**Module Description: Module 1B**

Communicative Approach for Vocational Language

Education Training

1. **Module Organizer Contact Details:**

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Institution:Ho Chi Minh City University of Technology

**Name(s) of Trainer(s):** Nguyen Thi Kieu Thu

1. **Course Code:** CATALYST M01B
2. **Course Requirements:** 03 ECTS (90 hours) (1 academic hour is 60 minutes)
* 30 hours for in-class study
* 60 hours for self-study
* Vietnamese (CEFR – B1+); Laotian (CEFR – B1+); English (CEFR – B1+);
1. **Module Description:**
2. A review of major teaching approaches
3. The communicative approach
4. Communicative competences
5. Communicative language teaching techniques
6. Critiques on CLT & how to overcome barriers
7. **Language of Instruction & Level:**

Vietnamese (CEFR - C1);

Laotian (CEFR- C1);

English (CEFR – B1);

1. **Module Aims and Overview**:

The module aims to familiarize the trainees with:

* The key principles and techniques of Communicative Language Teaching approach (CLT), and
* The differences between communicative approaches and traditional teaching approaches in English
* Critiques of the Communicative Language Teaching approach

The trainees can start to:

* Apply CLT in teaching English to English majors and non-English majors at the institution
* Develop a critical perspective on CLT by situating it in their own teaching contexts.
1. **Learning Outcomes**:

At the end of the modules, the trainees will be able to:

1. Name and discuss the 05 main principles of CLT;

2. Differentiate between CLT and traditional methods and approaches in teaching English;

3. Apply at least three different communicative techniques in designing a lesson plan

4. Evaluate the main strengths and weaknesses of CLT in their teaching contexts, and

5. Provide solutions to predicted problems that they may encounter in applying CLT in their teaching contexts.

1. **Target Groups:**

Teaching staff (English majors section)

Teaching staff (Non-English majors section)

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Assessment | Weight | Type/timing | Task | Outcome |
| 1 | Quiz | 30% | MCQs on CLT vs. traditional methods & approaches in teaching English, 60 minutes | Individual | LO 1, 2, 4 |
| 2 | Presentation / demo teaching | 70% | Lesson plan basing on CLT (15 minutes)Peer feedback (10 minutes)+ Teacher wrap-up (5 minutes) | Pairs/Groups of 3 or 4 | LO 3, 5 |

**Grade Converting System**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **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**

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5. Andrea Plúas Saico, Yinsheng Zhou (2014). Communicative Language Teaching (CLT) Activities for Encouraging an Improvement in the students’ Oral.
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18. Gang Zhou and Xiaochun Niu (2015). Approaches to Language Teaching and Learning, ISSN 1798-4769 Journal of Language Teaching and Research, Vol. 6, No. 4, pp. 798-802, July 2015 DOI: <http://dx.doi.org/10.17507/jltr.0604.11>
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