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Methodology of Teaching English

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Abstract:

Teaching English as a foreign language can be fun and meaningful when teachers apply communicative activities in their classrooms. Students will feel motivated and they will participate interacting with others enthusiastically. These activities can definitely encourage learners' participation, contributing to improve their oral production of the English Language. Teachers must know the importance of using appropriate communicative activities to encourage children speaking. It is imperative to understand that these activities need to be well designed or modified in order to develop this skill. This monograph has as its main objective to present some examples of games that teachers can use in an EFL classroom in order to develop children's communicative competence by engaging them in meaning-focused communication.

Keywords: *Communicative Activities, Games, Oral production*

1. Introduction

There are a lot of methodologies of language teaching in the world today. One of the most popular ways is Communicative Language Teaching (CLT) that takes many interests of researchers as well as teachers of the second language. The ways of approaching communication in teaching as the second language or foreign language were emphasized by researchers about its interaction. They point out that CLT helps learners get goals and motivation to develop speaking skills of their second language fluently in communication. Moreover, CLT improves grammar, vocabulary, pronunciation and writing skills for learners. These are the reasons that make learners and teachers of CLT interest about learning and teaching it. Because the purpose of teaching as well as the mentality of English learners is to communicate basically with foreigners.

I would like to choose high-school students in Tuyen Quang who need to have a basic English communication skill as the subjects for teaching from that point. Firstly, this method primarily teaches speaking skills that students enjoy learning because of its dynamic activities and attracts more students to participate actively in the learning process. Secondly, it helps learners gain a natural communication skill with correct pronunciation as native speakers. Finally, this method is also a tool to help them find a suitable job with the global trend of integration currently. Moreover, from my point of view, it is an effective method of teaching English speaking skills that attracts students. Therefore, I want to choose CLT method to teach my students in order to take the best speaking skills and it is also the expectations of learners after finishing any programs and their purposes of perceiving what they need.

2. Literature Review

Language is a mean to communicate and impart the knowledge. It consists of 2 parts: one speaker and one listener, one reader and one writer. It is suggested with 3 important significances in learning language, according to (Richards and Rodgers, 2001, p161) 'communication principle, task-based principle, and meaningfulness principle' (as cite in Muhammad.U Farooq) When those principles are suggested in learning language environment, functions of the operations and social activities are interactive (Littlewood, 1981) With this frequency, it relates to how students are active learners and makes them totally believe their teachers during the period of using language. According to (Nunan, 1991, p. 280), method of approaching communication has five characteristics that emphasis speaking skills, introduces the reliable subjects in studying environment, besides, providing opportunities for language and creativity in learning, develops their own experiences in the process of learning language and the link between experiences in classroom and learning activities outside. Nunan explains about CLT and suggests that any forms of teaching practice will help students develop their ability in communication that contents involve the effective tactics as the instructions in ESL/EFL. No doubt how to build belief for learners or teach people how to give them confidence. The teachers are considered to have innovation in 'real setting' to provide students the actual opportunities to operate.

According to (Breen and Candlin, 2001), in aspects of the social understanding, knowledge and the social knowledge is based on communication and taken learners as the center with their learning experiences. However, the role of the teacher is to create an environment for learning, community study and collaborative activities to assess students. English textbook of Richards' shows that CLT is a good principle (e.g., New Interchange, Richards, 1998; and Passages, Richards & Sandy, 2008). In fact of CLT, a series of interactive activities based on missions, roles of playing - act and simulations, often in small groups, give students opportunity to use and practice the language and reflect about the use of language and linguistics, (Huwei, 2010). Moreover, an online newspaper with the title 'English language teaching Global Information, 2014' also gives three reasons which are suggested to develop for teaching English language in the primary schools. Firstly, teaching English language is recognized widely, it is better for learners to have chances to study English earlier, besides, children who learn languages early they may be more successful. Secondly, the expansion of teaching of English at primary level is a development trend of studying English more extensively and those are results were made globally; governments and politicians around the world are very supportive for it. Because they want the labor force in their countries to be able to speak English fluently in all situations. It has shown that it is a guideline leading to success in the economic sphere of each country.

However, many other people do not agree with the principles of the communicative approach to teaching and learning language. Because it focus on the approach of meanings and rules of use rather than to grammar and rules of structure. In other words, it is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much priority to meaning at the example. It is said that with CLT there is a danger of focusing too much on oral skills and less emphasis given to reading and writing skills, (Al-Humaidi, n.d. as cited in Keithley, Kumm (2013). But the views are not convincing which makes CLT growing superiority more and more. So, Communicative language teaching (CLT), also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach. In recent years, task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. Dogme language teaching shares a philosophy with TBL, although differs in approach. Dogme is a communicative approach, and encourages teaching without published textbooks and instead focusing on conversational communication among the learners and the teacher. https://en.wikipedia.org/wiki/Language-teaching_method - cite note-17

These are the perspectives of researchers about CLT, based on their studies. In my opinion, I find that the given researches as well as points of views are relatively consistent with reality and demand of studying language of learners. I totally agree with above views because CLT task - based method motivates learners despite their poor knowledge and skills. Moreover, it attracts a lot of learners to study actively, most Vietnamese students study English for many years, but they cannot hear as well as speak with native speakers.

3. Discussion

3.1. Using CLT Task-Based Method to Teach Speaking Skills for High-School Students

In my opinion, we need to understand what CLT is before choosing CLT as the teaching method, CLT is described as an approach for teaching language communication. This method has been popularized recently in the 21st century, it is a practical teaching methods for communication with its useful principles and features. This are theories supported by (David Nunan, 1991) he gave five features of CLT.

- Emphasize the goal of learners to communicate through interaction in the language.
- Introduce the authentic documents in the learning situation.
- Provide opportunities for learners to focus, both languages and the learning process.
- Improve own personal experiences and also contribute important factors for learners in classroom.
- Help learners strive to combine learning activities of learning in the classroom with ones outside learning environment.

Those five features are interviewed by experienced learners studying CLT method. It indicates that they are very excited to learn language using more popularly with this CLT method. (as cite in Muhammad.U Farooq)

3.2. Using Principles of CLT Task Based Method for Activites of Speaking Skills in the Class

First of all, it is necessary to mention to the principles of language teaching methods of communication when I am using them in the real situations as follows:

- Communication is the focus of learning language.
- Create opportunities for learners to have experiences and try to understand what they know.
- Ignore the mistakes of the learner which indicate that learners have improved their communication capabilities.
- Create opportunities for learners to develop both accuracy and fluency.
- Link different skills such as speaking, listening, reading and writing, because they often occur in the real world.
- Let students detect or discover the grammar rules.

When applying these principles in the class, it is required to use technology-technique. As we have seen above, giving a topic is a new role of teachers and students in the class will rely on it to practice speaking. Instead of taking

advantages of the activities with repetition and memorizing correct sentences and grammatical form, the activity requires students to negotiate about the meanings and in order to interact. These activities create the core of the work of teaching CLT task-based methods.

3.3. Design One Lesson, Use Materials, Manage Classes, and Use Techniques in the Performance of Teaching the Real Lessons Design

3.3.1. Favorite Food

a. Objectives of the lesson

The topic of lesson is about favorite food

- Ask students to have some structures which are relevant to the topic.
- Students speak 5 simple sentences at least combining with the above structures and relating to the topics.
- Students write a short paragraph about their favorite food.

b. Materials using for lesson

- Textbook of grade10
- Ao paper

c. Period in 45 minutes

d. Use teaching techniques

- Board
- Projector

e. Contents of lesson

- Warm up(5')

Teacher: What is your favorite food?

Student: Answer

Teacher: Provide some vocabularies, sentence structures relating to the topic.

Ex: - What it is famous for?

- Invite someone to do something
- What they are made from and ingredients of food....
- Specialties
- Spices
- Vermicelli made of cassava...
- Seafood
- Crab
- Octopus
- Garlic, green bean, onion, green pepper, potato
- Steering rice cake, glass noodle
- Tell students to discuss in pairs and say about their favorite food(10')
- Teachers request Student A to speak with Student B of other pair about the favorite food of his partner and to continue till the end. (15')
- Teachers ask students to read words that they do not know how to pronounce or have the wrong pronunciation. (5')
- Gradually clean these words and ask students to speak again and correct both their pronunciation and stress. (5')
- Give questions regarding suggestions and request student to write a short paragraph about their favorite food at home.(5')

Give some questions to support your short paragraph about their favorite food at home.

1. What kind of food is your favorite?
2. Why do you like it?
3. How often do you eat it?
4. Who do you make it for you?
5. Where do you usually go out eat in restaurant?

4. Conclusion

CLT task-based method gains the enthusiastic support and expansion in teaching process from primary schools to high schools and all countries around the world. Despite through researches and analysts, it is still doubted about its effectiveness. However, it has been widely applied in teaching as well as getting supports from learners. Thence, as a student of master course about teaching methods, I also apply this method to teach students at high school. I would like to give knowledge and skills to students, help them have passions for studying English and complete the education task of the country.

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