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**Module Record of Training Activity: Module 1A**

Communicative Approach in general vocational teaching

**Trainer:** Assoc. Prof. Duong Thi Kim Oanh

**Day:** 10 September 2018

**Location:** Ho Chi Minh City University of Technology and Education (HCMUTE)

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# LESSON 1

# Overview of the Communicative Approach in General Vocational Teaching (1)

**Day:** 10 September 2018 (Pilot 1) and 10 May 2019

(Master course in Education)

**Location:** Digital Learning Center – HCMUTE and A2 - 302 \_ HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Definition of Communicative Approach in teaching | Students discussed the term of Communicative Approach in teaching* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | Students actively discussed and gave diversified ideas about the term of Communicative Approach in teaching. |
| 2 | Traits of Communicative approach in teaching | Students discussed traits of Communicative Approach in teaching* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | Students were divided into 5 groups to discuss traits of Communicative Approach in teaching.The participants were clearly engaged and interacted with the activities. |
| 3 | Learning tools* Merits of using learning tools in teaching and learning
* Types of learning tools
* Design Kahoot in teaching and learning
 | Students discussed merits of using learning tools in teaching and learning and types of learning tools.* Students:
* Shared opinions
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | Students actively discussed merits of using learning tools and types of learning tools. |
| Students designed a test for applying Kahoot in teaching and learning.* Students: Did work individually
* Trainer: Guided how to use Kahoot and summarized feedback
 | Students interacted closely with the trainer to design the test. They were willing to share their test in the class.Students confirmed that they designed a specific test by using Kahoot successfully. |

# LESSON 2

# Overview of the Communicative Approach in General Vocational Teaching (2)

**Day:** 13 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 4 | Teacher-Centered Teaching and Learning versus Student-Centered Teaching and Learning | 1. Brainstorming Teacher-Centered Teaching (TCT) and Student-Centered Teaching (SCT)2. Students discussed traits of Teacher-Centered Teaching and Student-Centered Teaching* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
1. Comparing and contrasting TCT and SCT
 | * Students were eager to:
* brainstorm for TCT and SCT
* work in small groups to differentiate TCT and SCT
* Tasks given were useful for students to deepen the TCT and SCT.
 |
| 5 | Learning styles | 1. KWL grid: Students filled KWL grid
2. Brainstorming the concept of learning styles
3. Groups discussion: Students discussed types of learning styles
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | * Students actively joined the KWL grid.
* Student were eager to build of the concept of learning styles.
* Discussion task required more time for students to discuss, reflect types of learning styles.
* Students were active and eager to fill the quiz.
* Almost all students believed that this activity helped them recognize their own learning styles and have a clearer view of learning styles in teaching.
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# LESSON 3

# Forms of Communicative Approach in Teaching (1)

**Day:** 17 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Overview of forms of Communicative approach in teaching* Multisensory teaching
* Interactive teaching
* Socratic dialogue teaching
* Group work
* Project-Based Learning
* Inquiry Learning
* Mind map
 | 1. Students discussed the Communicative approach and forms of Communicative approach
2. Students presented their understanding
3. Trainer generalized forms of communicative approach
 | * It was essential that students do home-reading activity.
* Many students acknowledged some forms of a communicative approach but did not know more detail about these forms.
 |
| 2 | Compare Communicative Approach in teaching with Non-communicative Approach in teaching. | 1. Students listed forms of Communicative Approach
2. Students recognized forms of Non-Communicative Approach
3. Groups discussion: Students compared Communicative Approach in teaching with Non-communicative Approach in teaching:
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | Students were eager with this task. Trainer let them discuss, compare and self - construct Communicative Approach with Non-communicative Approach in teaching. |
| 3 | Multisensory teaching | 1. Students discussed and identified which examples show multisensory teaching
2. Students discussed ways of applying multisensory teaching in a specific lesson or a subject.
3. Group work: Students designed a teaching material on climate change (clip, chart, image, document and so on) applying types of multisensory (auditory, visual, kinesthetic, tactile).
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | * Students were eager to share examples of multisensory teaching via stories images, clips.
* Students discussed eagerly and actively ways of applying multisensory teaching in a specific lesson or a subject.
* Students worked actively to design the teaching material.
* These tasks given required more time for students to discuss and reflect their results.
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# LESSON 4

# Forms of Communicative Approach in Teaching (2)

**Day:** 20 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 4 | Interactive teaching | 1. Students discussed and identified which examples show interactive teaching.
2. Students discussed benefits of interaction in teaching - learning.
3. Students discussed forms and ways of interacting in teaching.
4. Trainer generalized feedback on interactive teaching.
 | Students showed their interest in this activity. Many students suggested that Vietnamese teachers should design and organize more learning activities together in the class. These activities will help students develop academic and core competencies.  |
| 5 | Socratic dialogue | 1. Students discussed and identified which examples show Socratic dialogue.
2. Students discussed forms and ways of Socratic dialogue
3. Groups discussion: Students designed forms of Socratic dialogue questions:
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | Many students confessed that Socratic dialogue is not a new form in teaching in Vietnam. Vietnamese teachers often used this form in teaching. However, this form would have been more effective if topics are widened by engaging with practical issues instead of only academic issues. |
| 6 | Group work | 1. Brainstorming benefits of group work in teaching and difficulties in applying this form in Vietnamese class context.
2. Students discussed steps of organizing group work in teaching.
3. Groups discussion: Students practiced steps of organizing group work in teaching:
* Students:
* Did work group
* Presented

Trainer: Organized the group work, observed, consulted and summarized feedback | * Students were eager in this activity.
* Students shared difficulties in applying group work in the class: Vietnamese students have tendency to learn alone more than together; ways of assessment (self and peer assessment).

These activities required more time to discuss and reflect. |

# LESSON 5

# Design a Communicative Approach - Based Lesson Plan (3)

**Day:** 24 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 7 | Project - Based Learning | 1. Brainstorming the term of PBL
2. Students discussed traits and types of PBL
3. Students discussed steps of organize PBL
4. Groups discussion: Students design a learning project topic and propose steps of organize PBL
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | * Students were curious and eager to join activities. Some students confessed that their insights into PBL are still vague.
* Students designed learning projects and initially proposed steps of organizing PBL.
* This task took more time to discuss and reflect.
* Many students revealed that they will apply PBL in their class
 |

# LESSON 6

# Design a Communicative Approach - Based Lesson Plan (4)

**Day:** 27 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 8 | Mind map | 1. Brainstorming the term of mind map and benefits of using mind map in teaching.
2. Groups discussion: Students designed a mind map of the Communicative Approach in General Vocational Teaching
* Students:
* Did work group
* Presented
* Trainer: Organized the group work, observed, consulted and summarized feedback
 | * Students were really interested in tasks given, especially the task: designing the mind map of the communicative approach in general vocational teaching.
* Many students revealed that this task helped them not only summary contents of the communicative approach in general vocational teaching but also learn how to interactive effectively with classmates and the teacher.
* Some results of this task given are below:

* Tasks given requires more time for students to discussed, designed and presented results.
 |
| 9 | Summary forms of the communicative approach in general vocational education | 1. Students listed forms of communicative approach.
2. Students generated their insights in traits and steps of organizing each form of communicative approach in teaching.
3. Trainer listened to students and summarized.
 | * Students were willing to show their insights in forms of communicative approach.
* Students sit in the round table to share. They revealed that they learned how to communicative with each other via forms of communicative approach in teaching. These forms will help students to strengthen their learning together engagement.
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# LESSON 7

# Design a Communicative Approach - Based Lesson Plan

**Day:** 31 May 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Communicative Approach - Based Lesson Plan | 1. Brainstorming the term of lesson plan and a communicative approach - based lesson plan as well as benefits of a lesson plan.
2. Students discussed a form of a communicative approach - based lesson plan.
3. Trainer brainstormed and summarized feedback
 | Students confessed that they often rarely focused on designing a lesson plan. They only designed it when managers require.This activity helped them fully understand about benefits of a lesson plan in teaching. |
| 2 | Design a Communicative Approach -Based Lesson Plan of a specific expertise |  Students designed a specific expertise lesson plan in 45 minutes.* Students: Did individually
* Trainer: Organized the group work, observed, consulted
 | * Students work alone to design a lesson plan: subject, lesson, learning outcomes, contents, communicative approach teaching methods, teacher activities, student activities, time, materials, teaching aids and so on.
* Students concentrated on designing the lesson plan.
* Trainers was ready to support students when they needed.
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# LESSON 8 & 9

# Perform a Communicative Approach - Based Lesson Plan

**Day:** 3 and 10 June 2019

**Location:** A2-302\_HCMUTE

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Perform a Communicative Approach -Based Lesson Plan | 1. Each student performed a Communicative Approach - Based Lesson Plan in 10 minutes
2. Other students gave feedback
3. Trainers gave feedback and summarized.
 | * There were 45 Master students in Education performed their own lesson plan.
* They were eager to perform the lesson plan integrated varieties of forms of communicative approach.
* This activity required more time for each student to perform and other students to give feedback.
* Many students shared that they liked this activity vary much. They learned how to organize a lesson plan not only by self-designing their lesson plan but also by observing classmates’ lesson plans.
 |
| 2 | Summary | Trainer brainstormed and summarized the communicative approach in general vocational education: term, forms, lesson plan and performance of a lesson plan |  |