The main purpose of this study is to explore the relationship between Situational Language Teaching (SLT) and students’ learning attitudes. SLT is the teaching strategy that imitates real situations to create an English learning environment for learners to do role-playing. Through SLT, EFL learners are expected to practice and improve their oral and auditory abilities.

This study examines 15 EFL elementary school students’ learning attitudes. The research questions of this study are: (1) what are the common English teaching methods in the elementary schools nowadays; (2) what are the students’ learning attitudes toward their previous teachers’ learning methods; (3) what are the students’ learning attitudes toward SLT. Both questionnaire survey and experimental teaching were used to collect the data for study.

Through data analyses, four conclusions include: (1) students’ English learning attitudes are affected the most by teachers’ teaching methods; (2) most elementary school teachers still take flat textbook-explanation as their main teaching method, but it benefits little in students’ learning attitudes; (3) learning through games and role-playing are efficient a lot in raising students’ learning attitudes; (4) more than 65 percentage of students are fond of the teaching ways of SLT. The findings suggest that SLT did benefit elementary students’ learning attitudes.