**Module Description: Module 1A**

Communicative Approach in the Classroom

(General Vocational Teaching)

1. **Module Organizer Contact Details:**

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**Name(s) of Trainer(s):** Assoc. Prof. Duong Thi Kim Oanh

Assoc. Prof. Nguyen Van Tuan

Dr. Nguyen Vu Lan

1. **Course Code:** CATALYST M01A
2. **Course Requirements:**

03 ECTS (90 hours) (1 academic hour is 60 minutes)

* 45 hours for in-class study
* 45 hours for self-study
* Have basic knowledge in general vocational education or/and pedagogy.

1. **Module Description:**

The module is divided into 4 parts with the following topics:

Overview of Communicative Approach in Vocational Teaching

Forms of Communicative Approach in Teaching

Design a Communicative Approach -Based Lesson Plan

Perform a Communicative Approach - Based Lesson Plan

1. **Language of Instruction & Level:**

Vietnamese (CEFR - C1);

Laotian (CEFR- C1);

English (CEFR – B1);

1. **Module Aims and Overview**:

This module aims to provide participants with:

* Basic knowledge of Communicative Approach in vocational teaching.
* Different forms of communicative teaching methods.
* Ways of designing a Communicative Approach - Based Lesson Plan.
* The ability of performing a Communicative Approach - Based Lesson Plan

1. **Learning Outcomes**:

After completing the module of Communicative Approach in the classroom, participants will be able to:

1. Define scientific basics of Communicative Approach in vocational teaching.
2. Identify forms of Communicative Approach in teaching, such as: multisensory, interactive and Socratic dialogue and so on.
3. Design a Communicative Approach - Based Lesson Plan.
4. Perform a Communicative Approach - Based Lesson Plan.
5. **Target Groups:**

Master students, PhD students in Education, teachers in vocational educational institutions, teachers in higher education institutions and others

1. **Module Assessment** (test type & marking system):

Participants take part in tasks individually, pair work or group work. Learning results will be assessed by teachers based on the specific scale in accordance with learning outcomes.

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| **No** | **Assessment** | **Weight** | **Type** | **Tasking** | **Learning Outcomes** |
| 1 | Test | 10% | Multiple choice | Individual | LO 1, 2 |
| 2 | Lesson planning | 30% | Presenting | Group | LO 1, 2, 3 |
| 3 | Micro teaching | 60% | Presenting | Group | LO 1, 2, 3, 4 |

**Grade Converting System**

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| --- | --- | --- | --- | --- |
|  |  |  | **Lao grades** | **Vietnam grades** |
| **Grade level** | Excellent | A=4,0 | = 90-100% | 9.0 – 10.0 |
| Very good | B+ =3,5 | = 80-89% | 8.0 – 9.0 |
| Good | B=3,0 | = 70-79% | 7.0 – 7.9 |
| Fairly good | C+=2,5 | = 65-69% | 6.5 – 6.9 |
| Fair | C=2,0 | = 60-64% | 6.0 – 6.4 |
| Poor | D+=1,5 | = 55-59% | 5.5 – 5.9 |
| Very poor | D=1,0 | = 50-54% | 5.0 – 5.4 |
| Fail | F=x | < 50% | < 5.0 |

1. **Bibliography**

**10.1 Literature**

1. Wilfried Lepuschitz, Munir Merdan, Gottfried Koppensteiner, Richard Balogh, David Obdržálek. 2019. *Robotics in Education: Methods and Applications for Teaching and Learning*. Springer International Publishing
2. Ivan Gratchev. 2019..*Rock Mechanics Through Project-Based Learning*. Taylor & Francis Group, London, UK
3. Mahnaz Moallem, Woei Hung, Nada Dabbagh. 2019. *The Wiley Handbook of Problem-Based Learning*. Wiley-Blackwell
4. Lorenzo Cevallos-Torres, Miguel Botto-Tobar. 2019. *Problem-Based Learning: A Didactic Strategy in the Teaching of System Simulation*. Springer International Publishing
5. Lucia-Mihaela Grosu-Rădulescu. 2018. *Foreign Language Teaching in Romanian Higher Education: Teaching Methods, Learning Outcomes.* Springer International Publishing
6. Megan Yih Chyn A. Kek, Henk Huijser. 2017. *Problem-based Learning into the Future: Imagining an Agile PBL Ecology for Learning*. Springer Singapore
7. Nguyen Lang Binh, Do Huong Tra. 2017. *Active teaching and learning: teaching methods and techniques.* University of Education Publishing House.
8. Le Thanh Trung, Phan Thi Thanh Hoi. 2016. *Competence-Based Teaching in High schools.* University of Education Publishing House.
9. Meier. B, Cuong. Nguyen Van. 2015. *Modern Didactics - Basis for Reforming Learning Outcomes, Contents and Teaching Methods*. University of Education Publishing House.
10. C. J. BRUMFIT. 1986.*The practice of Communicative Teaching*. Pergamon Press in association with British Council. ISBN 0-08-033478-4
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12. S. Bajah, G. Bunyi, M. Knott, B. Matiru, T. Mulusa, G. Mruiki, P. Mutunga, J. Nkuuhe, D. Wole. 1995. *Teach your best: A handbook for University Lecturers.* German Foundation for International Development.
13. R. P. Pathak. 2012. *Teaching Skill.* Dorling Kindersley.
14. Roxana Moreno. 2010. *Educational Psychology*. John Wiley & Sons, Inc
15. Bruce Joyce, Marsha Weil, Emily Calhoun. 2011. *Models of Teaching* (eight edition)*.* PHI learning Private Limited.
16. Maryellen Weimer. 2002. L*earner-Centered Teaching\_ Five key changes to practice*. Jossey-Bass
17. Mel Silberman. 2005. *101 ways to make training active*. Pfeiffer
18. Terry Doyle. 2008. *A guide to facilitating learning in Higher Education*. Stylus Publishing.

**10.2 Online materials:**

1. Amanda Morin. *8 multisensory techniques for teaching reading*

Online: <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading#slide-3>

1. Richardson ISD. *Multisensory Teaching Approach*

Online: <http://www.risd.org/Group/Departments/Dyslexia_Docs/MTA%20Curriculum%20presentation.pdf>

1. Minnesota Literacy Council. *Multisensory activities to teach reading skills*

Online: <https://mnliteracy.org/sites/default/files/multisensory_techniques_to_teach_reading_skills.pdf>

1. Intel Teach Program. *The Socratic Questioning Technique*

Online: <https://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/strategies/dep-question-socratic.pdf>

1. Amanda J. Grondin. *Effectiveness of the Socratic Method: AComparative Analysis of the Historical andModern Invocations of an Educational Method*

Online: <https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1254&context=senior_theses>

1. Dayna Laur. *Authentic Learning Experiences: A Real-World Approach to Project-Based Learning*

Online: <https://b-ok.cc/book/2362693/689f1e>

1. David Leat. *Enquiry and Project Based Learning: Students, School and Society*

Online: <https://b-ok.cc/book/3697431/7475c7>

1. Ivan Gratchev, *Erwin Oh, Dong-Sheng Jeng. Soil Mechanics Through Project-Based Learning*

Online: <https://b-ok.cc/book/3719654/585f33>