**Weekly Aims & Teaching: Module 1B**

Communicative Approach for Vocational Language Education Training

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

**Lesson Requirements:** 03 ECTS (1 academic hour is 60 minutes)

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

**Number of Lessons:** 07

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# LESSON 1

# Approaches and Methods in Language Teaching

**Lesson Requirements**: 4 hours

**Lesson Aims:**

At the end of the lesson, the participants are able to:

* Name and discuss the strengths and weaknesses of traditional teaching methods;
* Differentiate between communicative language teaching (CLT) and traditional teaching approaches in teaching English.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Introducing the topic of the session as well as its objectives | Participants watch two videos on language teaching: one is typical of the Grammar Translation Method and the other is typical of the CLT  The trainer does a quick Q&A of the participants before and after watching the videos to gauge on the degree to which their perception and understanding of the two teaching methods might have changed.  In pairs, the participants discuss these differences and give evaluations as well as arguing for a particular method. | Projector | 60 minutes | Participants are expected to notice the differences between the two teaching methods after watching the videos. The before and after Q&A helps the trainer grasp the general knowledge of the participants on the subject and have it as a baseline at the start of the module. |
| 2. | A review of major teaching approaches | A brief introduction of major teaching methods and approaches, namely Grammar-Translation method, The Direct Method, Audio-lingual Method, Total Physical Response  Ask the participants to name the methods and approaches that they know.  Encourage the participants to give comments on the ‘pre-communicative’ methods that they have used. | Projector | 120 minutes | The tutor discusses the strengths and weaknesses of these methods through a communicative approach  5 participants explain their experiences with the 5 traditional methods and analyze the strengths and weaknesses of these methods |
| 3. | 10 principles of CLT by Larsen- Freeman | Introduce the 10 principles of CLT as described by Larsen- Freeman with emphasis on its goal, teacher’s role & learner’s role, learning process, interaction between teacher and learners and among learners, language skill focus, evaluation  Ask the participants to record 5 videos in real class and work in groups of four or five, to analyze the videos, and present in the next session | Projector | 60 minutes | Participants have notions of Teacher-Centered Teaching and Learning versus Student-Centered Teaching and Learning. |

# LESSON 2

# The Communicative Approach

**Lesson Requirements**: 4 hours

**Lesson Aims:**

At the end of the lesson, the participants are able to:

* Name and discuss the 05 main principles of CLT;
* Discuss the differences and advantages of those teaching approach by comparing the attitudes of students during the lecture.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | The Communicative Approach | Ask the participants to use examples from the videos for illustrations of the CLT principles presented.  Ask the participants to compare these principles with those of other approaches they have been familiar with.  Introduce a table contrasting CLT vs. traditional approaches for further consideration (supplementary material) | Projector | 60 minutes | Participants distinguish the differences between Teacher-Centered Teaching and Learning versus Student-Centered Teaching and Learning. |
| 2. | Practice (1) | Watch videos of groups.  Each group has to present and analyze teaching methods and to discuss the attitudes of students during the lecture in the video. | Projector | 150 minutes | Participants should recognize and point out the differences of those teaching approaches. |
| 3. | Wrap-up | Review the lesson by referring to the lesson objectives  Ask for trainees’ evaluations of the lesson  Give a preview of the next lesson by showing the next lesson’s objectives and how they relate to today’s objectives  Inform trainees of module assessment format at the end of the course (as specified in the module description)  Create a lesson plan and present the plan (how is the idea, methods, …)  Demo a mini lesson | Projector | 30 minutes | Participants could name and understand the 05 main principles of CLT.  Participants start to prepare their lesson plan |

# LESSON 3

# Communicative competences

**Lesson Requirements**: 4 hours

**Lesson Aims:**

At the end of the lesson, the participants are able to:

* Differentiate the Communicative language teaching techniques.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Lead-in | Revision of previous lesson by asking the trainees to discuss in pairs or groups the following questions:  -What are the key principles of CLT?  -What are the major differences between CLT and traditional methods?  -What is communicative competence? What are its components? Which ones do they think are most important to be developed among their students? | Projector | 60 minutes | Participants point out the differences between CLT and traditional methods and approaches in teaching English |
| 2. | Communicative competences | Use the following figures to explain the components of ‘Communicative Competence’ with the emphasis in CLT on the processes of communication rather than mastery of language forms.    (source: Canale & Swain, 1980)  https://intankawe.files.wordpress.com/2012/04/communicative.png?w=300&h=297  (source: Celce-Murcia, Dörnyei, Thurrell Model (1995)  Use videos as examples for each competence  Ask students to work in groups of 3 or 4 | Projector | 90 minutes | Participants could be able to give further examples of each type of competence in their own settings, and to use either of the two models to understand what it means by: “Language should not only be linguistically correct” |
| 3. | Communicative language teaching techniques | Ask students to brainstorm the communicative techniques they know or have already applied in their teaching  Introduce the communicative techniques introduced by Larsen-Freeman and Jeremy Harmer, namely:   * Authentic materials * Scrambled sentences * Language games * Picture strip story * Role- play * Information gap   Others | Projector | 90 minutes | Participants distinguish the differences of communicative language teaching techniques. |

# LESSON 4

# The strengths and weaknesses of CLT in Vietnamese context

**Lesson Requirements:** 4 hours

**Lesson Aims:**

At the end of the lesson, the participants can:

* Apply at least 03 different techniques for planning a communicative English lesson;
* Identify the strengths and weaknesses of CLT in their settings, and
* Give solutions to the problems they may encounter in applying CLT in their teaching contexts.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Practice (2) | Ask trainees to break into groups of two. Each group is in charge of one type of activity and tries to evaluate the strong and weak points of the technique(s). Peer feedbacks or comments follow each group presentation. | A0 paper, Projector | 120 minutes | Group presentations are followed by feedbacks /comments from both peers and the instructor |
| 2. | Critics on CLT & how to minimize its shortcomings | Ask trainees to discuss in pairs or in groups the strengths and weaknesses of CLT with specific illustrations  Introduce the critiques on CLT by educational experts. Asking trainees to compare them with the list on the board  Limitations of the CLT in Vietnamese context are highlighted | Board,  Color pens,  Projector | 90 minutes | Class discussion follows with contributions from all groups and the list will be written on the board  Counter-arguments from peers are encouraged |
| 3. | Wrap-up | Review the lesson by referring to the lesson objectives  Ask for trainees’ evaluations of the lesson  Give a preview of the next lesson by showing the next lesson’s objectives and how they relate to today’s objectives | Projector | 30 minutes | Participants are be able to give solutions to the problems they may encounter in applying CLT |

# LESSON 5

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

# practice of the CLT

**Lesson Requirements**: 4 hours

**Lesson Aims:**

At the end of the lesson, the participants can:

* Review what they have learned in the two previous lessons;
* Self-assess their progress in terms of both theoretical knowledge and practice of the CLT by means of the learning outcomes;
* Realize the change in attitude towards CLT and be ready to apply it in their teaching.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Lead-in | Revision of previous lesson by asking the trainees to discuss in pairs or groups the following questions:   * What are some common communicative techniques? * What are the strong points as well as limitations of CLT in general? How about in Vietnamese context? * How can Vietnamese teachers solve these problems? | A0 paper  Color pens  Projector | 30 minutes | Individuals will be asked at random for answers in case unprecedented issues or solutions would come up. |
|  | Practice (3) | Ask trainees to form new groups to practice designing an activity that employs the techniques of their choice | A0 paper, Projector | 195 minutes | Group presentations are followed by feedbacks /comments from both peers and the instructor |
|  | Wrap up | Review the module by revisiting the module objectives  Give a review of the next exam | Projector | 15 minutes | Participants fill evaluation form of this course |

# LESSON 6

# Quiz and Presentation

**Lesson Requirements**: 5 hours

**Lesson Aims**: Test (Module Exam)

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

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| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Quiz | Informing the trainees that they are going to do a 60-minute quiz  Instructing the trainees on how to do the test  Suggested questions and answers for the quiz | A4 paper, pens | 75 minutes | Participants should remember what they have learned in the last two lessons. |
| 2. | Presentation lesson plan | Each group has 15 minutes for the presentation of their lesson plan and 15 minutes for feedbacks and comments from peers and the instructor. | Projector | 180 minutes | Participants should understand strengths and weakness of each methods in order to make their own teaching plan. |
| 3. | Wrap up | Review the module by revisiting the module objectives  Review the requirement of Demo-teaching in next lesson | Projector | 45 minutes | Participants should practice in order to have an effective mini lesson. |

# LESSON 7

# Demo Mini Lessons

**Lesson Requirements**: 5 hours

**Lesson aims**: Exam

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1. | Demo- teaching | Each group has 45 minutes to demo a lesson from their lesson plan and 15 minutes for feedbacks and comments from peers and the instructor. | Projector, group’s materials | 285 minutes | 5 lessons of 5 different subjects will be demonstrated |
| 2. | Wrap up | -Review the module by revisiting the module objectives  -Give a preview of the next module and explain how it relates to this module | Projector | 15 minutes | Participants fill evaluation form of this course |