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THE ROLE OF SITUATIONAL LANGUAGE ACTIVITIES ON DEVELOPING SUDANESE  
EFL TERTIARY LEVEL ORAL SKILLS' LEARNERS

Prof. Dr. MOHAMMED BAKRI HADIDI<sup>1</sup>, Dr MUNTASIR HASSAN MUBARAK<sup>2</sup>,  
MAHGOUB ELSIR ELTOUM OTHMAN<sup>3\*</sup>

<sup>1</sup>Nile Valley University- Department of English Language, Faculty of Education

<sup>2</sup>Sudan University of Science and Technology, Department of English Language, Faculty of Education

<sup>3\*</sup>Post Graduate College, Faculty of Education, Sudan University of Science and Technology, Sudan



MAHGOUB ELSIR ELTOUM  
OTHMAN

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ABSTRACT

This current study highlights the role of situational language activities (SLA) on developing the learning process of Sudanese EFL tertiary level oral skills. The study population is made up of English teachers, (50) teachers from several Sudanese Universities, to collect data, the study depends on the analysis of questionnaire research carried out on EFL instructors as the main tool for this study. To evaluate the information obtained the investigator uses SPSS. *According to the findings of the study, Situational language activities provide a useful and enjoyable learning process for students, besides students may assist in improving different skills, such as interpersonal skill and oral skills by implementing situational language activities.* Via situational language activities, second-year University students can learn better oral skills if they are taught it and prepared to perform them in the speaking process. Also, the performance of students improved significantly, and via oral skills, they developed better attitudes towards learning English students were motivated and less reluctant to take part in oral exercises in a way that enhanced their understanding. Students were diligent to engage in their groups and supported each other in process of communicating. In using situational language activities in the classroom, students were more kinesthetic and enthusiastic a way that fostered their success and understanding. Finally, the paper recommends that teaching the English language can no longer be a teacher- centeredness in the oral process, Students should be provided with enough time.

In addition to that, English teachers should improve their knowledge and then apply it to their teaching of situational language activities, also students should be prepared not only in the context of the classroom but also outside the classroom to incorporate situational language activities in their learning process, moreover, it is also recommended that syllabus designers consider situational language activities when designing English syllabus or any other syllabuses.

KEYWORDS: situational language activities, Sudanese EFL tertiary level learners, oral communication, speaking skills.

## 1. Introduction

The Oral Approach or Situational Language Teaching (SLT) is an approach that was developed by British applied linguists between the 1930s and the 1960s. While it was new to many of the teachers, it had a sign in language courses until the 1980s. Textbooks such as Streamline English (Hartley and Viney 1979) were constructed using the concepts of SLT principles.

A variety of scholars have thoroughly researched and re-examined the method and tasks of Communicative Language Teaching in teaching English as a second language in ESL/EFL/EAL settings have widely studied and restudied (CLT) approach and its tasks. It is 'an approach, rather than a method' (Richards & Rodgers 2001, cited in Brown 2007, p.241).

The oral approach or situational language teaching is based on a systematic vision of language expressions, forms, and emphasis on the concentration of simple vocabulary items are the basis of language teaching. That is the view of American structuralist, such as Fries. However, what distinguishes the situational language teaching form, which is also defined by its focus on the presentation of structures in context.

### 1.1 The Oral Approach for Language Teaching

The oral technique was developed by linguists in Europe at the start of the twentieth century. This approach to acquisition has had a nice influence on instruction for several years.

Richards, J. C. And Rogers, T. S. (1986) argued that once linguists and language specialists tried to boost the quality of instruction within the late nineteenth century, they regularly did thus by relating to general ideas and hypothesis concerning however languages square measured tutored, however information of the language is taken and arranged in memory, or however language itself is structured.

Also, Richards & Rodgers (2001, pp.50-52) investigated second teaching in step with second language acquisition (hereafter: SLA) theories throughout history, they began describing the event around the time of World War II. They found that the Yank entry into World War II was associated degree initial start line for L2 learning in America owing to the learning programs that were established in 1942.

### 1.2 Vocabulary and grammar control

One of the methods' glorious characteristics is its target getting vocabulary and reading skills. This culminates within the development of vocabulary management ideas. Frequency counts showed that in written texts a core of regarding 2000 words principally existed within the written texts and that mastery of such a listing would result in improved reading skills.

It was typically believed that an analysis of English and a classification into sentence patterns (or situational tables) may be accustomed facilitate learners to internalize the principals and sentence structures.

### 1.3 Behavioristic background

Situational language teaching control a behavioral role. It is restrained the strategies rather than with learning environments. The three stages of these processes are:

1. Receiving knowledge or content.
2. Fixing it in memory by repetition.
3. And to use in actual practice until it becomes a personal skill.

The concepts of learning behavioral theory may be summarized as follows:

- Language learning is habit-formation.
- Mistakes are bad and may be avoided, as they create bad habits.
- Language skills are learned more effectively if they're presented orally first, then in written form.
- The analogy may be a better foundation for language learning than analysis

- The meanings of words will be learned only in a very linguistic and cultural context.

#### 1.4 Aims of SLT

The purpose of situational language teaching is to succeed in these goals:

- A sensible command of four fundamental skills of a language.
- Both pronunciation and synchronic linguistics.
- Ability to reply quickly and accurately in speech situations.
- Automatic management of basic structures and patterns of sentences.

#### 1.5 The syllabus, techniques, and activities

Using a structural syllabus and a word list situational language teaching focuses on structural practices, together with a situational presentation of a new brand sentence, patterns, and exercises to follow them. The standard procedure in situational language teaching shall embody:

- Procedures that move from management to the freer apply of structures
- Procedures that move from oral use of sentence patterns to their automatic use in speech, reading and writing.

A typical situational language pedagogy lesson would begin with stress and intonation apply. Then the most body of the lesson would possibly comprise four parts:

1. Revision (to brace oneself for new work).
2. Presentation of recent structure or vocabulary.
3. Oral apply (drilling).
4. Reading of material on the new structure, or written exercises.

#### 1.6 Advantages

Although Situational pedagogy was developed throughout the Thirties, it still attracts the interest of the many lecturers. Its sturdy stress on oral observation, descriptive linguistics, and phrase patterns adapt to the intuitions of the many much orienting schoolroom lecturers.

#### 1.7 Disadvantages

The views of language and learning underlying situational pedagogy were referred to as into question. Chomsky (1957) showed that the structural and Psychonomic approaches to language were inaccurate and do not account for basic characteristic of language, particularly the creative thinking and individuality of individual sentences. Children do not acquire their first language through repetition and habit formation. There should be, however, an innate predisposition that leads them to a certain linguistic competence.

#### 1.8 Language Teaching:

Cummins (1988) in his classic work has separated language skills into two major classes of proficiency. Basic Interpersonal Communication Skills (BICS) generally needs several years to develop. This implies that the language learner will converse regarding everyday affairs and sometimes seems to be a competent user of the language, being fluent and able to answer most concrete stimuli. However, consistent with Cummins, Cognitive Academic Language Proficiency (CALP), the ability which permits the learner to debate and study conceptual, academic, material in the second language takes many years longer, being the result of years of extended study within the target language. In different words, though someone could also be perfectly utterly of carrying on a spoken language, within the target language, that very same individual might not be equipped, with that requires academic knowledge of complex sentence structures, understanding of the written and spoken rhetoric of the language, and possession of a complicated fine-tuned vocabulary. This level of language

proficiency is possible solely through directed tutorial study and, therefore, may be achieved through diligence, native speakers enclosed.

**Method of this study:** The study adopts a descriptive-analytical approach.

**The population of the Study:** The population of this study includes EFL university instructors

**Sample of the Study:** 50 EFL university instructors are randomly chosen as a representative sample.

**Instruments of the study:** Employs the following tools for collecting data:

**Teachers' Questionnaires:** The main objective of this questionnaire is to investigate the teachers' attitudes towards the role of situational language activities in developing students speaking English.

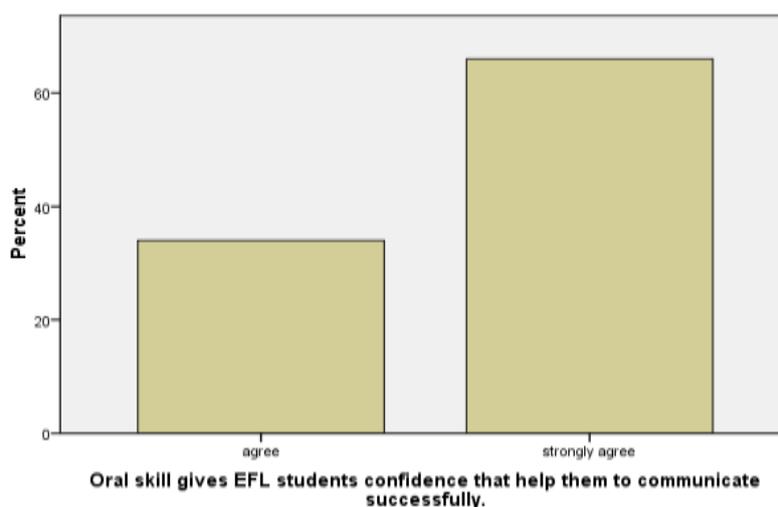
#### DATA ANALYSIS AND DISCUSSION

This part focuses on the analysis and discussion of responses of teachers to questionnaire.

**Table No (1) Oral skill gives EFL students confidence that helps them to communicate successfully.**

Valid	Frequency	Per cent	Valid Percent	Cumulative Percent
agree	17	34.0	34.0	34.0
strongly agree	33	66.0	66.0	100.0
Total	50	100.0	100.0	

**Oral skill gives EFL students confidence that help them to communicate successfully.**

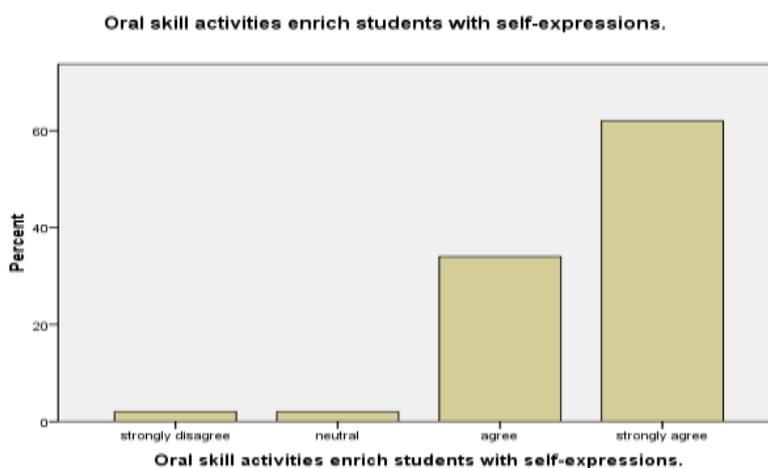


**Figure No (1)**

This figure shows that 66% of respondents strongly agree while the rest 34% agree. So, thirty-three of the respondents think that oral skill gives EFL students confidence that helps them to communicate successfully.

**Table No (2) Oral skill activities enrich students with self-expression.**

Valid	Frequency	Per cent	Valid Percent	Cumulative Percent
strongly disagree	1	2.0	2.0	2.0
neutral	1	2.0	2.0	4.0
agree	17	34.0	34.0	38.0
strongly agree	31	62.0	62.0	100.0
Total	50	100.0	100.0	



**Figure No (2)**

This figure indicates that 62% of respondents strongly agree. While 34% agree, 2% strongly disagree, and 2% neutral. This result asserts that Oral skill activities enrich students with self-expression.

**Table No (3) Oral skill activities provide students with an opportunity for oral practice.**

Valid	Frequency	Per cent	Valid Percent	Cumulative Percent
strongly disagree	1	2.0	2.0	2.0
neutral	2	4.0	4.0	6.0
agree	18	36.0	36.0	42.0
strongly agree	29	58.0	58.0	100.0
Total	50	100.0	100.0	

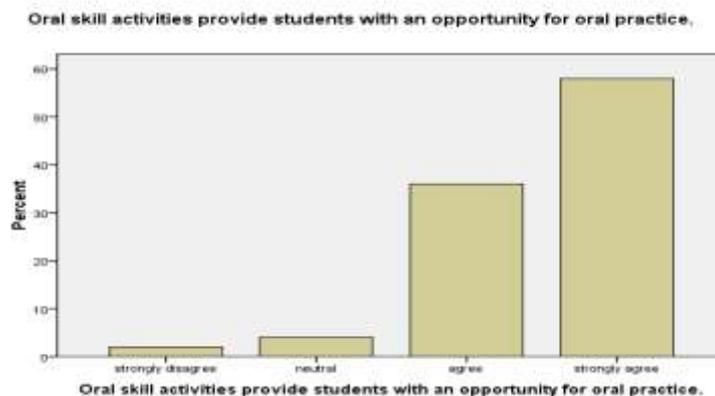


Figure No (3)

This figure shows that 58% of respondents strongly agree. While 36% agree, 2% strongly disagree, and 4% neutral. This result proves that Oral skill activities provide students with an opportunity for oral practice.

Table No (4) Situational language activities encourage students for a group presentation.

Valid	Frequency	Per cent	Valid Percent	Cumulative Percent
neutral	4	8.0	8.0	8.0
agree	20	40.0	40.0	48.0
strongly agree	26	52.0	52.0	100.0
Total	50	100.0	100.0	

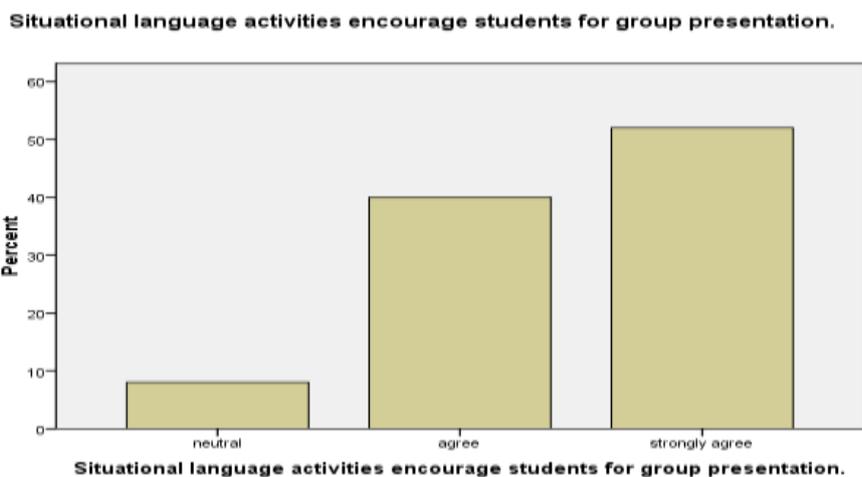
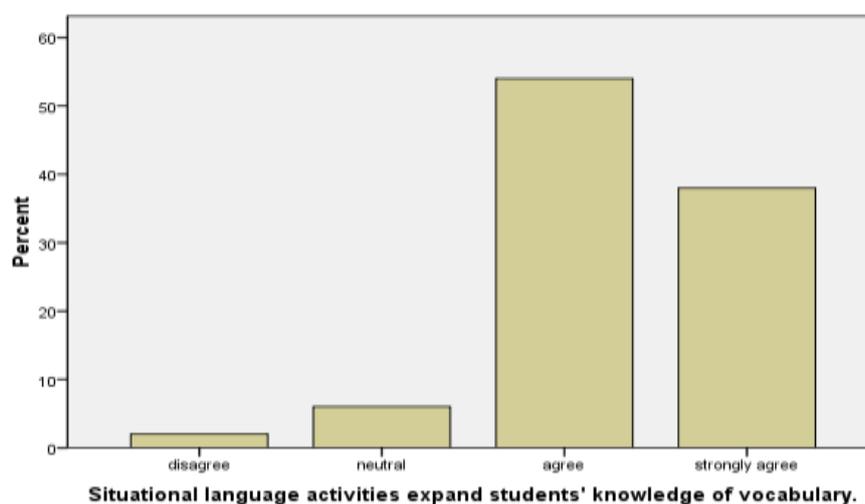


Figure No (4)

This figure indicates that 52% of respondents strongly agree. While 40% agree, whereas 8% neutral. This result proves that Situational language activities encourage students for a group presentation.

**Table No (5) Situational language activities expand students' knowledge of vocabulary.**

Valid	Frequency	Per cent	Valid Percent	Cumulative Percent
disagree	1	2.0	2.0	2.0
neutral	3	6.0	6.0	8.0
agree	27	54.0	54.0	62.0
strongly agree	19	38.0	38.0	100.0
Total	50	100.0	100.0	

**Situational language activities expand students' knowledge of vocabulary.****Figure No (5)**

This figure presents that 54% of respondents agree that Situational language activities expand students' knowledge of vocabulary. While 38% strongly agree, 6% neutral, whereas 2% disagree with the above-mentioned statement.

**Table No (6) I always use a brainstorming strategy to develop an oral skill.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	4	8.0	8.0	8.0
neutral	4	8.0	8.0	16.0
agree	25	50.0	50.0	66.0
strongly agree	17	34.0	34.0	100.0
Total	50	100.0	100.0	

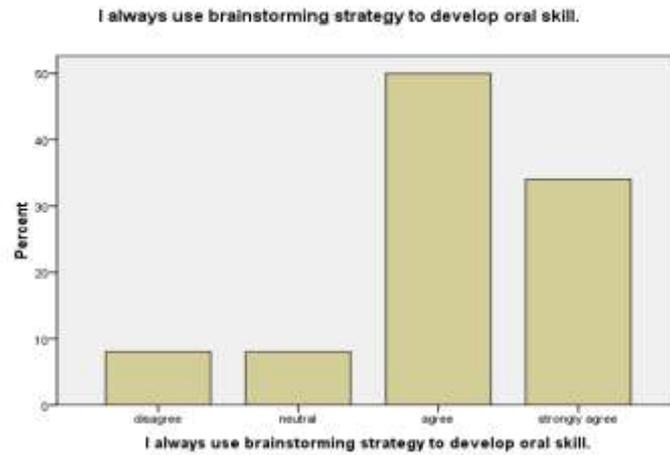


Figure No (6)

This figure indicates that 50% of respondents agree that they always use a brainstorming strategy to develop an oral skill. While 34% strongly agree, 8% disagree, and 8% neutral, whereas 2% strongly disagree with the above-mentioned statement.

Table No (7) I usually design a variety of situations to strengthen oral performance.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
neutral	5	10.0	10.0	10.0
agree	21	42.0	42.0	52.0
strongly agree	24	48.0	48.0	100.0
Total	50	100.0	100.0	

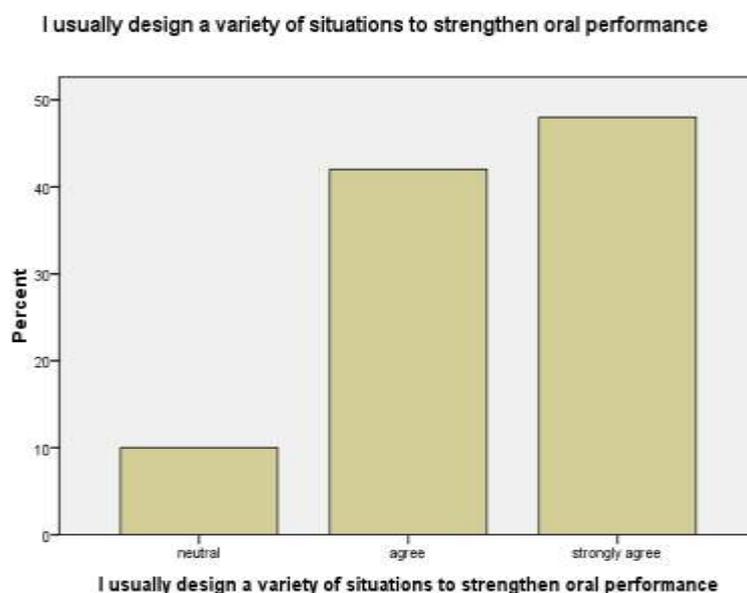
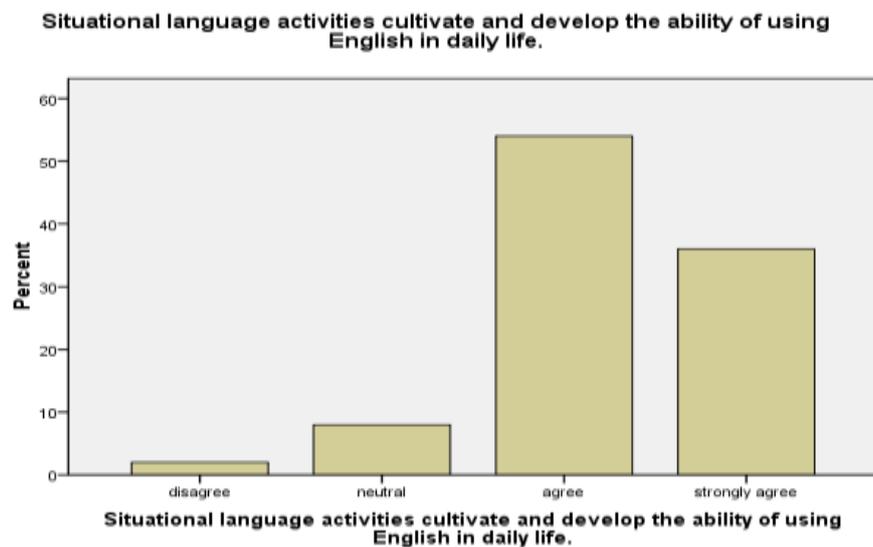


Figure No (7)

This figure indicates that 48% of respondents strongly agree that they usually design a variety of situations to strengthen oral performance. While 42% agree, whereas 10% neutral, to the above-mentioned statement.

**Table No (8) Situational language activities cultivate and develop the ability to use English in daily life.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	1	2.0	2.0	2.0
neutral	4	8.0	8.0	10.0
agree	27	54.0	54.0	64.0
strongly agree	18	36.0	36.0	100.0
Total	50	100.0	100.0	



**Figure No (8)**

This figure shows that 54% of respondents agree that Situational language activities cultivate and develop the ability to use English in daily life, while 36%strongly agree,2% disagree, whereas 8% neutral to the above-mentioned statement.

Table No 9: Situational language activities provide students with opportunities to investigate and understand the patterns in words

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	2.0	2.0	2.0
disagree	2	4.0	4.0	6.0
neutral	5	10.0	10.0	16.0
agree	26	52.0	52.0	68.0
strongly agree	16	32.0	32.0	100.0
Total	50	100.0	100.0	

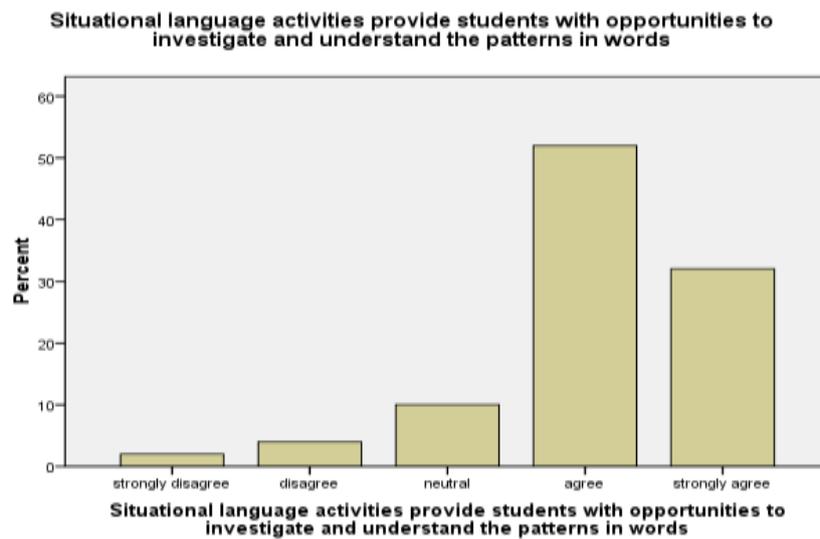


Figure No (9)

This figure shows that 52% of respondents agree that Situational language activities provide students with opportunities to investigate and understand the patterns in words. While 32% strongly agree, 4% disagree, and 10% neutral, whereas 2% strongly disagree with the above-mentioned statement.

Table No (10) I assist students to engage in intentional learning.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	2	4.0	4.0	6.0
neutral	7	14.0	14.0	20.0
agree	29	58.0	58.0	78.0
strongly agree	11	22.0	22.0	100.0
Total	50	100.0	100.0	

I assist students to engage in intentional learning.

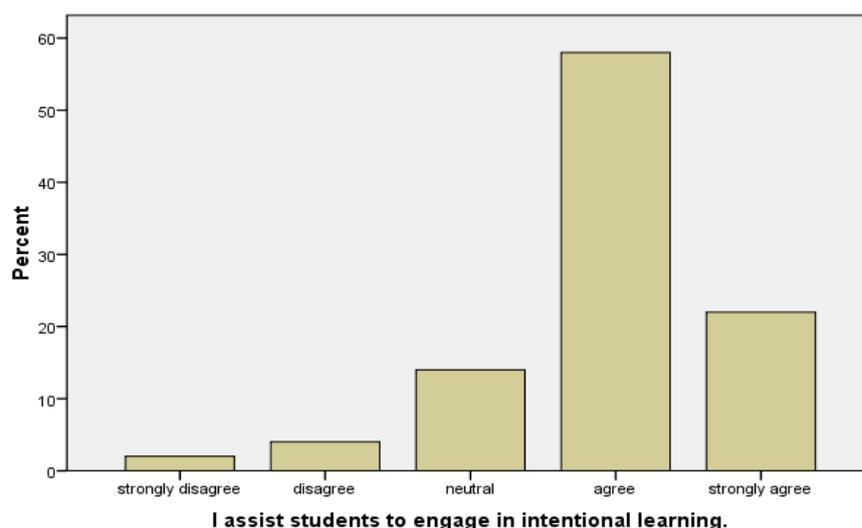


Figure No (10)

This figure shows that 58% of respondents agree that they assist students to engage in intentional learning. While 22% strongly agree, 4% disagree, and 14% neutral, whereas 2% strongly disagree with the above-mentioned statement.

### Discussions and results

The analysis of the teachers' questionnaire shows that oral skill gives EFL students confidence that helps them to communicate successfully. Besides, those analyses indicate that a significant number of teachers they assist students to engage in intentional learning, the result proves that oral skill activities provide students with an opportunity for oral practice.

### Conclusion

The analyzed results of teachers' questionnaires revealed the clear and constructive effect of encouraging to motivate the students to acquire the language through learning SLT. Therefore, during their teaching\learning process, teachers should take encouragement into account.

### Recommendations

The researcher recommends these points based on the result of this study, which should be considered by English syllabus designers, teachers, and learners as follows

- [1]. Teaching the English language can no longer be a teacher- centeredness in the oral process, Students should be provided with enough time.

- [2]. English Teachers should build their knowledge and then apply it to their teaching of situational language activities.
- [3]. Students should be prepared not only in the context of the classroom but also outside the classroom. To incorporate situational language activities in their learning process.
- [4]. It is also recommended that syllabus designers consider situational language activities when designing English syllabus or any other syllabuses.

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