

The Implementation of Communicative and Participatory Approach in Teaching English for Business

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Abstract

Teaching English as Foreign Language (EFL) is quite challenging because teachers should prepare materials properly as well as the teaching technique that will be applied in EFL classroom. The teachers should also pay attention to the communicative purpose of teaching EFL. This study investigates the application of teaching techniques and approaches done by EFL teacher. The researcher observed the teaching techniques applied by the lecturer as well as teaching learning process experienced by college students in English for Business classroom. Based on the research findings and discussions, it can be inferred that the lecturer applied Communicative Language Teaching and Participatory Technique which are involved in two different approaches in his class of English for Business. The two approaches are communicative and participatory approaches. Those two are applicable and appropriate to be conducted in the classroom of students in higher education. Further, it is suggested for EFL teachers to consider the classroom condition in deciding what teaching techniques to be applied. Further, the communicative purpose of language learning is supposed to be the main consideration for the teachers since the students are supposed to use English language communicatively in context.

Keywords: communicative language teaching, participatory approach, EFL

1. Introduction

Teaching English as Foreign Language (EFL) students is challenging. The challenges may relate to the inadequate facility, the class composition, students' ability and even the teachers' competence. Goldfus (2011) pointed out that most teachers are not adequately prepared to teach students where English is the language of the country but not the mother tongue of the pupils. English teachers might be lack of training, lack of professional development and limited mastery of teaching methods or techniques.

The latest could lead into greater problems since teaching EFL requires much more effort to gain the classroom objectives.

EFL teachers are supposed to conduct meaningful classroom for students who regard English as their foreign language. To obtain this aim, teachers should pay attention to students' competence and provide teaching-learning process which suit the classroom condition. Students' competence deals with how far the students have obtained the English materials and in what level their skill in English is. Regarding this ultimate point, teachers are

to provide suitable and appropriate teaching techniques. There are many teaching techniques applied by many EFL teachers in their classroom. All the EFL teachers need to do is that only to pick up particular teaching method or technique to be applied in their own classroom. Intarapanich (2013) added that the teachers' use of proper and suitable method or technique of teaching has great impact on students' learning.

Teaching technique is extremely important. This is because the teachers as the one who delivers materials need the assistance of 'teaching techniques' so the materials will be delivered well and the students obtain meaningful understanding about the materials they learnt. English materials for foreign students are the same between one teacher and another. The difference takes place on the way the teachers deliver the materials and lead the students to be active and communicative in English classrooms. Therefore, the communicative purpose has become the focus of teaching English as Foreign Language (EFL) including for Indonesian students. Jamaliah et al. (2017) noted that the goal of teaching English in Indonesia is to emphasize students' communicative competence meaning that communicative EFL teaching is extremely essential.

This study investigates the application of teaching techniques and approaches done

by EFL teacher. The researcher observed the teaching techniques applied by the lecturer as well as teaching learning process experienced by college students for the subject of English for Business Purposes. It is interesting to conduct observation in this classroom since the researcher will take a look at how the lecturer delivered materials about Business to EFL students communicatively.

2. Literature Review

There are main concepts in language teaching especially when it comes to the nature of language teaching itself. In improving the quality of language teaching, linguists often referred to general principles and theories of how languages are taught by the teachers and learnt by students (Richards and Rodgers, 2001). Relating to these principles, there are several specific terms emerging as the basic concepts of teaching. Those terms are approaches, methods and techniques. The followings are the explanation of how distinctive these three terms are.

1) Approach

In the concept of teaching, approach refers to basic assumptions or paradigms as the basis of one's perspective in conducting his teaching. Teachers hold approach in their cognitive thoughts to decide

what to do with their teaching. Kr.Gill & Kusum (2017) stated that approach deals with a set of ideas or overall view in facing a problem. Hence, it can be said that approach is something abstract that one perceives as his principles in certain application of teaching.

2) Method

While approach is an abstract thing, methods is the realization of the approach. In line with this, Richards and Rodgers (2001) presented that “according to Antony’s model, method is the level at which theory is put into practice and which choices are made about the particular skills to be taught” (p.19). Tahir (2012) revealed that method is ways of doing things. In teaching, method focuses more on the overall plan in conducting classroom teaching. Obviously, it is more practical than approach.

3) Technique

Technique is the implementation of approach and method. It is something that teachers undertakes in the classroom. Hence, technique is somewhat practical and observable. Teachers apply teaching technique to students focusing on how they open the class, how they

deliver the materials, how they instruct the students to do certain orders, and how they close the class. Applying technique is supposed to be appropriate with the classroom condition to achieve the learning objectives.

4) Communicative language teaching

The development of language teaching impacts on the goals of learning language in the classroom. Recent studies suggest the language learning should focus on communicative purpose. It means that by the end of the learning process, students are able to use language communicatively. The old approach that students have to be able to memorize and use language in text has been declined. In this era, languages are learnt to communicate. In addition, Wei et al. (2018) noted that CLT views language as a tool for communication, and takes “communicative competence,” the ability to produce contextually appropriate language, as the overarching goal of language teaching and learning. That is why

students have to learn languages in context.

Communicative language teaching is one of the techniques in language teaching that focuses most on the achievement of communicative objectives. Finocchiaro and Brumfit in Richards and Rodgers (2001) stated several applications of Communicative Language Teaching in the classroom as follows:

- 1) Meaning is paramount
 - 2) Dialogues, if used, center around communicative functions and are not normally memorized
 - 3) Contextualization is a basic premise
 - 4) Language learning is learning to communicate
 - 5) Effective communication is sought
 - 6) Drilling may occur, but peripherally
 - 7) Comprehensible pronunciation is sought
- 5) Participatory approach

This approach was first introduced by Freire in the early 1960s. His focus was to engage students with dialogues about problems in their lives. Freire

believes that education deals most with particular context of humans' life. The goal of participatory approach is to help students to understand the social, historical, or cultural forces that affects their lives so students can understand and learn the life problem so that they can control themselves in taking decisions and actions. Freeman (2000) pointed out several characteristics of techniques based on participatory approach as follows:

- 1) What happens in the classroom should be connected with what happens outside that has relevance to the students.
- 2) Education is most effective when it is experience-centered
- 3) Focus on linguistic form occurs within a focus on content; language skills are not taught in isolation
- 4) A goal of the participatory approach is for students to be evaluating their own learning and to increasingly direct it themselves.

3. Methods

This study applies qualitative design which focuses on descriptive analysis research. Hence, the research findings will deal most with the description of research object and data analysis which relates to particular theory or concept. An English lecturer with his 15 college students on English literature program were the subjects of this recent study. The students belong to adult students whose English skills are in the level of lower intermediate. The data for this research was taken by using classroom observation technique. In this case, the researcher was the one who observes the English for Business classroom teaching and learning process and takes some notes during the observation. Observation sheet was obviously used by the researcher as the research instrument. After the data was gathered, the last step the researcher takes was data analysis.

4. Result and Discussion

The focus of this research is the classroom observation dealing with teaching technique applied by the lecturer. Besides, the researcher also observes the interaction between the lecturer and students, the materials taught by the lecturer, and the classroom atmosphere during the lecture. The following is the details of the class, the findings and the discussion as follows:

Subject :
English for Business Purposes

Materials :
Socialization and Welcoming Visitors

Study Program :
English Literature

Students : 3rd
semester

Number of students : 15
adult students

Day, date :
Monday, 27 September 2019

Time : 1 – 3
p.m

The lecturer opened the class by checking students' attendance first to check whether all students are in the classroom or not. Psychologically, this way is also used by the lecturer to appreciate students so they feel being regarded to be in that class. The relation with the classroom atmosphere is that the students begin their study with great enthusiasm and high motivation to begin the class.

After the opening, the lecturer delivered a topic that students will learn today. The topic is socialization. However, before going to the materials, the lecturer provided a simple quiz. The lecturer said that it is "challenges" for the students. This quiz gets the students to be ready in their class since they are supposed to speak

English more in the class and they have to switch the mode of using Bahasa into English actively. In this quiz, the lecturer also corrected students' pronunciation by using drilling technique.

The lecturer started the materials by recalling students' memory about last materials they learnt. It is good to do because the students will strengthen their understanding about the last materials and remembered it well. The students could also relate the last materials with new materials so they understand the materials better.

Discussing the materials about socialization, the lecturer did not directly explain the materials. However, the lecturer invited students in a discussion talking about socialization. In order that students will be active in the classroom to reach the purpose of student-centered classroom, the lecturer asked students to do the exercise. The way students did the exercise was by reading the question and directly answered the question. In this case, other students paid attention to their friends answering the exercise using English. Within this circumstance, the lecturer explicitly applied communicative-language teaching when the students actively communicated in English talking about a topic or an issue in the classroom. Another discussion held by the lecturer was about a conversation. The lecturer invited students to read the

conversation and discuss the conversation together with all students. The students enthusiastically gave comments and responded to one another talking about the conversation. Within the students' utterances, the lecturer corrected students' pronunciation.

The lecturer also prepared assessment for students. the assessment is in the form of test in the following week. The lecturer told the students about the test so they will be prepared for the test. The lecturer also mentioned that the test will be like the exercise done by the students in that day. It shows that the test seem to be authentic since the test will examine the materials learnt by students.

In the classroom discussion, the lecturer invited students to be active. The lecturer gave students several questions to boost students' enthusiasm in discussion. In the result, students actively talked, gave comments and opinion within the discussion. Further, in order to add several information, the lecturer explained his own life experience relating to the materials of welcoming visitors and English for Business Purposes in general. Finally, the discussion was talking about the conditions of real-life which is extremely meaningful for students

Taking a look at the data from the researcher's observation, it can be

concluded that the lecturer applied two approaches in his classroom, i.e communicative and participatory approach.

1) Communicative approach

This approach focuses on how students are able to use language communicatively. Students will learn about meaning of languages and use it in appropriate context.

Communicative Language Teaching (CLT), a kind of teaching technique, was then introduced as the derivation of this communicative approach. The following is the details of why the lecturer is said to apply communicative language teaching based on its characteristics.

No	Characteristics of CLT	Realization in the classroom
1	Meaning is paramount	The lecturer did not teach English language in isolation, but focused more on meaning
2	Dialogues, if used, center around communicative functions and are not normally memorized	The simple dialogues provided by the lecturer was aimed at students' response based on their factual condition.
3	Contextualization is a basic premise	The use of English in the classroom is about the context of English Business
4	Language learning is learning to communicate is sought	The lecturer invited students to talk in English for communicating their ideas
5	Drilling may occur, but peripherally	The lecturer sometimes did drilling pronunciation when there was a students making mistakes in pronouncing several words. However, it is not the main part of the learning.

2) Participatory approach

Participatory approach deals most with the students' participation in classroom discussion. The focus of discussion is about the issues that exist in humans' life. Based

on the observation data which took place in the class of English for Business Purposes, the discussion was about socialization and welcoming business visitors. The lecturer extremely engaged the students with the

discussion and the students highly participated in the discussion. Several details of the implementation of participatory approach in the classroom are described in the following table.

No	Characteristics of Participatory Approach	Realization in the classroom
1	What happens in the classroom should be connected with what happens outside that has relevance to the students.	The conversation between the lecturer and the students somewhat reflected the natural conversation. The issue discussed was also about the issue happening in students' surroundings.
2	Focus on linguistic form occurs within a focus on content; language skills are not taught in isolation	The students learned the language through the content or materials; not in isolation
3	A goal of the participatory approach is for students to be evaluating their own learning and to increasingly direct it themselves.	Students were highly motivated in the classroom and showed improvement of understanding by answering the lecturer's questions about the materials review properly.

5. Conclusion and Suggestion

Based on the research findings and discussions, it can be inferred that the lecturer applied Communicative Language Teaching and Participatory Technique which are involved in two different approaches in his class of English for Business. The two approaches are communicative and participatory approaches. Those two are applicable and appropriate to be conducted in the classroom of undergraduate students in 3rd

semester. The students have lower-intermediate level of English mastery so the lecturer used simple languages and word choices to be easily understood by the students. The learning objectives were also well achieved since the students actively engage with classroom discussion and used English communicatively.

Further, it is suggested for EFL teachers to consider the classroom condition in deciding what teaching techniques to be applied. Further, the communicative

purpose of language learning is supposed to be the main consideration for the teachers since the students are supposed to use English language communicatively in context.

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Appendix : Observation Sheet

1) Opening

No	Lecturer's activities	Students' activities	Materials/Notes
Opening			
1	The lecturer checked students' attendance by calling students' name one by one	The student whose name was called, answered "yes or present"	
2	The lecturer delivered a new topic by mentioning a new topic and asked students to open their handout on the new topic.	The students opened the handout and focused on the topic they will discuss in that day.	The topic is about socialization.
3	<p>a)The lecturer gave the students a speaking quiz. In this session, the lecturer asked a question to the students one by one. It was called "Challenges". The question is about daily conversation.</p> <p>b)The lecturer invited the students to answer the question in a full sentence; not in short clause.</p> <p>c)During the quiz, the lecturer also corrected students pronunciation</p>	<p>a) The student whose name is mentioned was getting ready to answer the question directly.</p> <p>b) The students tried to revise their answer by constructing full sentences according to the questions.</p> <p>c) The students revised their pronunciation as the lecturer modeled.</p>	<p>The examples of questions delivered by the lecturer :</p> <p>-What do you do now?</p> <p>-Where do you work?</p> <p>-Where do you live?</p> <p>-Do you have any siblings?</p> <p>-Where did you study? I study at ...</p>

2) Discussion of materials

No	Lecturer's activities	Students' activities	Materials/Notes
Discussion of 1st material			
1.	The lecturer opened the discussion by recalling students with the previous lesson. The lecturer asked several questions about last materials in English.	Students tried to recall their memories. They answered the questions asked by the lecturer together.	-
2.	The lecturer invited students to look at the handout about socialization. The students are asked to do particular exercise written on it one by one orally. While the students were reading the exercise and its answer, the lecturer corrected students' both pronunciation and the answer.	a. Students paid attention to the exercise they had to answer one by one orally. In answering the exercise, students read the whole sentence according to the lecturer's instruction. b) Other students responded to other students' responses by giving comments or correction to the answer.	The type of exercise is arranging sentences. The topic is about how to socialize or interact with other people.
3.	The class was discussing a conversation about socialization. The lecturer invited students to read the conversation by calling their name one by one. When there was a student making mistake about the pronunciation, the lecturer would correct it.	Students read the conversation. Students actively responded to the lecturer's questions and enthusiastically engaged themselves in discussion.	

	The lecturer also engaged students with discussion relating to the conversation.		
4.	Before going on to the next chapter, the lecturer told to the students that they would have “sweet cake” or test for the following week.		Assessment: Sweet cake for next week Arranging sentences like the previous

No	Lecturer’s activities	Students’ activities	Materials/Notes
Discussion of 2nd material			
1.	The lecturer continued to a new topic; Welcoming Visitors. He explained briefly what visitors, in this case, refer to. He also gave brief explanation about welcoming visitors.		-
2.	The lecturer invited the students into a discussion about several statements relating to some cases in welcoming visitors. In delivering the materials, the lecturer also explained certain cases by modeling it with gesture practice. Sometimes, the lecturer also explained something by writing the additional materials on the board. He also told	Students actively think about the topic being discussed Students are actively engaged in the discussion	The exercise provides several statements. Each statement is supposed to be categorized into very important, somewhat important, not

	<p>students particular stories experienced by himself to add some important information relating to the topic.</p> <p>The stories gave students wider knowledge in the real life.</p>		<p>important, it depends.</p>
3.	<p>Listening section</p> <p>The lecturer played particular audio for listening while providing sound system.</p> <p>Students were asked to answer to the exercise based on the listening audio.</p> <p>The lecturer got students to listen to a conversation by native speaker twice and do the exercise. Then, he involved the students in discussing the exercise in questions and answers.</p>	<p>The students got ready to listen and did the listening exercise.</p> <p>Students were actively engaged with the discussion</p>	