

I am Munkh-Undar Tsendsuren, Mongolia.



English lecturer at Mongolian National University of Education. /MNUE/

Email address: munkh-undar@msue.edu.mn

Here you can visit our university page <http://mnue.mn/>



In 2019, I participated in CARN -ALARA international conference, Split. It was one of the great moments in my life because I met these amazing people who have contributed their hearts toward education strictly and also, I saw lights from their eyes. We are all together Learning Community of Living Educational Theory Action Research. Love you all. As for us, the conference gives us more ideas and powers to do action research like other great hard working action researchers to develop teaching practice and enhance education and knowledge creation. Here I am a brief report of my action research in classroom settings.

Title: Increasing students' motivation by using interesting communicative activities.

Context

Grade: Fresher students /17-18 aged/ at University.

Class size: 18 and 20 students each

Textbook: English I /MNUE/ and teacher's prepared materials.

Level: Pre-Intermediate /but level is low than it and there is high attitude gap between students/.

Problem: Some students do not like English class and poor at writing. Some students like to speak but others are ignorance.

What I did

I gave the students some communicative activities.

1. Name Game (Easy)

Activity: Choose one of the names of the students in the class or one of the planet names and write a blank on the board for every letter in the name. The students must guess the letters by using ordinal numbers to ask about a specific blank. For example, *Is the third letter an R? Is the fifth letter a U? Is it Mercury?*

2. Different Jobs, Different Days

Activity: Ask each student to write an occupation on an index card. Collect the cards, mix them up and let students select one. Give students about 10 or 15 minutes to create a schedule of daily activities for a person of that occupation, similar to the description of Kathy and Diane. In groups or to the whole class, have students give their description of the daily activities, without saying the occupation or obvious giveaways such as "I'm in the fire station." Ask them to focus on talking about activities. The other members of the class must guess the occupation. Etc.,

Results

I gave communicative activities mostly in classes. Students enjoyed talking with each other very much and loved games giving points. I sent out questionnaires at the end of the first semesters and at the end of the year.

What I learned

According to the result of the questionnaire, more students think English is more difficult than at the end of the first semester. Especially writing sentences is the most difficult for them. To write English sentences they have to know the spelling of the word they want to use, and grammar and word order are also challenging. I spent a lot of lesson time on reading text aloud and speaking activities, and gave homework to practice spelling of words, reading books and watch cartoon and movies. I am glad if they helped students improve their English abilities. I felt that students were more interested in meaningful tasks than simple work. Presentations and speaking texts had students practice English harder. Combining assessment and activities in lessons is very effective.

Future issues

Some of the students liked English, but the others don't like English at the end of the year. I think that I will continue my action research to discover the reason why? My expectation is that English is difficult to them and they cannot understand or express themselves well. I need to use more strategies and communicative activities to improve their weak points such as videoing and observations in their classroom settings to make them more interesting and meaningful.