The Use of ClassIn Platform through Situational Approach for English Grammar Achievement of Grade 5 Chinese Students

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Abstract: This study is devoted to compare grade 5 Chinese students English grammar achievement before and after using ClassIn platform through Situational approach. And also, to study grade 5 Chinese students' learning satisfaction towards using ClassIn platform through Situational approach. The study used a cluster random sampling method to select a sample of 30 grade 5 students from an elementary school in Xi'an, Shaanxi Province. The tools used in the study included lesson plans, grammar achievement tests and questionnaires. Three experts were invited to verify the validity of the research tools with IOC index, and the ranges from -1 to +1. The study used the pre-test and post-test as quantitative data and the questionnaire to collect qualitative data. The pre-test and post-test analyses of grammar scores were used to check the students' grammar scores, and the questionnaire was used to study the students' satisfaction. The results showed that there was a significant difference between pre-test scores and post-test scores, with a mean score of 3.70 on the pre-test and 12.53 on the post-test, with a mean difference of 8.83. The significance (p) value was less than .01, which indicated that teaching English grammar using ClassIn Platform through Situational approach is very effective. Moreover, the results of the questionnaire showed that the students were very satisfied that using ClassIn Platform through Situational approach in their English grammar classes. Therefore, the results of the study indicated that using ClassIn Platform through Situational approach is effective in improving the English grammar achievement of grade 5 Chinese students.

Keywords: ClassIn platform, Situational approach, English grammar, Learning satisfaction, Achievement of grade 5 Chinese students

Introduction

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.

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. 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. 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 showed that there are many problems in the teaching of grammar in elementary school. 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 cannot 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 cannot 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. 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 cannot 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.

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. 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.

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. The products and services of ClassIn platform have been expanded to include teaching management, online and offline integrated teaching, online meetings, etc. 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.

Above all, in this study, the researcher used mixed method research design to generate the quality and consistent results from the study. The pre-test was done before the actual intervention; the post-test and questionnaire were carried out only after the complete intervention of the approach. The quantitative data collected through the pre-test and the post-test were analyzed and interpreted using t-test with (p) level of significance. Additionally, the qualitative data through the questionnaire was analyzed using descriptive statistics. In this study, the researcher included two variables; independent variable and dependent variable. The use of ClassIn platform through Situational approach to teach English grammar was an independent variable whereas students' English grammar achievement and satisfaction were the dependent variables. Therefore, the researcher decided to examine the effectiveness of using ClassIn platform through Situational approach based on the research objectives which is to compare grade 5 Chinese students English grammar achievement before and after using ClassIn platform through Situational approach. And also, to study grade 5 Chinese students' learning satisfaction towards using ClassIn platform through Situational approach.

Research Methodology

This study applied quantitative and qualitative method. The researchers used pre-test and post-test to collect quantitative data to determine students' academic performance in the use of ClassIn platform through Situational approach. The researchers also administered questionnaire as qualitative method to find out students' learning satisfaction after the intervention. All of these methods were applied to gather in-depth findings.

Research participants: This study was used a clustered random sampling method to select one of the classes of 30 students in a primary school. The school is located in Shaanxi Province, China. A total of 30 students were of mixed genders and mixed academic learning abilities to learn English grammar within the age range of 10-11 years old.

Research Instruments: Three instruments were used in this study to collect quantitative data. These included four lesson plans and English grammar achievement tests (pre-test and post-test) as well as questionnaire to find out the students' learning satisfaction after the intervention.

Lesson plans: There were four lesson plans, included two sessions in each plan. Each lesson was 45 minutes long, making a total of eight lessons. The researcher developed lesson plans based on the grammar points of Unit 5 in the People's Education Publishing House fifth grade English textbook. The lesson plans were based solely on the curriculum standards in China. The researchers used the Situational approach to teach English grammar on the ClassIn platform, which involved teaching vocabulary needed for grammar and teaching and practicing grammar.

English Grammar Achievement Tests: The English grammar achievement test consisted of a pre-test and a post-test and was used to collect quantitative data for the study. Three experts were invited to verify the validity of the research tools with IOC index, and the overall rating was 1.00. The value of the test item between 0.67 and 1.00 was considered accurate and acceptable. The English grammar achievement test included 20 points, 5 points for multiple choice questions, 5 points for fill-in-the-blank questions, and another 10 points for pictorial topics. The English grammar achievement pre-test was administered prior to the use of ClassIn platform through Situational approach. The post-test was used with the same questions after the use of ClassIn platform through Situational approach. The time frame to complete the test for them was 30 minutes.

Questionnaire: In order to find out the students' satisfaction after using ClassIn platform through Situational approach to learn English grammar, the researchers designed a questionnaire to detect the students' feedback. The questionnaire was divided into two parts. The first part simply collected information about the students' bio data, and the second part set up 3 dimensions of statements; the 3 dimensions included the items for detecting the students' interest and motivation after using ClassIn platform through Situational approach to learn English grammar; the 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 which 5 means strongly agree; 4 means agree; 3 means neutral; 2 means disagree; and 1 means strongly disagree, respectively. Before the students scored each statement in the questionnaire, the teacher of the class translated and explained it in their native language to ensure that the students scored it with full understanding.

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 & Hambleton (1977) was used to assess content validity during the development phase of an item. In this study, the content experts in education and English language teaching rated individual items based on the degree to which they measured the specific objectives listed by the test developer. The experts evaluated each item by scoring the item +1, 0, and -1. +1=clearly measured; -1=not clearly measured; 0=not clearly. If the assessment resulted in an IOC score between 0.67 and 1.00, the item was suitable for use. If the score was below 0.67, it needed to be modified or even deleted. In order to better measure the content validity of the lesson plans, achievement tests, and questionnaire in the study, three professionals were asked to evaluate all research instruments by using item goal congruence. The result showed that all instruments were validated with a score of 1.00, which indicated that all the items were congruent and valid for the study.

Reliability: According to Uyanah & Nsikhe (2023), reliability generally refers to the extent to which a measuring instrument measures consistently, what it is measuring. There are many measures of internal consistency. One of the most common and popularly uses is Kuder-Richardson (KR 20). To determine the reliability of English grammar achievement test, the researchers 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 from Statistical Package for Social Sciences (SPSS) software. The result showed that the reliability result was 0.93, so the instruments were reliable to be used in the study.

Data Collection: 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 considered that the age of the participants was between 10-11 years old, the researchers also obtained the consent of the school authorities and the parents or guardians of the students. The researcher kept all students' personal data and questionnaires confidential throughout the study. The researcher used coding system instead of their names as an alternative measure in ensuring the confidentiality. (Example: Student 1, Student 2, Student 3…). In addition, after the study completed, all data were completely deleted in strict adherence to research ethics.

Data Analysis: The researcher administered the pre-test prior to using of ClassIn platform through Situational approach and the post-test after the use of the ClassIn platform through Situational approach to make the actual intervention. The researchers analyzed the participants' scores on the pre-test and post-test by using paired samples t-test based on mean (M), standard deviation (SD), and significance (p) values. Meanwhile, the researchers analyzed the participants' learning satisfaction by using descriptive analysis to draw reliable and valid conclusions.

Research Results

The study was conducted with Grade 5 students in a school in Xi'an, Shaanxi Province, China. The course lasted for one month with two lessons per week. Quantitative and qualitative data were obtained through academic achievement tests and questionnaire. A 20-point pre-test and post-test were administered to 30 students before and after the intervention. Data from the academic achievement tests (pre-test and post-test) were analyzed and compared using a paired sample t-test based on mean, standard deviation, and significance (p) values. At the end of the intervention, a questionnaire was administered to the participants to examine and determine academic satisfaction with the use of the ClassIn

platform through Situational approach. The results of the study were collected and analyzed according to the following categorizations: (1) Data analyses targeting students' grammar achievement tests before and after using ClassIn platform through Situational approach. (2) Analysis of the results of the learning satisfaction administered to the students after the use of the ClassIn platform through Situational approach.

The researchers gave the pre-test to the participants before the intervention, 6 participants scored above the passing 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 researchers had remarkably improved. The highest score was 20 and the lowest score was 7.

The researchers used paired sample t-test to analyze the scores of pre – test and post-test. The mean of the pre-test was 8.83 with a standard deviation of 3.92 whereas the mean of the post-test was 12.53 with a standard deviation of 4.12. The difference between the two means was 3.70 and the significant value was.01. This meant that after using ClassIn platform through Situational approach, the students' English grammar achievement improved significantly. Figure 1 below shows the comparison between the mean scores of pre – test and of the post-test. Table 1 below shows more further analyzed data by using paired sample t-test.

Table 1: Paired t-test analysis of pre-test and post-test

Group	Pre-test		Post-test		Mean Difference	t
Sample	M	SD	M	SD	3.70	-11.61**
Group	8.83	3.92	12.53	4.12		

**Statistic significant at .01 level

Data Analysis of Questionnaire: 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 researchers statistically described the results of the questionnaire based on mean and standard deviation.

Interest and Motivation: Students highly agreed that using ClassIn platform through Situational approach was interesting. Table 2 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. Item 1 had the highest mean value of 4.47 and item 5 had the lowest mean value of 3.83 which still indicated that the students were interested and motivated to learn by using ClassIn platform through Situational approach. Students had high interest in the use of ClassIn platform through Situational approach.

Discussion

In this study, the researchers used the grammar achievement test scores and questionnaire to prove that the use of ClassIn platform through Situational approach did improve English grammar scores and also student satisfaction was high. Therefore, the

purposes of this study were addressed, and how the two research questions raised in this study were solved will be discussed in detail below:

By taking the pre-test and post-test of the experimental students, the average difference was 3.70, with a significant p-value less than .01, which meant that most of the post-test scores of students were significantly higher than their pre-test scores, and that the use of ClassIn platform through Situational approach effectively helped the 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 researchers believed that this was related to the interest; interest was the best teacher of learning; the teaching method was interesting; students were interested and more willing to learn, of course, scores were improved accordingly. The teacher set up the scenario to match the students' scope of understanding and this was also an influencing factor. If the students were able to understand the subject content easily, of course they would learn and their performance subsequently improved.

As Tao (2022) explained, Situational approach was not a single explanation from teachers, and the students were 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 were visual and attracted their interests and made them willing to learn. Also, the willingness to take the initiative to learn led to different levels of achievement. However, with such a wide range of progress across students, researcher believed that it had to do with the students' own comprehension and linguistic gifts, as well as according to Fahmi & Cahyono (2021), all students are different, so that no learning style fit all the students. Some students preferred to learn on their own, some preferred to learn while experiencing, and some preferred to have the teacher input the summarized and generalized learning directly to them. Overall, using ClassIn platform through Situational approach significantly improved grade 5 Chinese students English grammar achievement.

In order to explore the learning satisfaction, the researcher conducted a questionnaire. The students thought using ClassIn platform through Situational approach was a fun, motivating and impactful way to learn English grammar. 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 meant 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 stimulated students' interest in learning and fulfill the teaching needs. The same result as Sun (2022) was also obtained that Situational approach was 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 researchers believed that this had to do with the environment in which students live nowadays. Technology had infiltrated all aspects of our lives and there was digital content everywhere around us, which was usually more vivid and interesting. For example, traditional picture books needed to be described through text and static pictures, but in e-books, animation, sound effects and interactive elements made the story more vivid, which better attracted children's attention, and students were more interested and willing to learn actively. This was in line with Fang's (2022) findings that many students felt difficulty in learning English and in turn were reluctant to learn English. Moreover, improving the quality of English classroom made the students love to learn English and take the initiative to learn

English. Overall, using ClassIn platform through Situational approach significantly made the students have high satisfaction and willing to learn actively.

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 researchers would like to make the following recommendations. This study was limited to 30 fifth grade students in Xi'an, Shaanxi Province, China. Different regions and different grades may have different research results. For example, China is a vast region with obvious language differentiation and even language structures may be different, which may have an impact on English grammar acquisition. so the research results can also be greatly influenced by different local realities. Therefore, it is suggested that the sample can be enlarged and similar studies can be conducted in different grades to ensure more reliable research results. From familiarization to using the ClassIn platform, learning grammar through situated pedagogy, to explaining grammar, understanding and applying grammar. Each step requires a significant amount of time for teachers to familiarize themselves and for students to adapt. However, due to the limited time for the experiment, the results of the experiment will be affected to some extent. In order to obtain more reliable data, it is recommended to extend the study time. Due to the short time and the relative simplicity of teaching grammar points, different grammar points may present different results. It is recommended to conduct more experimental studies using different levels of grammar points to test the reliability of the findings.

Conclusion

In conclusion, the use of ClassIn platform through Situational approach is a new teaching method that combines traditional teaching methods and innovative modern technological methods to meet the needs of primary school students for English grammar learning. 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 ClassIn platform through Situational approach collects diversified, interesting and other characteristics, which can not only help students overcome the difficulties of learning grammar, but also make students interested in learning, actively learn English grammar, and further improve the performance of English grammar learning. The significant difference between the pre-test and post-test scores in this study, as well as the data from the questionnaire can confirm this. Therefore, the researcher suggests that teachers and future researchers who want to continue to study this field can pay attention to this point and conduct practical investigations in different subjects and grades to find better teaching methods.

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