



APPLICATION OF COMMUNICATIVE APPROACH TO TEACH ENGLISH FOR NON-MAJOR STUDENTS AT FOREIGN TRADE UNIVERSITY

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Introduction

The research investigates changes in:

- students' motivation, engagement and achievement
- → the effectiveness of the applied communicative activities



Participants

- class TAN 202(2-1314).10 at Foreign Trade University.
- second-year non-English major
- learn general English in the first and second year
- learn 6 hours of English per week and there are 15 weeks per semester.



Measuring instruments

- Communicative activities
- Pre-test – Mid-term test – achievement test
- Survey questionnaire

Communicative activities

Warm-up activities

“A, B, C...”



MARKETING:

- Advertising
- Television
- Market
- Consumer
- Commerce
- Promotion
- Product

.....

Communicative activities

Warm-up activities

- *Write in the air*



Communicative activities

Warm-up activities

- *The rolling wheel*

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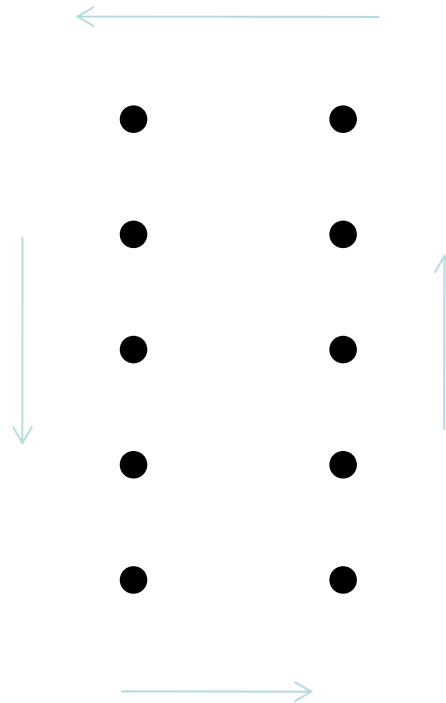
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Communicative activities – While teaching activities

- Reading activities:
 - Word-box
 - Word search
 - Cross-word puzzle
 - True or False
 - Multiple choice questions
 - Amazing Race



Word-box

- Students make word-pairs or flashcards of words
- Students can work in pairs. One will read out the definition for the other to guess the word in controlled time. Similarly, one can show the word, the other pronounce it or make sentences with it.



Word search

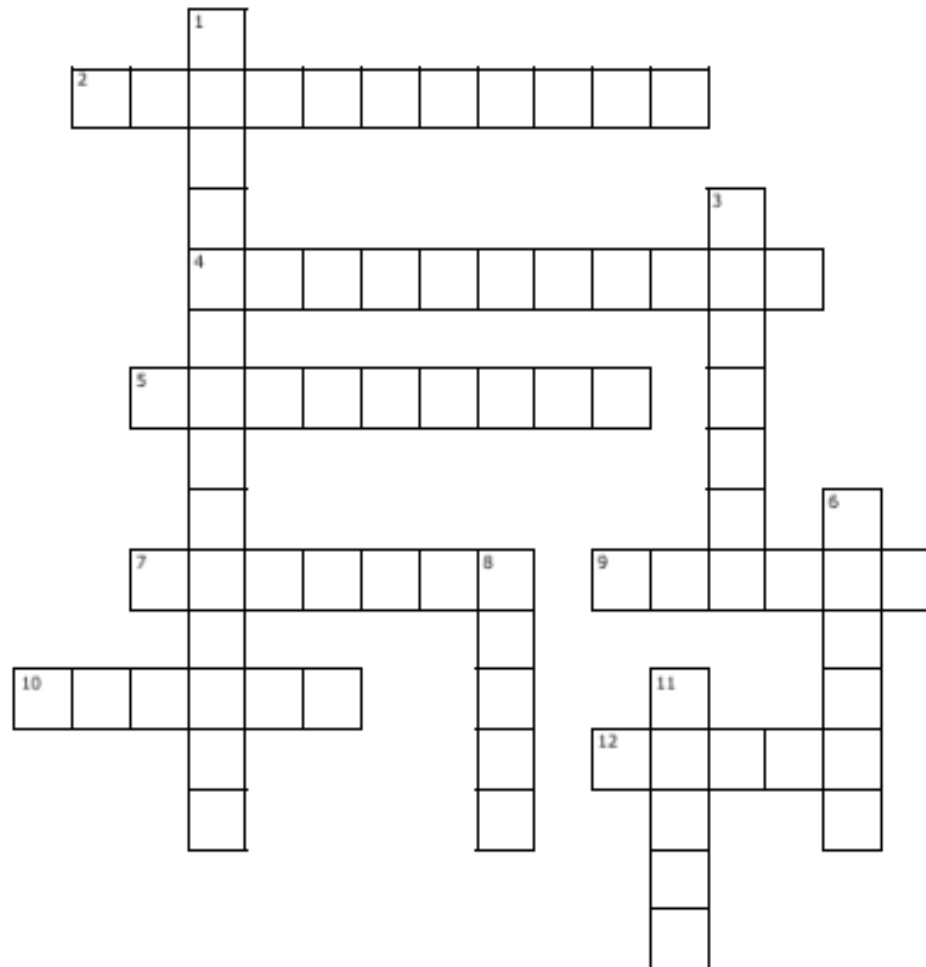
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Cross-word puzzle

- A crossword printed in A1 or A0 sized-paper
- The class is divided into three or four groups
- Students take turn to choose and answer the questions
- Teachers choose either to print out the clues or give them to students or read aloud the hints.

Cross-word puzzle





True or False

- This game is played after the students have carefully read the passage
- The teacher write “TRUE” and “FALSE” on the board
- The class is divided into two teams
- . The teacher randomly picks students from each side to answer the questions.
- The chosen students listens carefully to the question, rush to the board, and slap the answer.



Multiple choice questions

- This game should be applied after the passage is carefully read.
- For each set of cardboards, there are four options for a question (A, B, C, D).
- There should be four groups in a class.
- After the teacher reads the questions, each group raises their answer.



Multiple choice questions

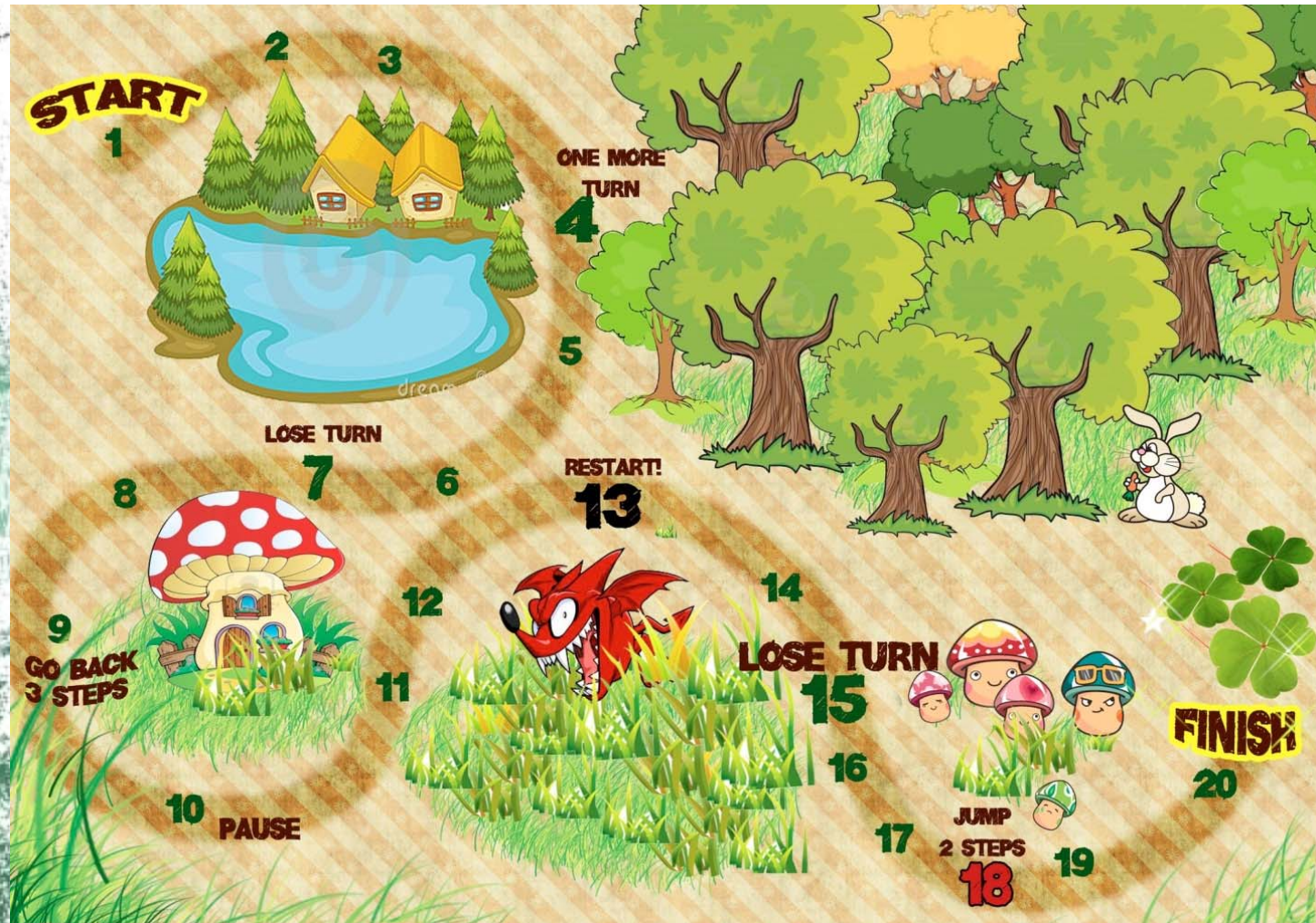
- In order to increase the competitiveness and students' focus, teacher can make only one set of cardboard.
- Then for each question, four representatives from four groups run to the board as quick as they can, grasp the answer.
- Wrong choices will be penalized.



Amazing Race

- The class is classified into four to five groups
- The teacher makes a route, gets it printed in large size paper, hangs it on the board
- Different colored pieces of magnet would identify different teams. The teams take turn to answer a question before tossing the dice
- With right answer, they move according the number on the dice they have tossed. If not, others get chance to take it.
- A team can kick another one out of a grid.

Amazing Race





Communicative activities – while teaching activities

Listening Activities:

- Cross out the word
- Predict a situation
- Complete a chart or table
- Solve a problem
- Error correction



Cross out the word

- The teacher randomly writes words and phrases in the recording and some others on the board.
- The students listen and cross out the ones that they hear with different colored-chalk to.
- There should be penalties for wrong answer to avoid cheating.
- This game can be played in pairs when two students are given a handout.



Predict a situation

- The teacher plays the recording from the middle, ask students to predict what was spoken earlier and later.
- Or they may pause while it's playing and the students guess what's going to happen next.
- Learners can discuss their choice with their groups



Complete a chart or table

- This activity is suitable for the recording of a report or a plan.
- The teacher give each students a worksheet, ask them to fill in the figures, numbers, date, place, etc.
- While the whole class is listening, two students will perform the task on the board.
- The teacher then compare their answers.



Solve a problem

- Students listen and discuss in groups to find solutions to a problem which happens in the recording. They need to communicate with partners to justify their answer.



Error correction

- The teacher prepares handouts with errors on it.
- Students listen, identify then correct them.
- The errors can be in spelling, verb tenses, subject-verb agreement, plural/singular forms, and so on.



Post-teaching activities

- role-play
- discuss
- or give their own opinion
- write a letter to the CEO of a company, giving their point of view of an issue, congratulate him on his promotion, his new contract; or to a customer to apologize for a faulty product, or delay in delivering, or offer them a special deal



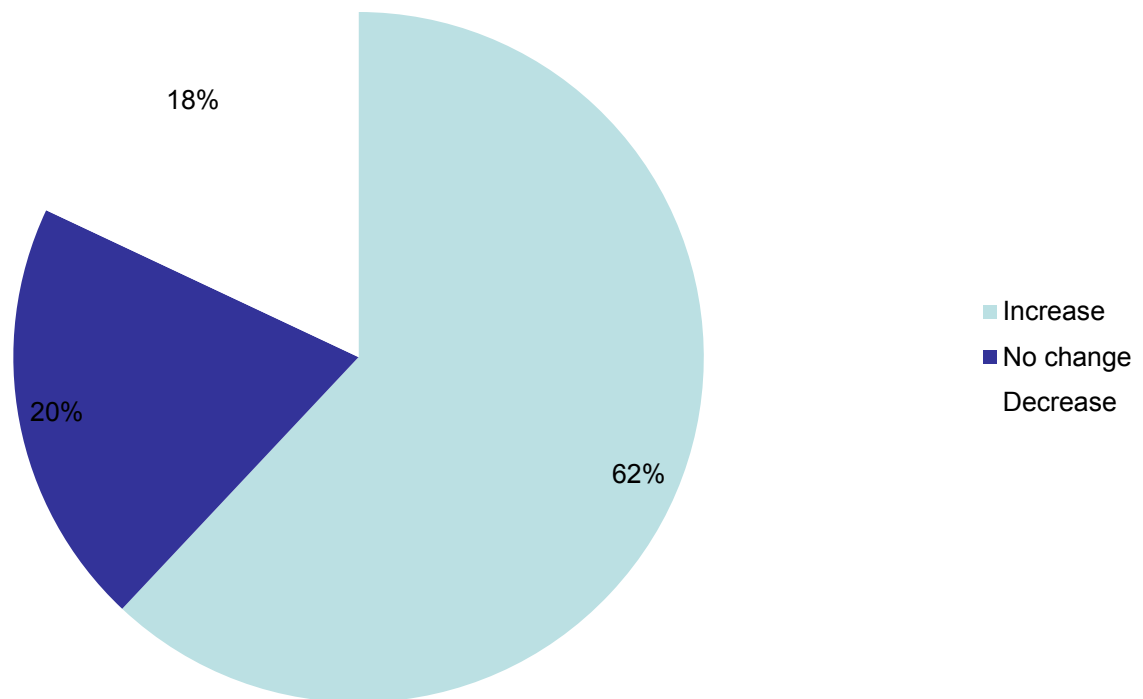
Data collection procedure

- The teacher implements the mentioned-above communicative activities throughout the semester as much as they can.
- During the process of teaching, he/she observes and takes notes of students' behavior and participation in the class activities.
- After conducting three tests, the teacher marks and assesses students' work, then compares the results.
- The questionnaire is given at the end of the semester.

Data analysis and findings

- Changes in students test results

Changes in Test Results



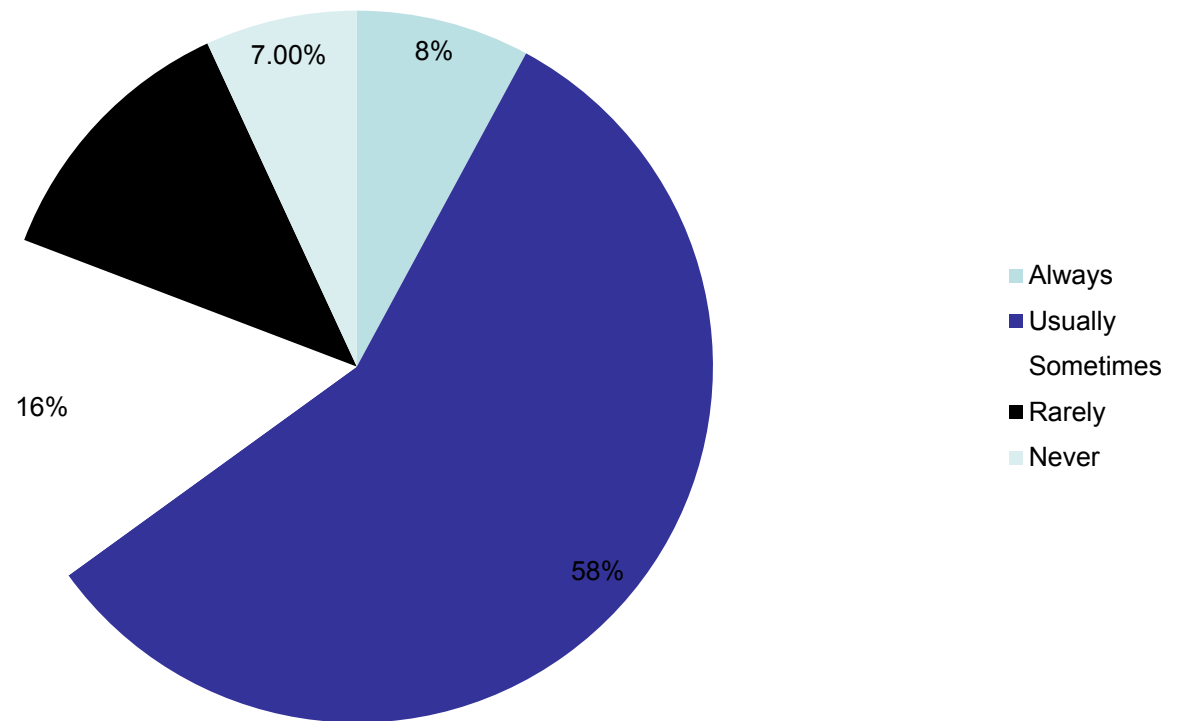


Purpose of learning English

- To pass the exam: 100%
- To get a good job: 100%
- To access information on the Internet: 83%
- To communicate with other people: 70%
- Others (please specify): 21%
 - study overseas
 - Watch Hollywood movies
 - Listen to English songs
 - Watch Sport TV in English

Frequency of joining in the activities

Frequency of joining in the activities





Effectiveness of the activities

- [hyperlink](#)



Difficulties in performing the activities

A. Not at all

8%

B. I don't feel comfortable and confident.

17%

C. The class is too noisy. The teacher cannot help everyone.

17%

D. Some students are not team-players.

13%

E. Sometimes the leader controls over others.

13%

F. The activities are not challenging and interesting.

21%

G. Others. (please specify)

0%



Good points of the activities

- [Hyperlink](#)



Conclusion

- Changes in the learners' attitude towards learning → their passion for the subject and confidence was improved. → their scores also upgraded significantly

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- Simple rules, easy to follow with clear instruction from the teacher
- Match with students' language level and interest and closely relate to the lessons.
- Besides, the teacher still plays an essential role in the classroom. He/she has to be good at time allocating and classroom managing to assure that all students join in all activities and to avoid over-controlling of some members.