Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- ◆ Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1.	Question 1	+1	+1	+1	+1	Congruent
2.	Question 2	+1	+1	+1	+1	Congruent
3.	Question 3	+1	+1	+1	+1	Congruent
Overall Average		1				Congruent



### Item Objective Congruence for Grammar achievement rubrics

- Rate +1, if the item clearly the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Punctuation	+1	+1	+1	+1	Congruent
2	Lexical property of a word	+1	+1	+1	+1	Congruent
3	Singular and plural of a noun	+1	+1	+1	+1	Congruent
4	Sentence Structure	+1	+1	0	0.67	Congruent
Overall Average		0.92				Congruent



### Lesson Plan 1 (session 1 and 2)

**Level:** Grade 5

**Number of students:** 30




**Time:** 90 minutes

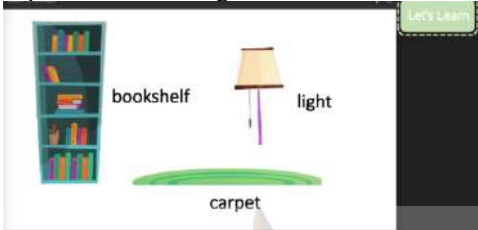
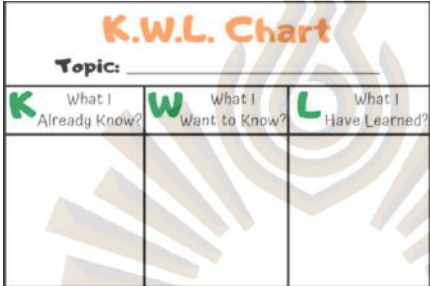

**Topic:** My house





**Objectives:**


- A. Students can use tools in the ClassIn platform
- B. Students will identify common furnitures and stuff in the house
- C. Students can express common furnitures and stuff in the house

**Procedures:**

Steps	Activities	Time
<b>Introduction</b>	<b>Greeting</b> Teacher will introduce herself and exchange greeting with students.	<b>1 min</b>
<b>Session 1 (45 mins)</b>		
<b>Warm up</b>	<b>1. Introduce ClassIn platform</b> 1. Teacher show students how to get in the ClassIn platform, and show the basic functions.	<b>5 mins</b>
		<b>8 mins</b>
	<b>2. Introduce how to use the tools</b> Teacher show students how to use the tools in the ClassIn platform <b>Let's circle activity</b> 1. Teacher will review the vocabularies that students learned about house. 2. Teacher will show where to find the pencil on the ClassIn platform, and say the words one by one, pick student to circle the picture according to the word. (Practice how to use the ClassIn platform tools to do the activity)	<b>2 mins</b>
		<b>5 mins</b>
	<b>Let's drag activity</b> 1. Teacher will show where to find the dragging tool on the ClassIn platform, and say the words one by one, pick student to drag the picture to the place that teacher said.	
		<b>8 mins</b>

Steps	Activities	Time
Lesson Development	<p><b>1. Learn vocabulary</b></p> <p>Teacher teach the new vocabularies using the ClassIn platform.</p> <p><b>Vocabulary:</b> bookshelf, carpet, stove, refrigerator, dish, fork, knife, spoon, pillow, blanket, light</p> 	6 mins
	<p><b>2. KWL chart</b></p> <p>1. Teacher hand out the KWL chart, and show students how to write.</p>  <p>2. Teacher play a video, and ask students to write KWL chart while watching the video.</p> 	2 mins  5 mins
Closure	<p>1. Students check the KWL chart, and highlight what they do not know.</p> <p>2. Next class will focus on the things that students highlighted.</p>	2mins
Assignment	<p>1. Students find the objects of the words they are studying today at home, then take a picture of it and upload it to the ClassIn platform and also upload an audio describing the object in English.</p> <p>2. Teacher will show students how to upload the picture and audio in the ClassIn platform.</p>	1min

Steps	Activities	Time
<b>Session 2 (45 mins)</b>		
<b>Greeting</b>	1. Teacher exchange greeting with students. 2. Reward students who did good on the assignment.	<b>1 min</b>
<b>Lesson Development</b>	<p style="text-align: center;"><b>Review</b></p> <p><b>1. Let's Circle activity</b></p> <p>1. Teacher say the words one by one, pick student to circle the picture according to the word.</p>	<b>8 mins</b>
		
		
		
<p>2. Teacher pick student to say the word, and pick another student to circle.</p>	<b>8 mins</b>	
<p><b>2. Let's drag activity</b></p> <p>1. Teacher say the words one by one, pick student to drag the picture according to the instruction.</p>	<b>12 mins</b>	
		

Steps	Activities	Time
	 <p data-bbox="491 600 1273 629">2. Teacher pick student to say the word, and pick another student to drag.</p>	
<b>Closure</b>	<p data-bbox="491 633 946 663">1. Teacher show the video one more time.</p> <p data-bbox="491 678 986 707">2. Students check the KWL chart, and reflect.</p>	<b>4mins</b>
<b>Assignment</b>	<p data-bbox="491 728 1281 846">1. Teacher will assign the picture board as assignment; students can go home and practice the words they do not understand according to the KWL chart.</p> <p data-bbox="491 862 1281 936">2. Teacher will show students how to find the assignment in the ClassIn platform.</p>	<b>4mins</b>



### Lesson Plan 2 (session 3 and 4)

**Level:** Grade 5

**Number of students:** 30

**Time:** 90 minutes

**Grammar:** “There is a \_\_\_\_.”



**Objectives:**

A. Students can understand the meaning when people use the grammar sentence “There is a \_\_\_\_.”


B. Students can use “There is a \_\_\_\_.” to express the presence of an object.

**Procedures:**

Steps	Activities	Time
<b>Introduction</b>	<p><b>Greeting and warm up</b></p> <ol style="list-style-type: none"> <li>1. Teacher exchange greeting with students.</li> <li>2. Teacher open ClassIn platform and drag the pictures that we leaned last class quickly and ask students what is it to help students to review.</li> </ol>	<b>5 mins</b>
<b>Session 3 (45 mins)</b>		
<b>Lesson Development</b>	<p>1. Learn “There is a ____.”</p> <ol style="list-style-type: none"> <li>1. Teacher circle the sofa and say to students: “Look! There is a sofa.” Teacher will tell students this sentence is to express there has a thing somewhere, and also the example sentence showing on the right side. Teacher can circle “is” and “a” to show students there is only one.</li> </ol> <ol style="list-style-type: none"> <li>2. Teacher can circle two bookshelves and ask students “ Can we say ‘ There is two bookshelves?’”, and tell students two bookshelves can not use. We can point only one bookshelf and say only this one ‘There is a bookshelf’.</li> </ol> <ol style="list-style-type: none"> <li>3. Teacher circle the stove and say to students: “Look! There is a stove.”</li> </ol> <ol style="list-style-type: none"> <li>4. Teacher circle the bed and say to students: “Look! There is a bed.”</li> </ol>	<b>10 mins</b>

Steps	Activities	Time
	 <p data-bbox="491 577 1284 651">5. Teacher can duplicate pictures to test students if they understand this sentence is for singular.</p> <p data-bbox="491 696 715 725"><b><u>Let's circle activity</u></b></p> <ol data-bbox="491 728 1284 853" style="list-style-type: none"> <li>1. Teacher now circle the picture and pick students to say sentences and help them if they have problems.</li> <li>2. Teacher pick student to circle and pick other students to say sentences.</li> <li>3. Change students do the activity again.</li> </ol> <p data-bbox="491 882 707 911"><b><u>Let's drag activity</u></b></p> <ol data-bbox="491 913 1284 1039" style="list-style-type: none"> <li>1. Teacher now drag the picture into the background picture to decorate the room and pick students to say sentence and help them if they have problems.</li> </ol>  <ol data-bbox="491 1704 1284 1794" style="list-style-type: none"> <li>2. Teacher pick student to drag the picture and pick other students to say sentences.</li> <li>3. Change students do the activity again.</li> </ol>	<p data-bbox="1321 472 1380 533"><b>12 mins</b></p> <p data-bbox="1321 913 1380 974"><b>12 mins</b></p>
<b>Closure</b>	Teacher will reward the students who made really good sentences this class.	<b>2 mins</b>
<b>Assignment</b>	Teacher will assign the picture board as assignment in the ClassIn platform, students can go home and practice the sentences they do not understand.	<b>4 mins</b>



Steps	Activities	Time
	 <p data-bbox="491 813 1286 887">2. Teacher pick student to drag the picture and pick other students to say sentences. Then change students.</p> <p data-bbox="491 902 735 931"><b>Let's present activity</b></p> <p data-bbox="491 936 1286 1025">1. Teacher divide students into 5 groups, each group has 6 people. Teacher give each group an ipad, and students can choose one of the given pictures to draw things on it. (Draw 10 mins)</p> <p data-bbox="491 1028 1198 1057">2. Students present in front of the class by describing their picture.</p> <p data-bbox="491 1059 911 1088">Every students at least say 2 sentences.</p> <p data-bbox="491 1090 826 1120">(Each group 4 mins to present)</p>	30 mins
<b>Closure</b>	<p data-bbox="491 1135 1038 1164">1. Teacher will reward the group which doing well.</p> <p data-bbox="491 1167 810 1196">2. Give feedback if necessary.</p>	2mins
<b>Assignment</b>	<p data-bbox="491 1218 1286 1337">1. Teacher will assign the picture board as assignment in the ClassIn platform, students can go home and practice the sentences they do not understand.</p> <p data-bbox="491 1352 1286 1471">2. Students go home and find the things they are interested in and take a picture, upload the picture and also attached the record using "There are ___."</p>	1min

**Lesson Plan 3 (session 5 and 6)**

**Level:** Grade 5

**Number of students:** 30




**Time:** 90 minutes


**Grammar:** “There are \_\_\_\_.”




**Objectives:**


- A. Students can use “There are \_\_\_\_.” to express the presence of an object.
- B. Students can use “There are many \_\_\_\_.” to express the presence of an object.

**Procedures:**

Steps	Activities	Time
<b>Introduction</b>	<p><b>Greeting and warm up</b></p> <p>1. Teacher exchange greeting with students.</p> <p>2. Teacher play the video and ask students what things they have seen, and use “There is ____.” to express.</p>	<b>8 mins</b>
<b>Session 5 (45 mins)</b>		
<b>Lesson Development</b>	<p><b>1. Learn “There are ____.”</b></p> <p>1. Teacher duplicate one more dog, circle two dogs and say to students: “Look! There are two dogs.” Teacher will tell students this sentence is to express there have more than one thing somewhere, and also the example sentence showing on the right side. Teacher can circle “are” and “two” to show students there are more than one.</p>  <p>2. Teacher duplicate two more apples, circle the apples and say to students: “Look! There are three apples.” (Without “a” or “an” now)</p> 	<b>10 mins</b>
	<p>3. Teacher duplicate one more bag, circle the bags and say to students: “Look! There are two bags.”</p> 	

Steps	Activities	Time
	<p><b><u>Let's circle activity</u></b>            1. Teacher now circle the pictures which have more than two, or duplicate pictures, pick students to say sentences and help them if they have problems.            2. Teacher pick student to circle and pick other students to say sentences.            3. Change students do the activity again.</p> <p><b><u>Let's drag activity</u></b>            1. Teacher duplicate more pictures and drag the pictures into the background picture to decorate the room and pick students to say sentence and help them if they have problems.</p>  <p>2. Teacher pick student to drag the picture and pick other students to say sentences.            3. Change students do the activity again.</p>	<b>12 mins</b>
<b>Closure</b>	Teacher will reward the students who made really good sentences this class.	<b>1min</b>
<b>Assignment</b>	Teacher will assign the picture board as assignment in the ClassIn platform, students can go home and practice the sentences they do not understand.	<b>2mins</b>

Steps	Activities	Time
<b>Session 6 (45 mins)</b>		
<b>Lesson Development</b>	<p><b>1. Learn “There are many_____.”</b></p> <p>1. Teacher show the picture and say to students: “Look! There are many trees.” Teacher will tell students this sentence is to express there have so many things somewhere, and also the example sentence showing on the right side. Teacher can circle “ are” and “many” to show students there are too many things that you do not want to count.</p> 	<b>10 mins</b>
	<p>2. Teacher ask students to find all the animals and say to students: “Look! There are many animals.”</p> 	<b>10 mins</b>
	<p><b><u>Let’s circle activity</u></b></p> <p>1. Teacher now circle the pictures which have a lot, or duplicate pictures, pick students to say sentences and help them if they have problems.</p> <p>2. Teacher pick student to circle and pick other students to say sentences.</p> <p>3. Change students do the activity again.</p>	<b>12 mins</b>
	<p><b><u>Let’s put activity</u></b></p> <p>1. Teacher pick one of the students to say sentence. Like: There are many watermelons. Then ask aonther student to drag the picture into the backgroud picture according to the sentence. (Use duplicate to make more pictures.)</p> <p>2. Change students do the activity again.</p> 	<b>8 mins</b>

Steps	Activities	Time
	 <p><b>Let's draw activity</b></p> <ol style="list-style-type: none"> <li>1. Teacher pick student to draw more things that students learned before and pick other students to say sentences.</li> <li>2. Change students do the activity again.</li> </ol>	
<b>Closure</b>	Teacher will reward the students who made really good sentences this class.	<b>1 min</b>
<b>Assignment</b>	<ol style="list-style-type: none"> <li>1. Teacher will assign the picture board as assignment in the ClassIn platform, students can go home and practice the sentences they do not understand.</li> <li>2. Students go home and find the things they are interested in and take a picture, upload the picture and also attached the record using “There are many_____.”</li> </ol>	<b>4 mins</b>



### Lesson Plan 4 (session 7 and 8)

**Level:** Grade 5

**Number of students:** 30

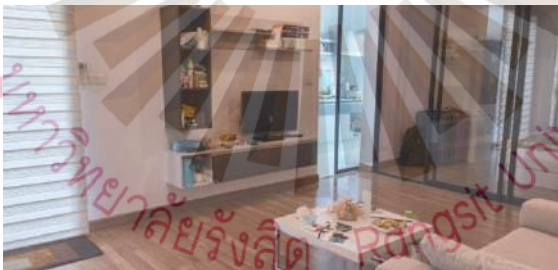

**Time:** 90 minutes

**Objectives:**

A. Students can participate very well when doing presentation.

B. Students can use “There is a \_\_\_\_.” “There are \_\_\_\_.” “There are many \_\_\_\_.” to express their house.

**Procedures:**

Steps	Activities	Time
<b>Introduction</b>	<b>Greeting and warm up</b> 1. Teacher exchange greeting with students. 2. Teacher ask students what kind of house they want to live. After students talk about it and then ask them if they want to see her house.	<b>5 mins</b>
<b>Session 7 (45 mins)</b>		
<b>Lesson Development</b>	<b>1. Teacher present to set an example</b> 1. Teacher show the picture of her house, and use “There is/are ____.” to introduce her house. When teacher present, she will use ClassIn platform tools to circle, and make students can follow her and understand the meaning.	<b>12 mins</b>
		<b>12 mins</b>
	 <p>Eg: This is my house. This is my living room. There is a sofa. There is a TV. There is a table.            This is my bedroom. There is a bed. There is a pillow. There are many clothes. There are three luggages.            This is my kitchen. There are two stoves. There is a refrigerator.</p>	<b>3 mins</b>

Steps	Activities	Time
	<p>There are three bowls. There are two cups.</p> <p>2. When teacher present, teacher should ask questions and also let students engaged into it.</p> <p>3. After present, teacher will ask students if they have any questions or things they are curious.</p> <p>4. Teacher will divide students into 10 groups, 3 people each. Give students time to let them discuss what kind of house they want to live. And tell students the resenation rubric.</p> <p>a. Should use the sentences we learned. “There is/are ___.”“There are many ___.”</p> <p>b. Should find pictures and upload them to ClassIn platform to design their dream house, and then present in front of the class.</p> <p>c. Every students should introduce one room. (Living room, bedroom, ketchen, study room, etc.)</p> <p>d. Grammar correctly. (“is” “are” “a” “an” “many” “s”)</p>	<p><b>10 mins</b></p>
<b>Assignment</b>	<p>1. Students find and download the pictures they might need for the presentation. Upload all pictures to ClassIn platform drive.</p> <p>2. Design their dream house by using ClassIn platform.</p>	<p><b>3mins</b></p>
<b>Session 8 (45 mins)</b>		
<b>Lesson Development</b>	<p><b><u>Let’s prepare</u></b> Teacher will let students to set up on computer, and help students to solve problems if they have.</p> <p><b><u>Let’s present</u></b></p> <p>1. Students start to present group by group. Other students pay attention to them.</p> <p>2. Students and teacher will ask questions when each group finish present.</p>	<p><b>10 mins</b></p> <p><b>30 mins</b></p>
<b>Closure</b>	<p>1. Teacher will reward the group which doing well.</p> <p>2. Teacher give feedback.</p> <p>3. Teacher will thank all students for the participation.</p>	<p><b>5 mins</b></p>



**APPENDIX F**

**IOC FOR LESSON PLANS**

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### Item Objective Congruence for Lesson Plan

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Lesson Plan1	+1	+1	+1	+1	Congruent
2.	Lesson Plan 2	+1	+1	+1	+1	Congruent
3.	Lesson Plan 3	+1	+1	+1	+1	Congruent
4.	Lesson Plan 4	+1	+1	+1	+1	Congruent
<b>Overall Average</b>		1				Congruent



## Questionnaire

Dear students,

This questionnaire is part of the Master of Education thesis in Curriculum and Instruction at Rangsit University. The study is titled “The use of ClassIn platform through Situational Approach for English Grammar Achievement of Grade 5 Chinese Students” Researcher will use the results of the analysis to examine student satisfaction with learning English grammar by using ClassIn platform through Situational approach. This can provide some new understandings and ideas for students' future English grammar teaching.

Best Regards,

Ms. Chen Yao

Master candidate, Education in Curriculum and Instruction, Suryadeep Teachers' College, Rangsit University.

### Part 1 Demographic Data

#### Age

Please choose only one of the following:

- Between 9-10 years
- Between 11-12
- 12 and above

#### Gender

Please choose only one of the following:

- Male
- Female

### **Part 2 Students' Satisfaction**

Please read the following statements carefully and rate them on a scale of 1-5 based on your own ideas.

Scale: Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3  
Disagree(D)-2 Strongly Disagree (SD)-1

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
<b>PART A: INTEREST &amp; MOTIVATION</b>						
1.	The process of learning English grammar using ClassIn platform is fun.					
2.	Learning grammar no longer bores me after using ClassIn platform.					
3.	Learning grammar does not seem so hard to me.					
4.	The lessons inspire me to practice and learn with English grammar outside of class.					
5.	English lessons motivate me to explore more about the English language.					
<b>PART B: ENGAGEMENT</b>						
6.	ClassIn platform provides variety of fun and make me want to engage more.					
7.	Learning English grammar through ClassIn platform makes me feel like I am in an open class.					
8.	ClassIn platform tools are the benefits to help me engaged.					
9.	ClassIn platform makes me want to participate when learning grammar.					
10.	ClassIn platform makes me to learn English grammar even without teacher.					
<b>PART C: EFFICACY OF CLASSIN PLATFORM THROUG SITUATIONAL APPROACH</b>						
11.	ClassIn platform is simple, fast and smooth to use.					
12.	Tools in ClassIn platform are useful and effective.					
13.	ClassIn platform offers a lot of situations, make me easily can understand the grammar.					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
14.	ClassIn platform is one of the best for English grammar learning.					
15.	ClassIn platform allows self-practice without a teacher's support.					



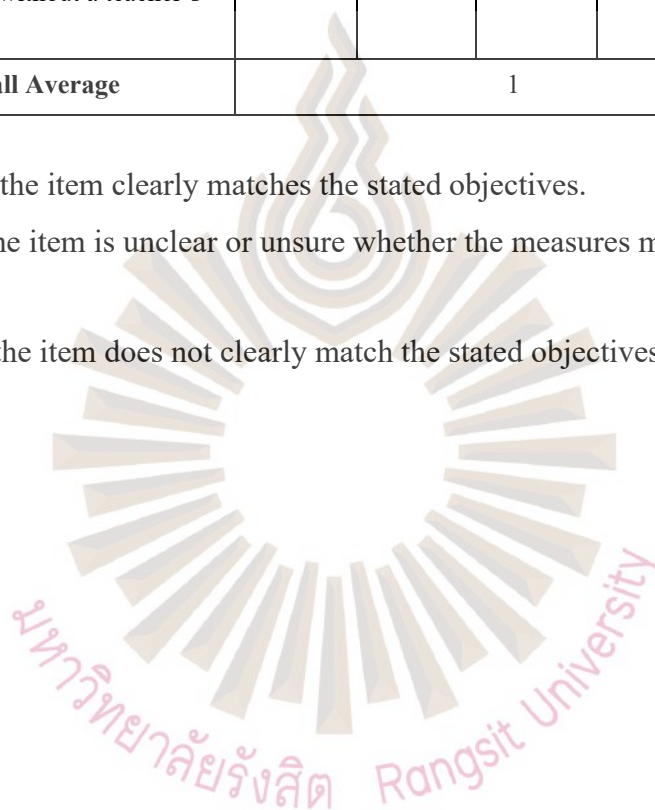


### Item Objective Congruence for Questionnaire Items

SI No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
<b>PART A: INTEREST &amp; MOTIVATION</b>						
1.	The process of learning English grammar using ClassIn platform is fun.	+1	+1	+1	+1	Congruent
2.	Learning grammar no longer bores me after using ClassIn platform.	+1	+1	+1	+1	Congruent
3.	Learning grammar doesn't seem so hard to me.	+1	+1	+1	+1	Congruent
4.	The lessons inspire me to practice and engage with English grammar outside of class.	+1	+1	+1	+1	Congruent
5.	English lessons motivate me to explore more about the English language.	+1	+1	+1	+1	Congruent
<b>PART B: ENGAGEMENT</b>						
6.	ClassIn platform provides variety of fun and enjoyable activities for English grammar.	+1	+1	+1	+1	Congruent
7.	Learning English grammar through ClassIn platform makes me feel like I am in an open class.	+1	+1	+1	+1	Congruent
8.	Tools in ClassIn platform are useful and effective.	+1	+1	+1	+1	Congruent
9.	ClassIn platform offers me opportunity to practice grammar even without teacher.	+1	+1	+1	+1	Congruent
10.	ClassIn platform provides me to practice English grammar without stress and pressure.	+1	+1	+1	+1	Congruent
<b>PART C: EFFICACY OF CLASSIN PLATFORM THROUGH SITUATIONAL APPROACH</b>						
11.	ClassIn platform is simple, fast and smooth to use.	+1	+1	+1	+1	Congruent
12.	ClassIn platform tools are the benefits to help me engaged.	+1	+1	+1	+1	Congruent

SI No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
13.	ClassIn platform offers a lot of situations, make me easily can understand the grammar.	+1	+1	+1	+1	Congruent
14.	ClassIn platform is one of the best for English grammar learning.	+1	+1	+1	+1	Congruent
15.	ClassIn platform allows self-practice without a teacher's support.	+1	+1	+1	+1	Congruent
<b>Overall Average</b>		1				Congruent

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.





**APPENDIX I**

**EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS**

SL. No	Name	Position Title	Institution
1.	Expert 1	University Lecturer	English education, Xianyang Normal University
2.	Expert 2	Teacher (English)	Xinfeng Primary School
3.	Expert 3	Teacher (English)	Xinfeng Primary School





**APPENDIX J**

**PAIRED SAMPLE T-TEST RESULT**

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**Paired Sample statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	3.80	30	3.85	.70
	Post-test	12.53	30	4.12	.75

**Paired Sample Correlation**

	N	Correlation	Sig
Pair 1 Pretest & Posttest	30	.91	<.01

**Paired Samples test**

	Paired Difference					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference				
				Lower	Upper			
Pair1 Pretest- Posttest	8.73	1.72	.31	8.09	9.38	27.79	29	<.01

**BIOGRAPHY**

Name	Chen Yao
Date of birth	February 25, 1992
Place of birth	Shaanxi Province, China
Education background	Xianyang Normal University, China Bachelor of Arts, 2010 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2024
Address	Xi'an, Shaanxi, China
Email Address	yaochen2017gt@outlook.com

