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**Weekly Aims & Teaching Methodologies: Module 10**

ESP Pathway Program

**Name(s) of Trainer(s):** Nguyen Thi Thanh Van

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**Lesson Duration:** 02 ECTS **(**1 academic hour is 60 minutes)

* 30 hours for in - class study;
* 30 hours for self study

**Number of Lessons:** 06

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# LESSON 1

# English Vocabulary for Specific Purposes (1)

**Lesson Requirements**: 3 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Recognize the importance of ESP vocabulary in ESP teaching and learning
* Classify vocabulary according to their part of speech and into tiers.
* Select words to teach in an ESP lesson.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
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| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Recognition of importance of ESP vocabulary in teaching and learning | DiscussionLecture | Projector | 40 minutes | Participants present the importance of ESP vocabulary in teaching and learning |
|  | Classification of vocabulary into part of speech and tiers  | DiscussionPair/Group work | ProjectorMp3 player | 65 minutes | Participants classify words according to their part of speech and into tiers |
|  | Selection of words to teach in an ESP lesson | DiscussionPair/Group workInteractive | Projectorhandouts | 60 minutes | Participants choose essential words to teach in each ESP lesson |
|  | Wrap-up | individual | Paper/notebook | 15 minutes | * Participants can write a short summary about the topic “how to select words to teach in an ESP lesson”
 |

# LESSON 1

# English Vocabulary for Specific Purposes (2)

**Lesson Requirements**: 4 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Select suitable techniques to teach vocabulary in an ESP lesson.
* Apply techniques for teaching ESP vocabulary

**Instructions on Teaching (Lesson plan for trainers):**

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| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Techniques for teaching ESP vocabulary | DiscussionGroup workInteractive | ProjectorhandoutsWi-Fi | 90 minutes | * Participants present techniques for teaching ESP vocabulary.
* Participants apply the techniques to teach their chosen word
* Give relevant suggestions/strategies with every word.
 |
|  | Application of modern technology in teaching and learning vocabulary | DiscussionGroup workInteractive | ProjectorWi-Fi | 120 minutes | * Participants identify merits of using learning tools in teaching and learning ESP vocabulary.
* They apply these tools into practice
 |
|  | Wrap-up | individual | Paper/notebook | 30 minutes | * Participants can try some vocabulary tests designed by their classmates via the internet
 |

# LESSON 2

# Public Speaking Skills

**Lesson Requirements:** 3 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify a variety of public speaking skills that engage audiences.
* Recognize areas for personal improvement in regards to public speaking skills, and set personal goals based on those areas
* Apply five essential public speaking skills to their own presentation delivery.

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Introduction to public speaking skills | DiscussionLecture | VideoProjector | 30 minutes | Participants present the differences between a good presentation and a bad one |
|  | Building Up Speaking Skills  | DiscussionIndividual activity Pair/Group work | BoardProjector | 40 minutes | Participants recognize and rehearse speaking skills which are the most important for a strong public speaker to use |
|  | Interactive teaching | Discussion Group workInteractive | Handout | 50 minutes | Participants practise the way of speaking in public with the topics given by the teacher |
|  | Public speaking feedback | Discussion Group workInteractive | Handout | 55minutes | Participants give short impromptu presentations with freely chosen topic under time constraint by the teacher and others give feedback |
|  | Wrap up and homework | Teacher-student interaction |  | 5 minutes | Students are really motivated to understand what they have to do to have an effective presentation |

# LESSON 3

# How To Start A Presentation

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify the five elements of introductions
* Understand the purpose of attention-getters in oral presentations,
* Recognize six different strategies for using an attention-getter
* Articulate which type of attention-getter they feel is the most effective method of engaging audiences

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Importance of the introduction of an effective presentation | DiscussionGroup workInteractiveLecture | VideoProjector | 30 minutes | Participants comprehend the importance of the presentation introduction |
|  | Elements of an Introduction | DiscussionGroup work | VideoProjectorhandouts | 60minutes | Participants recognise the various elements of a good presentation introduction and their importance |
|  | Types of Attention-Getters | Individual activityDiscussionLecture | VideoProjector | 90minutes | Participants explain advantages and disadvantages of using and apply various types of attention getters when making a presentation introduction |
|  | Introduction Practice | Individual presentation |  | 100 minutes | Participants write their own introduction to their chosen topic |
|  | Wrap-up | Individual writing | Paper | 20 minutes | Participants write their own introduction to their chosen topic |

# LESSON 4

# Ending Your Presentation

**Lesson Requirements**: 4 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify features of effective presentation conclusions
* Identify features of effective presentation PowerPoint conclusions
* Draft an introduction and a conclusion incorporating effective elements identified

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Warm-Up: Conclusion Word Association  | DiscussionGroup/Pair workInteractive | Video | 20 minutes | Participants think of list of words that are associated with conclusions  |
|  | Development Activity 1: Features of Effective Conclusion and Conclusion Slides | DiscussionGroup work | Videos, Projector | 30 minutes | Participants can brainstorm ways of concluding their presentations. |
|  | Development Activity 2: Drafting of Introductions, Conclusions, Conclusion Slides | Individual/ Group work | Papers | 55minutes | Participants prepare their own introduction, conclusion and conclusion slides for their 15-minute presentation; revise/edit it as needed |
|  | Development Activity 3: Finishing Strong: Rehearsing Introductions and Conclusions | Discussion/ Group work | Handouts | 90 minutes | Participants can present their introduction, conclusion and slides and do self-assessment |
|  | Review: Class Rating of PowerPoint | Discussion/ Group work | HandoutsTalking stick | 30 minutes | Participants can review their PowerPoint, based on a given rubric. |
|  | Wrap-up | DiscussionIndividual writing |  | 15 minutes | Participants can wrap up the objectives and main content of the lesson and write an effective conclusion and conclusion slide for their chosen topic |

# LESSON 5

# Smooth Structure of A Presentation

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Restate the importance of logical structure of a presentation
* Identify a variety of skills to organize ideas in the presentation body
* Apply these skills to their own presentation delivery

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
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| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1.  | Warm-Up:  | DiscussionGroup/Pair workInteractive | VideoProjector | 30 minutes | Participants can recognize the definition of a smooth structure of a presentation and its importance  |
| 2 | Development Activity 1: Signposting the presentation  | DiscussionGroup/Pair work | HandoutsProjector | 50 minutes | Participants can identify when to use signposts and employ useful phrases to show the coherence of the talk |
| 3 | Development Activity 2: Building up Speaking skills | Individual/ Group work | HandoutsProjector | 70 minutes | Participants can speak confidently, loudly and use suitable eye-contact and hand gestures. They can also use phrases to strengthen the arguments. |
| 4 | Activity 3: Speaking skills: Logical links | Discussion/ Pair/Group work | HandoutsProjector | 50minutes | Participants can practise using words/phrase to link their ideas logically |
| 5 | Activity 4: The Signpost Maze Game/ Presentation Practice | Discussion/ Group work | HandoutsProjector | 80 minutes | Participants can practice using signposts in real situations |
| 6 | Wrap-up: Personal Goal Setting | Individual work |  | 20 minutes | Participants can review on their speaking ability and set up plan to improve it. |

# LESSON 6

# Developing Vocabulary into Writing (1)

**Lesson Requirements**: 3.5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Deeply understand word classes and word order in different sentence structures
* Apply skills into writing a paragraph

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1.  | Warm-Up:  | DiscussionGroup/Pair workInteractive | Projector | 20 minutes | Participants can recognize the importance of English word classes |
| 2 | Word class and word order to form sentence (word, phrase or clause) | Individual/ Group work | HandoutsProjector | 50 minutes | Participants can identify word class and word order in a sentence |
| 3 | Sentence Structures | Discussion/ Pair/Group work | HandoutsProjectorVideo | 130minutes | Participants can acquire knowledge of different kinds of sentence structures in English and how to apply them into writing  |
| 4 | Wrap-up/ Homework:  | Individual work |  | 10 minutes | Participants can reinforce their knowledge about functions of parts of speech in English and produce their own paragraph and the T give feedback |

# LESSON 6

# Developing Vocabulary into Writing (2)

**Lesson Requirements:** 2.5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

* Identify steps of writing
* Apply skills to transform sentences into a paragraph

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Contents | Teaching Methods | Teaching Aids | Time | Expected results |
| 1.  | Warm-Up:  | DiscussionGroup/Pair workInteractive | Papers, pens | 20 minutes | Participants can recognize the stages in a writing process  |
| 2 | Introduction of Writing Process | DiscussionGroup/Pair work | HandoutsProjectorvideo | 35 minutes | Participants acquire steps of writing a paragraph |
| 3 | Building a paragraph from sentences | Individual/ Group work | HandoutsProjector | 85 minutes | Participants can acquire knowledge of paragraph structures and develop them |
| 4 | Wrap-up/Homework:  | Individual work |  | 10 minutes | Participants can produce their own paragraph and the T give feedback |