**Module Record of Training Activity**

Communicative Approach versus Traditional Methods and Approaches in English Classroom

**Trainer:** Nguyen Thi Kieu Thu

**Day:** March 18, April 2, 5, 9, 12, 22 2019

**Time:** 13:00 – 18:00 (5 hours)

**Location:** Ho Chi Minh City University of Technology (HUTECH)

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# LESSON 1

# Approaches and Methods in Language Teaching

**Day:** 18 March 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Methods of teaching English: Grammar Translation Method versus Communicative Language Teaching | Trainees watched two videos on language teaching: one is typical of the Grammar Translation Method and the other is typical of the CLT  In pairs, the trainees discussed these differences and gave evaluations as well as preferences | * Participants: * Worked in pair * Discussed and analyzed methods * Trainer: Moderated and summarised conclusions * Performed pre- and post-video Q&A to gauge the general perception of the trainees and their understanding on the subject at hand |
|  | A review of major teaching approaches | Trainees named the methods and approaches that they knew.  Trainees discussed in small groups and later shared with the class their experiences using various teaching methods. | * Participants: * Worked in group * Discussed * Realized the limitations of pre-communicative methods * Trainer: Moderated and summarised conclusions |
|  | Theory of Communicative Language Teaching:  - 10 principles of CLT described by Larsen- Freeman  - 5 principles of CLT stated by | Trainees worked in group and used examples from the videos for illustrations of the CLT principles presented.  Trainees worked in group and compared these principles with those of other approaches they had been familiar with.  Trainees worked together to made a contrast between CLT and traditional approaches | * Participants: * Worked in group * Discussed and realized the strengths and weaknesses of the CLT * Trainer: Moderated and summarised conclusions * Theories of the difference between Traditional Approach and Communicative Approach were delivered effectively through hands-on materials and sources * Some learners found that some activities introduced in class were old-fashioned, meaning that those activities were applied many times and very little or nothing was new to them |
|  | Communicative competences:  - Canale & Swain Model (1980)  - Celce-Murcia, Dörnyei, Thurrell Model (1995) | Trainees were divided into groups of 3 or 4 to give further examples of each type of competence in their own settings. | * Participants: * Worked in group * Presented * Trainer: Moderated and summarised conclusions |

# LESSON 2

# The Communicative Approach

**Day:** 2 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Revision of previous lesson | Trainees discussed in pairs or groups to answer revision questions | * Participants: * Worked in group * Trainer: grasped the main points of CLT |
| 2. | Communicative language teaching techniques | -Trainees elicited the communicative techniques they knew or had already applied in their teaching  -Trainees were divided into groups of three or four.  -Each group was in charge of one or two types of activities and tries to evaluate the strong and weak points of the technique(s).  Peer feedbacks or comments follow each group presentation.  -Trainees formed new groups to practice designing an activity that employs the techniques of their choice.  -Each group gave presentation of their communicative activities.  -Other groups gave feedback. | * Participants: * Worked in group * Presented * Applied the communicative techniques introduced by their peers * Trainer: Moderated * Various communicative activities were introduced to learners, helping them choose suitable activities in their real teaching. |
| 3. | Critics on CLT & how to minimize its shortcomings | -In pairs or in groups, trainees discussed the strengths and weaknesses of CLT in 5 minutes with specific illustrations.  -Class discussion with contributions from all groups and the list was written on the board.  -Trainees compared critics on CLT by educational experts with their own.  -Trainees discussed in groups to give possible solutions, remedies with clear arguments | * Participants: * Worked in group * Presented and argumented * Realized the limitations of the CLT in Vietnamese context and work out solutions * Trainer: Moderated, assisted all teams, noted strengths and weaknesses of CLT on the board |

# LESSON 3

# Self-assess the progress in terms of both theoretical knowledge and

# practice of the CLT

**Day:** 5 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Revision of previous lesson | Trainees discussed in pairs or groups the revision questions | * Participants: * Worked in group * list communicative techniques and apply them in real practice * Trainer: Moderated |
| 2. | Quiz | Trainees did the written test of multiple choice and blank filling format. | * Participants: * Worked individually * Trainer: Observed |
| 3. | Group presentation | Each group had 15 minutes for the presentation of their lesson plan and 10 minutes.  Other groups gave feedbacks and comments. | * Participants: * Worked in group * Presented * Gave feedbacks and comments * Trainer: Moderated and summarised |

# LESSON 4

# The strengths and weaknesses of CLT in Vietnamese context

**Day:** 9 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Analyze strengths and weaknesses of each CLT technique | * Trainees work in pairs to evaluate each assigned CLT technique * Present the analysis to the whole class and receive feedbacks and counter-arguments | * Participants: Engaged in the session activity and are encouraged to apply their own teaching experience in the evaluation of the techniques * Trainer:   - Moderate the assigned task given to the trainees.  - Thoroughly explained the criteria used in the evaluation of the technique.  - Engaged directly with each pair while they are working to troubleshoot any direct question that might arise |
| 2. | Examine the outcomes from prior exercise to provide in-depth context-based analysis on the application of CLT techniques in general and in Vietnamese context specifically. | * Group discussions and provide specific examples or illustrations specific to Vietnamese context | * Participants: Discussed the application of CLT in general versus Vietnamese context * Trainer: Moderated |
| 3. | Current critiques on CTL’s limitations and ways to minimize these shortcomings in specific contexts. How do these limitations apply in English teaching in Vietnam? | * Compare and contrast the current critiques on CLT with the strengths and weaknesses analysis previously provided by the class * Brainstorm suggested solutions on ways to minimize the shortcoming * Rank these solutions from most to least effective in Vietnamese context. Provide with reasons explaining why. | * Participants: Discussed the limitations * Trainer: Moderated and noted the main points on the board |

# LESSON 5

# Self-assess the progress in terms of both theoretical knowledge and

# practice of the CLT

**Day:** 12 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Review content covered in previous sessions, including principles of CLT, common approaches to CLT, its strengths, weaknesses, as well as limitation in various context, application of CLT in Vietnamese context, and ways to minimize these shortcomings | Individual assessment with pop-up or trivia quiz style | * Participants are expected to review the materials covered in previous session prior to the start of this training session |
| 2. | Design an activity employing a CLT technique of their choice | Trainees work in group in coming up with a class activity employing a CLT technique (coming up with an idea, integrating the method in the activity, drafting up the process, explaining to the class, demonstrating via role play, etc.) | * Participants are encouraged to provide feedback on each group presentation. * Trainer can use a anonymous feedback form with quantitative and qualitative metrics |

# LESSON 6

# Quiz and Presentation

**Day:** 22 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Quiz covering major session contents |  |  |
| 2. | Lesson planning | Group presentations of lesson plan | * Participants: * Worked in group * Gave feedbacks and comments to other groups * Reviewed their own planning and updated if needed * Trainer: Moderated |

# LESSON 7

# Demo Mini Lessons

**Day:** 22 April 2019

**Location:** Room B05.07, 475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Demo teaching | Based on lesson plans presented from the previous session, groups give a demo class | * Participants have the opportunity to engage in the class and provide direct feedbacks * Trainer chooses to play a role of either a participant or an observer depending on the agreement made by the consensus of the class at the beginning of the session |
| 2. | Module evaluation | Trainees fill out the participant questionnaire | * Feedbacks from participants on how the module can be improved |