

## THE ATTITUDES OF THIRD-YEAR- STUDENTS MAJORING IN TOURISM AT HANOI METROPOLITAN UNIVERSITY TOWARD CONTENT-BASED INSTRUCTION IMPLEMENTATION TO DEVELOP SPEAKING SKILLS

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**Abstract:** *The use of Content-based instruction (CBI) in language teaching has appeared popular in a variety of different settings since the 1980s, such as English as Specific Purpose (ESP); Language for Specific Purpose (LSP)... After applying this method to teaching speaking English to students majoring in Tourism at Hanoi Metropolitan University, the author would like to investigate the students' attitudes to this. Data was collected through questionnaires and teaching diaries. The participants of the study are 33 third-year students major Tourism in the same class, and a teacher of the course is an observer. The findings indicate that most of the students achieved considerable progress in their speaking and their attitudes toward CBI implementation were positive.*

**Keywords:** *Content-based instruction (CBI); teaching speaking method; tourism students; students' attitudes.*

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### 1. INTRODUCTION

There is no doubt that studying methodologies to improve Teaching and Studying quality is more and more important. The fact that, in some non-major English universities, there are still many students who are not good at studying English, especially Speaking, and teachers have been facing a lot of new arising problems. Therefore, this research is about studying the attitudes of students majoring in Tourism in Hanoi Metropolitan University toward applying the Content-Based Instruction (CBI) Method.

Speaking is one of the important skills that students of the Tourism major need to master. It means students can communicate with visitors or customers or express what they want to speak, what they want to introduce to the visitors. Besides, to become a tour guide, especially an international tour guide, students need to have a good level of speaking and good knowledge about the beauty spots in the tour program.

After a semester of applying CBI method into teaching speaking, the author would like to investigate the third year students' attitudes toward this method. Therefore, the author wrote teaching diaries in every lesson and carried out a survey. The findings of the research showed that applying CBI to teach speaking skills to third-year students majoring in Tourism has a good result.

## **2. CONTENT**

### **2.1. Literature review**

#### ***2.1.1. Definitions of Content-based instruction***

According to Richards and Rodgers (2001), Content-based instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around linguistic or other types of syllabus” (Richards & Rodgers 2001, p.204). CBI is defined by Brinton et al (1989) as an approach in which particular content is integrated within language teaching, aiming at the success of students learning a language. They state that the curriculum in CBI is organized around the academic needs of students in which the focus is the students' acquisition of information through language learning by developing their academic language skills.

Snow (2001) emphasizes the connection between CBI and the tradition of English for Particular Purposes, where the components of education such as materials and curriculum are based on the needs of learners determined in advance, the aim of which is to prepare students to be successful in their academic studies. In short, CBI in language teaching has been widely used in a variety of different settings since the 1980s such as English as Specific Purpose (ESP); Language for Specific Purpose (LSP),... CBI refers to an approach rather than a method, so specific techniques or activities are associated with it. It is recommended that “authentic” materials are more identified and utilized. Last but not least, CBI also provides the opportunity for teachers to match learners' interests and demands with interesting, meaningful content. Brinton et al (1989) stated that CBI has three common models in elementary, secondary, and university education and they are the theme-based model, the sheltered model, and the adjunct model respectively. Therefore, in this study, the author would like to apply the CBI adjunct model to the speaking lessons.

#### ***2.1.2. Benefits of Content-based instructions***

Grabe and Stoller (1997) share that keeping students motivated and interested are two important factors underlying content-based instruction. Motivation and interest are also crucial in supporting learners success with challenging, informative activities that help learners develop complex skills, including listening; speaking; reading, and writing.

**Being motivated:** This one is very important because language learners tend to be significantly more motivated when authentic materials, content, and contexts are used. This is in contrast to traditional instructional methods and materials such as textbooks, translating memorization, and grammar practice. Since CBI embraces the use of authentic materials,

learners tend to appreciate their school experience significantly more. We all know that humans have a natural desire to learn; it is just a matter of finding ways to make new material interesting, and CBI does just that.

**Being more active:** CBI provides students with the opportunity to think actively. The resources are often connected to real life. Learners do not have to study with traditional methods but a new method that can make them more excited, more interested, and learners who learn via the CBI method are better equipped to apply their language abilities in real-life contexts.

**Critical thinking improvement:** Related to the point above, CBI allows students to improve critical thinking and life skills that might be used in countless ways outside of the language learning environment in the future. The CBI approach helps learners use language skills across school subjects rather than traditional approaches that restrain language learning.

**Classroom management success:** When learning is made more fun and interesting in the classes, students' behaviour problems will naturally decrease. Therefore, the organization in the class will be surely much better.

## 2.2. Research setting and method

The faculty of culture and tourism at Hanoi Metropolitan University is located in Hanoi, Vietnam. This is a quite young faculty, which was established in 2016, so there have been many things that need to be improved as fast as possible, especially the quality of students' learning English. The main purpose of the faculty is being able to provide a source of high-quality staff in the tourism industry for both domestic and international tourism markets, so teaching and learning English most effectively with the best result is really necessary and urgent. Besides, students are from different provinces and cities, they are students who still think that English is merely a subject at school but a tool, a skill they must have when going to work. To investigate the attitudes of students majoring in tourism toward CBI implementation to improve their speaking skills, questionnaire and writing diaries were conducted as the data collection instruments. To achieve the aim of the study and be able to find out the attitudes of students to CBI implementation to improve students' speaking skills, the participants of the study are 33 third-year students of tourism major from the same class and a teacher of the course as an observer in the Faculty of Culture and Tourism in Hanoi Metropolitan University in Hanoi. Besides, the author would like to use Google docs as the data processing method.

## 2.3. Findings

### 2.3.1. *Most students found that CBI is a suitable method to help them improve their speaking skills*

The analysis of the questionnaire (Figure 1) showed that 97% of students agree that the CBI method is suitable for teaching speaking for students in the Tourism faculty, there is only 3% think that it is neutral, and 0% disagree with this. Besides, a large number of students (75.8%) prefer to study speaking with the CIB method.

When being asked about the suitability of applying CBI method in teaching speaking for students in the Tourism faculty, 97% of students agree that. There is only 3% think that it is neutral.

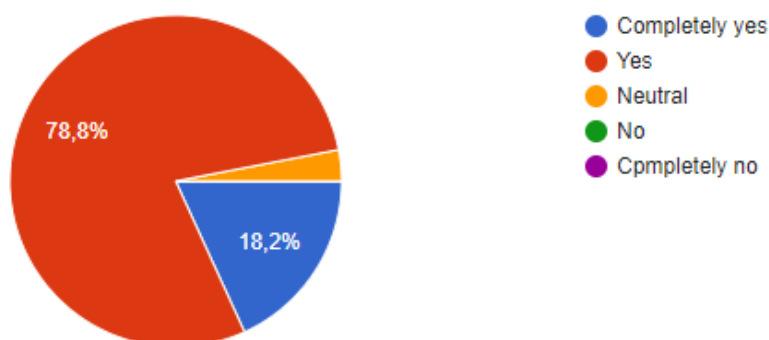


Figure 1: Suitability of CBI implementation for students majoring in tourism

And that is also the answer to question number 9 in the questionnaire, 75.8% of students prefer to study speaking with CBI method. 18.2% of students are not sure about this teaching method, and there is 6% prefer teaching methods for general English.

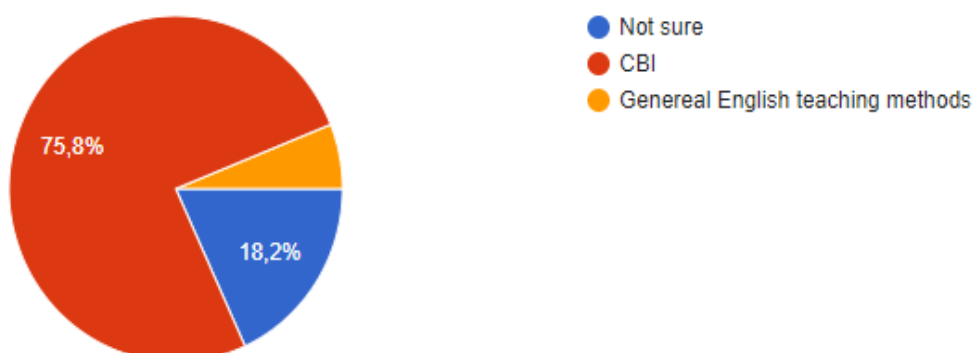


Figure 2: Students' teaching method preference

In addition, Figure 2, it is showed that 97 % of students agree that the speaking topics in the class are necessary for their working in the future. Among them, there is 36.4% of students completely agree. Only 3% of students think that it is neutral. There are no students who disagree with this. They all know that the content of those topics made a great contribution to the amount of knowledge they could learn. And this is what CBI methods can do for students.

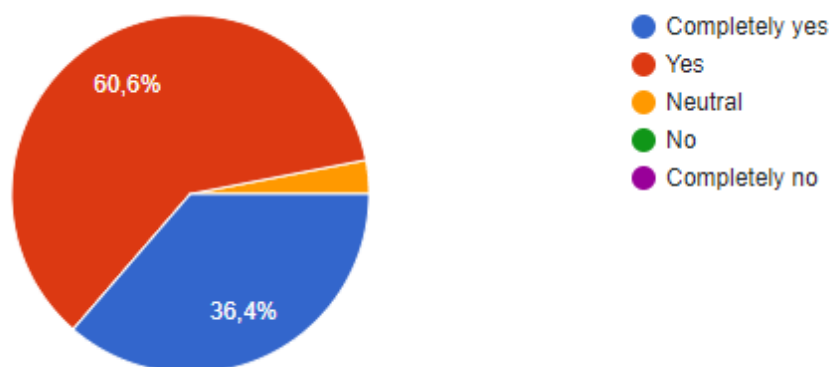


Figure 3: Topics of lessons are necessary for students' careers in the future

Relating to students' satisfaction in the teacher's teaching methods, the author knows that this is a very important component of quality insurance, so the author paid strong attention to this, and in the teaching diaries, it is shown that: *Up to the present, most of the students have got a lot of improvement in speaking in class. They were not shy anymore. Many students are showing their interest in learning English. They are now more active in learning in class.*

(5<sup>th</sup> teaching diary – dated 16<sup>th</sup> September 2019)

### 2.3.2. Most students were interested in learning English after the course

In figure 4 about the students' interest in learning English, there is 78.8% of the students are interested in learning English. There is 15.2% of students study English because of completing the study program at school, and 2% of students do not like learning English.

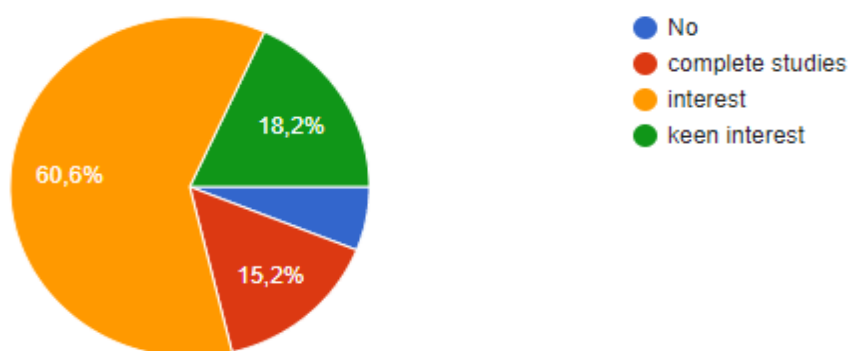


Figure 4: Students' interest in learning English

The results of the questionnaire and the teaching diaries show that teaching what students need to have more motivation and interest in learning English, and this is also the main purpose of the CBI method.

*"Today is the fifth lesson on implementing CBI into teaching the students. Until now, I*

*can see that most students have changed a lot, their speaking skills are improved, too. They were not as shy as before. They are now able to speak out what they want to without hesitation”.*

(5<sup>th</sup> teaching diary – dated 16<sup>th</sup> September 2019)

### 3. CONCLUSION

This study investigated the attitudes of tourism students toward the implementation of Content-based instruction to develop the quality of teaching and learning English of students at the Faculty of Culture and Tourism in Hanoi Metropolitan University. Data were collected through questionnaires and teaching diaries with the participants of 33 third-year students. The results of implementing CBI in teaching speaking for specialized students showed a good sight. Through the teaching diaries, the questionnaire, and data analysis it is revealed that the CBI method is suitable and that helps students' speaking skills improved a lot. The percentage of the students who are interested in learning English now was much higher, and most of the students agree that the CBI method is suitable for teaching speaking for students in the Culture and Tourism Faculty. In the finding part, the author pointed out most of the students have good attitudes toward CBI implementation into teaching English speaking skills and most of them were interested in learning English after the course.

It suggests that further studies may be carried out from different points of view about the implementation of CBI into teaching, especially to other language skills like Reading, listening, or Writing to help students improve their language skills as well as the necessary content for their studying major.

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### **NGHIÊN CỨU THÁI ĐỘ CỦA SINH VIÊN NĂM THỨ BA CHUYÊN NGÀNH DU LỊCH TẠI TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI VỀ VIỆC ÁP DỤNG PHƯƠNG PHÁP DẠY HỌC TÍCH HỢP VỚI NỘI DUNG ĐỂ PHÁT TRIỂN KỸ NĂNG NÓI**

**Tóm tắt:** Phương pháp dạy học tích hợp với nội dung (CBI) trong việc dạy ngôn ngữ được sử dụng rộng rãi trong nhiều bối cảnh khác nhau từ những năm 1980. Ví dụ như: Tiếng Anh chuyên ngành; ngôn ngữ cho các mục đích cụ thể. Sau khi áp dụng phương pháp này vào việc dạy kỹ năng Nói tiếng Anh cho sinh viên chuyên ngành Du lịch, Đại học Thủ đô Hà Nội thì tác giả muốn khảo sát thái độ của các sinh viên trong lớp về phương pháp dạy học này. Dữ liệu được thu thập qua bảng câu hỏi khảo sát và viết nhật ký trong các buổi dạy và học. Thành phần tham gia khảo sát là 33 sinh viên năm thứ 3 chuyên ngành Du lịch, trong cùng một lớp học. Tác giả vừa là giáo viên dạy trực tiếp, vừa là người quan sát. Kết quả cuộc khảo sát nghiên cứu cho thấy hầu hết các sinh viên đều đạt được những tiến bộ đáng kể trong các buổi học kỹ năng Nói và sinh viên đều có thái độ tích cực với phương pháp dạy học này.

**Từ khóa:** Dạy học Tích hợp (CBI), phương pháp dạy kỹ năng Nói, sinh viên Du lịch, thái độ của sinh viên.