**BÁO CÁO CHUYÊN ĐỀ 2: PHƯƠNG PHÁP GIẢNG DẠY TIẾNG ANH**

Sinh viên chọn 1 trong các chủ đề sau để viết báo cáo chuyên đề khoảng 1500-1800 từ.

Khi viết báo cáo, cần trích dẫn nguồn và liệt kê danh mục tài liệu tham khảo ở cuối báo cáo.

**Đánh giá:**

Hình thức trình bày báo cáo: 20%

Nội dung: 80%

**SUGGESTED TOPICS FOR GRADUATION PAPER OF DISTANCE STUDENTS**

**Topic 1: How to teach reading**

*Your paper should include the following key points*

1. Why do teachers of English in high schools in Viet Nam need to get learners to read English texts?
2. What are two ways of reading? and which way should be taught in high schools in Viet Nam?
3. What are some different reading skills that high school learners should know? Are these skills found in the English textbooks used high schools in Viet Nam? If yes, which units cover these skills?
4. Describe the shape of a reading lesson for this group of learners.
5. Write a reading lesson plan based on one of the reading texts in the textbooks used in high schools such as English 10, 11 or 12. *(You are not allowed to copy reading tasks from these textbooks. You must write your own reading tasks)*

**Topic 2: How to teach listening**

*Your paper should include the following key points:*

1. What are some reasons for teaching listening in high schools in Viet Nam?
2. What are some different listening skills that high school learners should know? Are these skills found in the English textbooks used high schools in Viet Nam? If yes, which units cover these skills?
3. What are some listening sources that high school teachers of English in Viet Nam should use as supplementary materials?
4. Describe the shape of a listening lesson for this group of learners.
5. Write a listening lesson plan based on one of the listening texts in the textbooks used in high schools such as English 10, 11 or 12. (*You are not allowed to copy listening tasks from these textbooks. You must write your own listening tasks*)

**Topic 3: How to teach speaking**

*Your paper should include the following key points:*

1. What are some reasons for teaching speaking in high schools in Viet Nam?
2. Which subskills of speaking can be found in controlled-practice activities? Which subskills of speaking can be found in free speaking activities?
3. Which technique can be used for controlled-practice activities and which technique can be used for free speaking activities?
4. Read through speaking sections in the English textbook used in high schools in Viet Nam( English 10, 11 or 12) and find 5 tasks for controlled - practice and 5 tasks for free speaking practice. (*Remember to cite the page number of each task*.)
5. Write a speaking lesson plan for high school learners (grade 10) in Viet Nam. (*For each task, remember to explain the type of speaking task and the subskill of speaking you expect these learners obtain*.)

**Topic 4: How to teach writing**

*Your paper should include the following key points:*

1. What are some reasons for teaching writing in high schools in Viet Nam?
2. Read one of the English textbooks for high school learners (grade 10, 11 or 12) and summarize different genres (or types of writing) included in each textbook.
3. What are two approaches to teaching writing? Which approach should be adopted when teaching writing skills for high school learners?
4. Describe the shape of a writing lesson for high school learners.
5. Write a writing lesson plan based on one of the units of the textbooks you choose (English 10, 11 or 12).

**Topic 5: How to teach grammar**

*Your paper should include the following key points:*

1. Briefly summarize how grammar is taught according to at least 4 teaching methods you have known.
2. Describe two popular grammar teaching models now (The presentation practice production model and the task-teach-task model).
3. Which model should be adopted in teaching grammar for high school learners in Viet Nam? Why?
4. Describe the shape of the grammar lesson of the PPP model.
5. Choose a grammar point in English 10, 11, or 12 and write a grammar lesson plan according to the PPP model.

Notes:

1. On the final paper of your paper, you must include references (a list of books or articles from reliable websites that you read and presented in this paper).
2. Below is a sample lesson for reference. However, **DO NOT COPY** the information from this lesson plan.

**Sample Lesson Plan**

**Level**: Intermediate **Length of the lesson:** 50 minutes **Topic**: Extra lessons

1. **Main aim**: to practice the skills of listening for gist and listening for detail, and to provide practice in the language of the topic.
2. **Subsidiary aim**: to develop oral fluency
3. **Assumptions**: students will be interested in the topic as it is relevant to them
4. **Anticipated problems & solutions**: Two of the students are not good at listening, so the recording will be difficult. I’ll pair them with stronger for support.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Stages/Time*** | ***Stage aims*** | ***Procedure***  (Teacher’s & students’ activities) | ***Int.*** | ***Aids*** |
| **Lead in**  *5 minutes* | To create interest in the topic | Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them. | W/C |  |
| **Pre-teach vocabulary**  *5 minutes* | To help students understand vocabulary in the recording | Elicit/teach: *enjoyable, boring, expensive, time-consuming, exciting*, then write them on the board | W/C | Board |
| **Drill**  *5 minutes* | To provide practice of new vocabulary | Choral dill, individual drill and ask students to give me examples of words in sentences. | W/C | Board |
| **Lead in to recording and set task**  *5 minutes* | To provide practice in predicting content | Write the title of the recording on the board: “*Never waste a moment after school.”*  Students predict the content of the conversation in pairs | W/C  S🡪S | Board |
| **Recording x1**  *3 minutes* | To provide practice in listening for gist | Students listen to the recording to check their predictions. | S | CD |
| **Feedback**  *2 minutes* | To check answers | Students share their answers in open class | W/C |  |
| **Recording x 2 and x3**  *6 minutes* | To provide practice in listening for detail | Hand out worksheet  Students listen to the recording (twice) and do the comprehension exercise. | W/C | W/S |
| **Pair check**  *3 minutes* | To encourage peer cooperation | Students check their answers in pairs. | S🡪S |  |
| **Feedback**  *3 minutes* | To check answers | Report back on answers | W/C |  |
| **Class survey**  *9 minutes* | To develop oral fluency and provide practice | Put students into groups with a worksheet. Students carry out a class survey on the topic in groups | SS🡪S | W/S |
| **Feedback**  *4 minutes* | To allow students to share view | Report back and class discussion of survey results | W/C |  |

*Key symbols*

Int = interaction pattern W/C= whole class S🡪S= student to student

W/C= whole class W/S= worksheet Aids= Teaching aids